# DISTRICT
# DIGITAL CLASSROOM PLAN

## Pasco County Schools

The intent of the District Digital Classroom Plan (DCP) is to allow the district to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

### Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:

I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in ss.1011.62(12)(b), F.S.;
- Development of partnerships with community, business and industry; and
- Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

| Title/Role | Name: | Email: | Phone: |
|---|---|---|---|
| Information Technology District Contact | John Simon | jsimon@pasco.k12.fl.us | 813-794-2416 |
| Curriculum District Contact | Steven Williams | swilliams@pasco.k12.fl.us | 813-794-2246 |
| Instructional District Contact | Lauren Burdick | lburdick@pasco.k12.fl.us | 813-794-2746 |

| | | | |
|---|---|---|---|
| Assessment District Contact | Mark Butler | mbutler@pasco.k12.fl.us | 813-794-2710 |
| Finance District Contact | Olga Swinson | oswinson@pasco.k12.fl.us | 813-794-2272 |
| District Leadership Contact | Vanessa Hilton | vhilton@pasco.k12.fl.us | 813-794-2242 |

I.2 Planning Process

The District team obtained results of needs assessments in the following areas:

- Student Performance Outcomes
- Existing technology infrastructure
- Professional Development
- Existing digital tools
- Online Assessment readiness
- Integration of technology for all students, including ESOL students, special needs students and students with disabilities.

Once the data had been obtained, the team met to formulate a draft plan. We then solicited the opinions of parents, teachers, students and community leaders to obtain their input. Additionally, we met with our business partners, Apple and Innovative Designs for Education, to validate our assumptions and confirm our goals.

Once the input from our community stakeholders was included in the plan, we met with the School Board to obtain approval.

Starting with school year 2015-2016, the district enacted a plan to move to a leasing program for Laptops and Tablets. The District's model is to take the technology to the student, not the student to the technology. For this reason, our focus is on mobile devices and wireless access. This model will allow us to continue to provide more devices for all students to learn, create and grow. Some of our schools have already purchased a laptop or tablet for an entire student grade level and in some instances a device for every student in the school.

In order to support the increased usage of wireless connectivity by students and staff, we redesigned our network model. This includes a single wireless access point in every classroom and adds multiple wireless access points in high utilization areas of our school campuses. The use of a single wireless access point per classroom reduces the number of wireless clients per access point. Most manufactures recommend no more than twenty five (25) concurrent users. Our current average ratio is one (1) wireless access point for six (6) classrooms, roughly sixty (60) to one hundred and forty (140) wireless clients per access point. With the large increase of wireless access points, we are required to use wireless controllers that adjust access point settings on the fly, higher bandwidth network switches for the increasing demand for bandwidth at each school, and the 5 GHz wireless spectrum for all wireless access points due to overcrowding in the 2.4 GHz zone. This design for technology expansion allows for much greater wireless density, increased wireless

bandwidth to all clients, and dramatically increases wireless reliability for all users.

Additionally, our plans call for expansion of the number of trainers capable of delivering ORCHESTR8 (Ownership, Responsibility, Collaboration, Higher Order, Engagement, Student-Centered, Technology, Rigor) training to teachers in Pasco County schools, including ESOL teachers. To achieve the goals set out for this group, budgeted funds include consultant assistance to train the trainers, professional development for the trainers and an additional staff member to deliver training on digital tools and capabilities for teachers, students and parents.

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

Approximately 250 Pasco County teachers received ORCHESTR8 training in 2014-15. Those teachers received extensive training on utilizing the TIM and their progress will be followed 2015-16. Additionally, the district's digital classroom plan calls for an additional 725 teachers to receive ORCHESTR8 and TIM training this school year.

