2015-2016
CITRUS COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

Part I.   DIGITAL CLASSROOMS PLAN - OVERVIEW

Mission
The mission of the Citrus County School District is to educate all students through relevant curriculum and experiences for life in an ever-changing world.

We believe that:
- A safe and caring environment is essential for the learning and well-being of all individuals.
- Individuals and organizations are accountable for their behaviors and actions.
- High expectations and challenging standards promote continuous improvement and high achievement.
- All individuals can learn at different times, in different ways, and at different rates.
- Mutual respect is a keystone of learning.
- Recognition promotes higher accomplishment and self-esteem.
- Community involvement and teamwork are critical to a high quality educational system.
- It is essential to embrace the diversity of individuals, ideas, talents, and learning styles.
- High quality education demands innovation and risk.
- The balance of academics and extracurricular activities is essential for a well-rounded education.
- Students require discipline and direction in order to be successful learners.
- Open and honest communication is essential to effective human interaction.
- Lifelong learning improves the quality of life.

Strategic Goals
1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.

2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.

Strategies used to achieve the Strategic Goals will involve:

- Innovative and research-based curriculum and program delivery systems
- Emphasis on at-risk and special groups of learners (including gifted)
- Staff development, recruitment, and retention of workforce

- Data systems (technology)
- Allocation of resources (human, physical, technological, financial)
- Career preparation
- Community connections

The Citrus County School District is recognized as an Academically High Performing District for 2014 by the State of Florida and has sustained this honor for 8 years in a row. Our school district is an "A" rated district and is one of the top 10 districts in Florida. We rank among the top 10% of districts in Florida with improvements in math & writing proficiency. 100% of our schools made Adequate Yearly Progress.

Our school district is in the third year of a comprehensive one-to-one technology initiative with a goal of improved student achievement. To date we have iPad devices for every student in Grade 4 (not take home), Grade 5 (not take home), Grade 6, Grade 7, Grade 8, Grade 9 and much of Grade 10. The iPads provided to all secondary students are take home devices. We have a high-performance wall-to-wall wireless network at all of our schools to support these devices. Our wide area network and Internet capacity (bandwidth) continues to be challenged as we add additional devices to our network. We continue to increase this capacity as resources allow.

The Citrus County School District believes that technology literacy is fundamental to the success of our students in the 21st Century. Teachers and students must have the knowledge, skills, and opportunity to use technology in their daily work. Our district is well on its way in transitioning to digital curriculum. Instructional materials are adopted that fit our vision for high quality, student engagement, and device compatibility. We are close to being 100% digital in some core subject areas at all of our middle schools.

I.1   District Team Profile

Our district Digital Classroom Plan work team consists of stakeholders and district leaders representing all key areas of our organization.

Title/Role	Name:	Email/Phone:
Information Technology	Mike Geddes	geddesm@citrus.k12.fl.us 352-756-3437 x5906
Curriculum	Scott Hebert	heberts@citrus.k12.fl.us 352-726-1931 x2251
Instructional	Mark Klauder	klauderm@citrus.k12.fl.us 352-726-1931 x2249
Finance	Tammy Wilson	wilsont@citrus.k12.fl.us 352-726-1931 x2472
District Leadership	Mike Mullen	mullenmi@citrus.k12.fl.us 352-726-1931 x2201
Professional Development	Lindy Woythaler	woythalerl@citrus.k12.fl.us 352-726-1931 x2232
Career and Technical Education	Gayle Nobles	noblesg@citrus.k12.fl.us 352-726-1931 x2248

Research and Accountability	Patrick Simon	simonp@citrus.k12.fl.us 352-726-1931 x2237
Research and Accountability	Amy Crowell	crowella@citrus.k12.fl.us 352-726-1931 x2244
Exceptional Student Education	Nancy Haynes	haynesn@citrus.k12.fl.us 352-726-1931 x2329
Exceptional Student Education	Julie Kelsay	kelsayj@citrus.k12.fl.us 352-726-1931 x2328
Educational Services	Karen Stofcheck	stofcheckk@citrus.k12.fl.us 352-726-1931 x2229
Vocational and Adult Education	Gloria Bishop	bishopg@citrus.k12.fl.us 352-726-1931 x2251
Secondary Education	David Roland	rolandd@citrus.k12.fl.us 352-726-1931 x2241
Principal, Middle School	Jason Koon	koonj@citrus.k12.fl.us 352-746-2050 x4703

I.2   Planning Process - Summarize the process used to write this plan including but not limited to:
- How parents, school staff and others were involved;
- Relevant training and instruction for district leadership and support personnel;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

