DISTRICT
DIGITAL CLASSROOM PLAN
PASCO COUNTY SCHOOLS
2016-17

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 s. 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 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, 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
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Instructional District	Rayann Mitchell	rmitchel@pasco.k12.fl.us	813-794-2246

Contact			
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 - Summarize the process used to write this plan including but not limited to:

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 manufacturers 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 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 300 Pasco County teachers received ORCHESTR8 training in 2015-16. Those teachers received extensive training on utilizing the TIM and their progress will be followed 2016-17. Additionally, the district's digital classroom plan calls for an additional 600 teachers to receive ORCHESTR8 and TIM training this school year.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

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

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

1. Facilitating the leasing and deployment of devices (iPad's, desktops 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 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 is 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	Web Address	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 In-service Plan (MIP) technology components	Multiple technology components are included in Master In-service Plan submitted to the state.		9/13/2016
Other/Open Response			

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** ***(Mo/Year)***
II.A.1.	ELA Student Achievement	53%	60%	6/2018
II.A.2.	Math Student Achievement	53%	60%	6/2018
II.A.3.5	Science Student Achievement – 5th Grade	49%	56%	6/2018
II.A.3.8	Science Student Achievement – 8th Grade	52%	59%	6/2018
II.A.4.	Science Student Achievement – Biology	63%	70%	6/2018
II.A.5.	ELA Learning Gains	49%	56%	6/2018
II.A.6.	Math Learning Gains	50%	57%	6/2018
II.A.7.	ELA Learning Gains of the Low 25%	36%	43%	6/2018
II.A.8.	Math Learning Gains of the Low 25%	36%	43%	6/2018
II.A.9.	Overall, 4-year Graduation Rate	79%	85%	6/2018
II.A.10.	Acceleration Success Rate	55% in MS, 46% in HS	60% in MS, 55% in HS	6/2018

A. **Student Performance Outcomes (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.A.11. (D)				
II.A.12. (D)				

II.A.13. (D)				
II.A.14. (D)				

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 most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. 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 2016**	**Target For 2016-2017 School Year**	**Date for Target to be Achieved** ***(Mo/Year)***	**Gap to be addressed** ***(Actual minus Target)***
II.B.1.	Student to Computer Device Ratio	5.58 : 1	1.66 : 1 **	1.46 : 1	9/1/2016	.20 : 1
II.B.2.	Count of student instructional desktop computers meeting specifications	4,564	5,552	5,959	9/1/2016	407
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	5,223	19,199	22,834	9/1/2016	3,635
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	15,344	17,385	9/1/2016	2,041
II.B.6.	Percent of schools meeting recommended bandwidth standard	100 %	100%	100%	9/1/2016	n/a
II.B.7.	Percent of wireless classrooms (802.11n or higher)	88 %	100%	100%	9/1/2016	n/a
II.B.8.	District completion and submission of security assessment *	n/a	N/A	Y/N	N/A	N/A
II.B.9.	District support of browsers in the last two versions	n/a	Y	Y	5/2016	n/a

B. Infrastructure Needs Analysis (District Provided)		Baseline		Target	Date for Target to be Achieved *(Mo/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.

**II.B.1- TRI Fall 2016. The ratio is overstated due to the fact that older machines are still present in schools. These machines will begin being removed from schools in the summer of 2017.

- **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 (established in 2016)**	**Target**	**Date for Target to be Achieved** ***(Mo/Year)***
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 65% Adoption:15% Adaption:10 % Infusion: 5% Transform:5 %	Entry: 40% Adoption: 25% Adaption: 15% Infusion: 10% Transform: 10%	(2019-20)
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 5% Adoption:5 % Adaption:5% Infusion:5 % Transform: 5%	Entry: 20% Adoption: 30% Adaption: 25% Infusion: 15% Transform:10%	(2019-20)

C. **Professional Development Needs Analysis (District Provided)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(Mo/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.

Please complete the chart below to indicate the digital tool components your district currently has access to and utilizes. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

D. **Digital Tools Needs Analysis Students (Required)**		**Access**		**Utilization**	
		Baseline % of students with access to this type of tool	**Target % of students with access to this type of tool by 2017-2018**	**Baseline % of students who use this type of tool on a regular basis**	**Target % of students who use this type of tool on a regular basis by 2017-2018**
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100 % of students have access to CANVAS*	n/a	n/a	n/a
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100 % of students have access to CANVAS*	n/a	n/a	n/a
II.D.3. (S)	A system that supports student access to individualized instruction.	100 % of students have access to CANVAS*	n/a	n/a	n/a

* Pasco County Schools uses CANVAS (by Instructure) as our online platform for learning. The district does not currently capture utilization information.

