

SARASOTA COUNTY SCHOOLS DISTRICT DIGITAL CLASSROOM PLAN 2016-2017

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:

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Joe Binswanger	Joe.Binswanger@sarasotacountyschools.net	941.927.9000
Curriculum District Contact	Sue Meckler	Sue.Meckler@sarasotacountyschools.net	941.927.9000
Instructional District Contact	Sue Meckler	Sue.Meckler@sarasotacountyschools.net	941.927.9000
Assessment District Contact	Denise Cantalupo	Denise.Cantalupo@sarasotacountyschools.net	941.927.9000
Finance District Contact	Al Weidner	Al.Weidner@sarasotacountyschools.net	941.927.9000
District Leadership Contact	Lori White	Lori.White@sarasotacountyschools.net	941.927.9000

I.2 Planning Process:

The range of stakeholders from the school district team members met to discuss the district's digital needs to be addressed by the Digital Classroom Plan. Members of the Superintendent's Cabinet, the above referenced team members,

and other critical staff, including the Executive Director of Integrated Instructional Services (IIS), the Director of Research, Assessment and Evaluation (RAE) and those in Pupil Support Services, Professional Development and Career and Technical Education have strong existing relationships with parents, the community, business and industry leaders throughout the district. The district's digital needs were discussed with them all stakeholders as part of the planning process.

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

I.3 Technology Integration Matrix (TIM):

The Teacher Evaluation System has implemented a specific competency that focuses on the use of technology during instruction and within the classroom. The TIM is a point of reference for the PRIDE competency being evaluated as developed by our Professional Development department. The TIM is also used as a basis in criteria for the development of trainings where technology is infused in the professional development for staff. Throughout the coming year, the district plans to work with staff out of Florida Center for Instructional Technology (FCIT) at the University of South Florida – Tampa Campus to better understand and implement the TIM within the evaluation process in Sarasota County Schools.

I.4 Multi-Tiered System of Supports (MTSS):

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

I.5 District Policy:

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Data Loss Prevention Plan found under Links on webpage	http://sarasotacountyschools.net/departments/technology/	Fall 2014
District teacher evaluation components relating to technology (if applicable)	Teacher Evaluation PRIDE Domains found on Teacher Evaluation portion of website	http://sarasotacountyschools.net/departments/professionaldevelopment/teacherevaluation.aspx	Fall 2010
BYOD (Bring Your Own Device) Policy	Sarasota County School Board Policy 5.38	http://sarasotacountyschools.net/policy.aspx	Fall 2012
Policy for refresh of devices (student and teachers)	Devices are currently refreshed every 4 years on a school campus	N/A	Summer 2009
Acceptable/Responsible Use policy (student, teachers, admin)	Sarasota County Schools Acceptable Use Policy is found under Links on webpage	http://sarasotacountyschools.net/departments/technology/	Fall 2008
Master Inservice Plan (MIP) technology components	Master In-service Plan found under Links on webpage	http://sarasotacountyschools.net/departments/professionaldevelopment/default-pd.aspx	Fall 2014
Other/Open Response	Sarasota County Schools Information Technology Guidelines and Procedures found under Links on webpage	http://sarasotacountyschools.net/departments/technology/	Fall 2013

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.

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (Mo/Year)
II.A.1.	ELA Student Achievement	66%	70%	6/2017
II.A.2.	Math Student Achievement	69%	73%	6/2017
II.A.3.5	Science Student Achievement - 5 th Grade	66%	70%	6/2017
II.A.3.8	Science Student Achievement - 8 th Grade	61%	65%	6/2017
II.A.4.	Science Student Achievement - Biology	72%	74%	6/2017
II.A.5.	ELA Learning Gains	55%	59%	6/2017
II.A.6.	Math Learning Gains	62%	66%	6/2017
II.A.7.	ELA Learning Gains of the Low 25%	43%	46%	6/2017
II.A.8.	Math Learning Gains of the Low 25%	44%	47%	6/2017
II.A.9.	Overall, 4-year Graduation Rate	79%	81%	6/2017
II.A.10.	Acceleration Success Rate	58%	62%	6/2017

■ **Quality Efficient Services**

Technology Infrastructure:

A. 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	1.32:1	1.24:1	1.20:1	6/2017	.04:1
II.B.2.	Count of student instructional desktop computers meeting specifications	13,481	14,106	14,000	6/2017	(106)
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	13,200	16,724	17,500	6/2017	776
II.B.4.	Count of student web-thin client computers meeting specifications	200	739	739	6/2017	0
II.B.5.	Count of student large screen tablets meeting specifications	754	2,365	3,500	6/2017	1,135
II.B.6.	Percent of schools meeting recommended bandwidth standard	71.11%	71.43%	75 %	6/2017	3.57 %
II.B.7.	Percent of wireless classrooms (802.11n or higher)	90.86%	98.80%	99%	6/2017	.02%
II.B.8.	District completion and submission of security assessment *	Y	N/A	Y	N/A	N/A
II.B.9.	District support of browsers in the last two versions	Y	Y	Y	October 2016	N

