DISTRICT SCHOOL BOARD OF PASCO COUNTY

DISTRICT
DIGITAL CLASSROOM PLAN
2014-2015

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

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

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

1.1 District Mission and Vision statements

Mission: The mission of the District School Board of Pasco County is to provide a world class education for all students.

Vision: The vision of the District School Board of Pasco County is that all our students achieve success in college, career and life.

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

The District School Board of Pasco County (DSBPC), established in 1887, is the 11th largest district in Florida and the 56th largest district nationally. For the current year, the district has 74 traditional public schools (46 elementary, 15 middle schools, 13 high schools) and 4 education centers serving approximately 61,300 students.

Pasco County is located just south of the geographical center of Florida and north of the Tampa-St. Petersburg area. Located on the Gulf of Mexico, Pasco is part of a nine-county region referred to as the "Nature Coast." The county has experienced significant population growth since the 1960's. This growth began on the county's west side along the gulf coast, but is now occurring most rapidly in the central

areas and along the county lines just north of Tampa and Pinellas counties. Pasco's 745 square miles of land area contain a mix of suburban and rural communities.

Over 55% of the district's students come from families who live in low socioeconomic conditions. As of July 2014, approximately 54% of the students served by the District School Board of Pasco County (DSBPC) qualified for free/reduced lunch and 49 of the district's 72 traditional public schools and education centers had a free/reduced lunch rate of 50% or greater.

From 2002-03 to 2011-12, the total number of English Language Learners (ELL) increased from 1786 students (3.3% of total student membership) to 2772 students (4.2% of total student membership). The percentage of ELL students in Pasco's public schools has continued on a gradual, long-term upward trend for the last decade. Although the majority of ELL students are Spanish-speaking, these students come from 67 different countries and speak over 45 languages. Approximately 15% of the students in Pasco are special education (ESE) students.

The average weekly wage earned by Pasco County residents is $686 as compared to $821 for the state. This is equivalent to $17.15 per hour or $ 35,672 per year, assuming a 40-hour week was worked the year around. At this income level, a family of five or more would be eligible to participate in the free meal program and a family of three or more would qualify for the reduced price meal program.

Pasco's culturally diverse students that come from impoverished homes may lack the same educational foundation and opportunities experienced by their middle and upper class peers. Prevailing economic conditions frequently require one or both parents to work outside of the home and, in fact, 70% of families with children 6 to 17 years old have both parents in the labor force. As a result, large numbers of parents are required to find quality childcare and after school activities for their children.

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

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

Title/Role	**Name:**	**Email/Phone:**
Information Technology District Contact	John Simon	jsimon@pasco.k12.fl.us 813-794-2416
Curriculum District Contact	Vanessa Hilton	vhilton@pasco.k12.fl.us 813-794-2242
Instructional District Contact	Lauren Burdick	lburdick@pasco.k12.fl.us 813-794-2746

Finance District Contact	Olga Swinson	oswinson@pasco.k12.fl.us 813-794-2272
District Leadership Contact	Amelia Van Name Larson	avanname@pasco.k12.fl.us 813-794-2647
Senior Grant Writer	Tony Harroun	aharroun@pasco.k12.fl.us 813-794-2486
Senior Supervisor, Student Support Programs and Services	Jackie Choo	jchoo@pasco.k12.fl.us813-794-2602
Program Coordinator, District, State and federal Programs	Brian Schultz	bschultz@pasco.k12.fl.us 813-794-2238
ICT Literacy Specialist	Emily Johnson-Antoine	erjohnson@pasco.k12.fl.us
Principal, Gulfside Elementary School	Chris Clayton	cclayton@pasco.k12.fl.us 727-774-6000
Program Coordinator, ESOL	Mary Grace Sabella	msabella@pasco.k12.fl.us 813-794-2296

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.

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

Once the data had been obtained, the team met to formulate a draft plan. We then solicited the opinions of parents, 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.

The professional development and device deployment will be made available to teachers and classrooms serving all students, including students in the ESOL program, special needs students and students with disabilities.