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

The District's plan has multiple goals, but the primary focus is in two areas:

1. Facilitating the leasing and deployment of devices (iPad's and laptops) so schools can meet the district goal of one device for every four students and a refresh rate that is defined as no teacher or student device in the district older that five years.
2. Delivering relevant, ongoing professional learning for teachers emphasizing the role of electronic devices in creating a learning culture, in which students feel autonomous, masterful, and purposeful in owning their learning.

These goals were developed after careful consideration of these data sources: student performance outcomes, existing technology infrastructure, existing professional development, existing digital tools and online assessment readiness. Data from these sources is reviewed and monitored on a quarterly (at a minimum) basis. Plans and corrective action plans are modified to meet the needs of students.

The Office for Technology and Implementation Services (OTIS) in Pasco County Schools is responsible, among other things, for the acquisition and deployment of technology in Pasco County Schools. OTIS created a plan to allow devices to be deployed in a 1 device to 4 student ratio by the fall of 2018. The plan also calls for older machines to be replaced at the same time as new devices are being deployed-so that after the last deployment (in the fall of 2018), no student or teacher device is older than five years old. That metric will be maintained in future years.

Additionally, Pasco County schools are divided into four regions. Each region has a Learning Design Specialist who will be responsible for delivering ORCHESTR8 training and monitoring the implementation of digital strategies and tools in the classrooms of the schools in their region.

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 | N/A | | |
| District teacher evaluation components relating to technology (if applicable) | Part of the teacher evaluation is based on Marzano's Teacher Causal framework. Domain 2 of that evaluation concerns: "**Planning and Preparing for Use of Resources and Technology** 45.Use of Available Traditional Resources | http://www.pasco.k12.fl.us/hreq/evaluations/ | 2011-2012 school year |
| BYOD (Bring Your Own Device) Policy | 7542-Access to Technology Resources from Personal Communication Devices | http://www.neola.com/pasco-fl/ | Revised 9/18/12 Revised 4/1/14 |
| Policy for refresh of devices (student and teachers) | No Written, Board adopted policy. Currently using a leasing model that refreshed student and staff computers on a 4 year cycle and tablets on a 3 year cycle. | | |
| Acceptable/Responsible Use policy (student, teachers, admin) | 7540.03-Student Network and Internet Acceptable Use and Safety, 7540.04-Staff Network and Internet Acceptable Use and Safety. | http://www.neola.com/pasco-fl/ | Revised 9/18/12 Revised 4/1/14 |
| Master Inservice Plan (MIP) technology components | Plan is currently under development. | | |

## 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 | TBD from school year 2014-15 | TBD 2016 | |
| II.A.2. | Math Student Achievement | TBD from school year 2014-15 | TBD 2016 | |
| II.A.3. | Science Student Achievement – 5th and 8th Grade | Fifth- 51%<br>Eighth- 53% | 80% | School Year 2018-19 |
| II.A.4. | Science Student Achievement – Biology | 65% | 80% | School Year 2018-19 |
| II.A.5. | ELA Learning Gains | TBD from school year 2014-15 | TBD 2016 | |
| II.A.6. | Math Learning Gains | TBD from school year 2014-15 | TBD 2016 | |
| II.A.7. | ELA Learning Gains of the Low 25% | TBD from school year 2014-15 | TBD 2016 | |
| II.A.8. | Math Learning Gains of the Low 25% | TBD from school year 2014-15 | TBD 2016 | |

| *B. Student Performance Outcomes (Required)* | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year*** |
|---|---|---|---|---|
| II.A.9. | Overall, 4-year Graduation Rate | 79.4% | 91% | School Year 2018-19 |
| II.A.10. | Acceleration Success Rate | 51% | 55% | School Year 2018-19 |
| **A. Student Performance Outcomes (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| | | | | |
| | | | | |

