DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

The Putnam County School District's (PCSD) mission is:

We will inspire every student to think, to learn, to achieve, to care and to become a successful and responsible citizen.

In support of the PCSD's mission, the District's Instructional Technology Department's vision is to create an environment that integrates technology into the educational experience. This environment will provide all learners with skills to access knowledge that will build a foundation for their future.

To accomplish our vision, all learners and educators must be provided with equitable access to technology for a variety of interactions and collaboration. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, teaching problem solving, developing critical thinking skills, inviting collaboration, and monitoring student performance.

The Putnam County School District has identified two goals presented in its 2014-2015 District Improvement and Assistance Plan (DIAP) which necessitate integrating technology into all facets of the educational system in order to achieve the goals. These two goals will help guide the technology planning process and the direction of this five year plan.

The District's goals as stated in the DIAP are:

> Goal 1: All schools will implement the district's Multi Tier Systems of Support (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.
>
> Goal 2: The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism.

The Core strategies in the *School Board's Strategic Plan* also provide direction and focus to the DCP. These strategies are:

- A focus on the growth and achievement of every student
- A safe and caring learning environment
- Great teachers and great leaders
- Effective, equitable and efficient use of resources

The vision of the Instructional Technology Department supports the Putnam County School District's purpose and function as it relates to technology and the improvement of student achievement:

- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms, and other locations, where students and teachers have easy access throughout the day.
- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realizing the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.
- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people become life-long learners.
- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia accommodates individual learning styles and rates. It allows us to present information using text, images, and sound to overcome traditional learning difficulties.
- Facilitate communication, collaboration and teamwork: Highly progressive technology networks and Learning Management Systems can facilitate student, teacher, and family

communication. The use of voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing will also be critical in promoting teamwork.

- Utilize technology to monitor learning environments for safety.

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

COMMUNITY FACTS

Putnam County is a statutorily designated rural county in Northeast Florida covering an area of 722 square miles. The Putnam County School District serves over 11,449 students in 20 schools. The county has received the state designation as a *"Rural Area of Critical Economic Concern*" with 80 percent of its residents living in unincorporated rural areas. The district is part of the Rural and Low Income School Program as authorized under Title VI, Part B with nearly 25.5%[1] of the county's citizens living below the poverty level, making the school district one of the ten poorest in the state. The district's overall rate of students on free or reduced lunch is nearing a staggering 72%[2].

There are relatively few industries in the county and a limited tax base. The Putnam County School District is the county's largest employer. Although agriculture contributes to the economy, employment opportunities are in service industries and require a low level of skill. The major industries in Putnam County focus on timber products (paper mill), electrical power, and agriculture. The median household income as reported by the U.S. Census bureau in 2012, was $34,429.

Due to the low socio-economic circumstances found in the community, the Putnam County School District is designated as a Title 1 district resulting in all of the PCSD schools being designated as Title I.

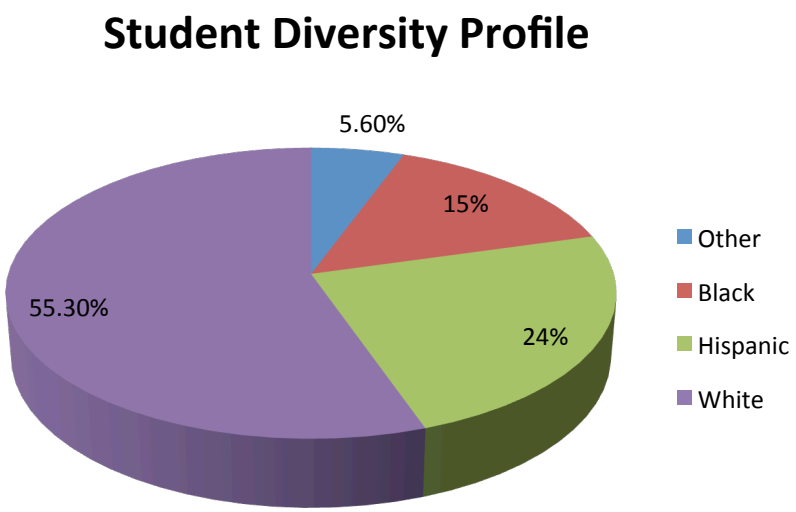
DISTRICT FACTS

- 11, 449 Students Enrolled (SY 2014-2015)
- Free and Reduced Lunch Rate 72% (SY 2014-2015)
- Graduation Rate: 58.2%
- Dropout Rate 5.0% (SY 2012-2013)

[1] 2013 U.S. Census Poverty Data by Local Educational Agency
[2] Putnam County School District, Skyward 2014

