DIGITAL CLASSROOM PLAN

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Contents

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Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 <u>Walton County Mission and Vision</u>
Mission

The Mission of Walton County School Districts Strategic Plan is to educate the mind to think and reflect, the heart to feel and respond, and the body to act and provide service to others.

In relation to technology, our mission is to create an environment that integrates technology as a part of the educational experience, and provides all learners with skills to access knowledge that will build a foundation for their future.

Vision
The Vision of Walton County School District's Strategic Plan is to be recognized among the top school districts in the state of Florida. We are currently ranked 17th out of 67 districts (2011-2012 data) in the state on student achievement. We are ranked 2nd in the Panhandle Area Educational Consortium (PAEC) out of 14 districts in the Florida Panhandle in Student Achievement. We have recently been selected as one of only five districts statewide to show significant student gains for special needs students. We are proud to be among the top school districts and are continuing to rise in the ranks as we have been designated by the State Board of Education as an Academically High-Performing School District for 6 years.

As we move forward in the digital curriculum and instruction age, we will accomplish this vision by creating a technological environment that allows all learners equal access to interact and collaborate successfully. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration.

1.2 <u>District Profile</u>

Walton County is a sparsely populated district located in the western part of the Florida panhandle, and it is well known for its beautiful beaches on the Gulf of Mexico.

The northern region of the district is rural in nature and is composed primarily of family farms, planted forests, and country homesteads. Historical DeFuniak Springs is the county seat of Walton County and home of the school district office. It is also home to one of only two naturally round spring-fed lakes in the world. Historical Victorian homes line Lake DeFuniak along with the Chautauqua Building, outdoor amphitheater, and the second oldest library in the state of Florida. DeFuniak Springs is served with West DeFuniak Elementary, Maude Saunders Elementary, Walton Middle School, Walton High School, Walton Initiative and the Walton Career Development Center, Walton Learning Center, Walton Academy, and Walton Learn & Serve. Paxton School serves students K-12 providing a hometown atmosphere where everyone is part of the community. The school is the hub of the community where southern charm and hometown pride abounds. The City of

Paxton offers a southern country lifestyle among Magnolia and Live Oak trees lining rolling green acres of rich land. Located west of DeFuniak Springs and close to the Okaloosa County line, Mossy Head provides convenient access for families working in either Walton or Okaloosa County.

The southern portion of the district is divided into two distinct communities – the city of Freeport and the Emerald Coast which boasts a 26 mile stretch of sugar-white sand beaches along the Gulf of Mexico and is home to world-renowned resort communities. The City of Freeport is also rich with history. Freeport was first known as "Genoa" and later "Four Mile Landing" but during the Civil War, Four Mile Landing began to be referred to as "Freeport", literally because there was no charge to dock at the port. The community borders the Choctawhatchee Bay and is infused with many bayous and waterways. The Freeport Community is committed to school spirit holding a homecoming parade through the middle of town and cheering the youth on to victory. Freeport Elementary School, Freeport Middle School, and Freeport High School serve the area. South of the Choctawhatchee Bay is the beautiful Emerald Coast along the Gulf of Mexico with sugar white beaches, cultural and performing arts and new urbanism lifestyle. Bay Elementary School is the oldest school in Walton County. The historic school is on the historical state registry and is surrounded by large, draping live oak trees with Spanish moss and neighbors the historic Eden State Gardens. Along with Bay Elementary, Van R. Butler Elementary, Emerald Coast Middle School, South Walton High School, Seaside Neighborhood School, and Seacoast Collegiate High School serve the students who live along the beautiful beaches of south Walton County.

Walton County is the 11th largest district in Florida encompassing 1,058 square miles with a population density of 52 persons per square mile. The total population is 55,043 of which 87.8% are white, 5.8% black, and 5.3% Hispanic. The majority of the Hispanic and black families live in the north-central portion of the district, in the DeFuniak Springs area. Only in schools in the north-central area do you find a sub-group ethnic population according to the state accountability guidelines.

