

# GADSDEN COUNTY SCHOOL DISTRICT DIGITAL CLASSROOM PLAN



*"Building A  
Brighter Future"*



**2014**  
-  
**2019**

## **Reginald C. James, Superintendent**

Rosalyn W. Smith, Deputy Superintendent

Kim Ferree, Assistant Superintendent

Sheantika B. Wiggins, Technology Director

Darlean Youmans, SIS Coordinator

John Thomas, Network Coordinator

AUDREY D. LEWIS  
DISTRICT NO. 1  
HAVANA, FL 32333

JUDGE B. HELMS, JR.  
DISTRICT NO. 2  
QUINCY, FL 32351

ISAAC SIMMONS, JR.  
DISTRICT NO. 3  
CHATTAHOOCHEE, FL 32324  
GREENSBORO, FL 32330

CHARLIE D. FROST  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32353

**BOARD APPROVED 09/23/14**

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## GADSDEN COUNTY PUBLIC SCHOOLS 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 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.

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

#### 1.1 District Mission and Vision Statements

##### **District's Mission**

*To build a brighter future as we prepare students for success in life.*

##### **Technology Mission**

*To create a safe and supportive learning environment where learners are inspired to develop 21<sup>st</sup> Century skills through the utilization of technology to improve achievement and success in a global society.*

##### **District's Vision**

*To prepare all students for success in a rapidly changing, diverse, global society through a variety of educational opportunities. The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.*

##### **Technology Vision**

*To provide a technology-rich environment to improve the quality of education through the use of digital tools and resources, encouraging lifelong learning for all learners.*

Gadsden District's technology advisory committee has identified short-term and long-term goals for integrating technology into all aspects of the educational system in conjunction with the core strategies of the strategic plan. The goals will serve as a guide for the technology planning process and implementation of the plan, as well as, support school/district level project-based learning and other projects during the next 3 to 5 years.

In pursuit of our technology vision and mission, our plan will strive to provide:

1. professional development to promote uniformity of technology standards
2. measurable indicators to monitor and evaluate technology goals and objectives
3. equitable distribution and access to digital tools and resources
4. guidelines to support Digital Citizenship and age appropriate digital learning
5. communication between stakeholders and school/district
6. automation of school/district paperwork and processes
7. infrastructure procurement of hardware/software and upgrade/maintenance
8. robust, reliable and secure infrastructure to protect student/staff data
9. digital devices meeting standards to accommodate student count and assessment schedule
10. directions for other technology initiatives in the future

The Gadsden County Public Schools' (GCPS) Technology Department is transitioning to a new paradigm that describes a shift in focus from standardization and compliance to innovation and experimentation; one based on outputs, in which value is placed on growth as measured against student learning goals. The plan promotes personalized learning experiences in which instruction is paced to learning needs (individualized), tailored to learning preferences (differentiated), and tailored to the specific interests of different learners. Learning objectives focus on creating environments and activities that support engagement and motivation as determined solely from the learner's perspective. Each teacher is continually guided by student-specific learning data that is progress monitored and used to inform instructional decision making at the student level.

We have initiated a system redesign in which connected learning replaces learning in isolation for both teachers and students. By leveraging the ubiquitous nature of blended learning, flipped classrooms, and project-based learning spaces, we will promote an environment where learning is the constant and time and space are the variables. By promoting learning as borderless (time, place, resources, opportunity) schools and structures are defined only by student learning and productivity- by where the learning takes place. The ultimate goal is for all learners to have 24/7 access to learning (resources, opportunities, experiences) matched to each learner's need.

By focusing on the learner – our plan redefines the role of the teacher as a facilitator of student-directed inquiry and learning. This represents a shift from teachers as “solo practitioners” to educators as well-connected lead learners. While there is a need for certificated, professional teachers, learning is not bounded by teacher certification. The plan defines how virtual learning environments will engage experts from the field and supports a means for their voices to be delivered into the learning process. The same will be true for engaging and incorporating voices of students and educators across the globe. The activities within learning environments (both traditional and virtual) are moving from a transmission or passive learning model to a transaction or active model of learning – one that supports global awareness and connectedness at both the adult and student levels across the organization.

Gadsden District is committed to providing the best growth and learning opportunities possible for all students. We recognize that incorporating technology into the learning environment and work place is critical to continued growth for students and staff. The vision for our District's Digital Classroom Plan (DCP) is to create the basis for combining multiple digital tools and resources to enhance the learning environment for students and for creating a more efficient and productive environment for our school/district level staff in support of students and teachers.

GCPS' DCP has been designed to support the premise that technology needs to be an appropriate and comprehensive resource that supports and extends the curriculum. The plan is intended to be a working document for ongoing dialogue and serves two main purposes: 1) a strategic guide to support of our vision and commitment to use digital leaning as an integral component of the educational process and 2) documentation to E-Rate compliance. Our intent is to move to a system that supports all staff and students, in a structured manner, which includes equity of access to digital tools and resources so that every student will have high-quality instructions, meaningful learning experiences, and prepared to succeed in college and careers. As such, the plan will be revised and reviewed on a continuing basis.

GCPS believes that . . .

- All students can learn
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.
- Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.
- Education is the key to opportunity and social mobility.
- A safe and supportive learning environment promotes student achievement.
- Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.
- The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning).
- The development of a caring school community should be a priority for our school system.
- The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

Gadsden District's DCP includes overarching goals, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over a 3 to 5 year timeframe, we can learn from each other by optimizing our resources, emerging best-practices, build on our successes, spread out up-front costs, and address key challenges that arise. 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.

## 1.2 District Profile

Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

Gadsden County School District is located in the panhandle of Florida, 18 miles west of Tallahassee, (the state capital), comprised of six communities entwined in a rural, agricultural setting: Chattahoochee, Greensboro, Gretna, Havana, Midway, and Quincy.

Gadsden County has 15 public schools, 2 charter schools, 1 alternative program, 1 education unit at Florida State Hospital, several program units for special needs, and 2 private schools.

The district serves grades preK-12 and has approximately 6,000 students; 80% of students are black; 18% Hispanic; 2% multiracial/white/other. Almost 90% of the students are economically disadvantaged. About 15% are ESOL/ELL/Migrant and almost 25% of the students have IEPs as ESE students.

Gadsden County is the state's only county with a predominantly African-American majority population. The median income for a family in Gadsden County is \$35,593. Approximately 30% of the population is below the poverty level and unemployment rate is 11%. Over 90% of students qualify for Free and Reduced Lunch (FRL) and 89% of the students are directly certified under the Community Eligibility All students in Gadsden County are provided with free breakfast and lunch, as a result, 99% of the public schools are classified as Title I schools.

The Graduation rates continues to rise, it is below the state averages at 61.4%. The district received a state accountability letter grade of "D", nonetheless, evidence shows a consistently increase in student academic proficiency levels and learning gains in reading, science, and math for all student subgroups, especially for the lowest 25% (quartile).

