

Glades County School District DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Vision and Mission

The Glades County School District envisions collaborative efforts with staff, students, parents, and the community to provide digital learning opportunities for all students in order to develop the aptitudes necessary for effective utilization of technology tools and resources for success in students' academic, personal, and career lives.

It is the mission of the Glades County School District to use technology in our educational program to provide an effective teaching and learning environment and to commit resources, time and effort to student needs, staff development and resource acquisitions to ensure the following goals are achieved:

1. increased student academic achievement
2. improved digital learning and technology infrastructure
3. expanded teacher capacity in technology integration in classroom instruction
4. heightened implementation of digital progress monitoring tools for individualized student instruction
5. student preparedness for online assessments

The vision, mission and goals of the Digital Classroom Plan (DCP) are in alignment with the district's Strategic Plan which articulates the following goals:

1. Glades School District will increase student achievement.
2. Glades School District will decrease the dropout rate and increase the student average daily attendance.
3. Glades School District will increase parental and community involvement.

To meet the goals of the DCP, we will implement the following projects funded by the Professional Development for Digital Learning Grant:

1. Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM) – District staff, school leaders and teachers will be trained on the TIM and the TIM Observation (TIM-O) instrument.
2. Expert's conversations on digital learning - The district and each school will designate a Learning.com contact to attend train-the-trainer sessions that will provide access to and professional development in implementing the following digital teaching, learning and professional development tools:
 - *Curriculum Foundry* – A digital platform containing open education resources (OER) that allow teachers to build, share, customized, assign to students, and supplement current curriculum using a single sign-on.

- *Easy Tech* – A K-8 standards-aligned technology curriculum that teaches students to effectively apply technology skills to learn core curriculum objectives. Curriculum units provide lessons, activities, games, journals, discussions and quizzes on units ranging from mouse basics to email and online communication. This digital tool also includes a Spanish version that will be used during family literacy nights to support parents in improving digital literacy.
- *Inquiry* – A project-based learning resource for K-8 teachers that provides grade-level, ready-to-go projects in English Language Arts, math, science, and social studies. Projects include built-in pre and post assessments that automatically assign EasyTech lessons to address skill gaps, can be assigned individually or in groups, and provide audio support in English and Spanish.

Funding provided by the DCP will be allocated to improving our current digital learning and technology infrastructure as outlined in Part III of the DCP.

1.2 District Profile

Glades County is centrally located in south Florida within an hour of Fort Myers and West Palm Beach and two to three hours from Fort Lauderdale, Tampa, Miami, and Orlando. The population of 13,335 is 60% White, 22% Hispanic, 13% Black, and 5% American Indian. One fourth of the population is below the poverty level as well as age 65 and over. The primary industries are agriculture, education, healthcare, and social services with employment in the professional, scientific, and management fields comprising less than six percent of the workforce. Citizens also commute to work 30 or more minutes daily.

Our school system is the smallest in south Florida consisting of 1,416 students at five schools – Moore Haven Jr. Sr. High, Moore Haven Elementary, West Glades School, Pamayetv Emahakv Charter School and Pamayetv Emahakv Middle School. Students have limited community resources for relevant social experiences beyond those provided by the schools.

1.3 District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Mr. Frank Shin	frank.shin@gladesschools.org
Curriculum & District Contact	Mrs. Janet Harris	janet.harris@gladesschools.org
Instructional District Contact	Mrs. Janet Harris	janet.harris@gladesschools.org
Finance District Contact	Mrs. Susie Woodward	susie.woodward@gladesschools.org
District Leadership Contact	Mr. Scott Bass, Superintendent	scott.bass@gladesschools.org
Federal Programs Supervisor	Dr. Thelma Jackson	Thelma.jackson@gladesschools.org

1.4 Planning Process

The Glades County School District 2014-2015 Technology Plan was developed through collaborative meetings and school walkthroughs conducted by members of our Leadership Practice Community (LPC) consisting of district and school leaders. The LPC has reviewed each school's student performance data, use of online progress monitoring tools, technology integration in classroom instruction, school and district improvement goals and technology infrastructure needs and used these findings as the basis for this plan's goals. Additionally, the LPC will ensure the activities in this plan are implemented, monitored, and evaluated.