## 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.

| ***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.1. * | Student to Computer Device Ratio | 1:5.58 | 1:1.60 | 1:4 | School Year 2018 | 1:1.58 **See note |
| II.B.2. * | Count of student instructional desktop computers meeting specifications | 4,564 | 4,295 | 4,295 | School Year 2018 | **See note |
| II.B.3. * | Count of student instructional mobile computers (laptops) meeting specifications | 5,223 | 10,418 | 10,534 new devices | School Year 2018 | **See note |
| II.B.4. | Count of student web-thin client computers meeting specifications | n/a | n/a | n/a | n/a | n/a |
| II.B.5. * | Count of student large screen tablets meeting specifications | 8,538 | 11,138 | 5,874 new devices | School Year 2018 | **See note |
| II.B.6. | Percent of schools meeting recommended bandwidth standard | 100% | 100% | 100% | School Year 2018 | 0% |
| II.B.7. | Percent of wireless classrooms (802.11n or higher) | 88% | 100% | 100% | School Year 2018 | 0% |
| **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 | School Year 2015-16 | N |

| B. Infrastructure Needs Analysis (District Provided) | | Baseline | | Target | Date for Target to be Achieved *(year)* | |
|---|---|---|---|---|---|---|
| II.B.10. (D) | | | | | | |
| II.B.11. (D) | | | | | | |
| II.B.12. (D) | | | | | | |

** 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.*

**Pasco County schools has made a change in our device acquisition process. In an effort to provide a greater quantity of modern devices for student use, we have moved to a leasing model. This model will allow us to provide a better student to computer ratio, while eliminating the older more troublesome devices from our system (in the first year this means any device purchased prior to 1/1/2010). Beginning with the 2015-16 school year all devices will be leased, with a few minor exceptions. In the first year, our ratios will be over-stated, because we have not phased out any of the old devices yet. However, in subsequent years the number of devices will shrink as old devices are retired. Additionally the TRI will only reflect devices five years old or newer.

**II.B.1.** The student computer device ratio numbers in the TRI should be the same as the baseline from 2014 1:5.58, which reflects the number of devices that are five years old, or newer. The standard required for the TRI for the spring 2015 reporting period requires districts to count many more machines, most of which are not suitable for testing or student use.

**II.B.2.** The count of student instructional desktop computers reported in the TRI for the spring 2015 number should be 4,295. We purchased and placed into service 421 desktops during the summer of 2015 (4,295+421= the fall TRI count of 4,716).

**II.B.3.** The count of student instructional laptops reported in the TRI for 2014-15 is wrong for the reasons mentioned above. The correct number for baseline 2014 should be 5,223 and the actual for spring 2015 should also be 10,418. Laptops were purchased during the summer 2015 (3,700) and placed in service in August 2015, (10,418 + 3,700= 14,118- fall TRI count) By the end of the 2018 school year we will have purchased 10,534 new laptops. The total machines are inflated because older machines have not been retired yet.

**II.B.5.** The count of large screen tablets in the TRI is not accurate. The baseline 2014 number should be 8,538. The count of student tablets reported in the TRI for the spring 2015 number should be 11,138. We purchased and placed into service 2,850 tablets during the summer of 2015 (11,138+2,850= the fall TRI count of 13,988). The total machines are inflated because older machines have not been retired yet.

**II.B.6.** The percent of schools meeting recommended bandwidth standard in the TRI is wrong. The number of schools meeting the bandwidth standard is 100%

**II.B.7.** We have a high percentage of classrooms that meet the 802.11n wireless standard. However the issue is not wireless access, but access points. In order to support the increased usage of wireless connectivity by students and staff, we redesigned our network model. This includes a single wireless access point in every classroom and adds multiple wireless access points in high utilization areas of our school campuses. The use of a single wireless access point per classroom reduces the number of wireless clients per access point. Most manufactures recommend no more than twenty five (25) concurrent users. Our current average ratio is one (1) wireless access point for six (6) classrooms, roughly sixty (60) to one hundred and forty (140) wireless clients per access point. With the large increase of wireless access points, we are required to use wireless controllers that adjust access point settings on the fly, higher bandwidth network switches for the increasing demand for bandwidth at each school, and the 5 GHz wireless spectrum for all wireless access points due to overcrowding in the 2.4 GHz zone. This design for technology expansion allows for much greater wireless density, increased wireless bandwidth to all clients, and dramatically increases wireless reliability for all users.