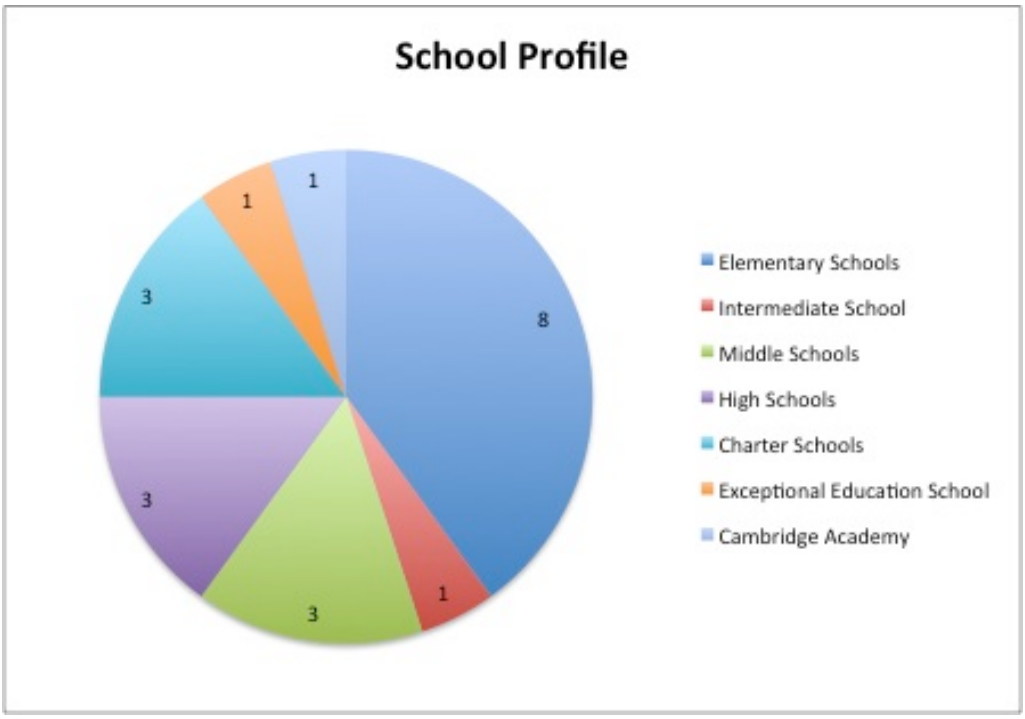
- Average expenditure per pupil equaled $3,623.76 (SY 2010 -2011)

- In May 2014 the district earned full accreditation from AdvancEd



SCHOOL FACTS

- 20 Schools with over 6,000 Computers in total
- All schools have internet connectivity



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

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

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Charles Jenkins	C2jenkins@my.putnamschools.org
Curriculum District Contact	Helen Muir	hmuir@my.putnamschools.org
Instructional District Contact (RtI Coordinator)	Anne Mathews	amathews@my.putnamschools.org
Finance District Contact	Rhonda Odom	rodom@my.putnamschools.org
District Leadership Contact (Superintendent)	Phyllis Criswell	pcriswell@my.putnamschools.org
Teacher on Special Assignment	Alice McInnis	amcinnis@my.putnamschools.org
Elementary Education	Laura France	lfrance@my.putnamschools.org
District Technology	Susan Gaboriau	sgaboriau@my.putnamschools.org

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

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

INVOLVEMENT OF PARENTS, SCHOOL STAFF AND OTHERS:

- Meetings were conducted in spring of 2014 by the superintendent bringing together a diverse group of community stakeholders and their perspectives to engage in problem solving sessions addressing the lowest performing school in the district. From these meetings, a team representing school staff, district staff, community, the Florida Department of Education and parents identified barriers to student achievement and engaged in the eight step problem solving process. The resulting product was the development of district goals for the DIAP. In the summer of 2014, the district, assisted by the Differentiated Accountability Team, presented the eight step problem solving process and the goals written in the District's DIAP to school principals in order to aid the process of school improvement planning. The goal of the District's Digital Classroom Plan is to ensure that technology resources are utilized to support instruction, monitor student achievement and behavior, and provide a means of assessment to provide quality integrated and differentiated instruction for all learners. The goal directly supports the DIAP for 2014-15.

- The Putnam County School District works diligently to engage families and the community in school improvement efforts. The district office of Federal Programs conducts monthly meetings with parents and community stakeholders. The focus of the meetings is on improving student achievement throughout the district. At the school level, administrators engage stakeholders in school improvement efforts through school advisory councils and other education focused meetings and events. Parent and community input is solicited through annual surveys which are a meaningful part of the district's planning process.

DEVELOPMENT OF PARTNERSHIPS WITH COMMUNITY BUSINESS AND INDUSTRY:

- The District has developed partnerships with local businesses namely through the Office of Career and Technical Education (CTE). These partnerships have been instrumental for developing CTE programs of study in the following areas: Health Science, Nursing Assistant, Allied Health Assisting, Engineering, Culinary Arts, Criminal Justice, and Computer Systems and Information Technology. Through a Florida Ready to Work partnership, many of the district's students obtain credentials indicating to potential employers that they are prepared for the workforce. Meetings with partners and businesses drive program offerings. With these offerings, the IT department identifies

the infrastructure and equipment that is necessary to ensure that Putnam students meet program requirements and future employer workforce needs.

INTEGRATION OF TECHNOLOGY INTO ALL AREAS OF THE CURRICULUM, ESOL, AND SPECIAL NEEDS STUDENTS

- The District School Board supports the use of technology in addressing the district's MTSS goal. The plan emphasizes the monitoring and use of data by teachers and School Based Teams (SBT) to address student academic and behavioral needs through Tier 1, Tier 2 and Tier 3 interventions. The monitoring is largely accomplished through the use of several data bases including DATA-STAR and Performance Matters.