Our school system has limited access to opportunities to develop community, business and industry partnerships, therefore we will work closely with the Heartland Education Consortium (HEC) to collaborate with larger school districts and technology experts to meet our goals.

The Technology Plan is:

- all-inclusive
- supports student-centered learning
- promotes technology integration to enhance the K-12 instructional program
- facilitates progress monitoring that targets instruction to all student subgroups including, but not limited to ESOL, Migrant, Students with Disabilities, Economically Disadvantaged, Hispanic, Black, and White in meeting and exceeding Florida Standards in English Language Arts and Mathematics as well as core content academic standards.

Research supports technology as a motivational tool to promote student engagement, critical thinking and innovation all of which will assist our district in achieving student attendance and performance goals as outlined in the *Glades School District Strategic Plan 2011-2016*. As a member of the LPC, the Superintendent provides guidance in addressing the district's technology needs and ensures School Board support of our technology goals.

1.5 Multi-Tiered System of Supports (MTSS)

The Glades County School District utilizes a variety of tools to implement and monitor our DCP and MTSS structures to ensure the effectiveness of core instruction:

- The Continuous Improvement Management System (CIMS) 8-Step Planning and Problem Solving process is applied to student achievement data to identify strategic goals, desired outcomes, resources, barriers, and action plans that are reflected in the DCP, the district's Strategic Plan, and individual school improvement plans.
- The iReady K-12 Diagnostic & Instruction System is a research-based program that is used for benchmark assessments, data-driven small group instruction, and individualized targeted interventions.
- Performance Matters is an online tool used by district and school staff to compile and analyze classroom and state assessment data to produce reports identifying teaching and learning needs.

- The Leadership Practice Community (LPC) comprised of district staff, school leaders, and teacher leaders will be implemented and trained this year through the District Instructional Leadership and Faculty Development Grant. The LPC will collaborate to support, progress monitor, and evaluate the DCP as well as other district and school initiatives.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

A) Student Performance Outcomes

The Glades County School District has the following student subgroups: American Indian, Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities and White. The Annual Measurable Objectives (AMOs) for Florida Schools, 2013-2014 report indicates the following trends:

- None of the subgroups are meeting reading targets.
- American Indian, Economically disadvantaged, Students with Disabilities, and White subgroups are improving in reading proficiency, but Black and English Language Learners are declining.
- All subgroups are performing below state averages in reading.
- All subgroups, with the exception of English Language Learners, are meeting math targets.
- English Language Learners are improving in math proficiency.
- Graduation targets are being met by Black and Students with Disabilities subgroups.
- Writing targets are being met by all subgroups except English Language Learners and Hispanic.

Subgroup underperformance can be linked to mobility, poor attendance, inconsistencies in standards-based instruction in content courses, and limited opportunities for 21st century learning experiences. Research indicates that all students benefit from effective implementation of technology which improves student engagement and we know that when students are engaged, they are more likely to attend school. Technology integration also provides a wide range of instructional resources, extended collaborative opportunities, and professional development platforms all of which support effective teaching. Research suggests that effective teaching counteracts nonschool and environmental factors and is estimated to have two to three times the impact of any other school factor on student performance in reading and math. Finally, 21st Century teaching and learning merges content with the skills needed for success beyond the classroom which supports college and career readiness.

B) Digital Learning and Technology Infrastructure

We have evaluated our current infrastructure utilizing each school's 2014 Spring Technology Resources Inventory report and recent school walkthroughs. Our findings indicate a need to increase wireless capabilities and the number of student devices at all schools. Currently, we are operating on limited wireless access points with basic coverage and the student to computer ratio at each school is approximately three to one. DCP funds will allow us to plan for wireless density at all of our schools and move toward our goal one-to-one devices for all students. Additionally, our junior/senior high school is in phase one of construction and scheduled to move into the new facility in March of 2015. Presently, students have no access to computers in classrooms and the current makeshift computer labs are housed in portables but are preserved for online

testing due to limited resources and logistics. These factors pose great concerns for our district. First, we anticipate that this limited exposure to technology will negatively impact student achievement as we approach online testing. Second, our staff and students will be thrust into a new facility with digital tools that staff and students may not be prepared to use and manage.