As a small, rural school district, as opposed to our neighboring city district, we continue to face several obstacles such as declining student enrollment, limited course offering, limited highly qualified employees, limited local job opportunities available for students and community, and most of all ... lack of adequate resources to meet required mandates. Despite such challenges, we will continue to find alternative ways to prepare our learners to be successful, competent and competitive.

### 1.3 District Team Profile

Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

<b>Title/Role</b>	<b>Name:</b>	<b>Email/Phone:</b>
Superintendent	Reginald C .James	jamesr@gcpsmail.com
Deputy Superintendent	Rosalyn W. Smith	smithr@gcpsmail.com
Finance Director	Kimberly Ferree	ferreek@gcpsmail.com
Human Resource/Staff Development	Pink Hightower	hightowerp@gcpsmail.com
Technology Director	Sheantika B. Wiggins	wigginss@gcpsmail.com
Network Coordinator	John Thomas	thomasj@gcpsmail.com
MIS Coordinator	Darlean Youmans	youmansd@gcpsmail.com
MIS Staff	Rutha Black	blackr@gcpsmail.com
MIS Staff	Desmona Hale	haled@gcpsmail.com
Instructional Technology	Patricia Beamon	beamonp@gcpsmail.com
Instructional Technology	Larissa Riggins	rigginsl@gcpsmail.com
Instructional Services	Sarah Knight	knights@gcpsmail.com
Instructional Services/ Virtual Programs	Cheryl Ellison	ellisonc@gcpsmail.com
Assessment	Carolyn McKinnon	palmerc@gcpsmail.com
Food Service	Pauline Milton	smiltonp@gcpsmail.com
Federal Programs	Rose Raynak	raynakr@gcpsmail.com
ESE Director	Sharon Thomas	thomass@gcpsmail.com
Parent Services Coordinator	Sherrie Taylor	taylor@gcpsmail.com
Dropout Prevention Coordinator	Deborah Rackley	rackleyd@gcpsmail.com
ESOL	Ana Garcia	garciaa@gcpsmail.com
Inventory Control/School Safety	Bruce James	jamesbr@gcpsmail.com
Public Relations	Shaia Simmons	beckwiths@gcpsmail.com
Title I/21 <sup>st</sup> Century Afterschool	Joanette Thomas	thomasjo@gcpsmail.com
Facilities Director	Wayne Shepard	shepardw@gcpsmail.com
ESE Parent Involvement	Anitria Daniels	danielsa@gcpsmail.com
ETO Mathematics	Dionne Mathews - Nelloms	matthews-nelloms@gcpsmail.com
ETO Science	Calvin Trombley	trombleyc@gcpsmail.com
ETO Reading K-5	Betty James	jamesb@gcpsmail.com
ETO Reading 6-12	Doris Hinson	hinsond@gcpsmail.com
ETO Assistant/Spanish	Nancy Sierra	sierran@gcpsmail.com
STEM	Angela Sapp	sappa@gcpsmail.com
STEM	Curtis Richardson	richardsonc@gcpsmail.com
Transportation Director	Andy Gay	gayg@gcpsmail.com
Pre-K/Head start Coordinator	Carolyn Harden	hardenc@gcpsmail.com
Media Specialist	Julia Hilton	hiltonj@gcpsmail.com
Media Specialist	Mildred Clemons-Youmans	clemonsm@gcpsmail.com



#### 1.4 District Planning Process

Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

The process used to write this plan commenced from data gathered continuously over the past years regarding district-wide needs to prepare and support 21<sup>st</sup> Century learning. Through collaboration and discussions with key school and district leaders, evaluations of the applications in use, and district-wide needs of all stakeholders, a clear direction emerged leading to the development of this plan and the needs were identified and then refined as associated costs, timing, student performance, professional development, infrastructure support, digital tools and resources, and online assessments were determined. All of these components lay the foundation and present to some degree of challenges. In addition, we received guidance through the assistant of PAEC in collaboration with NEFEC and Heartland Consortiums.

The following principles guide the development of this plan and it will:

1. Outline a unified vision and established guidelines for using technology in teaching and learning to help prepare all students to be productive and competitive participants in our 21st century global society.
2. Assess the current state of technology across Gadsden District's schools and provide a strategic framework and vision for technology use that can adapt to the rapid changes in technology that will occur over the term of the plan.
3. Establish a baseline of realistic expectations for the use of technology in our schools and district, plus identify or provide funding streams adequate to meet those expectations.
4. Provide a flexible model for technology planning that incorporates best-practice technology plan elements, such as goals, needs analysis, evaluation, and accountability that schools and district can effectively utilize.
5. Coordinate the efforts of various education stakeholders, connect common interests, and leverage existing resources and assessments to accomplish and evaluate plan goals.

Consideration was given to the professional development needs of teachers to support student project using digital learning, increase opportunities to access digital learning tools and resources to support academic growth and redirection toward the district's initiative, A New Way of Work: *'Cultivating a Culture of Excellence through Use of Project-Based Learning'*.

Finally, the DCP draft was disseminated to various stakeholders to ascertain feedback and to ensure that the document reflects the commitment from all departments impacted by the plan. The plan encompasses the next 3 to 4 years, July1, 2014 – June 30, 2019. It is the result of many hours of discussion and teamwork and it will function as a primary tool to guide the district's acquisition, sustainability, and integration of technology to support the district's curricular goals.

The following stakeholders contributed indirectly towards creating the district's goals, objectives, and strategies used to develop the DCP and identifies the group's level of support in the planning process:

**District Leadership Team (DLT) - Directors, Coordinators, Governing Board**

Provide site-based updates on implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

**Instructional Leadership Team (ILT) and Education Management Team (EMT)**

Promote, direct, and facilitate the district's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems, monitor school performance, and make adjustments based on school performance.

**Education Transformation Office (ETO), Site-Based Coaches, and Teachers**

Provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

**District Technology Staff**

Provides overall coordination of the technology implementation, student information systems, data files, network and computer support, and the implementation of the goals and objectives set forth in the plan.

**District Financial Staff**

Provides coordination of technology funds and budget issues.

**SAC/PTA Parents and Students**

Provides shared-decisions on each school improvement plan. Their input help to provide additional direction for district/school level efforts to integrate technology and 21st century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21st century skills which support in-school and after-school programs.

**FDLRS**

Provides assistive technology and expert knowledge to assist teachers to provide additional resources, strategies and support for students to be successful in the classroom.

**Higher Education**

Offer expert knowledge of college readiness preparation

**Consortia – Panhandle Area Education Consortia (PAEC)**

Provides expert knowledge for ongoing updates and input regarding the objectives, funding, budgets, and curricular guidelines for all instructional technology support by means of services, trainings, and PD opportunities made available through leading edge technology.

