

DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning 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. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

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:

- I.1 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, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Terry Thompson	tthompson@gulf.k12.fl.us	850-639-2871
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Instructional District Contact	Lori Price	lprice@gulf.k12.fl.us	850-229-6940

Assessment District Contact	Duane McFarland	dmcfarland@gulf.k12.fl.us	850-229-6940
Finance District Contact	Mary Holley	mholley@gulf.k12.fl.us	850-639-2871
District Leadership Contact	Jim Norton	jnorton@gulf.k12.fl.us	850-639-2871

I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- 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.

Each of the four district schools enjoys the support of a devoted School Advisory Committee (SAC). Each SAC mirrors the demographic composition of the host school and is comprised of teachers, administrators, support staff, parents, students, and community partners. Based on data available, SACs are charged with developing a School Improvement Plan tailored to the unique needs of the host school. Specific, measurable goals are crafted and the strategies needed for attaining those goals are implemented. District and school administrators and the School Advisory Committees recognize the need to include increased technology implementation among their goals.

The Gulf District technology committee routinely updates the districts technology plan. The committee has developed guidelines for the implementation, monitoring, evaluation and refinement of the plan. The plan provides a clear focus to enhance the academic program that effectively utilizes technology to assist students in meeting state academic content standards in all content areas.

District leadership, principals, and technology support personnel including technology coaches, the district-level IT team, and lead teachers have received and will continue to receive training in the use of the Technology Integration Matrix, the use of SmartBoards and tablets in the classroom, assistive technology applications, and the incorporation of cell phones into classroom instruction.

Committed to reaching all learners without regard to innate ability, Gulf District Schools provides necessary accommodations and modifications to students with disabilities. Teachers and administrators explore flexible ways to present information and provide practice of skills taught through the use of technology. Digital books, text-to-speech applications, educational applications and specialized software are helpful in increasing engagement in varied setting and situations. Assistive technology devices provide students with disabilities increased opportunity to participate and the ability to communicate more effectively. The district has a small ESOL population (less than ten students), but utilizes technological resources to better meet their academic needs. Students have access to a collaborative global community of learners, implementing such tools as online learning, webinars, podcasts, educational blogs, and social networking.

I.3 Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

The district will continue to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Much of the recent professional development activities provided in the district have had a technology basis. While this is commendable and indicative of the district's commitment to the integration of technology, it is only a beginning. In 2015-2016, the district obtained for funding for Professional Development for Digital Learning. Its acquisition permitted additional training crucial to making the technology vision a reality. This professional development consisted of a two-day workshop on the Technology Integration Matrix (TIM), the Technology Uses and Perceptions Survey (TUPS), and the Technology Integration Matrix Observation Tool (TIM-O). These tools are designed to guide educators in evaluating the level of technology integration in lessons and units of study. They provide a concise picture of the professional development needs of the teacher. Both tools are utilized by the district in our commitment to improve in this area. Twenty people including key district personnel, principals, technology coaches and teacher representatives from each school participated.

The Technology Integration Matrix, or TIM, breaks technology integration into five levels: Entry, Adoption, Adaptation, Infusion, and Transformation and associates them with the five characteristics of meaningful learning environments: Active, Collaborative, Constructive, Authentic, and Goal Directed (Jonassen, Howland, Moore, & Marra, 2003). Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells. The TIM has been utilized to determine current implementation of digital content and integration of technology into the classrooms at each of the four Gulf District schools. Principals, Curriculum Coordinators, and Technology Specialists along with district level administrators collaborated to assess implementation levels.

For the characteristics of Collaborative and Constructive, it was determined that many Gulf County classrooms met the criteria to be considered in the Adoption phase of technology implementation. Students have opportunities to use collaborative tools, such as email, in conventional ways. In an increasing number of classrooms, these opportunities were found to be a regular part of the curriculum, but for many classrooms those opportunities continue to be infrequent. The opportunities continue to be teacher directed. Students are beginning to use technology in conventional ways to build prior knowledge and construct meaning about relationships between that prior knowledge and new learning. In these areas, the use of technology was found to be limited and conventional, but improving.