* 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

B. 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: 30% Adaption: 30% Infusion: 15% Transform: 5%	Entry: 10% Adoption: 25% Adaption: 30% Infusion: 25% Transform: 10%	06/2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 20% Adoption: 30% Adaption: 30% Infusion: 15% Transform: 5%	Entry: 10% Adoption: 25% Adaption: 30% Infusion: 25% Transform: 10%	06/2017

■ **Seamless Articulation and Maximum Access**

Digital Tools:

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

C. 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%	75%	80%
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100%	100%	65%	80%
II.D.3. (S)	A system that supports student access to individualized instruction.	100%	100%	80%	85%

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%	70%	80%
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100%	100%	85%	90%
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100%	100%	70%	85%
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	100%	65%	85%
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%	70%	90%
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%	75%	90%

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.	100%	100%	62%	90%

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)	70%	75%
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	80%	85%
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	80%	85%
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	80%	85%
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	80%	85%
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.]	80%	85%

■ **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	10,831	10,900	6/2017
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	20%	23%	6/2017

STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term 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.

Enter district goals below:

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

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
High Student Achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Purchase Instructional Materials in digital format	2016-2017 and ongoing
Seamless Articulation and Maximum Access	Supply teachers and students access to instructional materials and test materials aligned to identified industry certifications.	Purchase industry certification instructional materials and test preparatory materials aligned to industry certifications.	2016-2017 and ongoing
Skilled Workforce and Economic Development	Provide high-quality professional development in a variety of delivery methods to move teachers along the Technology Integration Matrix	Percentage of professional development offerings filled to capacity.	2016-2017 and ongoing
Quality Efficient Services	Create an infrastructure that supports the needs of digital learning and online assessments	Bandwidth amount Wireless access for all classrooms	2016-2017 and ongoing

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.

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

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at <http://www.fldoe.org/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:

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.	None at this time				
III.B.2.					
III.B.3.					
III.B.4.					

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
Network infrastructure upgrades will take place on the equipment at our network hub sites and primary data center.	Budgeted Capital funds are allocated for this expense.	\$1,000,000	06/2017

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

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

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

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.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	None at this time				
III.C.2.					
III.C.3.					
III.C.4.					

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
Professional Development activities that align the MIP along with instructional technology resources will be offered to staff.	Budgeted operating funds are used for these activities.	\$55,000	06/2017

Evaluation and Success Criteria for C) Professional Development:

C. Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	N/A	

III.C.2.		
III.C.3.		
III.C.4.		

D. Digital Tools Implementation

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:

D. Digital Tools Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D. 1.	Further develop the Learning Management System for delivery of digital tools	On-going	\$265,000	All schools	II.D.1.(S)(T), II.D.2.(S)(T), II.D.3. (S)(T), II.D.5.(S)
III.D. 2.	Further develop Individualized Learning System access	On-going	\$47,700	All schools	II.D.1.(S)(T), II.D.2.(S)(T), II.D.3. (S)(T), II.D.5.(S)(T), II.D.6. (T)
III.D. 3.	On-demand Digital Video Streaming access to instructional materials	On-going	\$110,000	All schools	II.D.1.(S)(T), II.D.2.(S), II.D.4.(S), II.D.5.(S)
III.D. 4.	Provide Enterprise Software licensing access to Industry Certification level software	2016-17	\$678,000	All schools	II.D.2. (S)(T), II.D.5.(S)

	programs.				
III.D. 5.	Provide adaptive curriculum materials focusing on math and science Florida Standards.	2016-17	\$66,000	All Middle/High Schools	II.D.1.(S) (T), II.D.2. (S), II.D.3. (S), II.D.4. (S), II.D.5. (S)

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

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.

D. Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	Manager of School Support Services will work with Director of Information Technology and Director of Curriculum will monitor digital tools deployment in alignment with Instructional Focus Guides.	Usage Report
III.D.2.	Instructional Technology Specialist will work with Curriculum Specialists to ensure identified students have access to Individualized Learning System.	Evaluation feedback from school leaders.
III.D.3.	Instructional Technology Specialist and System Administrator will work with Instructional Materials staff to assign digital video resources	Usage reports by school, subject area, and curriculum standard.

	to appropriate staff and students at all school levels.	
III.D.4.	System Administration staff will work with CTE (Career and Technical Education) Specialists to enable students to be prepared for and take Industry Certification level exams.	Industry Certification exam attempt and pass reports.
III.D.5	Instructional Technology staff will work with Curriculum Specialists to grant access to adaptive curriculum materials in the areas science and math.	Evaluation feedback from curriculum and school leaders.

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:

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	None at this time				
III.E.2.					
III.E.3.					
III.E.4					

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			

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.	N/A	
E.2.		