DISTRICT
DIGITAL CLASSROOM PLAN

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

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Mission and Vision

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

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

Citrus County is located in West Central Florida. As of the 2010 census, the population was 141,236. The racial makeup of the county is approximately 95.05% White, 2.36% Black or African American, 0.36% Native American, 0.76%Asian, 0.03% Pacific Islander, 0.37% from other races, and 1.07% from two or more races. 2.66% of the population is Hispanic or Latino of any race. In the county the population is spread out with 17.20% under the age of 18, 4.60% from 18 to 24, 19.10% from 25 to 44, 26.90% from 45 to 64, and 32.20% who were 65 years of age or older. The median age is 53 years. The median income for a household in the county is $31,001, and the median income for a family is $36,711.

STUDENT MEMBERSHIP 2013-2014

ELEMENTARY	6,963
MIDDLE/JUNIOR HIGH	3,377
SENIOR HIGH	4,730
ADULT	294
TOTAL	15,364

STUDENTS BY RACE/ETHNIC CATEGORY 2013-2014

	Number	**Percent**
White	12,563	81.77%
Black	730	4.75%
Hispanic	1,151	7.49%
Asian/Pacific Islander	288	1.88%
Multiracial	578	3.76%
Am. Indian/Alaskan Native	54	0.35%

EXCEPTIONAL STUDENT MEMBERSHIP
FALL 2013 UNDUPLICATED MEMBERSHIP

Gifted	934
ESE Membership	1,818
TOTAL	**2,752**

District 2012-2013

Graduation Rate	80.1%
Drop-Out Rate	1.7%
Free and Reduced Lunch	63.1%
English Language Learners	0.9%

- 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

1.3 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process.

Title/Role	**Name:**	**Email/Phone:**
Information Technology	Mike Geddes	geddesm@citrus.k12.fl.us
Curriculum	Scott Hebert	heberts@citrus.k12.fl.us
Instructional	Mark Klauder	klauderm@citrus.k12.fl.us
Finance	Tammy Wilson	wilsont@citrus.k12.fl.us
District Leadership	Mike Mullen	mullenmi@citrus.k12.fl.us
Professional Development	Lindy Woythaler	woythalerl@citrus.k12.fl.us
Special Academic Programs	Gayle Nobles	noblesg@citrus.k12.fl.us
Research and Accountability	Patrick Simon	simonp@citrus.k12.fl.us
Research and Accountability	Amy Crowell	crowella@citrus.k12.fl.us
Exceptional Student Education	Nancy Haynes	haynesn@citrus.k12.fl.us
Exceptional Student Education	Julie Kelsey	kelseyj@citrus.k12.fl.us
Educational Services	Karen Stofcheck	stofcheckk@citrus.k12.fl.us
Vocational and Adult Education	Denise Willis	willisd@citrus.k12.fl.us
Principal, Middle School	David Roland	rolandd@citrus.k12.fl.us

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.

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.

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.

The district's problem solving method is as follows:
1. Define the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What's the problem?"
2. Analyze the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. 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?"
4. 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.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

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

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

Highest Student Achievement

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

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

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

Student Performance Outcomes (Required)		**Baseline**	**Target** **5%> For most**	**Date for Target to be Achieved** ***(year)***
1.	ELA Student Achievement	64	69	2015
2.	Math Student Achievement	65	70	2015
3.	Science Student Achievement	62	67	2015
4.	ELA Learning Gains	68	73	2015
5.	Math Learning Gains	73	78	2015
6.	ELA Learning Gains of the Low 25%	63	68	2015
7.	Math Learning Gains of the Low 25%	67	72	2015
8.	Overall, 4-year Graduation Rate	80	82	2015
9.	Acceleration Success Rate	55	60	2015
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Algebra 1	69	71	2015
2.	A/P participation	92%*	93%*	2015
3.	A/P performance	31%	33%	2015
4.	Dropout rate	1.7%	1.0%	2015
5.	College Ready - Reading	68%	70%	2015
6.	College Ready - Math	64%	66%	2015
	*Number of test takes / Number of 11th & 12th Citrus HS students			

- **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	1:2.37	1:2	2015
2.	Count of student instructional desktop computers meeting specifications	5294	5294	n/a
3.	Count of student instructional mobile computers (laptops) meeting specifications	1033	2196	2015
4.	Count of student web-thin client computers meeting specifications	0	0	n/a
5.	Count of student large screen tablets meeting specifications	1834	4234	2015
6.	Percent of schools meeting recommended bandwidth standard	0	25%	2015
7.	Percent of wireless classrooms (802.11n or higher)	100	100	2014
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.	Keyboards (tablets)	200	2500	2015
9.	Headphones (tablets and computers)	200	2200	2015
10.				