- **Skilled Workforce and Economic Development**

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

| ***C.*** **Professional Development Needs Analysis (Required)** | | **Baseline (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: 65%<br>Adoption: 15%<br>Adaption:10 %<br>Infusion: 5%<br>Transform: 5% | Entry: 10%<br>Adoption: 10%<br>Adaption:10 %<br>Infusion: 20%<br>Transform: 50% | School Year 2019-2020 |
| II.C.2. | Percentage of total evaluated teacher lessons plans at each level of the TIM | Entry: 55%<br>Adoption: 20%<br>Adaption: 15%<br>Infusion: 5%<br>Transform: 5% | Transform: 100% | School Year 2019-2020 |

| **C. Professional Development Needs Analysis (District Provided)** | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
|---|---|---|---|
| II.C.3. (D) | | | |
| II.C.4. (D) | | | |

- **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:

| ***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)*** |
|---|---|---|---|---|---|
| | **Student Access and Utilization** (S) | **% of student access** | **% of student utilization** | **% of student access** | |
| II.D.1. (S) | A system that enables access and information about standards/benchmarks and curriculum. | 100% of students have access to Canvas | TBD | 100% | School Year 2015-16 |
| II.D.2. (S) | A system that provides students the ability to access instructional materials and/or resources and lesson plans. | 100% of students have access to Canvas | TBD | 100% | School Year 2015-16 |
| II.D.3. (S) | A system that supports student access to online assessments and personal results. | 100% of students have access to Canvas | TBD | 100% | School Year 2015-16 |
| 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. | 100% of students have access to Canvas | TBD | 100% | School Year 2015-16 |
| II.D.5. (S) | A system that provides secure, role-based access to its features and data. | 100% of students have access to Canvas | TBD | 100% | School Year 2015-16 |
| ***D.*** **Digital Tools Needs Analysis (Required)** | | **Baseline (to be established in** | **Baseline (to be established** | **Target** | **Date for Target to be** |

| | | | | | |
|---|---|---|---|---|---|
| | | **2015)** | **in 2015)** | | **Achieved** ***(year)*** |
| | **Teachers/Administrators Access and Utilization** (T) | **% of Teacher/ Admin access** | **% of Teacher/ Admin Utilization** | **% of Teacher/ Admin access** | |
| II.D.1. (T) | A system that enables access to information about benchmarks and use it to create aligned curriculum guides. | 100% of teachers have access to Canvas | TBD | 100% | School Year 2015-16 |
| II.D.2. (T) | A system that provides the ability to create instructional materials and/or resources and lesson plans. | 100% of teachers have access to Canvas | TBD | 100% | School Year 2015-16 |
| II.D.3. (T) | A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring. | 100% of teachers have access to Performance Matters | TBD | 100% | School Year 2015-16 |
| 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% of teachers have access to True North Logic | TBD | 100% | 2015-16 |
| 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% of teachers have access to Pasco STAR and Canvas | TBD | 100% | School Year 2015-16 |
| II.D.6. (T) | 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. | 0% of teachers have access to Data Analytics | 0% | 100% | School Year Fall, 2016 |
| II.D.7. (T) | A system that houses documents, videos and information for teachers, | 100% of teachers have access | TBD | 100% | School Year 2015-16 |

| | | | | | |
|---|---|---|---|---|---|
| | students, parents, district administrators and technical support to access when they have questions about how to use or support the system. | to Canvas | | | |
| 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% of teachers have access to Pasco STAR | TBD | 100% | School Year 2015-16 |
| 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. | 0% | TBD | 100% | School Year 2015-16 |
| ***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. | 100% of parents have access to Canvas | TBD | 100% | School Year 2015-16 |