As a rural and sparse district, Walton County experiences a higher than normal expenditure-per-student due to the costs associated for the replication of services in its small schools. With the district's four separate and distinct regions; north, north-central, south-central and south, the district has constructed and maintained multiple small schools required to equitably serve each region. This results in the duplication of many services (ex., ESE, administration, library media, and food services).

Walton County's student enrollment is slightly less more than 7,700 students. Bus routes extend from the Alabama state line to the Gulf of Mexico, and to the Holmes and Okaloosa County boundary lines. School buses transport approximately 4,800 students to and from school, and travel over 6,800 miles per day - the equivalent of travelling beyond Vancouver, British Columbia and back each day. Annual costs for transportation exceeds the annual calculation designated by Florida Statute and must be supplemented with additional general operating funds.

Despite the sparsity barriers, WCSD has been rated by the Florida Department of Education's Accountability System as an "A" school district for six consecutive years and has maintained its State Board designated as a High Achieving School District status for six consecutive years. WCSD is committed to student achievement believing all children can learn and achieve. In order for students to achieve, every aspect of the school district's operations must be highly effective. Administrators, faculty and staff work together to create an effective team for student success.

Education is the cornerstone of our communities. It produces our most precious resource, employable manpower. Education in Walton County is continually evolving to meet the demands of the workforce as we prepare the youth of today to be tomorrow's leaders.

Demographics for Walton County

According to the 2010 Census for Walton County, Florida and Population Estimate for Walton County

Census April 1, 2010	2010	2011	2012	2013
Total population	55,043	55,728	57,609	59,807
White	48,351			
Black or African American	3,178			
Hispanic or Latino (of any race)	2,921			

1.3 <u>District Team Profile</u>

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Henry Martin	martinh@walton.k12.fl.us 850-892-1100 ext 1511
Curriculum District Contact	Sharie Smith	smiths@walton.k12.fl.us 850-892-1100 ext 1553
Instructional District Contact	Nathan Smith	smithna@walton.k12.fl.us 850-892-1100 ext 1505
Finance District Contact	Debra Noyes	noyesd@walton.k12.fl.us 750-892-1100 ext 1313
District Leadership Contact	Kay Dailey	daileyk@walton.k12.fl.us 850-892-1100 ext 1301

1.4   <u>Planning Process</u>

Walton County School District (WCSD) collaborated with teachers, administrators, charter school contacts, and Panhandle Area Educational Consortium (PAEC) districts in the development of the Digital Classroom Plan. The original plan template was developed by a Technology Plan Update Committee (TPUC) consisting of PAEC member representatives. These member representatives consisted of Technology Information Officers, Curriculum and Instruction representatives, and other interested stakeholders. The TPUC developed guidelines for the development, implementation, monitoring, and evaluation of the WCSD 2014-2018 Digital Classroom Plan. As PAEC districts implemented their Digital Classroom Plans, the TPUC will continue to meet in order to assist in aggregating data to make future adjustments in funds, strategies, and goals determined by the WCSD Digital Classroom Plan.

Once a basic template was determined by the TPUC, WCSD invited public and charter school teachers and administrators to participate in the development of the WCSD Digital Classroom Plan. Input from school level contacts, parent survey results, and school staff survey results were used to determine a focus, strategies, and deliverables for the successful implementation of strategies. The WCSD Technology Department worked jointly with Curriculum and Instruction to survey school hardware and infrastructure needs and set a plan for increasing WCSD's capacity to implement digital curriculum through both changes in instructional practice and appropriately allocated technology resources. Promethean Inc. has partnered with WCSD to provide professional learning modules at a reduced rate. Promethean training will be funded through the Digital Classroom Professional Development Grant offered to RTTT districts. WCSD has also partnered with the School Improvement Network to provide digital professional learning resources through Edivation. Edivation professional learning videos cover content area topics, leadership, digital learning, classroom management, and a host of other education related topics.