D. **Digital Tools Needs Analysis Teachers (Required)**		**Access**		**Utilization**	
		Baseline % of teachers with access to this type of tool	**Target % of teachers with access to this type of tool by 2017-2018**	**Baseline % of teachers who use this type of tool on a regular basis**	**Target % of teachers who use this type of tool on a regular basis by 2017-2018**
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 % of teachers have access to CANVAS*	n/a	n/a	n/a
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100 % of teachers have access to CANVAS	n/a	n/a	n/a
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100 % of teachers have access to CANVAS	n/a	n/a	n/a
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 % of teachers have access to CANVAS	n/a	n/a	n/a
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 % of teachers have access to CANVAS	n/a	n/a	n/a
II.D.6. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100 % of teachers have access to CANVAS	n/a	n/a	n/a

* Pasco County Schools uses CANVAS (by Instructure) as our online platform for learning. The district does not currently capture utilization information.

D. **Digital Tools Needs Analysis Parents (Required)**		**Access**		**Utilization**	
		Baseline % of parents with access to this type of tool	**Target % of parents with access to this type of tool by 2017-2018**	**Baseline % of parents who use this type of tool on a regular basis**	**Target % of parents who use this type of tool on a regular basis by 2017-2018**
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	100 % of parents have access to CANVAS. Canvas created a new mobile Application for IOS and Android .	n/a	5%	40%

* Pasco County Schools uses CANVAS (by Instructure) as the online platform for learning. In addition, the district began using "My Student" an online student information system, with a portal that provides access to parents. The district does not currently capture utilization, however the new tools may allow that in the future.

D. **Digital Tools Needs Analysis Instructional Materials (Required)**		**Baseline % established in 2016**	**Target % by 2017-2018**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2016-17)	100%	100%
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	100% all of the tools are now accessible digitally	100%
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	85%	100%
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	100% accessible 80% utilization	100% 85% utilization
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	100% accessible 80%	100% 85% utilization

		utilization	
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s. 1006.283(2)(b)11, F.S.]	100% of all Parents can access through student accounts only for Instructional materials	100%

D. **Digital Tools Needs Analysis Instructional Materials (District Provided)**		**Baseline % established in 2016**	**Target % by 2017-2018**
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.

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.

D. **Online Assessments Needs Analysis (Required)**		**Baseline established in 2016**	**Target**	**Date Target to be Achieved** ***(Mo/Year)***
II.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	46,178 *	16,731 (represents a 4:1 ratio, utilizing machine no older than five years.	(5/19)
II.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	95% **	100%**	(5/19)

D. **Online Assessments Needs Analysis (District Provided)**		**Baseline established in 2016**	**Target**	**Date Target to be Achieved** ***(Mo/Year)***
II.E.3. (D)				
II.E.4. (D)				
II.E.5. (D)				

* This total includes machines that will be removed, beginning summer 2017, due to age. The 16,731 Target represents one device for every four students and that the device is no older than five years.

**In order to reduce the amount of time required for testing, the district redesigned the 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. The 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.

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:

- **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 2016-17
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 • Integrate instructional materials into system	2016 and ongoing
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	• Bandwidth amount • Wireless access for all classrooms	2016-2020

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 600-800 new teachers and provide ongoing	Sign-in sheets, Pre/post-test, Classroom observations	June 30, 2017

	support to the 550 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).		
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	June 30, 2017
Highest student achievement	Provide salary and benefits for one professional staff to train and promote the use of available digital tools among students, parents and teachers.	Staff in place	June 30, 2017
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, 2017

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 s. 1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

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

This section of the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe the process for evaluating the status of the implementation and how successful implementation will be determined once completed. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts will complete a budget worksheet to determine areas of need for online assessment. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. Specific items indicated below:

- Sum of Deliverables across component areas will be included.
- Additional line for charter school allocations.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

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

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2016-17 school year.