A representative of the School Board is assigned to Technology to ensure that the Board is aware of curricula issues and to support the educational technology goals that provide guidance in addressing the district's technology needs. Our board approved technology plan in past years have provided a clear focus to enhance the district's curricular program and improve technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers.

GCPS continues to solicit, expand, and sustain our partnerships with various stakeholders to enhance the integration of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

GCPS 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 (using iPads), text-to-speech applications, and specialized software, as recommended by the Exceptional Student Education Department, ESE program and behaviorist specialist, along with recommendations from FDLRS and other supporting agencies. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations.

In addition, assistive technology devices help individuals with many types of disabilities, from cognitive problems to physical impairment. These tools assist students with disabilities to partake, communicate, and learn more effectively, both in and out of the classroom. The use of technology to enhance learning is an effective approach for many children. Additionally, students with LD often experience greater success when they are allowed to use their abilities (strengths) to work around their disabilities (challenges). AT tools combine the best of both of these practices.

GCPS has access to employ a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to a SMART Board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating system.

Likewise, The ESOL program of Gadsden County Public Schools has numerous opportunities to assist English language learners (ELL) in their journey in acquiring English and achieving academic success. The goals of the program are to provide educational programs that are the same in scope and sequence as non-ELL students. These programs will provide resources for the ELL student to enhance their educational experience. Teachers, parents, and administrators are given opportunities to learn new ways to increase the success of these students in the learning process. The District's mission "Building a Brighter Future" has become a driving force for the ESOL Program. Though the integration of technology, ESOL and ELL students have access to Spanish translations, educational websites, supplemental tool and resources to assist with their digital learning and educational needs.

### 1.5 Multi-Tiered System of Supports (MTSS)

Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

The Gadsden County School District developed a comprehensive approach for partnerships between the schools, parents, and the communities. The comprehensive approach fosters positive attitudes about the school, parents and community members because it respects the varying capacities of the school population as a whole. Parents are encouraged to share information through surveys, workshops and parent meetings on ways to reach out, create and the strengthen partnerships and assist with the development of the District and Parent Improvement Plan.

In addition, each department of the District's leadership is afforded an opportunity to contribute to the plan. Peer Reviews were organized to ascertain school site improvement needs, strengths, and suggestions for district-wide improvement strategies. Assessment data, both at the school site level and district-wide, are reviewed to determine the District's overall academic focus. A representative of the School Board is aligned to Curriculum and Instruction to ensure that the Board is aware of curricula issues and to offer advisement from the perspective of our District's Governing Board.

Gadsden District has established a district-based leadership team (DBLT) to guide the successful implementation of a Multi-Tiered System of Supports (MTSS). The primary function of the DBLT is to ensure that funding, professional development, infrastructure (e.g., data supports), and implementation supports (e.g., coaching, technical assistance) are available to reinforce implementation at school sites.

Using performance data and monitoring learning through the MTSS, administrators can make important instructional decisions to meet the needs of students from different backgrounds, learning styles, and levels of attainment.

The DBLT periodically reviews district policies and programs to ensure they are sufficiently addressing the instructional and behavioral needs of all students at every level of need. It also assists school based teams in making data-based decisions that will promote intense and focused instruction and intervention, as well as, working with the staff development office to provide professional development to ensure fidelity of implementation of the MTSS and the Florida Standards.

The district's plan utilizes a specific, data-driven problem-solving process to identify and analyze academic and behavioral difficulties; and to plan for all students' progress, using scientific, evidence-based instruction and intervention.

This is accomplished through the following:

- Providing a multi-tiered model of instruction and intervention
- Utilizing a collaborative problem solving approach
- Implementing a research-based Core Curriculum (aligned with Florida's Standards)
- Monitoring student progress to inform instruction
- Using data to make instructional decisions
- Using assessments for three purposes: universal screening, diagnostics, and progress monitoring
- Engaging parents and community partnerships

Our central component of our plan is student achievement. Therefore, in order to provide the best possible instruction to students, we need to have ways to assess them using both formative and summative tools. The ability to access data effectively and efficiently drives instruction and provides the ability to more accurately target the individual needs of students, which then translates into adapting our instruction in order to best meet the students' need.

Currently, Performance Matters (PM) is one of its data sources to allow teachers and administrators to have the ability to access multiple data measures, create reports, and build check-points to track student progress and identify struggling students, monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, and writing. The PM system allows schools to review and assess state and local tests taken by students in grades K-12. Strand comparison reports, school proficiency growth, and students' performance by standard are just a few of the data that PM is capable of producing.

The effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR, as well as, through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations.

In addition, Skyward is the student management system used by Gadsden County. Skyward allows school level personnel to update and track a student's behavior, attendance, and academic performance, to name a few. Within our MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing.

The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require. Teachers receive support through a Multi-tiered System of Supports because they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students.

## 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.

#### 1. Student Performance Outcomes

- Improve reading skills in all content areas
- Increase the number of students proficiency on the new FAIR-FS
- Increase the number of students proficiency on the new Florida Standards Assessment
- Establish internationally competitive standards for student performance and an accountability system and policy framework designed to ensure that all students are challenged to meet more rigorous standards.
- Development and implementation of a shared vision for comprehensive integration of technology to promote excellent and support transformation throughout the district.
- Create, promote and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all student
- Explore, locate and/or create online learning system to support Next Generation Content Area Reading Professional Development (NGCA-PD) for teachers to have access to materials and opportunities to share content cross-curricular.
- Establish a set of standards of excellence and best-practices in learning, teaching and leading with technology in education.
- Establish a set of standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasing global and digital world.
- Establish a set of standards for evaluating the skills and knowledge teachers need to teach, work, and learn in an increasingly connected global and digital world.
- Establish a set of standards for evaluating the skills and knowledge administrators and leaders need to support digital age learning, implement technology, and transform the educational landscape.
- Provide access to district tools and resources beyond the normal school day for teachers and students to acquire materials as needed to support district reading goals.
- Establish and increase collaboration with technical colleges, other institutions of higher learning and the local business community, to insure that career, technical and other education programs prepare students for diverse and technologically rich society.
- Use technology to improve teaching and learning to support the district’s curricular goals

#### 2. Digital Learning and Technology Infrastructure

- Create and implement email accounts to students
- Establish district-wide systemic workflow procedures for new employee to receive network user accounts upon hired date based on employee duties.
- Explore and purchase additional network storage solution for stakeholders district-wide to store their work and is backed up nightly to prevent data loss.
- Purchase and replace backup power for all school/district servers
- Establish additional alternative locations for district data storage and back-up
- Provide and implement policies to allow students, parents, and district/level staff the ability to reset passwords via a set of security questions based on answers previously provided.
- Develop and implement a connection between school and community through the use of technology to support digital communication and literacy.