| ***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 | 100% | 100% | School |

| | | | | |
|---|---|---|---|---|
| | purchased and utilized in digital format (purchases for 2015-16) | accessible TBD-utilization | | Year 2015-16 |
| II.D.2. (IM) | Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years) | 80% | 100% | School Year 2020-2021 |
| II.D.3. (IM) | Percentage of instructional materials integrated into the district Digital Tools System | Approx. 40% | 100% | School Year 2020-2021 |
| II.D.4. (IM) | Percentage of the materials in answer 2 above that are accessible and utilized by teachers | 100% accessible TBD-utilization | 100% accessible 100% utilization | School Year 2020-2021 |
| II.D.5. (IM) | Percentage of the materials in answer two that are accessible and utilized by students | 100% accessible TBD-utilization | 100% accessible 100% utilization | School Year 2020-2021 |
| 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.] | 0% | 100% | School Year 2020-2021 |
| ***D.*** **Digital Tools Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| | **Teachers/Administrators Access and Utilization** (T) | **% of Teacher/ Admin access** | **% of Teacher/ Admin access** | |
| II.D.7. (IM) | | | | |
| II.D.8. (IM) | | | | |
| II.D.9. (IM) | | | | |

- **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.

| ***E.*** **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 | 14,118* | 16,408 | School Year 2018-19 |
| II.E.2. | Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments | 95 % | 100 % | School Year 2018-19 |
| **E. Online Assessments Needs Analysis (District Provided)** | | **Baseline** | **Target** | **Date for Target to be Achieved** ***(year)*** |
| II.E.3. (D) | | | | |
| II.E.4. (D) | | | | |
| II.E.5. (D) | | | | |

- This number will be reduced as older machines are phased out.

**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:

Pasco County Schools goals are:

- **Provide one device for ever four students to facilitate their learning and establish a device refresh plan so that, once in place, no student or teacher device is more than five years old.**

- **Provide relevant, ongoing professional learning for teachers emphasizing the role of electronic devices in creating a learning culture, in which students feel autonomous, masterful, and purposeful in owning their learning.**

**STEP 3 – Strategy Setting:**

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

Examples of Strategies:

| EXAMPLES | | | |
|---|---|---|---|
| **Goal Addressed** | **Strategy** | **Measurement** | **Timeline** |
| Highest student achievement | Supply teachers and students with high quality digital content aligned to the Florida Standards | • Purchase Instructional Materials in digital format | 50% of purchases in 2015-16 |
| Highest student achievement | Continue support of an integrated digital tool system to aid teachers in providing the best education for each student. | • Fully implement system across nine components<br>• Integrate instructional materials into system | 2014 and ongoing |
| Highest student achievement | Create an infrastructure that supports the needs of digital learning and online assessments | • Bandwidth amount<br>• Wireless access for all classrooms | 2014-2019 |

**Enter the district strategies below:**

| Goal Addressed | Strategy | Measurement | Timeline |
|---|---|---|---|
| Highest student achievement | Lease new devices for students to get to a 1:4 ratio of students to devices. | Devices are in place and being utilized. | The 1:4 ratio should be in place in the 2018-19 school year |

| | | | |
|---|---|---|---|
| Highest student achievement | Provide relevant, ongoing professional learning for 725 new teachers and provide ongoing support to the 250 previously trained teachers emphasizing the role of electronic devices in creating a learning culture, in which students feel autonomous, masterful, and purposeful in owning their learning. (ORCHESTR8). | Sign-in sheets, Pre/post-test, Classroom observations | June 30, 2016 |
| Highest student achievement | Provide relevant, ongoing professional learning for existing staff enable and enhance delivery of ORCHESTR8 training. | Sign-in sheets, Pre/post-test, Classroom observations | March 31, 2016 |
| Highest student achievement | Hire professional staff (1) to train and promote the use of available digital tools among students, parents and teachers. | Staff in place | June 30, 2016 |
| Highest student achievement | Provide relevant digital professional development for staff to increase and enhance their knowledge of digital capabilities, tools and strategies. | Conference agenda/ travel receipts | June 30, 2016 |

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

## Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by 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.