C) Professional Development

The Glades County School district is committed to providing all staff with access to professional development to assist in the integration of technology in classroom instruction. We will continue to update our Master Inservice Plan (MIP) throughout the year to ensure alignment with State regulations for digital learning and professional development. We will continue to implement the following high-quality MIP component:

- Component Title: Technology – Educator Accomplished Practice 12
- Component Number: 3003702
- General Objective: The purpose of this component is to acquire the knowledge and skills to improve student achievement through the integration of technology in the teaching and learning process.
- Specific Objectives:
 1. Develop short- and long-term professional goals relating to technology integration.
 2. Learn and use the technology applications.
 3. Learn to use appropriate technologies to create and maintain databases and spreadsheets for monitoring student progress in a variety of areas.
 4. Develop lesson and unit plans which integrate technology across the curricular content areas.
 5. Design and implement alternative assessment tools to promote student learning.
 6. Design lesson plans that provide students with experiences in computer graphics, desktop publishing, animation, word processing, and multimedia.
 7. Learn to develop a student-centered learning environment supported by technology.
 8. Use technology and electronic network resources to promote and enhance student learning, research, communication, and real-life problem solving skills.
 9. Develop and enhance student communication skills through technology projects in the global-village through electronic network.

We have planned for these barriers identified by our needs analysis through the allocation of funds provided by the Professional Development for Digital Learning Grant that addresses two of the seven allowable projects, support for the evaluation of classroom integration using the Technology Integration Matrix (TIM) and expert's conversations on digital learning, to include the following activities and deliverables:

- Millennium Digital Education Roadmap (DER) – A professional gap analysis of our current technology infrastructure and technology integration in classroom instruction and a written plan for reaching our DCP goals.
- Millennium TIMs Training - Professional development activities to support all staff in understanding, implementing, supporting, and monitoring technology integration in classroom instruction.
- Millennium Classroom Management Training – Professional development activities to support teachers and students in digital citizenship.
- Millennium Customized Professional Development – Ongoing professional development based upon DER results.
- Consortium Partnership with Digital Experts – Classroom teachers, school administrators, and district staff will participate in train-the-trainer use of online resources for student learning and educator development.

D) Digital Tools

The Glades County School District is committed to using data to monitor student academic achievement and to inform instructional practices. All teachers have access to digital resources that accompany state adopted instructional materials. Additionally, district staff, school administrators, and teachers have several other digital tools that are used for ongoing progress monitoring of teaching and learning.

- The Performance Matters system compiles classroom, district, and state student assessment data which are used to generate customized reports to inform instruction and target individual student deficiencies.
- The iReady system is a research based program providing rigorous reading and math benchmark assessments pinpointing student needs in mastering standards as well as individualized skills prescriptions.
- The Florida Assessments for Instruction in Reading aligned to the Language Arts Florida Standards (FAIR-FS) and the Progress Monitoring & Reporting Network (PMRN) are used to predict students' literacy success and diagnose weaknesses to assist teachers in setting instructional goals and monitoring literacy growth.
- Edmentum Plato Courseware is used to assist students in recovering credits.
- The Renaissance Learning STAR Reading and Math screeners are used by teachers to obtain immediate, skill-specific, data to target instruction and student interventions.
- Digital Online Core Curriculum offers teachers and students interactive online learning services that support core curriculum in schools and home. Digital Online Curriculum allows teachers to differentiate instruction to meet the needs of all students.
- Algebration is a free Algebra End of Course Prep tool that helps teachers and students succeed on the Algebra 1 EOC. The program was created in partnership by the University of Florida and Study Edge. It is aligned to the Florida State Standards.
- Safari Montage will provide our schools with an integrated Learning Object Repository, Video Streaming Library, Media Delivery System, and Digital Learning Platform. The program is designed to cut costs for our schools by utilizing bandwidth intelligently and thereby ensuring functionality.

