# K-12 Computer Science Plan for [School District/Nonpublic School]

| Template Instructions  This template is an optional support available to school districts and nonpublic schools as they develop, implement, and revise their required K-12 computer science plans. This process works best when the district assembles a team to engage in the planning process.  To use this template:   * Delete the bracketed text and replace it with your information, including entering your district/nonpublic school name in the title above * Enter in the relevant information in the sections provided or modify the template to meet your needs * Delete instructional information contained in boxes like this box |
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## Vision

| Vision Instructions  Possible considerations when creating your vision may include:   * Why is computer science important? * Why is it important for students to learn computer science? * Who should learn computer science * What are your other district initiatives? * [CS Visions Quiz from CSforAll](https://www.visionsquiz.csforall.org/)   Related considerations (in addition to computer science)   * Media /Digital Literacy * Tech Literacy/Integration * Professional (Soft) Skills |
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**[Enter your District Computer Science Vision here]**

## K-12 Computer Science Pathways

| K-12 Pathways Information and Instructions  [Reimagining CS Pathways from CSTA](https://reimaginingcs.org/)  At the elementary level, pathways move through levels of integration and exposure from providing the minimum knowledge students should have to a specific course in addition to cross-curricular learning.  At the secondary level, pathways move from foundational learning all students should have to specialized learning and career pathways.  While it is acceptable to have one elementary pathway, it is encouraged to have options in all three pathways at the secondary levels.  Insert or delete rows in the tables below as needed to accommodate your needs.  As you work, consider the following:  \**How are you ensuring computer science instruction is equitable and accessible to all of your students?*  *\*Which students are currently experiencing computer science instruction? Who is missing out on computer science instruction?* |
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### Elementary (PK-5/6) Pathway (Foundational Computer Science)

| Basic Exposure | Moderate Exposure | Broad & Deep Exposure |
| --- | --- | --- |
| Specific CS learning (as a special or solitary content area) providing the minimum CS knowledge students should have. | CS integrated into the general classroom – tied to other content areas, providing more in-depth understanding of CS and CS connections to the world. | Independent CS course area providing complex understanding of CS developing CS concepts, career connections, and connections to the world as well as cross-curricular ties to other content areas. |

#### Current vs. Ideal State of CS in Elementary

| Grade Band | Current State of CS | Ideal State of CS |
| --- | --- | --- |
| PK-2 | [Enter the current state of computer science instruction at the PK-2 levels] | [Enter your ideal state of computer science instruction at the PK-2 levels] |
| 3-5/6 | [Enter the current state of computer science instruction at the 3-5/6 levels] | [Enter your ideal state of computer science instruction at the 3-5/6 levels] |

#### Goals and Action Steps to Move from Current toward Ideal State

| Grade Band | Goals (short & mid-term) | Specific Action Steps to Meet Goals | Resources | Point Person |
| --- | --- | --- | --- | --- |
| PK-2 | [Enter short (under 6 months) and mid-term (6-24 months) goals to achieve your ideal CS state.] | [Enter the specific action steps you will take to meet your goals.] | [Enter any resources or contacts that will help you accomplish the action steps and meet your goals.] | [Enter the name of the point person who will ensure the action steps are being completed in order to meet the goals.] |
| 3-5/6 | [Enter short (under 6 months) and mid-term (6-24 months) goals to achieve your ideal CS state.] | [Enter the specific action steps you will take to meet your goals.] | [Enter any resources or contacts that will help you accomplish the action steps and meet your goals.] | [Enter the name of the point person who will ensure the action steps are being completed in order to meet the goals.] |

### Junior High/Middle School (6/7-8) Pathway – Foundational CS laying the groundwork for a CS Career Pathway

| Basic Exposure | Moderate Exposure | Broad & Deep Exposure |
| --- | --- | --- |
| Foundational learning all students should have integrated into content areas. | Basic exposure and develops a deeper understanding of CS concepts and their connections to the world and other content areas (may be a stand-alone course). | Moderate exposure for all students and course/learning options for students who want specialized/more learning beyond. Lays the foundation for career track/pathway. |

#### Current vs. Ideal State of CS in Junior High/Middle School

| Grade Band | Current State of CS | Ideal State of CS |
| --- | --- | --- |
| 6/7 | [Enter the current state of computer science instruction at the 6/7 levels.] | [Enter your ideal state of computer science instruction at the 6/7 levels.] |
| 8 | [Enter the current state of computer science instruction at the 8th grade level.] | [Enter your ideal state of computer science instruction at the 8th grade level.] |

#### Goals and Action Steps to Move from Current toward Ideal State

| Grade Band | Goals (short & mid-term) | Specific Action Steps to Meet Goals | Resources | Point Person |
| --- | --- | --- | --- | --- |
| 6/7 | [Enter short (under 6 months) and mid-term (6-24 months) goals to achieve your ideal CS state.] | [Enter the specific action steps you will take to meet your goals.] | [Enter any resources or contacts that will help you accomplish the action steps and meet your goals.] | [Enter the name of the point person who will ensure the action steps are being completed in order to meet the goals.] |
| 8 | [Enter short (under 6 months) and mid-term (6-24 months) goals to achieve your ideal CS state.] | [Enter the specific action steps you will take to meet your goals.] | [Enter any resources or contacts that will help you accomplish the action steps and meet your goals.] | [Enter the name of the point person who will ensure the action steps are being completed in order to meet the goals.] |