- Pursue alternative funding sources to maintain and expand existing and essential programs or to initiate new programs and services aligned with the district's mission, vision and beliefs.
- Ensure a safe and secure environment for stakeholders to access digital resources during the school day and outside of school hours
- Updated hardware and software to maximize and support teaching and learning
- Provide equity and distribution of technology resources and tools to improve instruction, engagement, and achievement.
- Implement end user device policy to limit accidentally or maliciously effecting the functionality of software on computers.
- Complete and implement procedures for standard images and software for student and teacher workstations

### 3. Professional Development

- Provide a comprehensive PD program that will train educators, administrators, and leaders to use technology as an integral tool to enhance teaching and learning.
- Create and provide a comprehensive PD program to train students and parents on how to acquire and use digital tools and resources
- Create and provide centralized PD website for stakeholders to access online learning systems, modules, digital tools and resources
- Provide results-driven PD that is standards-based, job embedded and collaborative
- Provide 'How To' modules and videos on utilizing technology to improve student achievement and to increase the school district's productivity and efficiency as a major business enterprise.
- Provide teachers with classroom assistance as needed to demonstrate technology integration in a real environment.
- Provide collaboration and opportunities for Media Specialist and Lab Proctors to be trained as Digital Educators and work in conjunction to select media literacy of various mediums to integrate reading skills in the content areas.
- Provide a comprehensive PD program for new Digital Educators program and training site for asynchronous and synchronous digital courses, materials, and activities.
- Ensure a high level of technology planning and support at the school level

### Digital Tools

- Explore and purchase a workflow system that will provide secure, complete access to Skyward School Management System for use throughout the district including workflow that crosses the entire system.
- Continue to implement and support for stakeholders to access and use district tool and systems.
- Establish procedures and policies for stakeholders to access digital tools and resources
- Establish and implement BYOD procedures and policies for stakeholders to access digital tools and resources via wireless access points
- Implement system to allow students and parents to access to view student grades, attendance, and progress in school anytime.

### 4. Online Assessments

- Implement and replacement and/or purchase of devices for FSA 1:1
- Implement completion of CBT certification tools by school-level personnel

- Implement process for installation of AIR system requirements
- Implement end user device policy to limit accidentally or maliciously effecting the functionality of software on computers.
- Ensure all computers meet technical requirements for the new FSA
- Purchase additional laptops, replacement batteries, headsets, and storage carts
- Establish and implement protocol for browser restraints/compatibility, plug-ins such as Java and others as specified, firewall restrictions, filtering rules, hardware standards, and connection to online assessment tool.
- Secure and test functionality of assistive technologies in addition to input devices needed for students requiring accommodations.
- Periodically review the specifications requirements and updates.
- Establish protocol for networking: external connection to the Internet, internal school network, wireless network, security, and accessibility
- Confirm component loading and functionality before test administration. Do not perform upgrades during the testing window.
- Conduct a basic troubleshooting workshop for all staff administering the online assessment.
- Schedule and complete the FSA online assessment tutorial, including all technology staff, teachers and students.
- Designate and place technical support on alert during testing periods.
- Modify plan to replace or upgrade computers, not meeting minimum specifications



## 2.1 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	40%	52%	2016
2.	Math Student Achievement	52%	62%	2016
3.	Science Student Achievement	35%	50%	2016
4.	ELA Learning Gains	0%	10%	2016
5.	Math Learning Gains	2%	14%	2016
6.	ELA Learning Gains of the Low 25%	63%	68%	2016
7.	Math Learning Gains of the Low 25%	65%	70%	2016
8.	Overall, 4-year Graduation Rate	51%	58%	2016
9.	Acceleration Success Rate	51%	56%	2016
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
10.	Target AMO Reading	52%	68%	2017
11.	Target AMO Math	62%	75%	2017
12.	Keyboarding Skills	Establish Baseline	Baseline + 10%	2015

## 2.2 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.

<b>Infrastructure Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Student to Computer Device Ratio	2.62	1:1	2019
2.	Count of student instructional desktop computers meeting specifications	1704	2000	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	415	1400	2019
4.	Count of student web-thin client computers meeting specifications	NA	NA	NA
5.	Count of student large screen tablets meeting specifications	379	500	2019
6.	Percent of schools meeting recommended bandwidth standard	90	100	2016
7.	Percent of wireless classrooms (802.11n or higher)	90	100	2016
<b>Infrastructure Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
8.	SMART Board Presentation Systems for Teachers	308	400	2018
9.	Network engineer	1	2	2018
10.	Computer Technician	5	20	2018
11.	Digital Educator	1	80	2018

### 2.3 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 Level	30 %
Adoption Level	25 %
Adaptation Level	20 %
Infusion Level	15 %
Transformation Level	10 %
<b>Total</b>	<b>100 %</b>

<b>Professional Development Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved(year)</b>
1.	Average Teacher technology integration via the TIM	45%	70%	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	50%	55%	2017
3.	Average Teacher technology integration via the TIM (Middle Schools)	45%	50%	2017
4.	Average Teacher technology integration via the TIM (High Schools)	43%	45%	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	42%	45%	2017
<b>Professional Development Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved(year)</b>
6.	Educators and leaders will use Skyward to enter grades electronically and manage student achievement information more efficiently	70%	100%	2017
7.	Educators and leaders will be accessible to parents and community through email.	60%	100%	2018
8.	Staff participating in appropriate online PD for differentiate instruction to support components of adopted intervention programs and curriculum	0%	20%	2018
	Provide Digital Educators and/or Technology Specialist to assist with implementation of the DCP	0	20	2016

## 2.4 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:

<b>Baseline Response:</b>	<b>Target Response:</b>
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

<b>Digital Tools Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented	Will continue to support and employ in classrooms	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	2017
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	2017
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	2016
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.	Partially implemented	Will work to implement and employ	2017
6.	Implementation status of a system that	Partially	Will work to	2016

	leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	implemented	implement and employ	
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	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.	Partially implemented	Will work to implement and employ	2016
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	2016
<b>Digital Tools Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
10.	Implementation of an ITV Broadcast connection and system that provides district-wide dissemination via asynchronous and synchronous video feed to schools and community.	Partially implemented	Will work to implement and employ	2016
11.	Skyward Parent Portal	Partially implemented	Will work to implement and employ	2014
12.	Implementation of CAPE PD to support curriculum and testing platform (Certiport) at elementary teachers	No system in place	Will work to implement and employ	2016
13.	CAPE - Implementation of a system to provide opportunities for high school students to earn digital tool and industry certifications.to meet career needs.	Fully implemented	Will continue to support and employ more	2016
14.	CAPE - Implementation of a system to provide opportunities for all middle school students to earn digital tool certifications.	Partially implemented	Will work to implement and employ	2015
15.	CAPE - Implementation of a system to provide opportunities for all elementary school students to earn digital tool certifications.	No system in place	Will work to implement and employ	2017

2.5 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.