For the characteristic of Goal Directed, the assessment showed most Gulf District classrooms to be at the Entry level. Technology is used to provide students directions and feedback. Students work through levels of applications that provide increasingly

more difficult tasks. These applications permit teachers to monitor student progress, but require little student-teacher interaction, no collaboration between students, and no opportunity explore the creative attributes inherent in technology.

For the characteristics of Active and Authentic, it was determined that most Gulf District's classrooms were at the Adoption level with a few remaining at the Entry level and some reaching the Adaptation level. Those reaching the Adaptation level are noted to be on the rise with each passing school year. Teachers utilize web-based videos and presentation software during the lecture portions of their classes. Computer programs which feature drill and practice activities continue to be utilized, but are not overused as they had been previously. The use of technology continues to be primarily at the direction of the teacher and in some classrooms, is used only in conventional ways. However enough are felt to be at the Adoption and Adaptation levels to foster optimism. Language arts, science and social studies classrooms are more likely to be at those levels, with mathematics and vocational classes at the Entry level.

Although bringing to light specific concerns about the use of technology within the district, the use of the Technology Integration Matrix also provided direction for continued improvement efforts. Its continued use will be instrumental in improving the implementation of digital content and the integration of technology into Gulf District classrooms. The matrix will be continued to be used to assess digital learning needs.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

- Describe the problem-solving process based on available district-specific data which were used for the goals and needs analysis established in the plan;
- Explain the existing system used to monitor progress of the implementation plan; and
- How the district intends to support the implementation and capacity described in the plan.

Gulf District has developed a Multi-Tiered System of Supports (MTSS). It is an evidence-based model that uses data-based problem-solving to integrate academic and behavioral interventions. The integrated instruction and intervention is delivered to students in multiple tiers based on individual need. This “need-driven” decision-making ensures that resources reach students at the appropriate levels to accelerate the performance of all students to achieve proficiency. The model employs a four step problem-solving process. In the first step, measurable terms are used to define the goals to be attained and clearly articulate what the students should be able to do. Possible reasons why the desired goal is not being attained are identified in the second step. Next, a well-supported plan involving evidence-based strategies to attain the goal is

developed and implemented. Finally, the effectiveness of the plan in relation to stated goals is evaluated.

Progress monitoring allows teachers to assess how well students are doing on a specific skill and can be used to determine the efficacy of the intervention put in place. It includes observations, tests, and other formal and informal assessments. Formal guidelines for progress monitoring have been developed that detail how long a student will receive a particular intervention and how it will be determined if the intervention is helping the child. When the child meets the goals, the intervention is no longer needed and the child continues to receive support in the general education classroom. When progress monitoring shows that a child is not responding to an intervention another approach or intervention is implemented. When a higher level of support is necessary, students are given individualized instruction which further focuses on supporting the skills needed to be successful.

While the plan itself speaks to the progress monitoring process of individual students, the district also recognizes the need to evaluate the efficacy of the MTSS plan as a whole. District level personnel work collaboratively with the MTSS coordinators to periodically review the process to determine if students are being identified in a timely fashion, teachers are trained in the implementation of a variety of instructional and behavioral interventions, interventions are being monitored and refined according to student need, resources are allocated in direct proportion to student need, and communication with parents is maintained throughout the process. The data collected at each tier are used to measure the efficacy of the supports provided so that the decisions made regarding instruction and behavioral support are maintained and layered.

I.5 District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)

