DISTRICT
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation 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 –

Vision statement: The School District of Sarasota County places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

Mission Statement: The School District of Sarasota County prepares students to achieve the highest learning standards by engaging a high quality staff, involving parents, and a supportive community,

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

While Sarasota has a well-deserved reputation as a wealthy community of retirees and visitors, it has several areas of low income families. In the northern part of the county, not far from million dollar beach-front homes is the Newtown community, a historically African-American neighborhood with a surging Hispanic population where the poverty rate is nearly double that of Sarasota County as a whole (36.5% vs. 17.6%), per capita income is nearly half the county figure $34,000 vs. $17,500) and most work in low-paying service industry jobs (source: US Census). A recent study by the Gulf Coast Community Foundation identified Newtown as an area experiencing food insecurity, where students are often afraid they will not have enough to eat on a daily basis. Newtown also has been identified by the U.S. Department of Agriculture as a "food desert," defined as a

low-income area with no nearby supermarkets to supply inexpensive, healthy food.

Another low-income area within the county is the city of North Port where many recently arrived Ukrainian and Russian families have settled. While the poverty rate is lower in North Port than Newtown, over two-thirds of the families there feel insecure enough about the availability of food to enroll their children in the Free and Reduced Price Lunch (FRPL) program. The area is considered another food desert where low-income families experience food insecurity. For North Port's poor working families, the average per capita income is just $23,000, and 44% have no more than a high school diploma (US Census).

Overall, the district's FRPL rate is over 50%, with individual school rates ranging from 13 to 95%, demonstrating the vast income inequality within the district. While some schools could easily tap families to pay for technology upgrades, the district is committed to providing equitable access to the latest technology and digital learning tools for all teachers and students. Several years ago Sarasota County Schools installed an ActivBoard (digital whiteboard) in every classroom and provided training to every district teacher. The funding associated with this Digital Classroom Plan will allow the further implementation of this equity-enhancing work.

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:
   o 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.
   o development of partnerships with community, business and industry; and
   o integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Joe Binswanger	Joe.binswanger@sarasotacountyschools.net 941-927-9000
Curriculum District Contact	Sue Meckler	Sue.meckler@sarasotacountyschools.net 941-927-9000
Instructional District Contact	Sue Meckler	Sue.meckler@sarasotacountyschools.net 941-927-9000
Finance District Contact	Al Weidner	Al.weidner@sarasotacountyschools.net
District Leadership Contact	Lori White	Lori.white@sarasotacountyschools.net

1.4   Planning Process- Summarize the process used to write this plan including but not limited to:
- o how parents, school staff and others were involved;
- o development of partnerships with community, business and industry; and
- o integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

The team members listed above met to discuss the district's digital needs, along with members of the Superintendent's Cabinet and other critical staff, including the head of Research, Assessment and Evaluation (RAE) and those in Pupil Support Services, Professional Development and Career and Technical Education. These committed staff members have strong existing relationships with community, business and industry and the district's digital needs have been discussed with them.

Technology already is a critically important part of the district's instructional plan. Teachers have access to digital Instructional Focus Guides (IFG) which are linked to Florida's standards and benchmarks as well as a multitude of digital instructional and professional development resources. These resources, along with courses created in the learning management system LEARN and the new components of the Instructional Improvement system (IIS), are providing teachers with the tools they need at their fingertips to improve instruction and student learning.

1.5   Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:
- o data-based problem-solving process used for the goals and need analysis established in the plan;
- o the systems in place to monitor progress of the implementation plans; and
- o the plan to support the implementation and capacity.