Skilled Workforce and Economic Development

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM	Adoption	Adaptation	2015
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Adoption	Adaptation	2015
3.	Average Teacher technology integration via the TIM (Middle Schools)	Adaptation	Infusion	2015
4.	Average Teacher technology integration via the TIM (High Schools)	Adoption	Adaptation	2015
5.	Average Teacher technology integration via the TIM (Combination Schools)	Adoption	Adaptation	2015
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
6.				
7.				
8.				
9.				
10.				

Professional Development for Digital Learning (PDDL) grant

Project Design – Narrative

The Citrus County School District will use the Professional Development for Digital Learning (PDDL) grant to facilitate high quality student projects using digital resources. Our school district has been aggressive and proactive in putting digital learning tools in the hands of our students. To date (2014-2015 school year) we have deployed qty 5300+ student devices as part of our One to One initiative. These are true one to one devices in that the student uses their district provided iPad in class and then takes that same device home to facilitate learning and school work beyond the classroom walls. Currently all of our 7th and 8th grade students district-wide have their own digital learning device. All 5th grade students have them for in class use. Our deployment of digital devices directly supports our transition to a 100% digital curriculum. Our major subject area instructional materials adoptions for the last two years focused on high quality digital content supporting Florida curriculum standards that was good enough to be used standalone (without print text). Recent submissions from publishers have shown great improvement in this regard, and for the first time, we believe we have digital content that is strong enough to adequately replace our print curriculum materials. In some instances we have purchased "digital transition" packages, which offer print textbooks and consumables for the first two years of the adoption, and then are 100% digital beginning the third year. It is not a matter of "if" we will be moving toward a more paperless, digital curriculum. But "when". And we know the timeframe for the "when".

Some of the challenges of this transition to digital curriculum involve the creation of student work, where that work is stored, how that work is shared, and how feedback is provided back to students regarding their work. The traditional model has used paper or physical media for these purposes. Our new model eliminates paper and physical media and relies on digital documents and communication. We have a mixed environment of hardware which includes Windows devices as well as iOS devices. The operating systems have different standards and designs and they do not run applications or store documents in the same manner. This has created some challenges in storing and routing student work electronically.

The Citrus County School District will use these funds to provide professional development and skill acquisition for our teachers in the areas of a) managing a digital workflow in their classroom, b) determining what high quality student work looks like, and c) teaching students how to create high quality student work using digital tools. A mix of training strategies will be used including: self-paced individual training delivered via Internet, face to face small group training, vendor-provided computer based training, and limited conference attendance. Our three district instructional technology specialists will have an integral role in facilitating the goals of this project.

Our school district will also create a district workgroup to identify high quality student work using digital resources. The workgroup will consist of teachers, school and district curriculum leaders, and district technology staff. The main role of this workgroup will be to identify and define what quality digital work looks like. The district will then submit documentation to the Florida DOE reflecting how this may be used with other students that are engaging in a similar learning process.

Project Performance and Accountability Chart

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
Provide technology professional development for teachers by purchasing a site license for Simple K12, an online technology training for teachers	Access to online PD for teachers for digital learning topics Completion of technology sessions/webinars etc.	Documentation of purchase of Simple K12 site license Reports of teacher usage for Simple K12	6/30/2015	$21,000
Provide teachers with summer stipends or release time for Digital Learning Professional Development at district negotiated rate for curriculum development . Examples of trainings: eBackpack ($3,000), MTSS/Gradual ($12,000), High Quality Student Digital Work ($3,500), One on One ($9500)	• Lesson Plans • How to Guides • Best Practices	• Sign in Sheets • Agendas • Lesson Plans • How to Guides	6/30/2015	$28,000 plus $2590 benefits Supplies for training: $239.00
Provide software for student and teacher use	Students will create projects using digital resources	Student Projects	6/30/2015 and ongoing	$15,900