These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	Access to student records requires permission of principal. Release of records requires parental consent. Policies comply with the Federal Privacy Act. Employees sign a confidentiality statement. Data bases are password protected.	www.gulf.k12.fl.us (Employee Handbook)	Employee Handbook is reviewed by Board approved annually. Last Board approval date was 8/1/16.
District teacher evaluation components relating to technology (if applicable)	The recently approved teacher appraisal instrument includes technology components.	N/A	Original approved by FDOE on 4/21/16, revisions approved by FDOE on 8/3/16
BYOD (Bring Your Own Device) Policy	Devices are permitted for educational use only. Photos/videos prohibited w/o express consent. Prohibited during standardized testing. District takes no responsibility for loss, damage, or theft.	www.gulf.k12.fl.us (Student Handbook)	Student Handbook is reviewed a Board approved annually. Last Board approval date was 5/17/16.
Policy for refresh of devices (student and teachers)	Standard operating procedure for obsolete or irreparable devices: hard drive removed by IT and destroyed. Procedure for devices to be reassigned: restored to factory settings; all personal data removed	N/A	N/A
Acceptable/Responsible Use policy (student, teachers, admin)	<u>Student:</u> Network use must support educational objectives. Personally-owned devices must use security applications. Good etiquette expected. All students and parents must sign an Internet User's Agreement prior to	www.gulf.k12.fl.us (Employee Handbook)	Employee Handbook is reviewed by Board approved annually. Last Board approval date was 8/1/16.

	<p>use of equipment and network. Transmission of inappropriate materials is prohibited.</p> <p><u>Employee:</u> Computer systems are intended for education, research and critical applications. Guidelines for use are provided.</p>		
<p>Master Inservice Plan (MIP) technology components</p>	<p><u>Technology for Educational Leaders:</u> Leaders gain skills to implement technology standards, identify quality digital learning processes ,and analyze data</p> <p><u>Technology in the Classroom/Digital Curriculum:</u> Participants will gain skills to implement standards as they design, implement, and assess learning experiences which will engage students, support standards-based instruction.</p>	<p>http://www.paec.org/HQMIPTechnologyComponents/</p>	<p>Pending</p>
<p>Other/Open Response</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate 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 are required for the metrics listed in the table. For the student performance outcomes, these data points 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.

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (Mo/Year)
II.A.1.	ELA Student Achievement	51%	56%	(June/2017)
II.A.2.	Math Student Achievement	63%	68%	(June/2017)
II.A.3.5	Science Student Achievement – 5 th Grade	44%	49%	(June/2017)
II.A.3.8	Science Student Achievement – 8 th Grade	42%	47%	(June/2017)
II.A.4.	Science Student Achievement – Biology	71%	76%	(June/2017)
II.A.5.	ELA Learning Gains	52 %	57%	(June/2017)
II.A.6.	Math Learning Gains	60%	65%	(June/2017)
II.A.7.	ELA Learning Gains of the Low 25%	45%	50%	(June/2017)
II.A.8.	Math Learning Gains of the Low 25%	46%	51%	(June/2017)
II.A.9.	Overall, 4-year Graduation Rate	84%	86%	(June/2017)
II.A.10.	Acceleration Success Rate	43%	45%	(June/2017)

A. Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved (Mo/Year)
II.A.11. (D)	N/A	N/A	N/A	N/A
II.A.12. (D)	N/A	N/A	N/A	N/A
II.A.13. (D)	N/A	N/A	N/A	N/A
II.A.14. (D)	N/A	N/A	N/A	N/A

■ **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 most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2016	Target For 2016-2017 School Year	Date for Target to be Achieved (Mo/Year)	Gap to be addressed (Actual minus Target)
II.B.1.	Student to Computer Device Ratio	3:1	2.6:1	2:1	(June/2017)	.6:1
II.B.2.	Count of student instructional desktop computers meeting specifications	570	359	478	(June/2017)	120
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	235	364	478	(June/2017)	115
II.B.4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	0
II.B.5.	Count of student large screen tablets meeting specifications	17	0	0	N/A	0
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	(June/2017)	N/A
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	(June/2017)	N/A
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	N/A	N/A	N/A	N/A

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved (Mo/Year)	
II.B.10.(D)	VOIP phone system	0%	0%	100%	06/2017	
II.B.11.(D)	Upgrade Cabling	0%	0%	100%	06/2017	
II.B.12.(D)	Network Management Equipment	0%	0%	100%	06/2017	
II.B.13.(D)	Percentage of teacher computers meeting specifications	75%	0%	100%	09/2017	
II.B.14.(D)	Percentage of schools with audio communication system	50%	0%	100%	06/2017	
II.B.15.(D)	Percentage of classrooms with digital audio/video processing equipment	0%	0%	25%	06/2017	
II.B.16.(D)	Percentage of classrooms with projection devices	80%	0%	100%	09/2017	
II.B.17.(D)	Percentage of classrooms with large interactive panels meeting specifications	10%	0%	25%	09/2017	
II.B.18.(D)	Percentage of classrooms with document cams meeting specifications	10%	0%	25%	09/2017	

* Districts will complete the security assessment provided by the FDOE. However, under s. 119.07(1) this risk assessment is confidential and exempt from public records.