Pasco County has three elementary schools, Cox, Lacoochee and Gulfside that are include in the state's "lowest three hundred". The district will utilize $115,647 of the Digital Classrooms Plan allocation to provide an additional 142 laptops for these three schools. This allocation will allow those classrooms to achieve a 1:1 ratio of students to devices.

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 plan has multiple goals, but the primary focus is in two areas:

1. 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.
2. Facilitating the deployment of devices (iPad's and laptops) so schools can meet the district goal of one device for every three students.

The district currently supports and maintains 8,212 student laptops and 8,538 iPads in 80 schools. Today, 37 of our schools have device ratios that do not meet our goal of at least one device for every three students.

The planning group noted that even in schools where the device ratio met our standard, the desired instructional impact was lacking due to limited professional development. After piloting Innovative Designs for Education's (IDE) *Learner- Active, Technology- Infused Classroom* in the summer of 2014, the district chose to adopt their model for all teachers.

The initial delivery of *Learner- Active, Technology- Infused Classroom (LATIC)* professional development will occur on Saturdays. Follow up with initial trainees will be provided by technology coaches placed throughout the district. Professional Learning Communities (PLC's) will be monitored to ensure the skills acquired in the training are put in place.

With the exception of the elementary schools identified as part of the "lowest 300" (Cox, Lacoochee and Gulfside), the other 37 schools that are targeted for additional devices were rank ordered with the highest

priority given to the schools where there is the greatest need and where the appropriate infrastructure is already in place.

As a result of that analysis, devices will be placed at Paul R. Smith, Pasco, Pine View and Charles Rushe middle schools and Pasco and Hudson high schools.

Project Plans will be developed for each goal stated in the plan and successful accomplishment of those plans will be a district priority.

The Digital Tools Certificates will be implemented in the Middle School Business Education courses with a focus on Certification Partners (CIW) Information & Communication Technology Essentials (ICT). The ICT curriculum boasts innovative multi-level, student-focused activities and online resources to keep students engaged and excited about learning. Each ICT Essentials course has been designed with the flexibility to be delivered as a stand-alone unit of instruction or integrated into your program's existing curriculum. ICT Essentials course includes professional development for teachers.

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	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement	59%	79%	2017
2.	Math Student Achievement	57%	78%	2017
3.	Science Student Achievement	59%	73%	2024
4.	ELA Learning Gains	65%	75%	2024
5.	Math Learning Gains	66%	76%	2024
6.	ELA Learning Gains of the Low 25%	63%	73%	2024
7.	Math Learning Gains of the Low 25%	58%	70%	2024
8.	Overall, 4-year Graduation Rate	75.9%	80%	2024
9.	Acceleration Success Rate- Middle School only	55% of eligible students participated	65%	2024

- **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	1:5.58	3:1 in each school	6/30/2019
2.	Count of student instructional desktop computers meeting specifications	2,404	n/a	
3.	Count of student instructional mobile computers (laptops) meeting specifications	5,223		
4.	Count of student web-thin client computers meeting specifications	n/a		

5.	Count of student large screen tablets meeting specifications	8538		
6.	Percent of schools meeting recommended bandwidth standard	100%	Maintain for new schools	n/a
7.	Percent of wireless classrooms (802.11n or higher)	88%	100%	6/30/2024

- **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	51% of schools are at the Entry Level of integration within all averaged areas of the TIM. 47% of schools are at the Adoption Level of integration within all averaged areas of the TIM. 2% of schools are at the Adaptation Level of integration within all averaged areas of the TIM.	100% of schools are working in the Transformational Level of the TIM.	6/30/2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	34% of elementary schools are at the Entry Level of integration within all averaged areas of the TIM. 62% of elementary schools are at the Adoption Level of integration within all averaged areas of the TIM. 4% of elementary schools are at the Adaptation Level of integration within all averaged areas of the TIM.	100% of schools are working in the Transformational Level of the TIM.	6/30/2019