- The District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications. Our staff is devoted to utilizing flexible ways to present information such as digital books, text-to-speech applications, and specialized software. Staff also provides students with various ways to express themselves in order to increase active engagement in different settings and situations. Assistive technology devices are used for students with disabilities enabling them to participate, communicate, and learn more effectively in the classroom.

- An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. School Based Teams identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft and Mac operating systems. At the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, and wikis. Some of the most common hardware assistive technologies that you will find in the classroom include: Augmentative and Alternative Communication (AAC) devices, alternative keyboards, word processing devices, FM devices for hearing impaired students, and CCTV magnifiers for students with visual impairments.

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

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

DATA-BASED PROBLEM-SOLVING PROCESS USED FOR THE GOALS AND NEED ANALYSIS ESTABLISHED IN THE PLAN;

The Putnam County School District has a strong MTSS process in place and has a full-time district level RtI Coordinator to ensure fidelity to the MTSS process at the district, school, and classroom levels. The process relies on data from state and district level assessments, both formative and summative, as well as implementation data on the impact of interventions.

Through the Multi-Tiered System of Supports (MTSS) process, the School District implements and delivers, by qualified personnel, evidence-based interventions addressing the identified area(s) of concern in the general education environment. The interventions are developed and selected for implementation through a process that uses student performance data to identify and analyze the area(s) of concern. Interventions are implemented as designed for a reasonable period of time and with a level of intensity that matches the student's needs. The level of intervention a student receives falls into one (1) of three (3) tiers: core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3).

Throughout this process the RtI District Level Coordinator meets with school based teams to ensure that the process, data reviews, and interventions are appropriate and at the correct level of intensity.

THE SYSTEMS IN PLACE TO MONITOR PROGRESS OF THE IMPLEMENTATION PLANS;

Under the direction of the RtI Coordinator the District has developed a progress monitoring system database explicitly for the purpose of assessing interventions. Teachers have access to tier specific forms for each student which meet district and state requirements. Reports are available for viewing current and historical data for students placed in Tier 2 and Tier 3 interventions. This year alone there are 1,000 MTSS plans that are tracked through the system. The system also serves as an archive of historical data on students targeted for interventions.

THE PLAN TO SUPPORT IMPLEMENTATION AND CAPACITY;

Currently, the District RtI Coordinator is in the process of developing an implementation checklist which will inform schools as to what degree they are adhering to the MTSS process with fidelity. Site based MTSS teams have been established at each of the schools and MTSS Coordinators have been designated at the school level to ensure that the MTSS process is adhered to. In order to further build capacity, staff training videos will be developed on a variety of topics from navigating DATA-STAR to differentiating instruction and progress monitoring on the district's numerous data systems including: DATA- STAR, Performance Matters, FAIR, MFAS, the district's SIS, and using technology to differentiate instruction.

The Putnam County School DCP provides necessary support to the district's goal in its DIAP which states, "All schools will implement the District's Multi Tier System of Supports (MTSS) framework aligning programs and resources to meet the academic and behavioral needs of all

students." In order to achieve this goal, the Instructional Technology Department will implement the following strategies throughout the district at all levels.

1. Increase access to technology for students and teachers
2. Integrate technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards)
3. Integrate technology to automate department paperwork and processes across the district
4. Provide ongoing staff development for the implementation and use of technology for instruction and data analysis
5. Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community
6. Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance
7. Identify the necessary resources to implement the technology plan.
8. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

The implementation of these strategies will result in monitoring and assessing the district's progress in achieving its goal.

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.

NEEDS ANALYSIS

One of the primary reasons for developing the DCP is to identify ways to effectively integrate technology into the curriculum. We believe that technology should promote higher-level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, the Putnam County School District is continuing to refine the use of the *Online Assessment Reporting System* and reports available through *Performance Matters* as online repositories of classroom, district, and state assessments.

We will continue to raise the level of technology integration embedded within classroom instruction to increase the learning experience for all students. In order to accomplish this, teachers must become more comfortable using technology to support student learning in the classroom resulting in a measurable impact of technology on student achievement. Measurable student outcomes should indicate improvement in reading, writing, and mathematics as a direct result of student interaction with classroom technology. Teachers should be using technology tools to interpret and examine data in making instructional decisions for each student. The DCP plan will address how the district's technology effort will continue to support the district's mission, vision, and DIAP over the next five years beginning with the 2014-2015 school year and ending the 2018-2019 school year.

Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards-based instruction and aligning technology standards, the district will continue to plan for staff development and infrastructure management.

Our curriculum objectives are divided into four areas:

1. Integrate technology tools/equipment to support student learning, aid teachers in the delivery of the core curriculum, and provide a resource for differentiated instruction.
2. Use assessment data to guide student learning activities and lesson plan development for all classrooms.
3. Identify appropriate software and courseware to support the instructional program of the entire district.
4. Continue to increase student achievement in all core content areas including Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts as well as English Language Development through progress monitoring via *Performance Matters* and *Skyward*.