■ **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 five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. Professional Development Needs Analysis (Required)		Baseline (established in 2016)	Target	Date for Target to be Achieved (Mo/Year)
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 20% Adoption: 35% Adaption: 25% Infusion: 10% Transform: 10%	Entry: 15% Adoption: 33% Adaption: 28% Infusion: 12% Transform: 12%	(June/2017)
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 27% Adoption: 35% Adaption: 26% Infusion: 7% Transform: 5%	Entry: 20% Adoption: 34% Adaption: 30% Infusion: 10% Transform: 6%	(June/2017)

C. Professional Development Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved

				<i>(Mo/Year)</i>
II.C.3. (D)	N/A	N/A	N/A	N/A
II.C.4. (D)	N/A	N/A	N/A	N/A

■ **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.

Please complete the chart below to indicate the digital tool components your district currently has access to and utilizes. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

D. Digital Tools Needs Analysis Students (Required)		Access		Utilization	
		Baseline % of students with access to this type of tool	Target % of students with access to this type of tool by 2017-2018	Baseline % of students who use this type of tool on a regular basis	Target % of students who use this type of tool on a regular basis by 2017-2018
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100%	100%	25%	50%
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	0%	0% No plans to develop a system	0%	0% No plans to develop a system
II.D.3. (S)	A system that supports student access to individualized instruction.	100%	100%	25%	50%

D. Digital Tools Needs Analysis Teachers (Required)		Access		Utilization	
		Baseline % of teachers with access to this type of tool	Target % of teachers with access to this type of tool by 2017-2018	Baseline % of teachers who use this type of tool on a regular basis	Target % of teachers who use this type of tool on a regular basis by 2017-2018
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100%	100%	80%	85%
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100%	100%	25%	30%
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100%	100%	10%	20%
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	70%	75%
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100%	100%	100%	N/A
II.D.6. (T)	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.	100%	100%	100%	N/A

D. Digital Tools Needs Analysis Parents (Required)		Access		Utilization	
		Baseline % of parents with access to this type of tool	Target % of parents with access to this type of tool by 2017-2018	Baseline % of parents who use this type of tool on a regular basis	Target % of parents who use this type of tool on a regular basis by 2017-2018
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	0%	N/A	0%	N/A Current system cannot be termed comprehensive. No plans to upgrade system.

D. Digital Tools Needs Analysis Instructional Materials (Required)		Baseline % established in 2016	Target % by 2017-2018
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	55%	60%
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	55%
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	52%	55%
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	95%	97%
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	68%	70%
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	60%	60% Not possible to increase parents' internet access at home.

D. Digital Tools Needs Analysis Instructional Materials (District Provided)		Baseline % established in 2016	Target % by 2017-2018
II.D.7. (IM)	N/A	N/A	N/A
II.D.8. (IM)	N/A	N/A	N/A
II.D.9. (IM)	N/A	N/A	N/A

■ **Quality Efficient Services**

Online Assessment Readiness:

Districts shall work to reduce the amount of 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.

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.

D. Online Assessments Needs Analysis (Required)		Baseline established in 2016	Target	Date Target to be Achieved (Mo/Year)
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	723	900	(03/2016)
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	N/A

D. Online Assessments Needs Analysis (District Provided)		Baseline established in 2016	Target	Date Target to be Achieved (Mo/Year)
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

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 goals 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 three will be identified for how digital learning can help achieve these goals.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Goals Examples:

EXAMPLES

- **Highest Student Achievement:** All schools will meet 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.