3.	Average Teacher technology integration via the TIM (Middle Schools)	33% of middle schools are at the Entry Level of integration within all averaged areas of the TIM. 66% of middle schools are at the Adoption Level of integration within all averaged areas of the TIM. 0% of middle schools are at the Adaptation Level of integration within all averaged areas of the TIM.	100% of schools are working in the Transformational Level of the TIM.	6/30/2019
4.	Average Teacher technology integration via the TIM (High Schools)	75% of high schools are at the Entry Level of integration within all averaged areas of the TIM. 25% of high schools are at the Adoption Level of integration within all averaged areas of the TIM. 0% of high schools are at the Adaptation Level of integration within all averaged areas of the TIM.	100% of schools are working in the Transformational Level of the TIM.	6/30/2019

5.	Average Teacher technology integration via the TIM (Combination Schools)	34% of combination schools are at the Entry Level of integration within all averaged areas of the TIM. 62% of combination schools are at the Adoption Level of integration within all averaged areas of the TIM. 4% of combination schools are at the Adaptation Level of integration within	100% of schools are working in the Transformational Level of the TIM.	6/30/2019

*Based on a sampling of 2013-2014 data in the SW Region (17 schools). This data are specific to each school, not individual teachers.

- **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.	System Development in Progress	Will work to implement and employ	2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	System Development in Progress	Will work to implement and employ	2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	System Development in Progress	Will work to implement and employ	2015
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	System Development in Progress	Will work to implement and employ	2015
5.	Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom	System Development in Progress	Will work to implement and employ	2015
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.	System Development in Progress	Will work to implement and employ	2015
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.	Fully Implemented	Will continue to support and deploy to classrooms	n/a

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.	System Development in Progress	Will work to implement and employ	2015
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.	System Development in Progress	Will work to implement and employ	2015

- **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		**Baseline**	**Target**	**Date for Target to be Achieved**
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	3/21/2014
2.	Computers/devices required for assessments (based on schedule constraints)	All available devices are deployed for testing purposes during the assessment window.	All available devices are deployed for testing purposes during the assessment window.	3/21/2014

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.

Enter district goals below:

Goal #1

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.

Goal #2

Provide one device for every three students (by school) in grades K-12

STEP 3 – Strategy Setting:

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement- 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. *The district will utilize other funds to provide training for additional teachers	Conduct Saturday seminar for initial cohort of 1000* teachers. Follow up with one on one coaching throughout remainder of year. Conduct two day training for second cohort of 1000 teachers Follow up with one on one coaching throughout 2015-2016 year. Hire dedicated staff to lead *Learner- Active, Technology-Infused Classroom* training and implementation plan.	Sign-in sheets, Pre/post-test, Classroom observations Sign-in sheets, Pre/post-test, Classroom observations Staff in place	October 2014-June 2015 June 2015 November 2014
Highest Student Achievement -Provide one device for every three students (by school) in grades K-12	Develop Master project plan by school for infrastructure and device deployment.	Plans in place followed by devices purchased	2014 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.
N/a

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
A1. Improve literacy outcomes for Cox, Lacoochee and Gulfside elementary schools 4th and 5th grades.	Cox 4th-39%, 5th- 52% Lacoochee 4th-26% 5th- 41% Gulfside 4th-37% 5th-42%	Ten per cent improvement in students scoring at the proficient level based on comparison of like assessments in 2015 and 2016
A2. Improve literacy outcomes for Pine View, Pasco, Paul R. Smith and Rushe middle schools- 6th grade.	Pine View- 72% Pasco- 48% Paul R Smith-50% Rushe-73%	Ten per cent improvement in students scoring at the proficient level based on comparison
A3. Improve literacy outcomes for Pasco and Hudson high schools- 9th grade.	Pasco-40% Hudson-43%	Ten per cent improvement in students scoring at the proficient level based on comparison of like assessments in 2015 and 2016
A4. Attainment of at least one Digital Tool Certificate for students enrolled in CTE Digital Tool related middle school course	0 (this is the first attempt at Digital Tools)	Fifty percent of students testing will earn a digital tool