The Putnam County School District instructional staff uses data summaries from *Performance Matters, DATA-STAR* and *Skyward* to inform instructional decisions in their classrooms, and as early warning systems. *DATA-STAR*, a district developed tool, is used to closely monitor students referred to the MTSS site based teams for Tier 2 and Tier 3 interventions. Instructional staff not only uses *Performance Matters* for progress monitoring, however, many curriculum resource teachers use the *Performance Matters* test item banks to generate classroom developed assessments. All schools, including charter schools have access to both *Performance Matters* and to *Skyward*.

Every school has a myriad of digital resources that are part of the instructional materials adoptions that have taken place over the past several years. These resources include multiple Assessments and data points retrieved from: *FPMRN, I-Ready, MFAS, Read 180* (high school level) and the *Heinman Digital Classrooms*. Online professional development addressing English Language Arts is offered through *HMH Journeys* in addition to custom designed webinars. All student data, with the exception of *MTSS-STAR* data, will be imported into *Performance Matters* so that a single comprehensive student snapshot can be provided to teachers using multiple measures which not only enhances construct validity, but also decision validity for the teacher.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	ELA Student Achievement	47%*	74%	2017
2.	Math Student Achievement	54%*	75%	2017
3.	Science Student Achievement	48%*	74%	2019
4.	ELA Learning Gains	61	NA	2019
5.	Math Learning Gains	63	NA	2019
6.	ELA Learning Gains of the Low 25%	64	NA	2019
7.	Math Learning Gains of the Low 25%	64	NA	2019
8.	Overall, 4-year Graduation Rate	58.2%	62%	2019
9.	Acceleration Success Rate	79%	85%	2019

*FCAT 2.0 Data from FLDOE

Student Performance Outcomes By Subgroup in Reading		Baseline 2014	Target	Date for Target to be Achieved *(year)*
1.	All Students	*47%	74%	2017
2.	American Indian	*44%	75%	2017
3.	Asian	*60%	79%	2017
4.	Black/African American	*29%	65%	2017
5.	Hispanic	*39%	69%	2017
6.	White	*56%	79%	2017
7.	English Language Learners	*26%	64%	2017
8.	Students with Disabilities	*28%	64%	2017
9.	Economically Disadvantaged	*41%	71%	2017

* FCAT 2.0 Performance Data from FLDOE

Student Performance Outcomes By Subgroup in Math		Baseline 2014	Target	Date for Target to be Achieved *(year)*
1.	All Students	*53%	75%	2017
2.	American Indian	*50%	74%	2017
3.	Asian	*68%	87%	2017
4.	Black/African American	*37%	68%	2017
5.	Hispanic	*51%	74%	2017
6.	White	*61%	79%	2017
7.	English Language Learners	*43%	69%	2017
8.	Students with Disabilities	*34%	67%	2017
9.	Economically Disadvantaged	*48%	73%	2017

* FCAT 2.0 Performance Data from FLDOE

All of the tested subgroups did not meet the AMO targets in Reading for the 2013-2014 state assessment. Of those groups Students with disabilities and “American Indian” were the only two that demonstrated gains in Reading.

The “American Indian” and “Asian” subgroups met the AMO targets in Math for 2013-2014. Of the subgroups “white” and “English Language Learners” did not achieve gains in Math.

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	1:1	2019
2.	Count of student instructional desktop computers meeting specifications	2836	3036	2016
3.	Count of student instructional mobile computers (laptops) meeting specifications	3548	3723	2019
4.	Count of student web-thin client computers meeting specifications	0	130	2019
5.	Count of student large screen tablets meeting specifications	260	286	2019
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	N/A
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	N/A

The data in the table above was compiled from the Florida Innovates School Inventory.

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.

The Putnam County District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Master Inservice Plan components include the following (which can be located at http://www.nefec.org/mip/):

- Technology in the Classroom 3-007-001
- Technology Applications 3-404-001
- Assistive Technology in the Classroom 3-100-001
- Technology for Student Success - Assistive Technology 3-100-003
- Technology for Student Success - An Introduction 3-100-004
- Instructional Technology in the ESE Classroom 3-105-001

The online module *Technology and the Common Core* includes the following courses:

- Assessment in 21st Century Classrooms
- Project-Based Approaches
- Thinking Critically with Data
- Educational Leadership in the 21st Century
- Collaboration in the Digital Classroom
- Designing Blended Learning

The Bureau of Standards and Instructional Support will assist the district's efforts to develop well-integrated educational technology. District-level professional development on a wide range of topics will include:

- effective instructional design and associated software
- software and hardware to support individualized instruction
- integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS)

Professional development will be available in person at the regional, consortium, and district levels, through synchronous video-conferencing, or through asynchronous broadcasts via web or U-Stream.

The delivery of the professional development will be offered in several modalities including face-to-face workshops, electronic interactive, electronic non-interactive, study group/learning community, action research, and independent study. Participants will implement the content learned during the delivery in the following way(s):

- structured mentor/coaching program
- results from action research
- collaborative planning related to training
- creation of a product related to training
- study group participation
- electronic interactive
- electronic non-interactive

Professional Development will be evaluated 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 will 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	TBD	97% Adoption	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	TBD	97% Adoption	2019
3.	Average Teacher technology integration via the TIM (Middle Schools)	TBD	97% Adoption	2019
4.	Average Teacher technology integration via the TIM (High Schools)	TBD	97% Adoption	2019
5.	Average Teacher technology integration via the TIM (Combination Schools)	TBD	97% Adoption	2019

Linkages between Professional Development will establish the impact on teacher effectiveness. Through the *Randa* Teacher Effectiveness software program, the district will be able to measure which professional development activities have the greatest positive impact on student achievement.