Enter district goals below:

Goal: By May 2018, 80% all schools within the district will meet federal AMO benchmarks in mathematics, English Language Arts, & Science and meet expected growth on state assessments.

Goal: Integrate History-Social Studies content standards and Visual and Performing Arts (VAPA) standards into day-to-day teaching and learning of the ELA and Mathematics Florida Standards (as applicable), ELD standards, and Next Generation Sunshine Science Standards to include an integral use of technology.

Objective: Students will utilize technology resources to enhance learning of content towards mastery of the standards. Those resources will include educational software to support analytical thinking and problem solving with relevant, real-world applications; technological math tools; the Internet for research and to enhance understanding of the standards as well as to collaborate with others; graphic organizing and presentation software to brainstorm and organize work; multimedia to enhance presentation skills; and keyboarding and word processing.

Strategies:

- Identify or develop appropriate age/grade level activities and facilitate students' successful completion of activities and mastery of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data and conduct yearly user/staff surveys to determine trends, strengths, and needs.
- Identify/Purchase software and Internet resources to be used.
- Identify and schedule needed professional development, assure its implementation through follow up and support.
- Develop plan for acquiring hardware needed to achieve student performance targets.
- Seek resources to fund the acquisition of software and hardware.

Technology Integration

Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google Applications for Education, podcasting, blogs, wikis, and 1 to 1 computing.

Objective: Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students.

Objective: Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the Florida Standards in ELA and mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.

Strategies:

- Gulf District will work together with various vendors, as necessary, to install the technical infrastructure and create the web-based interface to be used. This includes registering new domains, creating student, teacher, and administrator accounts, building databases, and connection file services and directory services.
- Acquisition of new student laptops/Chromebooks and carts. Training will include the use of netbooks and laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment.
- Teacher training will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on refining the use of current software and hardware to meet student needs and the requirements of the standards.

Goal By May 2018, 80% of students within the Gulf District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.

Objective: Students will work toward the operation of technology without assistance from teaching staff.

Strategies:

- Identify or develop appropriate age/grade level activities and facilitate students' successful completion of activities and mastery of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data and conduct yearly user/staff surveys to determine trends, strengths, and needs.
- Identify/Purchase software and Internet resources to be used.
- Identify and schedule needed professional development, assure its implementation through follow up and support.
- Develop plan for acquiring hardware needed to achieve student performance targets.
- Seek resources to fund the acquisition of software and hardware.

Goal: Promote ethical and safe use of technology in the classroom by students and staff.

Objective: Distribute curriculum to teachers and make available on the district website.

Strategies:

- Implement and refine structured lessons that cover the ethical use of technology in the classroom.
- Present information to staff and parents a minimum annually about ethical use of technology and their responsibility to monitor their children/students' use of technology.
- Implement and refine the district acceptable use policy.
- Incorporate training on ethical and safety issues as part of district staff development dealing with technology.

Goal: Provide expanded access to technology for all students.

Objective: The district will maintain a minimum standard of 8 computer workstations for every regular education classroom and a minimum of 4 computer workstations for every special education classroom.

Objective: Students have opportunities to explore technology without structured lessons.

Objective: The district will continue to create ways for students without connectivity at home to acquire access.

Strategies:

- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.
- Identify funding sources for providing district-funded hardware for all students.
- Monitor implementation of minimum computer standard to ensure that no classroom falls below the standard.

Goal: By May 2018, 90% students will be digitally literate by the end of 4th grade as defined by the Florida Department of Education.

Objective: Students will attain the educational technology and information literacy skills that will support an educational learning environment in which they will have rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through administration of on-line formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.

Objective: Students will work with various technologies to develop a familiarity with problem solving.

Strategies:

- The infusion of technology in all curriculum guides to make classroom instruction more student-centered and give students more responsibility for their learning.
- Implementation of blended learning environments as appropriate throughout the district.
- Implementation of online student learning environments.
- Student participation in extended learning opportunities/programs.
- Equitable and accessible hardware and software technologies purchases.

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist students to master the Florida Standards and Next Generation Sunshine State Standards by personalizing learning through the collection of student data to support differentiated instruction and to manage the online assessment environments.