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

| ***A.*** **Student Performance Outcomes** | **Baseline** | **Target** |
|---|---|---|
| III.A.3. % of 3rd graders proficient in ELA | n/a* | 50% |
| III.A.4. % of 3rd graders proficient in Math | n/a | 45% |
| III.A.5. % of 6th graders proficient in ELA | n/a | 50% |
| III.A.6. % of 6th graders proficient in Math | n/a | 45% |
| III.A.7. % of 8th graders proficient in Science | n/a | 54% |

*2014-15 FCAT scores not available

## 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. Pasco County Schools will establish a device leasing program to reach a student ratio of 1 device (no older than 5 years) for every four students by fall of 2018. By 6/30/2016 the district will purchase 3,700 laptops.* | 9/1/2015 | $610,500 | District | II.B.3 |
| III.B.2 Pasco County Schools will establish a device leasing program to reach a student ratio of 1 device (no older than 5 years) for every four students by fall of 2018. By 6/30/2016 the district will purchase 2,850 tablets. | 9/1/2015 | $407,550 | District | II.B.5 |
| III.B.3. Pasco County Schools will establish a device leasing program to reach a student ratio of 1 device (no older than 5 years) for every four students by fall of 2018. By 6/30/2016 the district will purchase 421 desktop computers. | 9/1/2015 | $99,777 | District | II.B.2 |
| III.B.4. | | | | |

*Pasco County Schools has made a change in our device acquisition process. In an effort to provide a greater quantity of modern devices for student use, we have moved to a leasing model. This model will allow us to provide a better student to computer ratio, while eliminating the older more troublesome devices from our system (in the first year this means any device purchased prior to 1/1/2010). Beginning with the 2015-16 school year all devices will be leased, with a few minor exceptions. In the first year, the number of machines will be over-stated, because we have not phased out any of the old machines yet. However, in subsequent years the number of devices will shrink as old devices are retired.

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** |
|---|---|
| Improve wireless connectivity in every classroom. | Internal funds/grants. |
| | |

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. | Review of Purchase Orders | Devices in place |
| III.B.2. | | |
| 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.

*N/A as the digital infrastructure costs will be borne by the district.*

## 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 Innovative Designs for Education's (IDE) to train Learning Design Specialist to deliver training in student-driven learning environment models | March 2016 | $7,360 | District | II.C.1. |
| III.C.2. Hire trainer dedicated to training staff on the concepts and practices of the district's digital tools, e.g. Canvas. | 12/1/2015 | $70,000 | District | II.C.1. |
| III.C.3. Train 725 teachers in principles and practices of student-driven learning environment models | 6/30/2016 | $35,447 | District | II.C.1. |
| III.C.4. Attend Digital Technology Conference | 6/30/2016 | $10,000 | District | 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. | Contract with consultant finalized and training scheduled | Teachers are trained |
| III.C.2. | New staff in place by deadline | Staff in place and training scheduled |
| III.C.3. | Planning training curriculum and observation of training delivery | Teachers are trained and able to implement best practices |
| III.C.4. | Conference identified and agenda reflects professional development needs. | Conference attended, new ideas put into practice. |

## 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. | | | | |
| III.D. 2. | | | | |
| 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** |
|---|---|
| Digital Tools will be purchased and implemented utilizing existing budget. | Grants |
| | |

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. | | |
| III.D.2. | | |
| 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** |
|---|---|
| Pasco County Schools has a plan in place to successfully manage the existing online assessment requirements and any contingencies. | Capital Funds |
| | |

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. | | |