WCSD is committed to reaching all learners, regardless of their abilities. Students with disabilities and English language learners (ELL) require accommodations and modifications and our staff is devoted to utilizing flexible ways to present information using a multitude of devices and software applications to meet the needs of all students. As the WCSD Digital Classroom Plan is implemented, Digital Lead Teachers at each school will be communicating regularly through the use of online forums and face-to-face communication to discuss the implementation of digital curriculum and changes needed to meet the needs of all learners, including SWDs, ELL, and students with a 504 plan. Promethean training will focus on integrating technology not only into the core content classroom setting, but also electives and support classes. As testing and teaching practices move toward an online forum, appropriate measures will be taken to ensure that high quality supports and supports required by IEPs are provided to respective students.

The WCSD School Board supports the initiatives and goals set forth in the WCSD Digital Classroom Plan. The WCSD Digital Classroom Plan supports the goals and initiatives outlined in the WCSD

Strategic Plan. A technology committee of teachers, administrators, district personnel, and community members will meet annually to review and update the WCSD Digital Classroom Plan.

1.5 Multi-Tiered System of Supports (MTSS)

WCSD technology team members reviewed data from school grade reports, annual measureable objectives, STAR Enterprise local progress monitoring data, and Technology Integration Matrix results to assist with determining strategies and deliverables aligned with WCSD Strategic Plan goals and initiatives. Goals in the WCSD Digital Classroom Plan are aligned with WCSD Strategic Plan goals. Strategies implemented through the WCSD Digital Classroom Plan will support the WCSD Strategic plan with strategies focused around implementing digital instruction and curriculum.

Through the use of funds acquired through the WCSD Digital Classroom Plan, WCSD will be hiring a Digital Learning Specialist to work directly with up to two pilot schools in developing a Bring Your Own Technology (BYOT) policy during SY2014-15 to implement district wide during SY2015-16. The Digital Learning Specialist will only provide support for the implementation of digital curriculum and instruction. Additionally, each public school will select one highly qualified teacher to serve as a digital curriculum contact. These digital curriculum contacts at each school will be called Digital Lead Teachers. Funds allocated through the WCSD Digital Classroom Plan will provide a supplement for Digital Lead Teachers at each school. These Digital Lead Teachers will work directly with the Digital Learning Specialist to:

1. Determine best teaching practices for implementing a digital curriculum.
2. Develop a repository of digital instructional resources.
3. Develop and provide professional learning regarding digital curriculum to teacher colleagues.
4. Administer, collect, and analyze survey results on the implementation of digital curriculum with teacher colleagues.
5. Analyze progress monitoring data and assist in the modification and revision of the WCSD Digital Classroom Plan.
6. Assist in the development of a Bring Your Own Technology (BYOT) policy.

The Digital Learning Specialist and Digital Lead Teachers will work collaboratively to train administrators and teachers in the use of the Technology Integration Matrix (TIM). The TIM will be used by administrators throughout the school year to collect observation data on the implementation of digital curriculum. Teachers will complete the TIM as a self-assessment three times per year. The results from the teacher self-assessment and the administrative observation will be analyzed to assist in making necessary adjustments to Digital Classroom Plan goals, strategies, and deliverables.

The WCSD Technology Department will conduct annual reviews of technology needs to ensure that appropriate tools have been allocated to each school. As the student and teacher population continues

to increase, necessary adjustments will made to the WCSD Digital Classroom Plan to ensure that adequate hardware and infrastructure is available for all schools.

After year one, additional support will be provided to schools based on the analysis of student data, TIM results, and hardware and infrastructure surveys. Schools will be classified using the following general guidelines:

- **Tier I:** All public schools – all public schools will receive supplements for a Digital Lead Teacher.
- **Tier II:** Based on hardware and infrastructure surveys and student data reviews, schools showing the highest need will receive additional support to acquire the digital tools needed to improve student performance and implement a digital curriculum.
- **Tier III:** Based on Hardware and infrastructure surveys, student data reviews, and TIM results, schools showing the highest need will receive direct support from the Digital Learning Specialist as well as receive support acquiring digital tools needed to improve student performance and implement a digital curriculum.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:
A) Student Performance Outcomes

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved
1.	ELA Student Achievement	66%	72%*	2018**
2.	Math Student Achievement	69%	72%*	2018**
3.	Science Student Achievement	65%	65%*	2018**
4.	ELA Learning Gains	69%	72%*	2018**
5.	Math Learning Gains	72%	75%*	2018**
6.	ELA Learning Gains of the Low 25%	66%	68%*	2018**
7.	Math Learning Gains of the Low 25%	70%	72%*	2018**
8.	Overall, 4-year Graduation Rate	74.5%	84%*	2018**
9.	Acceleration Success Rate	31.2%	34%*	2018**
Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved
1.	SWD Reading Achievement	32%	42%*	2018**
2.	SWD Math Achievement	38%	48%*	2018**

* Target percentages are based on FCAT - these targets will change when Florida Standards Assessments are given and reported to district.