As part of the project to create the IIS and its progress monitoring system, the district digitized its MTSS record-keeping and linkages to ESE components. The new MTSS is fully digital, allowing teachers to share information and appropriately collect and use data to track student interventions and progress towards improvement. A team of Pupil Support Services and RAE staff are charged with monitoring and maintaining the system and making improvements or required changes in the future. Staff training on the new system is being rolled out and district-level staff have been working on training videos and other digital resources which teachers can use for future reference.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

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

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

■ **Highest Student Achievement**

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

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

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

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement	71	84	2017
2.	Math Student Achievement	71	83	2017
3.	Science Student Achievement	68	78	2017
4.	ELA Learning Gains	71	73	2017
5.	Math Learning Gains	75	77	2017
6.	ELA Learning Gains of the Low 25%	67	70	2017
7.	Math Learning Gains of the Low 25%	65	68	2017
8.	Overall, 4-year Graduation Rate	76	78	2017
9.	Acceleration Success Rate	29	31	2017

■ **Quality Efficient Services**

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

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

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Student to Computer Device Ratio	2:1	1.5:1	2017
2.	Count of student instructional desktop computers meeting specifications	8,231	9,500	2017
3.	Count of student instructional mobile computers (laptops) meeting specifications	12,769	17,500	2017
4.	Count of student web-thin client computers meeting specifications	0	0	2017
5.	Count of student large screen tablets meeting specifications	450	2,000	2017
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	2017
7.	Percent of wireless classrooms (802.11n or higher)	95%	100%	2017

- **Skilled Workforce and Economic Development**

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved *(year)*
1. Average Teacher technology integration via the TIM	• Entry-20% • Adoption-30% • Adaptation-30% • Infusion-15% • Transformation-5%	• Entry-10% • Adoption-25% • Adaptation-30% • Infusion-25% • Transformation-10%	2017
2. Average Teacher technology integration via the TIM (Elementary Schools)	• Entry-20% • Adoption-30% • Adaptation-30% • Infusion-15% • Transformation-5%	• Entry-10% • Adoption-25% • Adaptation-30% • Infusion-25% • Transformation-10%	2017
3. Average Teacher technology integration via the TIM (Middle Schools)	• Entry-20% • Adoption-30% • Adaptation-30% • Infusion-15% • Transformation-5%	• Entry-10% • Adoption-25% • Adaptation-30% • Infusion-25% • Transformation-10%	2017

4.	Average Teacher technology integration via the TIM (High Schools)	• Entry-20% • Adoption-30% • Adaptation-30% • Infusion-15% • Transformation-5%	• Entry-10% • Adoption-25% • Adaptation-30% • Infusion-25% • Transformation-10%	2017
5.	Average Teacher technology integration via the TIM (Combination Schools)	• Entry-20% • Adoption-30% • Adaptation-30% • Infusion-15% • Transformation-5%	• Entry-10% • Adoption-25% • Adaptation-30% • Infusion-25% • Transformation-10%	2017

■ **Seamless Articulation and Maximum Access**

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

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

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

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented	Will continue to support and employ in classrooms	N/A
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully implemented	Will continue to support and employ in classrooms	N/A
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Maintain system	2017
4.	Implementation status of a system that includes district staff information combined with the ability to create and	Fully implemented	Will continue to support and employ	N/A

	manage professional development offerings and plans.		in classrooms	
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Fully implemented	Will continue to support and employ in classrooms	N/A
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.	Fully implemented	Will continue to support and employ in classrooms	N/A
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially implemented	Maintain system	2017
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Fully implemented	Will continue to support and employ in classrooms	N/A
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Will continue to support and employ in classrooms	N/A

■ **Quality Efficient Services**

Online Assessment Readiness:
Districts shall work to reduce the amount time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

Online Assessments Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved *(year)*
1. Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	90%	100%	2017
2. Computers/devices required for assessments (based on schedule constraints)	85%	100%	2017

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.

Enter district goals below:

- High Student Achievement: All schools will meet at least 90% of federal AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have opportunities for industry certifications and are prepared to enter postsecondary with the skills necessary to succeed.
- Skilled Workforce and Economic Development: All teachers will have opportunities for professional development to develop skills for implementing digital learning into the curriculum.
- Quality Efficient Services: All school sites will be safe and effective environments to support developing students.