<b>Online Assessments Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
<b>1.</b>	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100	100	2015
<b>2.</b>	Computers/devices required for assessments (based on schedule constraints)	917	2521	2019
<b>Online Assessments Needs Analysis (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
<b>3.</b>	Computers/devices required for subject area test (based on schedule constraints)	917	2521	2019

## **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.

Each area of the needs analysis is based on curricular driven decisions, realistic goals, and measurable objectives aligned to the District’s Improvement and Assistant Plan (DIAP), Annual Measureable Objectives (AMOs) and Strategic Plans to support student achievement and includes strategies for all learners to acquire 21<sup>st</sup> Century communication and technology skills in order to improve the effectiveness, efficiency, and ideally the enjoyment experiences to master the core content standards.

### **Enter district goals below:**

#### **Improve Student Achievement & Close Student Achievement Gaps**

ALL students attaining proficiency or better with grade level content

**Highest Student Achievement:** All students will acquire the technology skills and information skills needed to succeed in the classroom and workplace.

#### **Student Acquisition of Technology and Information Literacy Skills.**

Support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

**Quality Efficient Services:** The district will establish and maintain a reliable digital learning infrastructure essential for all learners to access electronic information and to communicate.

#### **Ensure Trained Staff and Improve Community Involvement**

Expand quality of teaching in the education system and communicate student progress of activities between home, school, and community.

**Skilled Workforce and Economic Development:** All stakeholders will have access to opportunities and professional development to develop the skills and knowledge for implementing digital learning

#### **Improve Student Data Collection, Analysis & Decision Making**

District teachers, administrators, staff, and leaders will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

**Seamless Articulation and Maximum Access:** Provide a variety of digital tools systems, strengthen information and communication technology skills, and ensure opportunities to personalize and extend learning

**Quality Efficient Services:** Improve platform and environment for online assessments

### 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.

A. Addressed Highest Student Achievement: All students will acquire the technology skills and information skills needed to succeed in the classroom and workplace		
Strategy	Measurement	Timeline
<ul style="list-style-type: none"> <li>Explore and expanded opportunities for postsecondary degrees and certifications for all students, including ESE and ESOL</li> <li>Collaborate with FDLRS and ESE program specialist to assist with purchase of assistive and adaptive software and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Apply for grants to expand the availability of technology to all students</li> <li>List of recommended software and equipment readily available</li> </ul>	Fall 2014 and ongoing
<ul style="list-style-type: none"> <li>Provide students with opportunities to participate and access other online course not offered in GCPS' program of study</li> </ul>	<ul style="list-style-type: none"> <li>Participation reports FLVS - PAEC, Gadsden VIP and Dual Enrollment</li> <li>Expanded access to curricula related to local and state standards through online courses, content, collaboration, and support</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Develop grade-appropriate curricular processes that support technology literacy (the use of internet, word processing, databases, spreadsheets and presentation programs) as essential for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Implement keyboarding curriculum for beginning at grade K.</li> <li>implement grade level checklists and rubrics</li> </ul>	2014-2016 2014-2016
<ul style="list-style-type: none"> <li>Develop a means for ongoing assessment of student progress in the use of technology literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the use of electronic portfolios and available resources</li> </ul>	2014 and Ongoing
<ul style="list-style-type: none"> <li>Encourage safer and responsible use of technology tools.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Learning.com EasyTech program in grades K-8</li> <li>Delivery of Cyberbullying awareness and social media to teachers, students, and where appropriate</li> </ul>	Fall 2014; ongoing
<ul style="list-style-type: none"> <li>Continue district-wide software implementations including Microsoft Office products, antivirus, Destiny Library Management, and other subject specific and assistive technology software.</li> </ul>	<ul style="list-style-type: none"> <li>Procure new computers and images with district software selections ensuring consistency districtwide as well as equitable access.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Continue to prepare for Florida Standards assessment online testing in 2014-2015 school year.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and sustaining appropriate computers and lab space to accommodate testing window and number of students.</li> <li>Reinforce keyboarding skills for students in grades 3-12.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce, publish and update individual and/or shared writing projects, respond to ongoing feedback, including new arguments or information, interact and collaborate with others in all content</li> <li>Make strategic use of digital media (graphical, textual, audio, visual and interactive elements ) in presentation to enhance understanding of findings, reasoning, and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Published writing samples</li> <li>Student survey</li> <li>Presentation product</li> <li>Presentation observation</li> </ul>	Annually
<ul style="list-style-type: none"> <li>Acquire knowledge of a variety of technology to apply mathematics in solving problems arising in everyday life, school, and society</li> </ul>	<ul style="list-style-type: none"> <li>Effectively use of diagrams, spreadsheets, graphing calculator, graphs and other mathematical digital tools</li> </ul>	Annually
<ul style="list-style-type: none"> <li>Learn how to use the applications in Google Applications in</li> </ul>	<ul style="list-style-type: none"> <li>Sample products and publications</li> </ul>	Ongoing



Education, including Google Drive		
<ul style="list-style-type: none"> <li>Utilize Google Applications in Education to collaborate, produce, and publish products in Google Drive</li> </ul>		
<ul style="list-style-type: none"> <li>Use research information using digital resources, including the Internet and identify credible sources</li> <li>Include visual displays, video, audio clips and other multimedia in documents</li> </ul>	<ul style="list-style-type: none"> <li>Student Survey</li> <li>Citations noted in product</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Teaches will integrate technology into their curriculum as embedded components of teacher lesson plans.</li> <li>Technology and information literacy skills will be the primary focus, with the secondary emphasis on Math and Science as both of these areas are tested on the state assessments.</li> <li>Developing multimedia presentations for instruction</li> </ul>	<ul style="list-style-type: none"> <li>teacher-made materials from a desktop publishing software</li> <li>Finding, evaluating, and using internet resources,</li> <li>Student projects requiring use of internet and/or computer applications</li> <li>Student e-mail or web-based product</li> <li>Students use of multi-media for presentation</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Identify core technology skills for teaches to support technology integration in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Technology and benchmarks will be revised to reflect technology and information literacy from the K-8 grade standards</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Implement, support, evaluate, and expand the use of the Library/Media Centers as models of integrating technology and information literacy into teaching and learning.</li> <li>Incorporate opportunities for Library/Media Specialist and Lab Proctors to collaborate with classroom teachers, other educators and public library to provide authentic learning experiences that develop proficiency in information literacy, communication and technology literacy skills.</li> <li>Implement a dynamic technology planning process that expands curricular and instructional opportunities to students</li> </ul>	<ul style="list-style-type: none"> <li>Observing learners modeling, implementing, and selecting appropriate digital tools and device</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Software resources used by teachers in instruction and by students for review, reinforcement, and interventions</li> </ul>	<ul style="list-style-type: none"> <li>Provide quality software</li> </ul>	
<ul style="list-style-type: none"> <li>Incorporate digital content into instruction to decrease the dependency on print materials</li> <li>Work with educators and leaders to design instruction which includes digital content and supports FL Standards</li> <li>Provide access to authentic learning activities appropriate to student development whenever and wherever they need</li> <li>Provide access to the appropriate tools and resources to guide instructional and administrative practice</li> </ul>	<ul style="list-style-type: none"> <li>Making and using teacher-prepared materials from a desktop publishing software</li> <li>Developing multimedia presentations for instruction</li> <li>Finding, evaluating, and using internet resources,</li> <li>Implementing student projects requiring use of internet and/or computer applications</li> <li>Implement collaborative student e-mail or web-based product</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Ensure appropriate inclusion of strategies for providing instructions across all content areas regarding CYBER-security, safety and ethics</li> </ul>	<ul style="list-style-type: none"> <li>Digital content integrated into all curriculum, as appropriate, to support teaching and learning</li> <li>Internet safety provided for students and teachers</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Identify and utilize effective practices in implementing digital content that accommodates that diverse learning needs of all students.</li> <li>Provide assistive technology to students whose Individualized Education Programs (IEP) and 504 plans recommend or</li> </ul>	<ul style="list-style-type: none"> <li>Instructional resources that incorporate universal design</li> <li>Kurzweil and other assistive technologies</li> </ul>	Annually