2018** - to align with District Strategic Plan

B. Digital Learning and Technology Infrastructure

Infrastructure Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved
1.	Student to Computer Device Ratio	2.7:1	1.4:1	2018
2.	Count of student instructional desktop computers meeting specifications	873	3000	2018
3.	Count of student instructional mobile computers (laptops) meeting specifications	50	2000	2018
4.	Count of student web-thin client computers meeting specifications	0	0	2015
5.	Count of student large screen tablets meeting specifications	0	200	2015
6.	Percent of schools meeting recommended bandwidth standard	100%	100%	2015
7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	2015
8.	Monitoring software to assist with determining future bandwidth needs	0	1	2015

C. Professional Development

WCSD will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. All training components aligned with Master-In-Service Plan requirements, including: (1) School leadership "look-fors" on quality digital learning processes in the classroom, (2) educator capacity to use available technology, (3) instructional lesson planning using digital resources, (4) student digital learning practices. Master In-Service Plan components can be located at http://www.paec.org/MIP.pdf.

WCSD has established a partnership with Promethean, Inc. to provide professional learning on the implementation of digital curriculum. Promethean, Inc. will provide professional learning for both administrators and teachers to hone the necessary skills for implementing digital curriculum. Required funds for Promethean, Inc. projects will be paid for through the Digital Classroom Professional Development grant available to RTTT districts. Training will include:

- Administrative training on implementing 1:1 digital instruction with a BYOT policy. This training will include best teaching practices in digital curriculum, digital resources, and focus on digital components in the teacher evaluation system for administrative walkthroughs. Information collected through these administrative walkthroughs, including teacher evaluation results, will be used to assist in adjusting necessary components of the WCSD DCP.
- Intermediate teacher training for the use of Whiteboards and associated instructional technology. Intermediate teacher training will focus on the use of ActivInspire software and compatible materials.
- Master teacher training for the use of Whiteboards and associated instructional technology. Master teacher training will focus on the use of ActivInspire software and compatible materials over a rigorous three day training module. Teachers selected for master teacher training will be high performing teachers and digital curriculum enthusiasts. Selected teachers will develop beginning/introductory training for colleagues at their school sites.
- 1:1 device training will be provided to teachers at BYOT pilot schools and the digital learning specialist. Depending upon school request and teacher need, 1:1 device training may be offered to additional schools and teachers during year one of implementation.

In addition, WCSD District will take advantage of the support offered by Learning.com:

- *Getting Started: Foundations of Blended Learning*
  This hands-on workshop will provide an in-depth introduction to the products and tools in the Learning.com platform. Participants will learn how to set up classes, assign content, and become comfortable with the products, platform, and teacher management functions. This session will also provide instructions on how to use My Curriculum tools to create interactive, media-rich content that can be customized in order to engage students and address instructional goals. This workshop series will be offered through PAEC and will include training on Easy Tech, Curriculum Foundry, and Inquiry building tools that were built into the legislative appropriation.

- *Technology in the Classroom: Advanced Implementation and Integration*
  This training will help teachers build strong and supportive implementation plans for true technology integration. Participants will discover proven strategies to incorporate technology into their classroom practice, evaluating their district's technology standards and goals, deciding what curriculum should be introduced and reinforced, and determining how to best implement solutions.

- *Learning.com Assessments: Planning and Administration*
  This workshop is designed for educators who are beginning the 21st Century Skills them. They will learn how to set up assessment events and access and interpret assessment results. Every workshop is aligned to Florida Standards and supports the district curriculum.