The following additional needs have been identified by the District:

Need

Rigorous instructional skills and strategies in the implementation of the Florida Standards English Language Arts and Mathematics for all students

Planned Professional Development

- Participation in Florida Standards training that leads educators from the most basic understanding to mastery-level implementation of the standards
- Job-embedded professional development on the effective integration of technology into the Florida Standards
- A series of Florida Standards trainings for staff and administration

Strategy

- Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days
- Online collaborative environment that allows for the sharing of resources with colleagues
- Online tutorials and webinars will be identified for personnel
- Feedback will be provided to stakeholders from district administrative walkthroughs

Need

Increase the level of technology integration in all subject areas to promote higher level thinking skills for all students

Planned Professional Development

- Job-embedded professional development on Universal Design for Learning and the integration of the effective use of current and emerging digital tools to support all students
- A series of face to face and online technology integration trainings for staff and administration

Strategy

- Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days
- Online collaborative environment that allows for the sharing of resources with colleagues
- Online tutorials, webinars and 2.0 tools will be identified for personnel
- Feedback will be provided to stakeholders from district administrative walkthroughs

Need

Analyzing data to drive instruction for all students

Planned Professional Development

- Student Response System training
- Performance Matters training
- District data system training and Student Information System training
- Trainings on organizing, manipulating and using data

Strategy

- Access to portals on SIS and Performance Matters
- Personnel will analyze individual or group data as a regular part of their PLCs
- Feedback will be provided to stakeholders from district administrative walkthroughs

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.

Easy Tech

EasyTech is provided by NEFEC, PAEC and HEC to member districts through the Rural Schools Program. Learning.com's EasyTech solution helps students develop the technology skills needed for college and the workforce. EasyTech is a complete digital literacy curriculum that features self-paced lessons and games to practice skills; activities and journals to reinforce concepts; and quizzes to check for understanding. EasyTech's curriculum helps students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, Internet research, and more in the context of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices online.

EasyTech includes:

· Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
· Grade-appropriate, guided instruction with immediate feedback and automatic scoring
· Online safety instruction and compliance reporting that exceeds E-Rate requirements
· Lessons that reflect current representations of technology and software
· Next-Generation Assessment preparation sequence with pre-tests and prescription
· Addresses ISTE Standards-S for grades K-8
· Available in English and Spanish for LEP students
· Content is web-delivered with no downloads or software installs required
Student app for iPad®, Android®, and Kindle Fire® tablet devices

Performance Outcomes	Baseline	Target	Date for Target to be Achieved
Digital Literacy	Determine % of students proficient	75% of	2017

Gains	as determined by completion of EasyTech curriculum	students proficient	

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 of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully Implemented	Will continue to support and employ in classrooms	ongoing
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially Implemented	Will work to implement and employ	2017
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Will work to implement and employ	2019
4.	Implementation status of a system that includes district staff information	Partially Implemented	Will continue to	

	combined with the ability to create and manage professional development offerings and plans.		support and employ in classrooms	2017
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Partially Implemented	Will work to implement and employ	2018
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Partially Implemented	Will work to Implement	2018
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.	Not Implemented	Will work to implement	2018
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially Implemented	Will work to implement	2018
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially Implemented	Will work to implement	2016

Currently the district has numerous digital tools which assist district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Among these tools are programs such as *Performance Matters* which allows teachers to progress monitor students in with multiple assessments which include district created progress monitoring, FAIR testing, FCAT 2.O Reading and Math, student grades, attendance, and behavior. The district also uses *I-Observation* from Learning Sciences International as its teacher evaluation platform.

The addition of the *Randa* Teacher Effectiveness Software will allow the district to connect numerous staff development activities to teacher performance. This will result in the district identifying which staff development activities and teacher traits result in the greatest achievement gains for Putnam County School District's unique student population.

- **Quality Efficient Services**

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

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

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	Maintain	2019
2.	Computers/devices required for assessments (based on schedule constraints)	6384	Maintain/Increase as needed	2019

DISTRICT GOALS

Goal 1: All schools will implement the district's Multi Tier Systems of Support (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.		
Strategy	**Measurement**	**Timeline**
Monitor and provide teacher and administrator access to District data management programs.	1. Annual Purchase of Programs 2. Usage statistics for classroom level, school level, and district level	2014-2019
Identify and monitor Tier 2 and Tier 3 students through a district developed data portal (DATA-STAR).	3. % and # of students identified at each grade level as Tier 2 and Tier 3 with documented interventions	2014 -2019
Create an infrastructure that supports the needs of digital learning and online assessments.	4. Increase the # of portable digital devices for student and teacher access. 5. Maintain bandwidth and wireless access points	2014-2019
Support web-based tutorial and learning programs, which provide necessary assessment, challenge, and remediation opportunities for all students regardless of ability.	6. Usage and student outcome statistics in relation to standardized tests or alternative assessments.	2014-2019
Provide staff development on new software, programs and hardware.	7. Number and percent of teachers attending technology based staff development opportunities	2014-2019