require these devices work with schools, departments, students, parents and community to define need and adjust website as necessary	• Response to intervention (RTI) in key curricular areas identified as needing attention	
• Continue to work with departments, staff, students, and the community to define need and adjust the website as necessary	• Coordinated access to information and resources via web	Ongoing
• Use appropriate strategies and technology to collaborate, construct knowledge and develop solutions to real-world problems	• Integration of research-based best practices and technology that support student achievement	Ongoing
• Incorporate opportunities for Library/Media Specialist and Lab Proctors to collaborate with classroom teachers, other educators and public library to provide authentic learning experiences that develop proficiency in information literacy, communication and technology literacy skills. • Model, implement, and assess appropriate technology use at all levels of the teaching and learning process • Implement a dynamic technology planning process that expands curricular and instructional opportunities to students	• Levels of Technology proficiency • Percent of educators and leaders effectively using digital tools and device • Site visits and observation	
• Revise Acceptable Use and BYOD policies for staff and students as needed to reflect changes in state and federal laws	• Updated, board approved forms	Annually, as needed
• Identify resources to increase awareness of internet safety and prevention of cyberbullying to students, staff, and where appropriate	• Implement online Digital Citizenship Program for staff, students, parents and community	
• Provide and deliver series of training focusing on ethical use of information technology including the following: copyright and fair use, downloading and file sharing, and plagiarism	• Signed Acceptable Use Policy (AUP) forms signed by parent • Enforcement of policy	Annually
• Provide training and information focusing on ethical use of information technology for educators and leader	• Sign-in sheets • AUP signed by all staff • Enforcement of policy	Annually
<b>Evaluation and Success Criteria</b>		
<ol style="list-style-type: none"> <li>1. Checklist and Rubrics</li> <li>2. Student digital portfolios demonstrating 21<sup>st</sup> century skills.</li> <li>3. Age appropriate Assessments</li> <li>4. Acceptable Use and BYOD Policies</li> <li>5. AUP forms noted in Skyward</li> <li>6. Purchase Orders</li> <li>7. Inventories</li> <li>8. Contract amendments</li> <li>9. Computer-Based Technology Survey</li> <li>10. Keyboarding Curriculum</li> <li>11. Central Office and Principal reports for: classroom walkthroughs, classroom informal observations</li> <li>12. Teacher observations and surveys</li> <li>13. Student surveys</li> <li>14. Grade/subject level PD and collaboration meetings times/agendas/ participation records and outcomes</li> <li>15. Annual approved list of adopted curriculum and software programs</li> <li>16. CPUs direct images</li> <li>17. Annual technology Proficiency Surveys</li> <li>18. Grade level technology curriculum assessment and proficient levels</li> <li>19. Training evaluations, agendas, and sign-in sheets</li> </ol>		

<b>B. Quality Efficient Services:</b>		
<b>The district will establish and maintain a reliable digital learning infrastructure essential for all learners to access electronic information and to communicate</b>		
<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Retrofit classroom with standard 21<sup>st</sup> Century tools, including all new instruction</li> </ul>	<ul style="list-style-type: none"> <li>Network with contractor and maintenance director and team</li> </ul>	As needed
<ul style="list-style-type: none"> <li>Expand use of wireless access</li> <li>Device plan for control and secure laptops, tablets, PCs and other portable wireless devices use for program facilitation (classroom walkthroughs, behavior specialist, FAIR-FS, etc.)</li> <li>Implement access of wireless in administrative areas</li> </ul>	<ul style="list-style-type: none"> <li>Distribute mobile devices and carts</li> <li>Implement control and secure expansion of wireless network and other wireless portable device use for program</li> <li>Implement control and secure expansion of laptops, tablets, PCs and other portable devices</li> </ul>	Fall 2014 and ongoing
<ul style="list-style-type: none"> <li>Evaluation technology infrastructures at district and through reporting tools</li> <li>Complete DOE tech surveys: TRI and CBT certification</li> </ul>	<ul style="list-style-type: none"> <li>Use data to maintain hardware</li> </ul>	Annually
<ul style="list-style-type: none"> <li>Monitor network usage</li> <li>Explore alternative means to expand bandwidth</li> <li>Review network usage reports</li> </ul>	<ul style="list-style-type: none"> <li>Limit number of wireless registered devices per person</li> <li>Seek additional E-rate funding to support network upgrades</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Monitor district-wide technical issues with hardware, software, network, security and firewall</li> <li>Maintain automatize system for school and district staff to receive technical support</li> </ul>	<ul style="list-style-type: none"> <li>Weekly IT meetings for district staff</li> <li>Continue workshops and meeting of school and department tech support personnel</li> <li>Continue use of district intranet Helpdesk support website</li> <li>Implement TMT local site support</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Create Digital Educator Cohort to facilitate best-practices of digital learning district-wide to provide on-site guidance</li> </ul>	<ul style="list-style-type: none"> <li>Initiate group from principal and central office recommendations</li> </ul>	Fall 2014 and ongoing
<ul style="list-style-type: none"> <li>Develop district purchasing procedures of technology-related information to department and administrators</li> </ul>	<ul style="list-style-type: none"> <li>Communicate and implement standard location of approved quotes</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Identify administrative and instructional software needs</li> <li>Improve the quality of teaching in the education system</li> <li>Align resources to strategic plan</li> <li>Use research-based models to drive curriculum</li> <li>Expand and/or improve integration of technology-delivered education content</li> <li>Strengthen foundation skills and grade appropriate Internet software and services in all classrooms.</li> <li>Improve college and career readiness</li> </ul>	<ul style="list-style-type: none"> <li>Increase teacher awareness of new and existing software, hardware, and assistive technologies</li> <li>Provide for readily available copyright information</li> <li>Asses to current instructional learning systems</li> <li>Implement Learning.com/EasyTech, Google for Educators, Edmodo and other PD opportunities for online learning</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Continued access to e-mail for staff and implement Google e-mail for students</li> </ul>	<ul style="list-style-type: none"> <li>Continued maintenance to Google for staff e-mail.</li> <li>Implementation off student e-mail access through Google.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Technical support for both infrastructure and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Available on-site school level trained tech support staff</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Maintenance plan to keep current infrastructure fully operational</li> <li>Review and plan cost-effect maintenance on network components</li> </ul>	<ul style="list-style-type: none"> <li>Purchased CPUs with 3 year warranty</li> <li>Encourage school level administrative replacement</li> <li>Continue replacement of network infrastructure.</li> </ul>	Ongoing