- *Learning.com Assessments: Getting the Most Out of Your Data*
  Specifically designed for administrators, this workshop provides guidance and assistance in evaluation and analyzing data from the 21st Century Skills Assessment and WayFind Teacher Survey. Participants will learn how to utilize the Learning.com platform resources to address student needs and prepare for Florida Standards assessments, as well as provide targeted professional development for teachers.

- *Family Engagement: The Home and School Connection*
  This workshop is ideal for districts interested in promoting a home and school connection that emphasizes online safety. Teachers will learn how to involve families with the Learning.com solutions and curriculum, create opportunities for families to integrate technology at home, such as implementing a family technology night, and strategize ways to involve families in their child's education.

- *Mapping the Curriculum*
  In this workshop, participants develop sequenced and district-aligned units that incorporate a variety of resources. Participants utilize the curriculum tool to combine Learning.com products, teacher-created curriculum items, and other district resources into units that can be shared with all teachers for district-wide consistency.

The delivery of the professional development will be offered in several modalities including face-to-face workshops, electronic interactive, electronic non-interactive, study group/learning community, action research, and independent study. Participants will implement the content learned during the delivery in the following way(s):

- structured mentor/coaching program
- results from action research
- collaborative planning related to training
- creation of a product related to training
- study group participation
- electronic interactive
- electronic non-interactive

WCSD will use funds allocated through the WCSD Digital Classroom Plan to hire a Digital Learning Specialist. This Digital Learning Specialist will be classified as a Teacher on Special Assignment and earn a salary according to the Walton County School Board approved salary schedule as a 10+1 teacher employee. The Digital Learning Specialist will focus on the implementation of digital curriculum and instruction. Job duties of the Digital Learning Specialist will include:

1. Assist BYOT pilot schools with the development, implementation, and modification of a BYOT policy.
2. Support the development and establishment of a BYOT policy through Walton County School Board approval.

3. Design, deliver, monitor, and support digital curriculum professional learning for all district schools.
4. Model lessons in classrooms to research, establish, and demonstrate best teaching practices in digital curriculum.
5. Collaborate with Digital Lead Teachers.

Each school district public school will also choose a high performing expert teacher to serve as a Digital Lead Teacher; selected teachers will earn a supplement funded through the WCSD Digital Classroom Plan. Digital Lead Teachers will work collaboratively with the Digital Learning Specialist to:

1. Determine best teaching practices for implementing a digital curriculum.
2. Develop a repository of digital instructional resources.
3. Develop and provide professional learning regarding digital curriculum to teacher colleagues.
4. Administer, collect, and analyze survey results on the implementation of digital curriculum with teacher colleagues.
5. Analyze progress monitoring data and assist in the modification and revision of the WCSD Digital Classroom Plan.
6. Assist in the development of a Bring Your Own Technology (BYOT) policy.

Currently, WCSD teacher digital curriculum implementation reflects the following values on the TIM.

Entry Level	37 %
Adoption Level	19 %
Adaptation Level	27 %
Infusion Level	12 %
Transformation Level	5 %
Total	100%

Professional Development Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved
1. Average Teacher technology integration via the TIM	Entry	Adaptation	2016
2. Average Teacher technology integration via the TIM (Elementary Schools)	Entry	Adaptation	2016
3. Average Teacher technology integration via the TIM (Middle Schools)	Entry	Adaptation	2016
4. Average Teacher technology integration via the TIM (High Schools)	Entry	Adaptation	2016
5. Average Teacher technology integration via the TIM (Combination Schools)	Adaptation	Infusion	2016
Professional Development Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved**
6. Increase the level of technology integration in all subject areas to promote higher level thinking skills for all students	12% Infusion Level on TIM	30% Infusion	2016

D. Digital Tools

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially Implemented	Will work to Implement and employ	2018
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially Implemented	Will work to Implement and employ	2018
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Will work to Implement and employ	2018
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented	Will continue to support and employ in classrooms	2018
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 activities and progress.	Fully implemented	Will continue to support and employ in classrooms	2018
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.	Partially Implemented	Will work to Implement and employ	2018
7.	Implementation status of a system that houses documents, videos, and information	Partially Implemente	Will work to Implement	2018

	for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	d	and employ2018	
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.	No system in place	Will work to Implement and employ	2018
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Will continue to support and employ in classrooms	2018