We began the process of writing this Digital Classrooms Plan by identifying key stakeholders and representatives that should be involved. To this end, we expanded on the District Team recommended by the template. Once our Team was identified we scheduled and held a group meeting to review the DCP plan template in detail. In this review we also utilized the guidance provided in the District Digital Classrooms Plan Guidance document provided by the Florida Department of Education. One of the goals of our initial meeting was to identify sections of the Plan that various stakeholders would be responsible for. As described in the guidance document, a plan of this nature is multi-dimensional and it does require collaboration between district instructional, curriculum and instructional technology staff. Just as an educational department can no longer function in isolation as a "silo", an effective plan for the successful implementation of digital technology could not be written in isolation by any one department. All of the stakeholders in our initial meeting were engaged and contributed to the conversation in this early stage of our process. After our initial meeting, follow up communication among stakeholders took place via telephone, email, and our weekly Educational Services meetings. Information related to the Plan was shared, reviewed, and revised as a result of these follow up meetings.

Parent and community involvement is a critical component to the success the Citrus County School District. As mentioned in our District Profile, above:

- Citrus County School District is recognized as an Academically High Performing District for 2014 by the State of Florida and has sustained this honor for 8 years in a row
- Citrus County "School District" is an "A" rated district and is one of the top 10 districts in Florida
- Citrus County School District ranks among the top 10% of districts in Florida with improvements in math & writing proficiency
- 100% of our schools made Adequate Yearly Progress

We involve parents and our community through a number of venues including our School Enhancement Advisory Councils, staff involvement with various community groups and organizations, our district Educational Foundation, and partnerships with businesses and professionals through our schools and our vocational center.

Our Digital Classrooms Plan committee included our school district Director of Exceptional Student Education as well as our Coordinator of Exceptional Student Education. Their participation and input helped us ensure that we addressed integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

I.3   Technology Integration Matrix (TIM)

Summarize the process used to train, implement and measure classrooms using the TIM.

Our school district used 2014-2015 DCP funds to purchase access to the Technology Uses and Perceptions Survey (TUPS), the Technology Integration Matrix Observation Tool (TIM-O), Action Research for Technology Integration (ARTI), and the TIM Administrative Center. Our district TIM team consists of the Director of Instructional Technology, Director of Professional Development, and our three District Technology Specialists. We have received training vouchers from the Florida Department of Education, and our TIM team will begin taking the online training offered by the FCIT on October 1, 2015. Once we gain an understanding of the tools, we are going to begin by piloting these tools at three of our schools: one elementary, one middle, and one high school. Our district technology specialists will be assigned to each school and they will lead training of the staff at their respective school. We will involve the school staff in district-led face to face training on the TIM tools, as well as FCIT provided TIM training using the vouchers we have been provided. Our goal is to have all school administrators and key staff on TIM tools by February / March 2016. Once training has been provided, we will expect schools to implement 1 school-wide TUPS survey by the end of the 2015-2016 school year. We will also expect school administrators to begin using the observation tool by the end of the school year.

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

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

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

The district's problem solving method is as follows:

Define the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What's the problem?"

Analyze the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"

Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured. Ask, "What are we going to do about it?"

Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

This problem-solving method is used to make decisions based on a continuum of student needs. Resources will be allocated in direct proportion to student needs based on a three-tier model that uses increasingly more intense instruction and intervention.

Tier 1 is the foundation and consists of scientific, research-based core instructional methodologies, practices, and supports designed for all students in the general curriculum.

Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction to groups of targeted students who need additional support.

Tier 3 consists of intensive interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student's rate of progress.

The actual length of time that an intervention is implemented depends on the student's response to the intervention and time period required for the target skills or behavior to develop. After working through the problem solving process with their school based teams, regular times will

be provided for educators to interact and collaborate to improve instruction and intervention efforts based on assessment data.

The Citrus County School District will use the same MTSS process to address the technology needs of the district. District and school data will be analyzed to determine priority needs and to assist us in allocating resources to meet those needs.