•Skylert form home-school communication via telephone and email message	•Review and update parent and student contact information	
•High-speed connectivity to global and local resources through High speed WANs, High speed LANs wired and wireless and Multimedia computers	•Maintain gigabit fiber connections, using e-rate discounts.	Ongoing
•Continue to implement new Voice over IP phone solutions to improve communication.	•As new facilities are added, integrate to existing phone solution.	Ongoing
Evaluation and Success Criteria		
<ol style="list-style-type: none"> <li>1. Purchase and amended contracts</li> <li>2. Construction plans</li> <li>3. Continued staff email</li> <li>4. Secured and filtered email for students</li> <li>5. Payroll records</li> <li>6. Purchase orders</li> <li>7. Inventories – district/school</li> </ol>		

<b>C. Skilled Workforce and Economic Development: All stakeholders will have access to opportunities and professional development to develop the skills and knowledge for implementing digital learning</b>		
<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Technology Management Team (TMT) supporting skill development and infusion of technology into curricular processes.</li> </ul>	<ul style="list-style-type: none"> <li>• PD opportunities addressing identified areas of need from the Teacher Technology Survey</li> </ul>	Monthly, ongoing
<ul style="list-style-type: none"> <li>• Encourage administrators' participation in ongoing district technology professional development programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate with Principals to plan technology training on new initiatives and identified areas of need.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Continue to model and maintain lesson plans demonstrating infusion of technology into daily school activities</li> <li>• Establish a district database accessible to all teachers through Skyward</li> </ul>	<ul style="list-style-type: none"> <li>• Implement of Skyward intranet to organize and maintain cross curricular technology infused lesson plan repository.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Teacher and administrator mentoring programs dealing with technology skills and/or infusion skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued Smart Board training in developing Smart Notebook lesson plans in each curricular area at all grade levels.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Continued classroom-based and faculty room access to technology for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to supply 100% internet access, both wired and wireless, in every classroom, office and faculty room.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Technical staff will continue to be trained in evolving technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued attendance at vendor supplied workshops including, but not limited to, adopted textbook online supplemental components, Smart Technologies, Skyward, Microsoft suites, Network and other software support Certifications.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>• Adapt existing PD to infuse authentic classroom applications into existing in-services</li> </ul>	<ul style="list-style-type: none"> <li>• Provide asynchronous and synchronous delivery of course.</li> </ul>	Fall 2014
<ul style="list-style-type: none"> <li>• Internet and safety curriculum and PD for school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Digital Citizenship curriculum via learning.com/EasyTech</li> </ul>	
<ul style="list-style-type: none"> <li>• Continue to explore ways that Staff Development office can assist with technology PD</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with PAEC and district staff development office about course offering for staff PD online</li> <li>• Post and provide available course offering</li> </ul>	Ongoing
<b>Evaluation and Success Criteria</b>		
<ol style="list-style-type: none"> <li>1. Training/Meeting schedules</li> <li>2. Training/Meeting agenda and sign-in sheets</li> <li>3. Training/Meeting evaluations</li> <li>4. Skyward lesson plan Intranet</li> <li>5. Exemplary SmartBoard lessons on Intranet for teacher use</li> <li>6. Technology surveys</li> <li>7. Vendor supplied workshop registrations</li> </ol>		

<b>D. Seamless Articulation and Maximum Access: Provide a variety of digital tools systems, strengthen information and communication technology skills, and ensure opportunities to personalize and extend learning</b>		
<b>Strategy</b>	<b>Measurement</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Innovative classroom configurations to include laptops, tablets, e-readers, LCD projector and interactive whiteboards while pursuing BYOD implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Implement 5-year refresh and more wireless mobile laptop labs to accomplish 3 to 1 student to computer ratio.</li> <li>Continued installation of mounted Smart Boards in our schools as funding allows.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Establish relationship and access to technology after school and evenings in community centers and libraries</li> </ul>	<ul style="list-style-type: none"> <li>Build partnership with community to support and provide a means to access district resources</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Continue to maintain web sites with online resources for students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and update with departments, schools and teacher-based web pages, parent resources</li> <li>Continue implementing Skyward Parent Module for all schools</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Continued implementation of Skyward district-wide to accomplish online lesson plans, websites, shared resources, digital classrooms, student e-mail, blogging and improved communications.</li> </ul>	<ul style="list-style-type: none"> <li>Develop schedules, agendas, online resources and tutorials and documentation for standardized delivery of professional development across the district.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Skylert messaging</li> </ul>	<ul style="list-style-type: none"> <li>Continue to update parent and student information to receive current school and district messages via phone and email.</li> </ul>	
<ul style="list-style-type: none"> <li>Continued use of Skyward online student database for attendance posting, integrated grade book and grade reporting</li> </ul>	<ul style="list-style-type: none"> <li>Continued support and updates to report cards and grade reporting as defined by District Grading Committee.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Provide intensive, targeted and sustain technology integration training and PD opportunities for district and school staff, continuing existing in-services, and developing new programs with real classroom applications</li> </ul>	<ul style="list-style-type: none"> <li>Access to digital tools and resources</li> </ul>	Ongoing
<b>Evaluation and Success Criteria</b>		
<ol style="list-style-type: none"> <li>Purchase orders</li> <li>District/school Inventories</li> <li>Grant opportunities</li> <li>Updated websites and resources</li> <li>Schedules for trainings, agendas, online resources and tutorials</li> <li>Skyward report cards</li> </ol>		

### 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.

Gadsden County School District will implement the pre-approved project, **Student Projects using Digital Resources**, and will commit to the professional development guidelines for the Digital Classroom Plan as described below:

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. The project shall include:

- Training for teachers and school leaders at elementary, middle and senior high levels on use of available school technology supports to enable student developed learning.
- Training teachers on uses of the Multi-tier System of Student Supports (MTSS) and Gradual Release of Responsibility strategies to accelerate independent student use of digital learning resources ( a tool kit on implementing gradual release will be provided by the department)
- Assisting school leadership teams in developing processes for supporting student use of digital learning, identification, recognition and sharing of quality outcomes.
- Form and support a district workgroup to identify high quality student work using digital resources and submit to the department “how to” guides that will support other students implementing a similar learning process.