Goal 2: The district will establish and clearly communicate expectations for planning, preparing, performing, reflecting on performance and establishing collegiality and professionalism.		
Strategy	**Measurement**	**Timeline**
Provide professional development on new products, software, hardware.	Reports correlating staff development and teacher effectiveness through *Randa Teacher Effectiveness Software*	2014-2019
Provide Online or blended PLC's.	# of online or blended PLC's offered to staff	2014 -2019
Create "in house" videos on topics to include differentiation, data management and interpretation, accessing systems, Gradebook, etc.	# of videos created, # of teachers accessing videos.	2014-2019
Create "in house" videos on using various technology available throughout the district.	# of videos created, # of teacher accessing videos.	2014-2019

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.

The district will actively pursue funding in the area of technology (hardware, software, and technology based educational materials). As grant opportunities become available a team will be assembled to review upcoming RFP's and make a recommendation to the board and the superintendent on whether the opportunity needs to be pursued.

Once board approval is secured, a team will be assembled to conduct a needs assessment and complete the proposal. Upon securing the award, a member of the team is assigned to manage and administer the grant ensuring that it is implemented with fidelity, adheres to local, state, and federal regulations, and that required reporting and evaluation is completed.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

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

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

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

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to 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 2014-15 school year.

Student Performance Outcomes			
Objective		**Baseline**	**Target**
1.	Increase percent of students meeting or exceeding state standards in reading	47%	50%
2.	Increase the percent of students meeting or exceeding state standards in math	54%	57%
3.	Increase the percent of students meeting or exceeding state standards in science	48%	51%
4.	Improve the district 4 year graduation rate	58%	59%
5.	Implement the MTSS process with fidelity as evidenced by observation checklists completed by the district MTSS coordinator for each school	TBD	100%
6.	Assure equity of access to instructional software and the tools and support to deliver it	TBD	100%

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Cyberpower battery backups (40 backup units) to install throughout the district and 40 extended battery packs. Currently, the district does not have any viable backups.	June 2015	$36,360	District	Assure equity of access to instructional software and the tools and support to deliver it.
B.2.	Contracted services- Maintenance of programs, FTP uploads,	Ongoing	$30,000	District	Assure equity of access to instructional software and the tools and support to deliver programs.
B.3.	Two Belkin rack consoles, 3 servers, Fiber optic and network cables, 100 Meraki wireless access points, Dell Storage MD 1400	February 2017	$86,147	District	Assure equity of access to instructional software and the tools and support to deliver programs.
B.4.	PD training for techs so that infrastructure needs are managed effectively at the school level	Ongoing	$ 24,990	District	Assure equity of access to instructional software and the tools and support to deliver programs.
B.5.	Video production equipment to develop instructional videos: Microphone boom, teleprompter, audio auray, preamp, monopod and portable lighting system	February 2017	$ 8,078	District/All Schools	Increase percentage of students meeting standards in Reading, Math, and Science

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.
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 Processes	Success Criteria
B.1.	Monthly reporting to stakeholders	System battery backups installed to ensure functionality
B.2.	Monthly reporting to stakeholders	Updated and functioning software and programs.
B.3.	Monthly reporting to stakeholders	Racks labeled, Meraki wireless access points functioning, three servers installed at district locations.
B.4.	Monthly reporting to stakeholders	Training session attendance rosters. # and # of techs receiving training.
B.5.	Monthly reporting to stakeholders	# of videos produced.

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

C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

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

The Putnam County School District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. This project will focus on two areas: (1) Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM) and (7) Digital Instruction and Content Development.

Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM):

The Putnam County School District believes that educator professional learning is an ongoing and constantly evolving part of teaching in the 21st Century. In order to prepare our students to succeed in school as well as in the workforce, we understand that educators must be prepared to integrate and interact with technology to inspire students to create and learn. We also understand that educators possess different levels of knowledge and integration with technology in their classroom. In order to support the implementation and measurement of progress toward digital learning, the Putnam County School District will use the Technology Integration Matrix (TIM) and the associated evaluation tools to evaluate the level of technology integration in classrooms and to provide teachers with models of how technology can be integrated into instruction in meaningful ways.

The TIM tool has been made available through the Florida Center for Instructional Technology. This is a tool that serves four (4) main purposes for districts: it provides a framework for defining and evaluating technology integration, sets a clear vision for effective teaching with technology, gives teachers and administrators a common language for setting goals, and helps target professional development resources effectively.

This initiative will begin with professional learning opportunities for district leaders. District leaders will participate in bi-monthly "District Digital Conversations" where they will discuss the TIM framework, establish and refine their vision for technology integration, become familiar with TIM evaluation tools, analyze data from these TIM tools, and share best practices. These trainings will be provided to participants by the North East Florida Educational Consortium (NEFEC). School principals will also participate in their own regional professional learning, which will mirror the district level trainings, but will focus more heavily on looking at classroom and school level data. Professional learning accomplished in a regional setting provides an advantage to educators serving in NEFEC districts because it allows for focus to be placed on problem solving and action planning that is specific to the needs of small and rural districts.