Objective: Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.

Strategies:

- Use of formative and summative assessments to individualize instruction.
- Plan and budget for research based hardware and software.
- District professional development on state assessments including security, effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning.
- Online access to curriculum.
- Current broadband, voice, and data networks available in all learning/working environments.
- Creation of School Professional Development Plans.
- Continued adaptations to curriculum for students with IEP's using assistive technologies (including training).

Goal: The school district will increase parental involvement in the educational process through the use of the district's available technology.

Objective: Parents will receive access and an understanding of the district's online system.

Strategies:

- Availability of parent portal tutorials.
- Notifications of district events on district website and through online/phone notification system.

Infrastructure

Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology and to support the district learning and administrative goals.

Objective: The district will support and maintain LANs/WAN for both hardware and software and will increase bandwidth to support mobile computing initiatives to assure all users maintain connectivity.

Strategies:

- The district will purchase and deploy multimedia computers, tablets, laptops, and peripheral devices for staff/student use.
- Installation and maintenance of fiber throughout the district.
- High speed connectivity that supports instructional and administrative needs.
- Updated security, back up, and disaster recovery plans.
- Continued IT training for IT team.
- Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software.
- Maintain current district hardware and software licenses.
- Maintenance of appropriate memory/capacity of district hardware/software.
- Support Blended Learning Environments will be supported by IT as appropriate.

Goal: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings, such as community centers.

Objective: The district will add and/or replace computer hardware in all buildings to provide easy access for all users.

Strategies:

- The district will expand hardware deployment to include not only multimedia computers with Internet access in classrooms but also tablet devices, laptops, etc., in order to meet the demands of online testing.
- The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.

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.

Examples of Strategies:

EXAMPLES			
Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	<ul style="list-style-type: none"> • Purchase Instructional Materials in digital format 	50% of purchases in 2016-17
Highest student achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student.	<ul style="list-style-type: none"> • Fully implement system across nine components • Integrate instructional materials into system 	2016 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	<ul style="list-style-type: none"> • Bandwidth amount • Wireless access for all classrooms 	2016-2020

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Identify/Develop appropriate age/grade level activities	Purchase instructional materials in digital format	45% of purchases in 2016-2017, increasing each year
Highest Student Achievement	Review assessment data & conduct user surveys	Progress monitoring data Survey results	Quarterly Annually
Highest Student Achievement	Identify/Purchase software and Internet resources	Acquisition of software Catalog of resources available	Expanded annually Updated annually
Highest Student Achievement	Creation of School Professional Development Plans	Implemented plan	Annually
Highest Student Achievement & Technology Integration	Needed professional development	Successful implementation of skills/strategies learned	Ongoing
Highest Student Achievement	Seek resources to fund	Grant applications, &	Ongoing

& Technology Integration	acquisition of software/hardware	RFPs	
Technology Integration/Infrastructure	Acquire laptops, Chromebooks, computers, tablets & peripheral devices	Purchase of 25 each, desktops and laptops per school annually	2014-2019
Technology Integration	Monitor minimum computer standards	Monitoring reports	Annually
Ethical/Safe use of Technology	Implement lessons	Curriculum developed or adopted	Annually
Ethical/Safe use of Technology	Present information to parents and teachers	Documentation of workshop attendance and feedback	Annually
Technology and Information Literacy Skills	Infusion of technology in curriculum & implementation of blended learning environments	Improvement as measured by the TIM	Annually use of TIM beginning in 2015-2016
Infrastructure	High speed connectivity	1GB connection to desktop	2018

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 sections 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 the process for evaluating the status of the implementation and how successful implementation will be determined once completed. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts will complete a budget worksheet to determine areas of need for online assessment. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. Specific items indicated below:

- Sum of Deliverables across component areas will be included.
- Additional line for charter school allocations.

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 an 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 2016-17 school year.