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.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
High Student Achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Purchase Instructional Materials in digital format	2014-2015 and ongoing
Seamless Articulation and Maximum Access	Supply teachers and students access to instructional materials and test materials aligned to identified industry certifications.	Purchase industry certification instructional materials and test preparatory materials aligned to industry certifications.	2014-2015 and ongoing
Skilled Workforce and Economic Development	Provide high-quality professional development in a variety of delivery methods to move teachers along the Technology Integration Matrix	Percentage of professional development offerings filled to capacity.	2014-2015 and ongoing
Quality Efficient Services	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2014-2015 and ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

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:

o <u>Implementation Plan</u> – 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.

o <u>Evaluation and Success Criteria</u> – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

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

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

A) Student Performance Outcomes

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

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 overall ELA Student Achievement	71%	84%
2.	Increase overall Math Student Achievement	71%	83%
3.	Increase overall Science Student Achievement	68%	78%
4.	Improve ELA Learning Gains	71%	73%
5.	Improve Math Learning Gains	75%	77%

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.X.	Purchase and implement wireless access points	May 2015	$4,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1
B.X.	Purchase and implement 100 new student laptop devices	February 2015	$6,000	All fourth grade classes at Sunshine Elementary school.	Outcome Example 1

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.					
B.2.					
B.3.					
B.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**
Network infrastructure upgrades will take place on the head-end fiber equipment at our network hub sites.	Budgeted Capital funds are allocated for this expense.

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

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

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.		
B.2.		
B.3.		
B.4.		

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

C) Professional Development

State recommendations for digital learning professional development include at a minimum, – High Quality Master In-service Plan (MIP) Components that address:
- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources
- Student digital learning practices

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

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

> Sarasota County Schools' Master Inservice Plan (MIP) can be found at:
> http://www.sarasotacountyschools.net/search.aspx?querytext=MIP

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.

EXAMPLES					
Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2015	$X	Sandy Shores High School	Outcome Example 2
C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2015	$X	Sandy Shores High School	Outcome Example 2

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.					
C.2.					

C.3.				
C.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
Professional Development activities that align the MIP along with instructional technology resources will be offered to staff.	Budgeted operating funds are used for these activities.

Evaluation and Success Criteria for C) Professional Development:

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

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.		
C.2.		
C.3.		
C.4.		

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:

EXAMPLES					
Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.X.	Integrate X sets of instructional materials into the digital tools system	September 2014	$X	Sunshine Elementary school	Example Outcome 1
D.X.	Offer X additional CAPE digital tool certifications from approved list	2014-15	$X	Sandy Shores High School	Example Outcome 2

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Further develop the Learning Management System for delivery of digital tools	On-going	$120,000	All schools	Outcomes 1-5
D.2.	Provide Individualized Learning System access	2014-15	$110,000	All Elementary/Middle Schools	Outcomes 1-5
D.3.	On-demand Digital Video Streaming access to instructional materials	2014-15	$95,000	All schools	Outcomes 1-5
D.4.	Mobile Device Management in the management of instructional materials on	2014-15	$130,000	All schools	Outcomes 1-5

	student devices at the classroom level.				
D.5.	Provide adaptive curriculum materials focusing on math and science Florida Standards.	2014-15	$60,000	All Middle/ High Schools	Outcomes 2,3, & 5

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for 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.	Monitor the adoption of blended course and the Instructional Focus Guide within the Learning Management System.	90% of staff have adopted a blended course and/or an Instructional Focus Guide.
D.2.	Evaluate learning gains within the Individualized Learning Systems.	Students show incremental learning gains through the progress monitoring process.
D.3.	Monitor the utilization of on-demand instructional video resources.	85% of staff has utilized at least 2 instructional videos during the first half of the school year.
D.4.	Evaluate the effectiveness of mobile device management for the distribution of digital content to student devices.	Students are able to retrieve digital instructional materials on student devices from their teachers.
D.5.	Evaluate learning gains in adaptive curricular materials related to science and math.	Students show incremental learning gains through the progress monitoring process.

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

EXAMPLES					
Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2014	$X	Sandy Shores High School	Example Outcome 2
E.X.	Purchase 100 additional student devices for assessments	February 2015	$X	Sandy Shores High School	Example Outcome 2

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.					
E.2.					
E.3.					
E.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
Bandwidth utilization is monitored to provide priority to assessments during testing windows.	Budgets Capital and Operating funds.

Evaluation and Success Criteria for E) Online Assessments:

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

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.		
E.2.		
E.3.		
E.4.		