Initial professional learning sessions will focus on awareness of the TIM and will progress to looking at school level data on the Technology Uses Perception Survey (TUPS) and observation data on the TIM-Observation (TIM-O) and Administrative Center. NEFEC, in collaboration with identified experts in the TIM tools, will provide the training for participants.

In addition to professional learning for administrators and district leaders, NEFEC will also provide regional training for teachers. Teachers who show ambition and interest in technology integration will be invited to apply to become Digital Learning Leaders in the TIM. Once the Digital Learning Leaders are selected, they will receive professional development from NEFEC which will include training in the TIM. Opportunities for advanced practitioners to engage in professional learning focused on the TIM Action Research for technology Integration (ARTI) tool will also be offered. This will allow advanced practitioners to deepen their understanding of technology integration, to model technology integration in their classrooms, and generate data regarding student outcomes related to technology integration. This data will be useful for the teachers themselves, as well as school and district level administrators in gauging the impact of technology integration on student achievement.

After the initial professional development in the TIM is complete, the Putnam County School District will assemble a Team for Technology Integration (TTI) composed of district and school level administrators, technology support staff, NEFEC support staff, and Digital Learning Leaders. This group will meet and under-take collaboration and action planning that will result in refining the vision for technology integration in the Putnam County School District. The TTI will also visit as many classrooms as possible to identify how technology is currently used in the classroom as qualitative data for the needs assessment.

The Team for Technology Integration will establish a baseline report of current implementation of digital content and integration of technology into classrooms and will begin to plan the process of moving toward a seamless use of technology in all curriculum areas while simultaneously promoting increased levels of digital literacy.

In order to support efforts to implement the TIM with fidelity, Putnam County School District will purchase the suite of TIM evaluation tools, including the TUPS, TIM-O, and TIM Administrative Center.

Professional Development

Upon completion of the TIM, the Putnam County School District will convene a panel of district level administrators, school level administrators, technology support staff, NEFEC support staff, and instructional staff for the purpose of performing a needs analysis. The "Team" will make 3 separate visits to schools at each end of Putnam County (West, Central, and South) and visit as many classrooms as possible to ascertain current implementation to aid in the needs assessment. Options for professional learning will then be selected based upon needs identified by the Team for Technology Integration, with a focus on educators in the Adoption level as well as whole school results. Using the Technology Integration Matrix (TIM) average integration will 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

Current Professional Development needs will be addressed by the Putnam County School District's District Technology Coach (Susan Gaboriau,) RtI Coordinator (Anne Matthews,) and Media team. An informal needs assessment has revealed that although the district has numerous programs and technologies, teachers are not comfortable or confident in using them. The Putnam County School District's District Technology Coach (Susan Gaboriau,) District RtI Coordinator (Anne Matthews,) and the Media team will work in unison to create high interest professional development opportunities providing creative methods aimed at facilitating the teacher's confidence in their ability to provide engaging instructional content in a digital classroom.

Face to face training as well as online training will be provided to increase teacher awareness of the various technology tools the Putnam County School District has placed at their disposal. Among these are Performance Matters, Edmodo, Skyward, Learning.com, Atomic Learning, Google, Gradebook, Data Star products, Smart Boards, Ipads, and Chromebooks. Training will also address organizing and managing a digital classroom to maximize learning.

The Team for Technology Integration will meet on a bi-monthly basis to monitor the District's success and address any additional needs requiring attention. The TTI will schedule a minimum of two visits to view digital classrooms in neighboring counties during the course of 2014-15.

To further aide in our vision to create digital classrooms, the Putnam County School District has set a clear course to provide our stakeholders with access to much more District created media. Our vision is to provide this through a newly created public Putnam County District School's YouTube Channel, Putnam County District School's Eduvision webpage, and a Putnam County District School's professional development YouTube page. The District has purchased and

taken the preliminary steps towards creating these media outlets. The Putnam County School District convened a team of qualified professionals and after considerable discourse we have determined that the purchase of two (2) MacPro computing devices, and two (2) LED HDTVs are vital to our successful implementation of our plan.

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved (year)**
1.	Average Teacher technology integration via the TIM	0%	97% ADOPTION	2015/16
2.	Average Teacher technology integration via the TIM (Elementary Schools)	0%	97% ADOPTION	2015/16
3.	Average Teacher technology integration via the TIM (Middle Schools)	0%	97% ADOPTION	2015/16
4.	Average Teacher technology integration via the TIM (High Schools)	0%	97% ADOPTION	2015/16
5.	Average Teacher technology integration via the TIM (Combination Schools)	0%	97% ADOPTION	2015/16

The Putnam County School District will also take advantage of the following support, offered by Learning.com and by NEFEC:

- *Getting Started: Foundations of Blended Learning*
  This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content, and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use My Curriculum tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through NEFEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

The District's Master In-service Plan components include the following and can be located at http://www.nefec.org/mip/ . The following opportunities will be provided to instructional staff to enhance technology integration in their classrooms.