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The School-based MTSS Leadership Team includes the Administrators, Guidance Counselor, ESE Staffing Specialist, School Psychologist, and the classroom teacher. Additional staff members are invited based on the needs of the student such as the Speech-Language Pathologist and School Nurse. Parents are an important part of the RtI process and are included to assist in the definition of the problem, provide insights into solutions, and to support the efforts of the problem solving process.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The team develops and maintains a system of academic and behavioral interventions designed to help students be successful. Identified students who are not meeting expectations or who scored a Level 1 or Level 2 on the previous year's FSA administration are provided interventions to meet their individual needs. The administrative PST members have defined roles: facilitator sets the schedule and establishes the agenda for each meeting; the recorder completes the PMP during the meeting recording updates; the time keeper helps to keep us on track; the teacher assists in gathering data on the interventions.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The School-based MTSS Leadership Team is an integral part of the planning of the School Improvement Plan. They support the review and analysis of data. The review and analysis of data includes a comprehensive needs assessment of student subgroups, including migratory children, and a correlation of said subgroup data with school, district and state academic achievement of standards. In addition, they assist in the development and implementation of goals, strategies and action steps.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. **Baseline data:** FLKRS, FastBridge Reading and Math, Florida Comprehensive Assessment Test (FCAT), Phonics Inventory, Voluntary Pre K Screener (VPK), Citrus Assessment, Data Source Test, Kindergarten Skills Card, Guided Reading Leveling, Success Maker Initial Placement, ERDA, DAR, and Fountas & Pinnell Leveling, and FSA, FAIR, EOC, EOT, and other Formative Assessments. **Progress Monitoring**: Pearson weekly assessments, Harcourt Go Math! tests, Success Maker, guided

reading leveling, and FastBridge Reading and Math, FAIR, EOC, EOT, and other Formative Assessments.
Midyear: VPK, FastBridge Reading and Math FAIR, EOC, EOT, and other Formative Assessments.
End of year: Data Source Test, FSA (Florida Standards Assessment), FastBridge Reading and Math, FAIR, and EOC
Frequency of Data Days: quarterly for data analysis - Frequency of RtI meetings: weekly
Data management: Skyward is the system used to organize data. Additionally, a matrix is available for students at the K-5 grade level to enter data throughout the year that is color coded for proficiency levels, and maintained by the classroom teacher.

Describe the plan to train staff on MTSS.

Provide staff with a review of the entire Tier process. Offer additional professional development progress monitoring, graphing, gap analysis with trend lines.

Describe plan to support MTSS.

Provide resources and professional development as needed based upon staff needs which will be determined through observations during problem solving meetings and surveying teachers.

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

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	AUP for Electronic Resources Guidelines. Access to certain information and files is restricted to protect the administrative security of the School Board and its records, and to protect rights relating to privacy and confidentiality.		8/19/2004. Revised 9/25/2012.

District teacher evaluation components relating to technology (if applicable)	A2g. Integrates current information and communication technologies. A3g. Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. A4f. Applies technology to organize and integrate assessment information.		
BYOD (Bring Your Own Device) Policy	We do not have a district adopted BYOD policy. We do allow secondary students to BYOD with school approval.		
Policy for refresh of devices (student and teachers)	We do not have a district adopted device refresh policy. We are refreshing teacher / staff computers during the 2015-2016 school year.		
Acceptable/Responsible Use policy (student, teachers, admin)	Provides guidance for the appropriate use of technology and its integration into the curriculum, as well as, into school/District administration and management processes		3/9/2004

Master Inservice Plan (MIP) technology components	2-408-005 Integrated Media and Technology Instruction 2-003-001 Technology Education Professional Development 2-003-003 Technology Training – Basic Skills 2-003-002 Technology Training – Advanced Skills		

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

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

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

- **Highest Student Achievement**

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

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

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

A. **Student Performance Outcomes (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.1.	ELA Student Achievement	ELA Student Achievement Based on Proposed Scales & Levels to be approved by State Board in 1/16	TBD from school year 2014-15 GR 3 62% 3> Gr 4 56% Gr 5 52% Gr 6 52% Gr 7 52% Gr 8 60% Gr 9 54% Gr 10 49%	TBD 2016 5% increase
II.A.2.	Math Student Achievement	Math Student Achievement	TBD from school year 2014-15 GR 3 71% 3> Gr 4 67% Gr 5 64% Gr 6 51% Gr 7 56% Gr 8 57%	TBD 2016 5% increase

		Baseline	Target	
			Alg 1 58% Geom 75% Alg 2 37%	
II.A.3.	Science Student Achievement – 5th and 8th Grade	Gr 5 62% Gr 8 51%	Num % Gr 5 67% Gr 8 56%	2016 5% increase
II.A.4.	Science Student Achievement – Biology	69%	Num % Biology 74%	2016 5% increase
II.A.5.	ELA Learning Gains	N/A*	No Baseline	
II.A.6.	Math Learning Gains	N/A*	No Baseline	
II.A.7.	ELA Learning Gains of the Low 25%	N/A*	No Baseline	
II.A.8.	Math Learning Gains of the Low 25%	N/A*	No Baseline	
	*Not calculated by FLDOE			
B. **Student (Required)**	**Performance Outcomes**	**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
II.A.9.	Overall, 4-year Graduation Rate	Num 77%	Num 80%	School Year 2016
II.A.10.	Acceleration Success Rate	Num 72%	Num 75%	School Year 2016