Provide teachers with the opportunity to attend FETC (Florida Educational Technology Conference)	Project ideas, best practices, handouts, and presentations of examples of student digital projects	Travel documentation(TDAs) Agendas	Spring 2015	$2,500
Provide teachers an opportunity to participate in district Digital Student Work workgroup by providing subs for their classroom.	Examples of high quality digital student work.	Agendas, meeting rosters, examples of work, documentation for FL DOE.	6/30/2015	$14 42. 00 Substitutes and benefits
				Indirect cost: $3329

Seamless Articulation and Maximum Access

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

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

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

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented	Will continue to support and employ in classrooms	2014
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully implemented	Will continue to support and employ in classrooms	2014
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	2016
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented	Maintain system	2015
5.	Implementation status of a system that	Fully	Will	

	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.	implemented	continue to support and employ in classrooms	2014
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Fully implemented	Will continue to support and employ in classrooms	2014
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially implemented	Will work to implement and employ	2015
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Fully implemented	Will continue to support and employ in classrooms	2014
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Will continue to support and employ in classrooms	2014
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.				
11.				
12.				

- **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%	100%	2014
2.	Computers/devices required for assessments (based on schedule constraints)	50%	60%	2015
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
3.				
4.				
5.				

STEP 2 – Goal Setting:

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

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

District Goals:

- Highest Student Achievement: All schools will improve federal AMO benchmarks and meet expected growth on state assessments.
- Seamless Articulation and Maximum Access: All students will have accelerated learning opportunities including: for industry certifications, advanced placement, dual enrollment, and International Baccalaureate (IB) program for preparation 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.

District Strategies:

EXAMPLES			
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	50% of purchases in 2014-2015
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	2014 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.	2014-2019
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	2014-2019
Skilled Workforce and Economic Development	Continue to provide high quality professional development opportunities to teachers for technology	• Increase in teacher training for technology implementation, integration, and management. Rosters and ERO	2014-2019

	implementation, integration, and management.	logs.	
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.	

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 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 a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Increase performance of 5th grade English Language Arts on Florida Standard Assessment.	**66%**	**70%**
2.	Increase performance of students in Algebra 1 as measured by Florida Standard Assessment. % (1st time and re-takes)	**59%**	**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:

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

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.					
B.2.					
B.3.					
B.4.					

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

Brief description of other activities	**Other funding source**
Wall to wall wireless infrastructure	RTTT
Server / network switch infrastructure	Capital Outlay

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

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

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

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

C) Professional Development

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

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

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

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

Implementation Plan for C) Professional Development:

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

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

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.					
C.2.					
C.3.					
C.4.					

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

Brief description of other activities	**Other funding source**
Teacher PD High Quality Digital Student Work	14-15 RTTT PD Grant funding
Teacher PD Digital Paperless workflow	14-15 RTTT PD Grant funding

Evaluation and Success Criteria for C) Professional Development:

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

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

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

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

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Use of Performance Matters Assessment and Data Management System	2015	$ 95,000	Citrus (district)	Increased student achievement
D.2.					
D.3.					
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.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
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)
D.2.		
D.3.		
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:

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

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Headphones (tablets/computers)	June 2015	$ 47,500	Elem/ middle	Increased student achievement
E.2.	Keyboards (tablets)	June 2015	$ 44,000	4 middle	Increased student achievement
E.3.	Computers	June 2015	$ 47,900	3 high	Increased student achievement
E.4.	Computer carts	June 2015	$ 7,200	3 high	Increased student achievement

E.5.	Bandwidth upgrades	Jan 2015	$ 8,400	4 middle	Increased student achievement

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 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.	Purchase records. Training.	Student use of headphones for CBT.
E.2.	Purchase records. Training.	Student use of keyboards for CBT.
E.3.	Purchase / training records.	Student use of computers for CBT.
E.4.	Purchase / training records.	Student use of computers for CBT.
E.5.	Monitor bandwidth saturation during testing.	75% or less bandwidth saturation during testing.

Charter School Participation

The Digital Classroom Plan budget for our charter school, Academy of Environmental Science, will be integrated into the district budget. The district has one charter school that is a public charter school. The charter school is aligned and included in district staff development, curriculum, teacher evaluations, teacher salary scale, data systems, teacher preparation programs and other areas. The Academy of Environmental Science will receive their share of resources/activities according to their student enrollment/FTE.