### High School (9-12) Pathway – Foundational CS and Career Pathways

| Basic Exposure | Moderate Exposure | Broad & Deep Exposure |
| --- | --- | --- |
| Foundational Computer Science Course | Foundational and specialized courses for students who want deeper learning. | Career pathways that include preparation for entry level careers (post-HS), mid-level careers (Community College), and senior level careers (4 year + college). |

#### Current vs. Ideal State of CS in High School

| Grade Band | Current State of CS | Ideal State of CS |
| --- | --- | --- |
| 9-10 | [Enter the current state of computer science instruction at the 9-10 levels.] | [Enter your ideal state of computer science instruction at the 9-10 levels.] |
| 11-12 | [Enter the current state of computer science instruction at the 11-12 grade levels.] | [Enter your ideal state of computer science instruction at the 11-12 grade levels.] |

#### Goals and Action Steps to Move from Current toward Ideal State

| Grade Band | Goals (short & mid-term) | Specific Action Steps to Meet Goals | Resources | Point Person |
| --- | --- | --- | --- | --- |
| 9-10 | [Enter short (under 6 months) and mid-term (6-24 months) goals to achieve your ideal CS state.] | [Enter the specific action steps you will take to meet your goals.] | [Enter any resources or contacts that will help you accomplish the action steps and meet your goals.] | [Enter the name of the point person who will ensure the action steps are being completed in order to meet the goals.] |
| 11-12 | [Enter short (under 6 months) and mid-term (6-24 months) goals to achieve your ideal CS state.] | [Enter the specific action steps you will take to meet your goals.] | [Enter any resources or contacts that will help you accomplish the action steps and meet your goals.] | [Enter the name of the point person who will ensure the action steps are being completed in order to meet the goals.] |

## Computer Science Teacher Professional Development

| Teacher Development Information and Instructions  In this section, expand your plan for preparing teachers to meet your implementation goals.  Possible considerations may include:   * New/Incoming teachers * Existing teachers * Learning for the different grade levels * Utilizing teacher leaders * Timeline * Courses/Workshops and Content Providers * Preparing teachers for meeting the specific district, student, and community needs in their CS instruction to include equitable and inclusive CS for all students.   Insert or delete rows in the table below as needed to accommodate your PD plans.  As you work, consider the following:  \**How are you ensuring computer science instruction is equitable and accessible to all of your students?*  *\*Which students are currently experiencing computer science instruction? Who is missing out on computer science instruction?* |
| --- |

| Timeline | Teacher Audience | Content | Provider |
| --- | --- | --- | --- |
| [Enter the timeline for the specific PD offering.] | [Enter the specific teacher audience for the specific PD. This can include new/existing teachers, grade levels, content areas, etc.] | [Enter the specific content that will need to be addressed to prepare teachers to meet your goals and action steps listed above.] | [Enter the content providers you will use for delivery of this learning. Include costs, other needs/considerations associated, and mode of delivery.] |
| [Enter the timeline for the specific PD offering.] | [Enter the specific teacher audience for the specific PD. This can include new/existing teachers, grade levels, content areas, etc.] | [Enter the specific content that will need to be addressed to prepare teachers to meet your goals and action steps listed above.] | [Enter the content providers you will use for delivery of this learning. Include costs, other needs/considerations associated, and mode of delivery.] |
| [Enter the timeline for the specific PD offering.] | [Enter the specific teacher audience for the specific PD. This can include new/existing teachers, grade levels, content areas, etc.] | [Enter the specific content that will need to be addressed to prepare teachers to meet your goals and action steps listed above.] | [Enter the content providers you will use for delivery of this learning. Include costs, other needs/considerations associated, and mode of delivery.] |

## Budget

| Budget Information and Instructions  In this section, plan the budget necessary for meeting your implementation goals  Possible considerations may include:   * Additional staffing * Computing devices * Physical computing devices * Unplugged materials * Curriculum   Insert or delete rows in the table below as needed to accommodate your potential budget. |
| --- |

| Item | Grade Level(s) Impacted | Provider | Cost |
| --- | --- | --- | --- |
| [Enter the specific item(s).] | [Enter the grade levels that will benefit from the budget item.] | [Enter information about where/how items will be purchased.] | [Enter the amount of this budget item. Per unit and total costs are recommended.] |
| [Enter the specific item(s).] | [Enter the grade levels that will benefit from the budget item.] | [Enter information about where/how items will be purchased.] | [Enter the amount of this budget item. Per unit and total costs are recommended.] |

## Computer Science Support and Partners

| Support and Partners Information and Instructions  In this section, plan who (outside of this planning committee) will be necessary to support your implementation plans  Possible considerations for in-district support may include:   * Additional staffing * District-level * Building-level * School counselors, other teachers, librarians, and other staff * Computer science teachers, technology specialists, instructional coaches   Possible considerations for partners may include:   * Community * Business/Industry * Professional learning partners * Higher education * State * National * Other   Insert or delete rows in the table below as needed to accommodate your potential needs. |
| --- |

### In-District Support

| Support Level | Role | Name |
| --- | --- | --- |
| [Enter the level of support individual fulfills.] | [Enter the specific role the individual serves.] | [Enter individual’s name. Contact information may also be useful.] |
| [Enter the level of support individual fulfills.] | [Enter the specific role the individual serves.] | [Enter individual’s name. Contact information may also be useful.] |

### External Partners

| Item | Role | Name |
| --- | --- | --- |
| [Enter the specific item(s).] | [Enter the specific role the individual serves.] | [Enter individual’s name. Contact information may also be useful.] |
| [Enter the specific item(s).] | [Enter the specific role the individual serves.] | [Enter individual’s name. Contact information may also be useful.] |