- Learning.com has partnered with the FLDOE to bring Florida educators the Florida Virtual Curriculum Marketplace, an open repository of free and fee-based digital content.

E) Online Assessments

The 2014 Spring Technology Resources Inventory indicates that our schools experience bandwidth reductions during online assessments and do not have a sufficient number of computers to efficiently administer online assessments. The DCP and the Professional Development for Digital Learning Grant will enable us to continue improving student readiness for online assessments through teacher professional development, student technology literacy applications, an increase in the number of workstations and devices, and improving our wireless capabilities. We will use the FDOE Computer-Based Testing Certification Tool to monitor our progress in successfully administering online assessments.

- **Highest Student Achievement**

Student Performance Outcomes:

The Glades County School District 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. We have utilized the FDOE Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and the State, 2013-14 Report and current School Accountability Reports to establish the baseline and target percentages listed in the chart below.

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	53%	78%	2020
2.	Math Student Achievement	67%	84%	2020
3.	Science Student Achievement	49%	66%	2020
4.	ELA Learning Gains	60%	65%	2020
5.	Math Learning Gains	74%	71%	2020
6.	ELA Learning Gains of the Low 25%	76%	79%	2020
7.	Math Learning Gains of the Low 25%	74%	77%	2020
8.	Overall, 4-year Graduation Rate	62%	64%	2020
9.	Acceleration Success Rate	88%	90%	2020

- **Quality Efficient Services**

Technology Infrastructure:

The Glades County School District shall create a digital infrastructure with the appropriate levels of bandwidth, devices, hardware and software. We have reviewed the Technology Readiness Inventory (TRI) to establish baseline and target percentages listed in the chart below.

	Infrastructure Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved (year)
1.	Student to Computer Device Ratio	3:1	1:1	2020
2.	Count of student instructional desktop computers meeting specifications	527	1,241	2020
3.	Count of student instructional mobile computers (laptops) meeting specifications	85	350	2020
4.	Count of student web-thin client computers meeting specifications	0	0	2020
5.	Count of student large screen tablets meeting specifications	0	0	2020
6.	Percent of schools meeting recommended bandwidth standard	75%	100%	2020
7.	Percent of wireless classrooms (802.11n or higher)	0	100%	2020

▪ **Skilled Workforce and Economic Development**

Professional Development:

All Glades County School District administrators and teachers will have opportunities to participate in professional development to assist with the support and effective implementation of technology integration in classroom instruction.

Our Master Inservice Plan will be updated this year to include, but not be limited to, the following components:

- Technology in the Classroom
- Technology Applications
- Assistive Technology in the Classroom
- Technology for Student Success – Assistive Technology
- Technology for Student Success – An Introduction
- Instructional Technology in the ESE Classroom

We will also utilize professional development funds provided through the Professional Development for Digital Learning Grant to formally train administrators and teachers on the Technology Integration Matrix (TIM). An informal review of the TIM suggests the following regarding the five levels of technology integration in our classroom curriculum in our district:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Average Teacher technology integration via the TIM	Entry	Transformation	2020
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Entry	Transformation	2020
3.	Average Teacher technology integration via the TIM (Middle Schools)	Entry	Transformation	2020
4.	Average Teacher technology integration via the TIM (High Schools)	Entry	Transformation	2020
5.	Average Teacher technology integration via the TIM (Combination Schools)	Entry	Transformation	2020

Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved (year)
6.	Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM) and TIM Observation tools	Entry	Adoption	2015
7.	Expert's Conversations on Digital Learning	Entry	Adoption	2015
8.	Targeted professional development based-upon professional gap analysis of technology integration and instruction	Entry	Adoption	2015
9.	Digital Education Roadmap (DER)/written plan for technology integration with short-term and long-term goals	Entry	Adoption	2015

▪ **Seamless Articulation and Maximum Access**

Digital Tools:

The Glades County School District shall continue to fully implement and maintain a digital tools system that assists administrators and teachers in the management, assessment and monitoring of student learning and performance.