- **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). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

A. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.1.	Student to Computer Device Ratio	1.31:1	1.23:1	1:1	2017-2018	.23:1
II.B.2.	Count of student instructional desktop computers meeting specifications	5,783	6,278	6500	2016-2017	222
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	918	1,407	2207	2016-2017	800
II.B.4.	Count of student web-thin client computers meeting specifications	4	0	0	n/a	0
II.B.5.	Count of student large screen tablets meeting specifications	4,172	4,092	8500	2016-2017	4408
II.B.6.	Percent of schools meeting recommended bandwidth standard	9.09%	18.18%	50%	2016-2017	32%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	89.82%	84.95%	100%	2016-2017	15%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Y	Y	2015-2016	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 (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 20% Adoption: 40% Adaption: 25% Infusion: 10% Transform: 5%	Entry: 0% Adoption: 10% Adaption: 35% Infusion: 35% Transform: 20%	School Year 2017-2018
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 20% Adoption: 40% Adaption: 25% Infusion: 10% Transform: 5%	Entry: 0% Adoption: 10% Adaption: 35% Infusion: 35% Transform: 20%	School Year 2017-2018

■ **Seamless Articulation and Maximum Access**

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

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

C. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100%	5 %	100%	2016-2017
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100%	25 %	100%	2016-2017
II.D.3. (S)	A system that supports student access to online assessments and personal results.	50 %	25 %	60 %	2016-2017
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	50 %	25 %	60 %	2016-2017
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	50 %	25 %	60 %	2016-2017

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Teachers/Administrators Access and Utilization (T)	**% of Teacher/ Admin access**	**% of Teacher/ Admin Utilization**	**% of Teacher/ Admin access**	School Year
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100 %	70 %	100 %	2016-2017
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	50 %	100 %	2016-2017
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	50 %	100 %	2016-2017
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	75 %	100 %	2016-2017
II.D.5. (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 %	70 %	100 %	2016-2017
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and	100 %	70 %	100 %	2016-2017

	instructional resources to provide new ways of viewing and analyzing data.				
II.D.7. (T)	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.	100 %	70 %	100 %	2016-2017
II.D.8. (T)	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.	100 %	70 %	100 %	2016-2017
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100 %	70 %	100 %	2016-2017

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	50 %	25 %	60 %	2016-2017

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D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	60 %	85 %	2017-2018
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	60 %	85 %	2017-2018
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	10 %	50 %	2017-2018
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	50 %	85 %	2017-2018
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50 %	85 %	2017-2018
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	10 %	50 %	2016-2017

■ **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.

D. **Online Assessments Needs Analysis (Required)**	**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
II.E.1. Computers/devices available for statewide FSA/EOC computer-based assessments	4631	4781	2016-2017
II.E.2. Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	70 %	85 %	2016-2017

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.

Goals Examples:

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

Enter district goals below:

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.

DISTRICT STRATEGIES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	• Purchase Instructional Materials in digital format	2015-2016 and ongoing
Highest student achievement	Continue support of digital tools with access to data sources and data warehouse to monitor progress	• Fully implement system across nine components • Integrate instructional materials into system	2015-2016 and ongoing
Highest student achievement	Continue to support infrastructure that supports digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms • Ancillary devices ex. Keyboards and headphones.	2015-2016 and ongoing
Seamless Articulation and Maximum Access	Continued support of digital resources aligned to standards and assessments, especially for accelerated courses and industry certifications.	• Training of teachers on digital resources • Increased number of industry certifications	2015-2016 and ongoing
Skilled Workforce and Economic Development	Continue to provide high quality professional development opportunities to teachers for technology implementation, integration, and	• Increase in teacher training for technology implementation, integration, and management. Rosters and ERO logs.	2015-2016 and ongoing

	management.		
Quality Efficient Services	Continued use of digital resources that support PBS and MTSS to ensure a safe environment that meets the specific needs of students	• Use of technology to support teaching and student interaction.	2015-2016 and ongoing

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

Some of the grant initiatives we are currently participating in may have technology components as part of the program. Each of these grants includes guidance and requirements for monitoring the program, budget, deliverables, and data to ensure compliance.