EXAMPLES			
A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.X	Increase percent of fourth grade mathematics students performing at Sunshine Elementary school.	45%	48%
III.A.X	Improve graduation rates at Sandy Shores High school.	78%	80%

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. **Student Performance Outcomes**		**Baseline**	**Target**
III.A.1.	% of 3rd graders proficient in ELA as measured Independent Reading Level Assessment (IRLA)	57%	75%

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

EXAMPLES					
B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.X.	Purchase and implement wireless access points	May 2017	$4,000	All fourth grade classes at Sunshine Elementary school.	II.B.7
III.B.X.	Purchase and implement 100 new student laptop devices	February 2017	$6,000	All fourth grade classes at Sunshine Elementary school.	II.B.3

B. **Infrastructure Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	n/a				
III.B.2.					
III.B.3.					
III.B.4.					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

B. **Infrastructure Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**

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. 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.		
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, 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; 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 use this section to describe how the TIM is used in your district, schools and classrooms. The districts are encouraged to review teacher classroom observations and submitted lesson plans for best examples of an individual performance, rather than concentrate on a cumulative score.

To support this area, please insert links to the district MIP, 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					
C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.X.	X# high school teachers participate in professional development aligned with MIP.	May 2017	$X	Sandy Shores High School	II.C.1.
III.C.X.	X# teachers participate in book study and lesson studies on digital learning	May 2017	$X	Sandy Shores High School	II.C.2.

C. **Professional Development Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.2.	Fund trainer dedicated to training staff on the concepts and practices of the district's digital tools, e.g. Canvas.	Through 6/30/2017	$72,274	District	II.C.1.
III.C.3.	Attend Digital Technology Conference	6/1/2017	$4,113	District	II.C.1

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

C. **Professional Development Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**
Train 600-800 teachers in principles and practices of student-driven learning environment models	District funds	$90,000	6/30/2017

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.	Planning training curriculum and observation of training delivery	Teachers are trained and able to implement best practices
III.C.2.	Trainer in place	Training events completed
III.C.3.	Conference identified and	Conference attended, new ideas put

	agenda reflects professional development needs.	into practice.
III.C.4.		

D) Digital Tools

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

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

Implementation Plan for D) Digital Tools:

EXAMPLES					
D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.X.	Integrate X sets of instructional materials into the digital tools system	September 2016	$X	Sunshine Elementary school	II.D.2 (S)
III.D.X.	Offer X additional CAPE digital tool certifications from approved list	2015-16	$X	Sandy Shores High School	II.D.1 (D)

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.					
III.D.2.					
III.D.3.					
III.D.4.					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

D. **Digital Tools Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**

Evaluation and Success Criteria for D) Digital Tools:

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

EXAMPLES		
D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.X.	Integrate instructional materials into district platform (LMS) and roster students; monitoring student access and usage	All (100%) applicable staff and students have access to and utilize the instructional materials; materials are available to parents and at least 50% of parents regularly access the materials
III.D.X.	Software usage and monitoring of students attending	70% of students will earn a CAPE digital tools certification

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

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

EXAMPLES					
E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.X.	Implement process for restricting other bandwidth and/or burst bandwidth speeds during testing windows	September 2017	$X	Sandy Shores High School	II.E.1
III.E.X.	Purchase 100 additional student devices for assessments	February 2017	$X	Sandy Shores High School	II.E.1 and II.E.2

E. **Online Assessment Implementation**					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.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 9/1/2016 the district will purchase 407 desktop computers.	9/1/2016	$311,293*	District	II.B.2
III.E.2.	Pasco County Schools will continue its 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 9/1/2016 the district will purchase 3,635 laptops.*	9/1/2016	$1,045,135*	District	II.B.3
III.E.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 9/1/2016 the district will purchase 2,041 tablets.	9/1/2016	$134,265*	District	II.B.5
III.E.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, the district 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. The number of machines will be over-stated until we can remove them from schools (beginning summer 2017). In subsequent years the number of devices will shrink as old devices are retired.

Number of devices included in this section represents devices purchased since 7/1/2016.

- Because the district is leasing these devices instead of purchasing them, the cost (including interest) in 2016-17 is approximately 39% of this total, or $1,490,694.

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

E. **Online Assessment Implementation**			
Brief description of other activities	**Other funding source**	**Estimated Amount**	**Estimated Completion Date Mo/Year**
Desktop lease	District funds	$42,041	9/1/2016
Laptop lease	District funds	$1,705,179	9/1/2016
Tablet lease	District funds	$684,914	9/1/2016

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.	Review of purchase orders	Devices in place
E.2.		