## 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.

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Increase 4-year graduation rate	51%	58%
2.	Increase ELA Student Achievement	40%	52%
3.	Increase Math Student Achievement	52%	62%
4.	Increase Science Student Achievement	35%	50%
5.	Increase Student Digital Citizenship and Safety Awareness	Baseline (TBD)	Baseline +20%
6.	Increase Keyboarding Skills	Baseline (TBD)	Baseline + 20%

## 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](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.	Purchase 175 digital devices to implement and support DCP activities and assessments <b>DCP FUNDED</b>	2014-2015	\$100,000	Both	1-6
B.2.	Upgrade hardware, software, and systems to implement the DCP activities <b>DCP FUNDED</b>	2014-2015	\$50,000	Both	1-6
B.3.	Procure and install additional wireless access points <b>DCP FUNDED</b>	2014-2015	\$2500	School	1-6
B.4.	Hardware and software for Gadsden Digital Educators to build learning systems for district and school level <b>DCP FUNDED</b>	2014-2015	\$30,000	Both	1-6
B.5.	Procure LCD projectors and interactive whiteboards to complete 21 <sup>st</sup> century uniformity in classrooms districtwide <b>DCP FUNDED</b>	2014-2015	\$25,000	School	1-6



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

Brief description of other activities	Other funding source

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

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

<b>Infrastructure Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	Observation and evaluation of devices to support PBL activities and assessments. Evidence by lesson plans, observations, evaluations, and usage report.	Educators and students using devices for teaching and learning
B.2.	Upgrade hardware, software, and systems to successfully implement the DCP activities	All hardware and software will meet the specs for assessment according to guidelines provided from FLDOE
B.3.	AP distribution and connectivity report	All stakeholders will be able to access the AP with credentials seamlessly
B.4.	Devices purchased will be imaged and delivered based as ordered and received	Goal is to reach 1:1 or comparable as funding allows
B.5.	Teacher ability to use interactive white boards. Teachers observed using interactive white board for teaching and learning.	Educators and students will be able to model using the interactive whiteboard and its components.

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.

Gadsden County Technology Department previously conducted a 3day site-based walkthroughs by vendors to evaluate all sites’ infrastructure needs. In addition, a survey was conducted to identify the available devices which currently meet FLDOE specifications. The overall evaluation will assist the district in determining each sites current needs as it relates to teaching and learning, as well as, assessment needs.

The Rural School District Bandwidth Grant allocation (2013-2014) allowed for the implementation of access points in classrooms to support the network and infrastructure needs. However, there is an additional need for access points in the common areas, for example, Media Centers, Administrative Buildings, and Cafeterias to bridge the gap. A third party evaluation review of our technology and infrastructure needs is attached (See Appendix for me information)

## 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.	Train Gadsden Digital Educators (GDE) Cohort. Provide stipends for GDEs to conduct and facilitate DCP plan and Project-Based Learning initiative <b>DCP FUNDED</b>	2015	\$15,000	Both	1-6
C.2.	In/Out state travel and associated fees to support DCP for the purpose of performing activities related to the administration and supervision of the plan and Project-Based Learning initiative <b>DCP FUNDED</b>	2015	\$5000	Both	1-6
C.3.	Provide substitute teachers for DEs to travel for overseeing, conducting, or facilitating PDs and activities related to the FLDOE pre-approved activity and district’s Project-Based Learning EXPO <b>DCP FUNDED</b>	2015	\$5000	School	1-6
C.4.	Implementation of TIM for all educators and students <b>DCP FUNDED</b>	2015	\$3000	Both	1-6
C.5.	Online PD for technology integration, digital tools and resource <b>DCP FUNDED</b>	2015	\$5000	Both	1-6

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.

<b>Professional Development Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Principal's nomination of candidate for the Gadsden Digital Educator Cohort	GDE Cohort
C.2.	In/Out Travel forms	Travel mileage and/or receipts
C.3.	Ongoing in-service for GDEs and GDE Train-the-Trainers	Sign-in sheets, agendas, meeting minutes
C.4.	Status of digital learning and technology integration changes through the TRI and TIM. Survey 5 reporting will provide status of PD according to the district's Master In-service Plan (MAP).	Stakeholder progress of technology integration according to the TIM indicators.
C.5.	Purchase orders of 'HOW TOs' and/video tutorials and establish a central location within a system and/or website for stakeholders to have access.	Online system and/or website with of a compilation of digital resources for stakeholders needs.
C.6.	Parent in-service on specific systems by school and district	Sign-in sheets, agendas, meeting minutes

## 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:

<b>Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Procure and implement eBooks into all Media Centers <b>DCP FUNDED</b>	2015	\$4000	Both	1-4
D.2.	Additional support of CAPE certification assessment <b>DCP FUNDED</b>	2015	\$1000	Both	1-4

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for 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.	Distribute access to system for Media Specialist to download eBooks	All Media Centers will eBooks with teachers and students and support learning
D.2.	Progress of online Virtual Curriculum system shared by all stakeholders' needs. Usage report and evidence of products created or disseminated.	System in place for stakeholders to access online curriculum.
D.3.	Progress report of Digital Citizenship, Cyber safety and Cyberbullying programs usage	Success of completion and awareness of programs by modeling in teaching and learning environments
D.4.	Progress report on usage of keyboarding program and participation	Number of students keyboarding skills improved
D.5.	Number of devices to help meet the goal of 1:1	Purchased devices infused into the curriculum to support teaching and learning activities.
D.6.	EOC exams administered for subject areas	Data reports from test usage
D.7.	Additional programs and certification will be available at all schools	Number of students participating in CAPE and acquiring certifications at various grade levels.

### 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](http://www.FLAssessments.com/TestNav8) and [www.FSAssessments.com/](http://www.FSAssessments.com/)) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

<b>Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.1.	Update monitoring software and hardware for restricting inappropriate downloads and bandwidth during assessment windows <b>DCP FUNDED</b>	2015	\$47,175	District	1-6

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for E) Online Assessments:

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

<b>Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Progress monitoring and usage report of bandwidth	No network issues reported during assessment windows
E.2.	Annual report of purchases of devices for assessment	Ratio of student to device ratio met or close to compliance based on school assessment needs
E.3.		
E.4.		