EXAMPLES			
A. Student Performance Outcomes		Baseline	Target
III.A.X	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.X	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline	Target
III.A.1.	Increase percentage of students in the district demonstrating proficiency in ELA	51%	56%
III.A.2.	Increase percentage of students in the district demonstrating proficiency in mathematics	63%	68%
III.A.3.	Increase percentage of students in the district demonstrating proficiency in Science	43%	48%
III.A.4.	Increase percentage of students in the district making learning gains in ELA	52%	57%
III.A.5.	Increase percentage of students in the district making learning gains in mathematics	60%	65%

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-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					
B. Infrastructure Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2017	\$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2017	\$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.	VOIP phone system	06/2017	\$40,000	District	II.B.10
III.B.2.	Purchase and implement 75 student instructional desktop computers	06/2017	\$60,000	District	II.B.2
III.B.3.	Purchase and implement 36 student instructional laptop computers	06/2017	\$25,200	District	II.B.3
III.B.4.	Purchase storage/charging cart for student instructional laptop computers	06/2017	\$1,500	District	II.B.3
III.B.5	Purchase and implement 177 computers/devices for statewide FSA/EOC	06/2017	\$141,600	District	II.E.2

	Computer-Based Assessments				
III.B.6	Purchase and implement 19 chromebooks for students	06/2017	\$4,788	PSJHS/ PSJES	II.B.1
III.B.7	Upgrade cabling	06/2017	\$60,000	PSJES/ WES	II.B.11
III.B.8	Network Management Equipment	06/2017	\$6,200	District	II.B.12
III.B.9	Purchase and implement 80 teacher/staff computers	06/2017	\$80,000	All Schools	II.B.13
III.B.10	Purchase and implement audio system	06/2017	\$15,000	WHS	II.B.14
III.B.11	Purchase and implement 2 Blackmagic ATEM Switchers	06/2017	\$2,000	WHS	II.B.14
III.B.12	Purchase and implement 24 flat screen TVs/monitors	06/2017	\$15,600	PSJHS/ WHS	II.B.15
III.B.13	24 wall mounts for flat screen TVs/monitors	06/2017	\$2,400	PSJHS/ WHS	II.B.15
III.B.14	Purchase and implement 4 large interactive panels for classroom	06/2017	\$18,000	All Schools	II.B.17
III.B.15	Purchase and implement 4 mounts for large interactive panels	06/2017	\$2,000	All Schools	II.B.17
III.B.16	Purchase and implement 15 Apple TV and RF adapters for interactive panels	06/2017	\$3,000	All Schools	II.B.17
III.B.17	Purchase and implement 15 document cameras	06/2017	\$10,500		II.B.18
III.B.18	Purchase and implement Mac Mini for iPad mobile device management	06/2017	\$1,500	District	II.B.1
III.B.19	Purchase and implement 2 ClearTouch Table Top Convertible Stands	06/2017	\$7,000	PSJES/ WES	II.C.1
III.B.20	Purchase and implement 10 classroom projectors	06/2017	\$7,500	WES	II.B.16
III.B.21	Purchase 10 projector mounts for classroom projectors	06/2017	\$1,050	WES	II.B.16

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

B. Infrastructure Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
VOIP phone system	General Funds	\$56,000	06/2017
N/A	N/A	N/A	N/A

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		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Progressing and installation of VOIP phone system on all campuses and at district office documented by purchase orders and invoices	Full implementation of VOIP phone system
III.B.2.	Purchasing and implementation of student desktops	Full implementation of desktop computers
III.B.3.	Purchasing and implementation of student laptops	Full implementation of laptop computers
III.B.4.	Purchasing and implementation of laptop carts	Full implementation of laptop carts
III.B.5.	Purchasing and implementation of student devices	Full implementation of devices for computer-based testing
III.B.6.	Purchasing and implementation of Chromebooks for students	Purchase and implementation of Chromebooks
III.B.7.	Installation of cabling	Completed upgrade of cabling at elementary schools
III.B.8.	Purchasing and implementation of network management equipment	Full implementation of network management equipment
III.B.9.	Purchasing and implementation of staff computers	Full implementation of staff computers
III.B.10.	Purchasing and implementation of audio system	Full implementation of audio system
III.B.11.	Purchasing and implementation of Blackmagic ATEM Switchers	Full implementation of switchers
III.B.12.	Purchasing and implementation of flat screen TVs/monitors	Full implementation of flat screens
III.B.13.	Purchasing and implementation of flat screen TVs/monitors mounts	Full implementation of flat screens
III.B.14.	Purchasing and implementation	Full implementation of interactive screens