Examples of some grants currently funded are:

IDEA Part B Pre-K Entitlement
Title I Part A Basic
Title I School Improvement Initiative
Title II Teacher and Principal Training and Recruiting Fund
Title X Part C Education of Homeless Children and Youth Project
Title VI, Rural Grant
Carl D. Perkins Career Technical Education, Postsecondary Section
IDEA Part B K-12

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.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 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 ss. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in ss. 1002.33(17)(b).

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

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

A. Student Performance Outcomes		Baseline	Target
III.A.1	Increase performance of 5th grade English Language Arts on Florida Standard Assessment.	68%	70%
III.A.2	Increase performance of students in Algebra 1 as measured by Florida Standard Assessment. % (1st time and re-takes)	62%	64%

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:

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Increase network bandwidth to facilitate greater capacity.	June 2016	$ 82,000	11 elem, 4 middle, 3 high schools	II.B.6
III.B.2.	Increase wireless capacity throughout our schools.	June 2016	$ 86,979	11 elem, 4 middle, 3 high schools	II.B.7
III.B.3.					
III.B.4.					

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

Brief description of other activities	Other funding source

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

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

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Confirm increase in bandwidth: Elem 200MB, Middle / High 500MB, District Internet 1GB.	Decrease in average daily load on network segments for each site.
III.B.2.	Confirm installation of wireless access points.	Increase in wireless access point density per school and decrease in loads on existing wireless access points.
III.B.3.		
III.B.4.		

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

C) Professional Development

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

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

Please 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.

C. Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Hire qty 2 Technology Professional Development trainers to work with our schools. One will be 216 day position. They will train on Technology Integration Matrix, Simple K12, Stoneware (LIIS), Clever, and Learning.com	June 2016	$ 124,750	All schools in our district. 11 elementary, 4 middle, 3 high, 3 special.	II.C.1.
III.C.2.	Simple K12 online learning	June 2016	$ 21,000	Citrus (district)	II.C.1.
III.C.3.	Stipends / Subs	June 2016	$ 42,000	Citrus (district)	II.C.1.
III.C.4.	Conference attendance	June 2017	$ 3,000	Citrus	II.C.1.

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

Brief description of other activities	Other funding source

Evaluation and Success Criteria for C) Professional Development:

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

C. Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	The district Technology Professional Developers will be supervised by the Director of Instructional Technology. The training they perform in schools will be monitored and logged to ensure they are performing their tasks as assigned in relation to DCP goals.	Evidence that these positions completed the FCIT Technology Integration Matrix training. Evidence that these positions were dedicated solely to training and implementation of Technology Integration Matrix, Simple K12, Stoneware, Clever, and Learning.com.
III.C.2.		
III.C.3.		
III.C.4.		

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.	Use of Performance Matters Assessment and Data Management System	June 2016	$ 95,000	Citrus (district)	II.D.1
III.D. 2.	eBackpack for elementary and middle schools	June 2016	$ 19,400	11 elem, 4 middle	II.D.2 (S)
III.D. 3.					
III.D. 4.					

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

Brief description of other activities	Other funding source

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.	District, school and teacher use of Performance Matters system.	Increase performance of 5th grade English Language Arts on Florida Standard Assessment. Increase performance of students in Algebra 1 as measured by Florida Standard Assessment. % (1st time and re-takes)
III.D.2.	Confirm purchase of eBackpack for elementary and middle schools.	60% of elementary and 90% of middle teachers using eBackpack to facilitate paperless workflow with their students.
III.D.3.		
III.D.4.		

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:

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.					
III.E.2.					
III.E.3.					
III.E.4					

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

Brief description of other activities	**Other funding source**
Purchase of computers / carts for testing	Capital Outlay

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.		
E.2.		

Budget Overview and Description

The Citrus County School District was allocated $ 474,129 in Digital Classroom Plan funding for the 2015-2016 school year. The budget below reflects the goals and priorities reflected in our 2015-2016 Digital Classroom Plan:

Bandwidth upgrade - 12 month	$	82,000
Technology Professional Developer - 2	$	124,750
TIM		
Simple K12		
Stoneware		
Clever		
Learning.com		
Simple K12	$	21,000
Stipends - Summer Training	$	39,000
Subs - School Year Training	$	3,000
eBackpack - Elementary	$	7,700
eBackpack - Middle	$	11,700
Conference attendance - FETC	$	3,000
Performance Matters	$	95,000
Wireless access points	$	86,979
	$	474,129