The Career and Professional Education Act (CAPE) is currently being implemented in Moore Haven Jr./Sr. High with Business certification and Agricultural Tech certification. These two certifications help our students become employable in our local workforce. The Digital Classroom Plan will allow Glades County Schools to support CAPE being implemented within the school district.

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

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	No system in place	Will work to implement and employ	2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	No system in place	Will work to implement and employ	2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Will work to implement and employ	2015
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	No system in place	Will work to implement and employ	2015

5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially implemented	Maintain system	NA
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially implemented	Maintain system	NA
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	No system in place	No plans to address at this time	NA
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.	No system in place	No plans to address at this time	NA
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	Maintain system	NA

- **Quality Efficient Services**

Online Assessment Readiness:

The Glades County School District shall work to reduce the amount time used for the administration of computer-based assessments.

	Online Assessments Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	March 2015
2.	Computers/devices required for assessments (based on schedule constraints)	5:2	3:2	May 2020

STEP 2 – Goal Setting:

The Glades County School District will focus on improving education for all students including those with disabilities. This is evident in the goals articulated in our Strategic Plan:

1. Increased student achievement.
2. Decreased dropout rate and increased student average daily attendance.
3. Increased parental and community involvement.

Additionally, as a result of the needs analysis conducted in Step Two of the DCP, we will also include the following targets:

1. **Highest Student Achievement:** The Glades County School District will use researched-based digital teaching, learning, and progress monitoring tools to fully implement the Florida Standards ensuring that all student subgroups meet state AMOs as reflected in the **Student Performance Outcomes** chart.
2. **Quality Efficient Services:** The Glades County School District will systemically improve and maintain a digital learning infrastructure at all schools with the recommended levels of bandwidth, devices, hardware and software to ensure the all students experience a 21st teaching, learning, and assessment environment as reflected in the **Infrastructure Needs Analysis** charts .
3. **Skilled Workforce and Economic Development:** All Glades County School District administrators and teachers will have opportunities to participate in professional development to assist with the support and effective implementation of technology integration in classroom instruction as reflected in the **Professional Development Needs Analysis** chart.
4. **Seamless Articulation and Maximum Access:** All students will have opportunities for industry certifications and will be prepared to enter postsecondary with the skills necessary to succeed as reflected in the **Digital Tools Needs Analysis** chart.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Strategic Plan Goal #1 Increased student achievement Highest Student Achievement	Provide teachers with high quality technology integration professional development to improve standards-based instruction	Completion and implementation of professional development and DER Student achievement data TIM observations	2015 & beyond
Strategic Plan Goal #1 Increased student achievement Highest Student Achievement Quality Efficient Services Seamless Articulation and Maximum Access	Develop all students' technology literacy to support success on computer-based assessments	Student usage of Learning.com digital tools Purchase devices Increase bandwidth and wireless capabilities at all schools TIM observations	2015 & beyond
Strategic Plan Goal #2 Decreased dropout rate and increased student average daily attendance Quality Efficient Services Skilled Workforce and Economic Development	Effectively integrate technology and digital learning tools in all classrooms to improve student engagement	Student usage of Learning.com digital tools Teacher implementation of professional development Student attendance rates	2015 & beyond
Strategic Plan Goal #3 Increased parental and community involvement Skilled Workforce and Economic Development	Utilize digital resources during family literacy nights to develop digital literacy in parents and provide resources for supporting student learning at home	Usage of Learning.com digital resources and other digital tools in English and Spanish during family literacy activities	2015 & beyond

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

The Glades County School District student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation are as follows:

Student Performance Outcomes		Baseline	Target
1.	Reading scores will improve for ALL students	53%	55%
2.	Reading scores will improve for AMERICAN INDIAN students	57%	59%
3.	Reading scores will improve for BLACK students	25%	27%
4.	Reading scores will improve for ECONOMICALLY DISADVANTAGED students	45%	47%
5.	Reading scores will improve for ENGLISH LANGUAGE LEARNERS	65%	67%
6.	Reading scores will improve for HISPANIC students	28%	30%
7.	Reading scores will improve for STUDENTS WITH DISABILITIESs	38%	40%
8.	Reading scores will improve for WHITE students	44%	46%
9.	Improve graduation rate	62%	64%

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
B.1.	Purchase and implement wireless access points	May 2015	\$50,000	Moore Haven Elementary	Improved subgroup performance in Florida Standards reading Increased graduation rates
B.2.	Purchase and Implement new student mobile devices	March 2015	\$160,000	Moore Haven Elementary, West Glades School	Improved subgroup performance in Florida Standards reading Increased graduation rates
B.3.	Purchase mobile device charging and storage carts	May 2015	\$14,000	Moore Haven Elementary, West Glades School	Improved subgroup performance in Florida Standards reading Increased graduation rates
B.4.	Purchase miscellaneous infrastructure power requirements	May 2015	\$10,000	Moore Haven Elementary, West Glades School	Improved subgroup performance in Florida Standards reading Increased graduation rates

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	The IT department will monitor the installation of wireless devices at Moore Haven Elementary. The IT department will work with Hayes EGovernment to to evaluate WiFi density requirements for mobile devices.	100 % of classrooms media center will have wireless access.
B.2.	The IT department will work with state approved vendors to purchase and set up mobile devices for Moore Haven Elementary and West Glades School.	100% of mobile devices are set up, successfully connected to the wireless network.
B.3.	Principal does a TIMS walkthrough using their rubric.	Secure Locations for carts have been determined and carts have been set up and are being utilized by teachers and students.
B.4.	Principal does a TIMS walkthrough using their rubric.	Secure Locations for carts have been determined and carts have been set up and are being utilized by teachers and students.

C) Professional Development

DCP Allocation funding will not be spent in this category. This category will be addressed by other fund sources.

Brief description of other activities	Other funding source
TIMs, Classroom Management, and targeted professional development as determined by a digital teaching, learning, and infrastructure gaps analysis	Professional Development for Digital Learning Grant

Evaluation and Success Criteria for C) Professional Development:

The evaluation process will be completed as outlined in the Professional Development for Digital Learning Grant.

D) Digital Tools

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Safari Montage	May 2015	\$8,250	All Schools	
D.2.	Learning.com	November 2014	\$0	All Schools	
D.3.	Support CAPE Digital Certification Tools already offered in the school district.	May 2015	\$2,000	MHJSHS	

Evaluation and Success Criteria for D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	The IT department will work with Safari Montage on district wide implementation. Safari Montage will provide support as needed throughout the school year.	100% Implementation in all schools across the district.
D.2.	The district IT department will work with Learning.com and CLEVER to provide access to all teachers and students with the district.	100% of students and teachers will have access to Learning.com.
D.3.	The district will work with Moore Haven Jr./Sr. High School to support implementation of CAPE courses.	CAPE teachers are able to successfully implement CAPE courses.

E) Online Assessments

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.1.	Purchase 30 additional student devices for state assessments	February 2015	\$12,000	Moore Haven Jr.Sr. High	
E.2.	Implement a process for restricting internet usage during testing window.	February 2015	\$0.00	All School in the district	
E.3.	Purchase furniture for students to effectively take state assessment.	February 2015	\$5,938	Moore Haven Jr./Sr. high	

Evaluation and Success Criteria for E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	The IT department will work with state approved vendors to purchase and set up student devices.	100% of student devices are setup and successfully connected to the internet.
E.2.	The assessment department and IT department will create a process monitoring and restricting internet usage during testing windows.	All schools were able to assess students with limited or no bandwidth issues.
E.3.	The assessment and IT department will ensure materials are used as intended	Proper usage and maintenance of materials.