Digital Tools Needs Analysis (District Provided)	Baseline	Target	Date for Target to be Achieved
10. Single Sign-On Portal to increase efficient use of digital resources for the implementation of digital curriculum, devices, and the BYOT policy	No SSO Portal	Implemented SSO Portal	2015
11. Testing platform (Eduphoria) to assist in developing items, developing end of course exams, administering end of course exams, and collecting exam results.	No system in place	Will work to Implement and employ	2015

E.Online Assessments

Online Assessments Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved
1. Computer-Based Assessment Certification Tool completion rate for schools in the	100%	100%	2015

	district (Spring 2014)			
2.	Computers/devices required for assessments (based on schedule constraints)	923	2000	2018
	Online Assessments Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved**
1.	Scanners to assist with aggregating end of course assessment results for all courses K-12.	0	13	2015

STEP 2 – Goal Setting:

1. Develop and implement a Bring Your Own Technology policy to assist with providing 1:1 digital instruction and support full implementation of computer-based assessments.

WCSD will be selecting up to two pilot schools to assist with developing a BYOT policy. These pilot schools will be the best reflection of the average student demographics in WCSD. Teams of teachers at each pilot school will collaborate with district personnel to develop a prototype BYOT policy that will be implemented at each pilot school with the support resources and personnel funded through the WCSD Digital Classroom Plan.

In order to support pilot schools in the development, implementation, revision, and Walton County School Board adoption of a BYOT policy, WCSD will use funds allocated through the WCSD Digital Classroom Plan to hire a Digital Learning Specialist. This Digital Learning Specialist will be classified as a Teacher on Special Assignment and earn a salary according to the Walton County School Board approved salary schedule as a 10+1 teacher employee. The Digital Learning Specialist will focus on the implementation of digital curriculum and instruction. Job duties of the Digital Learning Specialist will include:

6. Assist BYOT pilot schools with the development, implementation, and modification of a BYOT policy.
7. Support the development and establishment of a BYOT policy through Walton County School Board approval.
8. Design, deliver, monitor, and support digital curriculum professional learning for all district schools.
9. Model lessons in classrooms to research, establish, and demonstrate best teaching practices in digital curriculum.
10. Collaborate with Digital Lead Teachers.

Each school district public school will also choose a high performing expert teacher to serve as a Digital Lead Teacher; selected teachers will earn a supplement funded through the WCSD Digital Classroom Plan. Digital Lead Teachers will work collaboratively with the Digital Learning Specialist to:

7. Determine best teaching practices for implementing a digital curriculum.
8. Develop a repository of digital instructional resources.
9. Develop and provide professional learning regarding digital curriculum to teacher colleagues.
10. Administer, collect, and analyze survey results on the implementation of digital curriculum with teacher colleagues.
11. Analyze progress monitoring data and assist in the modification and revision of the WCSD Digital Classroom Plan.
12. Assist in the development of a Bring Your Own Technology (BYOT) policy.

SY2014-15 will serve as a BYOT development year. WCSD aims to support full implementation of a BYOT by SY2015-16.

Goals 2 – 4 are goals from the District Strategic Plan and are supported by the priorities approved by the State Board of Education that are aligned with VPK students, K-12 students in the public school system, teachers and leaders, school choice, and postsecondary students.

2. Highest Student Achievement – Increase achievement for each child by ensuring access to rigorous programs, addressing diverse educational needs, and providing access to technology

3. Standards-Based Curriculum and Instruction – Implement a comprehensive curriculum driven by Florida Standards and other standards established by the State of Florida

4. Quality, Equitable, Efficient Services – Maintain high levels of effectiveness, efficiency, and equity in our operations to support student achievement.