	of large interactive panels	
III.B.15.	Purchasing and implementation of large interactive panel mounts	Full implementation of interactive screens
III.B.16.	Purchasing and implementation of large interactive panel adapters	Full implementation of interactive screens
III.B.17.	Purchasing and implementation of document cameras	Full implementation of document cameras
III.B.18.	Purchasing and implementation of Mac Mini	Full management of devices
III.B.19.	Purchasing and implementation of ClearTouchn stands	Full implementation of stands
III.B.20.	Purchasing and implementation of classroom projectors	Full implementation of projectors
III.B.21.	Purchasing and implementation of classroom projector mounts	Full implementation of projectors

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; and
- 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 use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

To support this area, please insert links to the district MIP, 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.

EXAMPLES					
C. Professional Development Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2017	\$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2017	\$X	Sandy Shores High School	II.C.2.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	N/A	N/A	N/A	N/A	N/A
III.C.2.	N/A	N/A	N/A	N/A	N/A
III.C.3.	N/A	N/A	N/A	N/A	N/A
III.C.4.	N/A	N/A	N/A	N/A	N/A

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

C. Professional Development Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
Training for teachers on new technology purchased, software implemented, ethics and safety.	District resources	Cost of stipends or substitutes	ongoing
Utilization of digital learning support resources and professional development activities specific to instructional design and developing digital content and assessments. Training to prepare teachers to enable student developed digital products	Panhandle Area Educational Consortium	Cost of stipends or substitutes	ongoing
Key personnel will attend the FETC	District Instructional Leadership and Faculty Development Grant	\$2,325.	January 2017

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.

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

III.C.1.	N/A	N/A
III.C.2.	N/A	N/A
III.C.3.	N/A	N/A
III.C.4.	N/A	N/A

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 FDOE may also be included here.

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. Digital Tools Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2016	\$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2015-16	\$X	Sandy Shores High School	II.D.1 (D)

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1	Purchase and implement instructional software at all schools (A+ Anywhere Learning, Accelerated Reader, IXL Math, iReady)	12/2016	\$25,000	District	II.A.1-10
III.D.2	Purchase and implement application software for all schools (Office 365, One Drive, Glance, GoTo Assist)	N/A	N/A	N/A	N/A
III.D.3	N/A	N/A	N/A	N/A	N/A
III.D.4	N/A	N/A	N/A	N/A	N/A

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If additional funding will be spent in this category, other than this year’s DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

D. Digital Tools Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
Achieve3000	Other Grant Resources	\$11,000	09/2016
Shmoop Educational Software	Title VI Funds	\$5,500	12/20163
Voyager Sopris DIBELS Next	Reading Grant	\$3,000	09/2016

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.

EXAMPLES		
D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.X.	Integrate instructional materials into district platform (LMS) and roster students; monitoring student access and usage	All (100%) applicable staff and students have access to and utilize the instructional materials; materials are available to parents and at least 50% of parents regularly access the materials
III.D.X.	Software usage and monitoring of students attending	70% of students will earn a CAPE digital tools certification

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Software usage and monitoring of students	100% of applicable staff and students have access to and utilize the instructional materials
III.D.2.		
III.D.3.		

III.D.4.		
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E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district’s digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. Online Assessment Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2017	\$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2017	\$X	Sandy Shores High School	II.E.1 and II.E.2

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	Purchase 177 additional student devices for assessments	06/2017	\$150,000	District	II.B.1
III.E.2.	N/A	N/A	N/A	N/A	N/A
III.E.3.	N/A	N/A	N/A	N/A	N/A
III.E.4	N/A	N/A	N/A	N/A	N/A

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

E. Online Assessment Implementation			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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.

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchase and installation of student devices as documented by purchase orders and invoices	100% of students have access to and utilize student devices for assessment
E.2.	N/A	N/A