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1. Integrate 428 laptops into Learner- Active, Technology-Infused classrooms	4/1/2015	$470,800	Middle- Pine View, Rushe, Pasco, Paul R. Smith High School Pasco, Hudson	A1, A2, A3
B.2. Purchase 142 laptops for 3 schools identified as "lowest 300" schools	2/1/2015	$115,647	Elementary- Cox, Lacoochee, Gulfside,	A1, A2, A3
B.3. Purchase 35 laptop charging carts	4/1/2015	$63,000	District	A1, A2, A3

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**
The District will continue to maintain and update the digital infrastructure at all schools	Capital Funds

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.	Review of Purchase Orders	Devices in place

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.

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
- Student digital learning practices

Implementation Plan for C) Professional Development:

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

In the summer of 2014, the District School Board of Pasco County engaged consultants from Innovative Designs for Education (IDE) to facilitate teacher professional development of the *Learner- Active, Technology- Infused Classroom*.

Due to limited funds, the consultant has only been able to engage teachers from 3 schools (out of 73). We plan to use part of the funds from the Digital Classroom Plan to hire a trainer dedicated to facilitating adoption of the *Learner- Active, Technology- Infused Classroom* for all teachers.

From District MIP- "The goal of this component is to increase participants' knowledge of and develop competencies in instructional applications of technology, including digital resources, blended learning. It also provides knowledge and skills related to the production and publication of digital resources."

Professional Development Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1. Hire trainer dedicated to training staff on the concepts and practices of the *Learner- Active, Technology- Infused Classroom*	October 31, 2014	$40,842* (including benefits)	District	A1, A2, A3
C.2. Train 1000 Teachers on *Learner-Active*, *Technology- Infused Classroom*	January 31, 2015	$63,959*	District	A1, A2, A3
C.3. Follow up training will be conducted by existing Technology coaches	June 5, 2015	$0	District	A1, A2, A3

*The District will be supplementing this project with additional funds.

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.	New staff in place by deadline	Staff in place and training scheduled
C.2.	Planning training curriculum and observation of training delivery	Teachers are trained and able to implement best practices
C.3.	Feedback from Technology Coaches	Observation of LATIC being implemented in classrooms

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.

Implementation Plan for D) Digital Tools:

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated	School/ District	Outcome from Section A)
D.1.	Offer 50 additional CAPE digital tool certifications from approved list	2014-2015	$1,000	R.B. Stewart Middle School	A4
D.2.	Offer 50 additional CAPE digital tool certifications from approved list	2014-2015	$1,000	Centennial Middle School	A4
D.3.	Offer 50 additional CAPE digital tool certifications from approved list	2014-2015	$1,000	T.E. Weightman Middle School	A4
D.4.	Offer 55 additional CAPE digital tool certifications from approved list	2014-2015	$1,000	Hudson Middle School	A4
D.5.	Offer 50 additional CAPE digital tool certifications from approved list	2014-2015	$1,000	John Long Middle School	A4

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.	Monitoring curriculum content and instructional observations are the tools utilized to ensure appropriate deployment of resources	Students earning CIW ICT digital
D.2.	Monitoring curriculum content and instructional observations are the tools utilized to ensure appropriate deployment of resources	Students earning CIW ICT digital
D.3.	Monitoring curriculum content and instructional observations are the tools utilized to ensure appropriate deployment of resources	Students earning CIW ICT digital
D.4.	Monitoring curriculum content and instructional observations are the tools utilized to ensure appropriate deployment of resources	Students earning CIW ICT digital
D.5.	Monitoring curriculum content and instructional observations are the tools utilized to ensure appropriate deployment of resources	Students earning CIW ICT digital

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.

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
The District School Board of Pasco County has sufficient capacity to successfully manage the existing online assessment requirements and a plan in place to handle any contingencies.	Capital Funds