Walton County School District

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
BYOT Policy	Up to two pilot schools will be selected based on analysis of student achievement results, TIM results, and technology infrastructure surveys	- Development of BYOT Policy - Analysis of TIM results	2015
BYOT Policy	Hire a Digital Learning Specialist to support the two pilot schools in developing a BYOT policy	- Development of BYOT policy - Use TIM to monitor the implementation of digital curriculum in all classrooms	2014-2015 and ongoing
BYOT Policy	Selecting Digital Lead Teachers at all schools	Use TIM to monitor the implementation of digital curriculum in all classrooms	2014-2015 and ongoing
Highest Student Achievement	Purchasing devices for pilot schools	Analysis of TIM progress monitoring	2015
Highest Student Achievement	Provide student and staff training for the use of technology hardware, software, and applications*	- Review and monitor class schedules to ensure students are schedule in technology classrooms - Monitor the success of students in technology courses - Observe teachers in the classroom providing digital instructional as a follow up to technology training	2014-2015 and ongoing

Highest Student Achievement	Align federal funds and grant opportunities to increase achievement of ALL students at all levels (Including Students with Disabilities (SWD), English Language Learners (ELL), Gifted and Talented, and the Economically Disadvantaged (ED)) by ensuring access to rigorous programs, addressing diverse educational needs, and providing access to technology*	• Use surveys to monitor the use and level of proficiency of students and teachers in using 21st Century technology and digital curriculum* • Master plans are evaluated and modified to meet changing conditions including safety, energy conservation, transportation, physical education, and technology*	2014-2015 and ongoing
Standards-Based Curriculum and Instruction	Provide 21st Century digital equipment and resources for every classroom and student to serve multiple functions, including alignment of technologies to support Florida Standards and to build capacity for computer-based testing*	• Infrastructure is adequate to provide digital curriculum, assessment and internet access for research and learning*	May 2016 and ongoing
Standards-Based Curriculum and Instruction	Survey and inventory technological resources in all facilities*	• Adequate technology software and hardware is available to ensure all classrooms are 21st Century ready*	2014-2015 and ongoing
Standards-Based Curriculum and Instruction	Create a standard model for technology equipment, capacity, and sustainability that guides school-based decisions*	• Adequate technology support and staff are available to allow teachers optimal use of technology in the classroom*	2015-2016

Standards-Based Curriculum and Instruction	Increase the capacity for online student assessment*	• District policy and procedures allow for the use of digital technology, bring-your-own-device, and social media use* • The technology committee continues to evaluate various technological equipment and incorporate in classrooms*	2014-2015 and ongoing
Quality, Equitable, Efficient Services	Leverage technology to efficiently provide service, drive decision-making, and implement solutions for 21st Century learning*	• Teachers effectively use approved instructional materials and classroom technology to improve instruction, provide targeted individualized student instruction, and maximize productivity • Continue to provide 21st Century Technology training and equipment installation in classrooms*	2014-2015 and ongoing

*Indicates strategies and measurements located within WCSD Strategic Plan.

Part III. DIGITAL CLASSROOMS PLAN – ALLOCATION PROPOSAL

Outlined below are specific deliverables to be implemented in the current year that are funded from the DCP Allocation. The exact funds available to the district have not been determined at this time due to lack of commitment by one charter school and the email response to our question stating all allocations would be recalculated based on October FTE. [Digital Learning [DigitalLearning@fldoe.org]] Hi, you should use the upcoming October survey calculations. The digital classrooms allocation will be updated during 2014-15 using 2014-15 fte from the October and February surveys.

The five components included are:
A). Student Performance Outcomes
B.) Digital Learning and Technology Infrastructure
C.) Digital Tools
D.) Online Assessments

A. Student Performance Outcomes

Student Performance Outcomes		Baseline	Target[t]
1.	Increase student engagement by increasing teacher ability to engage students during daily classroom instruction using digital devices – This measure will be based on average teacher evaluation rating in respective indicators.	Effective	Highly Effective
2.	Increase reading performance of students with disabilities district-wide.	32%	35%
3.	Increase attendance rate district-wide by increasing student engagement through the use of technology.	96%	98%
4.	Increase writing performance district-wide through the implementation of digital tools.	56%	60%