- Technology in the Classroom 3-007-001
- Technology Applications 3-404-001
- Assistive Technology in the Classroom 3-100-001
- Technology for Student Success - Assistive Technology 3-100-003
- Technology for Student Success - An Introduction 3-100-004
- Instructional Technology in the ESE Classroom 3-105-001

The online module *Technology and the Common Core* includes the following courses:

- Assessment in 21st Century Classrooms
- Project-Based Approaches
- Thinking Critically with Data
- Educational Leadership in the 21st Century
- Collaboration in the Digital Classroom
- Designing Blended Learning

The Bureau of Standards and Instructional Support will assist our efforts to develop well-integrated educational technology. District-level professional development on a wide range of topics will be included:

- effective instructional design and associated software
- software and hardware to support individualized instruction
- integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS)

Professional development will be available in person at the regional, consortium, and district levels, by synchronous video-conferencing, or by asynchronous broadcast via web or U-Stream.

The Putnam County School District is known for providing exceptional professional development in areas of curriculum and instruction. Unfortunately, the district has been unable to correlate professional development with teacher effectiveness and student achievement. Randa Solutions has software which will assist the district in correlating professional development activities with academic outcomes at a reasonable cost. Funds for professional development activities available through this grant will allow the district to purchase this software in order to assess which staff development activities and teacher traits have the greatest positive impact student achievement. The system will also allow the district to assess teacher staff development needs more effectively across a variety of subject areas.

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.

Funds for Professional Development in Technology were secured through a Rt3 grant from the Florida Department of Education. The activities described below

	Brief description of other activities	**Other funding source**
C.1	Establishment of Team for Technology Integration.	Rt3 Staff Development Grant
C.2	TIM administration and results aggregation	Rt3 Staff Development Grant
C.3	Classroom visits to local classrooms and surrounding districts by the Team for Technology Integration.	Rt3 Staff Development Grant
C.4	Classroom visits to other districts to view classroom use of technology	Rt3 Staff Development Grant

C.5	Bi-monthly video conferencing calls to inform stakeholders on progress	Rt3 Staff Development Grant
C.6	Development of custom teacher training videos on MTSS, for district video staff development library.	Rt3 Staff Development Grant
C.7	Tracking and monitoring of teacher use of training videos.	Rt3 Staff Development Grant
C.8	Uploading student and teacher information into Randa Teacher Effectiveness database.	Rt3 Staff Development Grant
C.9	Teacher Technology trainings offered through NEFEC as described in the District Master In-service Plan.	Rt3 Staff Development

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.	Monthly report on progress to stakeholders.	Team representative of stakeholders(teachers, school administrators, and district administrators
C.2.	Monthly report on progress to stakeholders.	Completed TIM with report on baseline data.
C.3.	Monthly report on progress to stakeholders.	Completed classroom walkthroughs throughout district schools with reports on findings.
C.4.	Monthly report on progress to stakeholders.	Completed classroom walkthroughs throughout surrounding district classrooms with reports on findings.
C.5.	Monthly report on progress to stakeholders.	Bi monthly webinar attendance rosters and agendas.
C.6.	Monthly report on progress to stakeholders.	Video Library of MTSS custom podcasts created.
C.7.	Monthly report on progress to stakeholders.	Established sign in portal for viewing videos and tracking video views.
C.8.	Monthly report on progress to stakeholders.	Teacher and student data loaded into data base and training provided for use.
C.9.	Monthly report on progress to stakeholders.	Roster of teachers attending each training opportunity presented.

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Website with LMS, student e-mails, and human monitoring system.	July 2015	$ 52,000	District	Assure equity of access to instructional software and the tools and support to deliver it.
D.2.	Purchase 30 Kindles Paperwhites and downloadable e-books,	Feb. 2015	$10,600 ($3600 e books,$ 7,500 for e-libraries)	Miller Int.	Increase % of students meeting standards in Reading
D.3.	Purchase and install 10 thin client systems in 5 labs at the identified schools with 26 stations per lab.	June 2015	$40,000	IES, KSES, JAL, Miller, Solutions Ctr.	Increase percentage of students meeting standards in Reading, Math, and Science.
D.4.	Headsets with microphones for teachers to create online lessons.	Ongoing	$6,000	District/All Schools	Increase percentage of students meeting standards in Reading, Math, and Science

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 Processes	Success Criteria
D.1.	Monthly reports on district and individual websites, student e-mail usage and screening, teacher usage of LMS, parent portal usage.	Established web sites for district and school sites Functioning e-mail accounts for students in grades 6-12 50% of teachers using the LMS function of the district and school websites.
D.2.	Monthly reporting of activities to stakeholders	30 e-readers checked out to students with book downloads
D.3.	Monthly reporting to stakeholders	5 labs with 26 user stations installed at IES, KSES, JAL, Miller, and Solutions Ctr.
D.4.	Monthly reporting to stakeholders	Training session attendance rosters. # and # of teachers receiving training on headset use. Number and % of teachers developing online lessons.

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Install Windows 8 on 500 computers for instructional use and for state assessments.	January 2015	$25,000	District	Assure equity of access to instructional software and the tools and support to deliver it.

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.	Monthly Reports to stakeholders	500 functional computers with Windows 8 installed.