B. Digital Learning and Technology Infrastructure

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.	Monitoring software to measure bandwidth usage throughout the school district.	2015	$40,000	District	All
B.2.	Digital devices for student use during instruction and activities	2015	$50,000	District	All
B.3.	Bluetooth keyboard for use with digital device and charging stations	2015	$20,000	District	All
B.4.	Earbuds for tablet use	2015	$7,200	District	All
B.5.	Protective covers for devices	2015	$6,000	District	All

Brief Description of Other Activities	Other Funding Source
Purchase of desktop and laptop computers for use with assessment and instruction	Capital funds
Purchase of additional bandwidth based on progress monitoring of bandwidth use after implementing monitoring software	Capital funds

Additional tablets for instruction and assessment	Capital funds

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	**Monitoring and Evaluation and Process(es)**	**Success Criteria**
B.1.	• Analysis of monitoring software and diagnosis of bandwidth needs – monitoring software reports	• Funded, installed, and utilized to monitor bandwidth usage
B.2.	• Analysis of TIM results at pilot schools • Successful implementation at pilot schools	• Development of BYOT policy • Adaptation technology implementation according to TIM
B.3.	• Analysis of TIM results at pilot schools • Successful implementation at pilot schools	• Development of BYOT policy • Adaptation technology implementation according to TIM
B.4.	• Analysis of TIM results at pilot schools • Successful implementation at pilot schools	• Development of BYOT policy • Adaptation technology implementation according to TIM
B.5.	• Analysis of TIM results at pilot schools • Successful implementation at pilot schools	• Development of BYOT policy • Adaptation technology implementation according to TIM

C. Professional Development

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School / District	Outcome from Section A)
C.1.	Hire Digital Learning Specialist	2015	$60,000	District	All
C.2.	Select Digital Lead teachers at each public school	2015	$23,010	District	All
C.3.	Implement professional learning from learning.com	2015	$15,000	District	1, 3

Brief Description of Other Activities	Other Funding Source
Professional development implemented for the development of a BYOT through Promethean Inc.	Digital Classroom Professional Development grant available to RTTT Districts

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	• Develop BYOT policy with pilot schools • Analysis of TIM results at pilot schools • Analysis of student data on state standardized assessments	• School Board approval of a BYOT policy • Digital curriculum implementation increased to "adaptation" on average, according to TIM • Non-proficient student percentage decreases by 10%
C.2.	• Analysis of TIM results at all district schools • Analysis of student data on state standardized assessments	• Digital curriculum implementation increased to "adaptation" on average, according to TIM • Non-proficient student percentage decreases by 10%

C.3.	• Analysis of TIM results at all district schools • Analysis of student data on state standardized assessments	• Non-proficient student percentage decreases by 10% • Digital curriculum implementation increased to "adaptation" on average, according to TIM

D. Digital Tools

Digital Tools Implementation

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Purchase of Single Sign-On Portal software to increase efficiency with use of digital resources	2015	$60,000	District	All
D.2.	Purchase of Eduphoria to assist with developing assessment items, administering assessments, and aggregating assessment results	2015	$7,000	District	2, 4

Brief description of other activities	**Other funding source**
Maintain BaselineEdge software to warehouse student data, develop student interventions, complete teacher evaluations, and monitor the school improvement process	Supplemental academic instruction funds
Maintain professional development system (ePDC) through PAEC	Local professional development funds
Maintain use of the Focus student information system	Local funds

Digital Tools Evaluation and Success Criteria

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	• Analyze portal reports to determine average usage of digital resources across schools	• All devices are able to access district resources for the BYOT policy
D.2.	• Use of Eduphoria for implementation of end of course assessments	• End of course assessments are upload to Eduphoria and administered through Eduphoria at the end of each year and as progress monitoring throughout each year

E. Online Assessments

Online Assessment Implementation

Walton County School District

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase of Scantron scanners to assist with aggregating end of course assessment results	2015	$10,000	District	2, 4

Brief description of other activities	Other funding source
Purchase of computer devices meeting testing specifications	Capital funds

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	• Implementation of end of course assessments	• End of course assessments implemented and all associated data collected into a central data warehouse for analysis.