WASHINGTON COUNTY SCHOOL DISTRICT

DIGITAL CLASSROOM PLAN

Innovation in Education

Board Approval Date:

10/30/2014

Revision 1.1, Date: 10/30/2014

Washington County School District continues to push forward to provide the technology needed by the students of their district. Their proactive approach has placed them in the forefront of infrastructure technology compared to districts of their size, but they need continued support and funding to continue their mission

Revisions

#	Author	Date	Description
0.1	B. Dawson	10/13/2014	Original incorporation of curriculum, ESE, and performance measures.
0.2	S. Coppedge	10/20/2014	Incorporation of Technology, Infrastructure, & 5 year plans. Edits. Sent for committee evaluation.
1.0	S. Coppedge	10/23/2014	Draft sent to board for approval.
1.1	S. Coppedge	10/30/2014	Included plans for vendor evaluations and quotes. Approved by Board.

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INTRODUCTION

The intent of the Washington County School District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation to digital learning implementation, the improvement of student performance outcomes, and how this progress 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.

PART I. DIGITAL CLASSROOMS PLAN - OVERVIEW

DISTRICT MISSION AND VISION STATEMENTS

The mission of the Washington County School District is to empower all students to become well educated, productive citizens by providing appropriate, high quality, and rigorous educational programs in a safe learning environment.

The vision of the Washington County School District is for all schools to be recognized as high performing schools of excellence.

We will accomplish our mission and vision by creating an environment that provides students and staff with not only technological tools that will allow them to be successful, but equip them with lifelong learning skills. Washington County School District has identified nine (9) long-term goals for integrating technology into all aspects of the educational system. These goals will guide the technology planning process and the implementation of the DCP during the 5-year duration of this plan.

These goals are:

1. Increase access to technology for students and staff.
2. Integrate technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards).
3. Integrate technology to automate department paperwork, workflows, and processes across the district.
4. Provide ongoing staff development for the implementation and use of technology.
5. Provide ongoing communication with and between the Board, other administration, teachers, staff, students, parents, and the community.
6. Establish district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance.

7. Identify the resources necessary to implement the DCP.

8. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.

9. Address availability of security for the district infrastructure.

Washington County School District's Strategic Plan. The core strategies of the strategic plan include and correlate to the technology plan as indicated:

- Ensure conditions which provide optimal learning for every student and staff.
- Provide relevant curriculum with a high quality standards-based instructional program.
- Utilize student achievement data to make curriculum decisions.
- High quality staff which correlates to the professional development component of the plan.
- Safe and healthy learning environment which correlates to the infrastructure, hardware, technical support, and software component of the plan.
- Managing fiscal resources which correlate to the funding and budget component of the plan.
- Effective communication and outreach which correlates to effective collaboration strategies and monitoring and evaluation components of the plan.

Washington County School District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:

- Prepare students to become competent lifelong learners.
- Improve student critical thinking, problem solving and decision making skills.
- Help students work ethically, independently, and collaboratively within a global environment.
- Enhance the learning environment to meet curricular needs across all subjects and grade levels.
- Improve equity of access to information, learning tools, and communications for all members of the learning community.
- Improve instructional strategies to increase student achievement regardless of ethnicity, socioeconomic status, learning styles, or abilities.
- Accurately and efficiently assess, monitor, and communicate student progress.
- Improve communications among parents, students, teachers, and community.
- Provide teachers with consistent and high quality professional development opportunities that will allow them to become highly skilled at integrating technology into their curriculum.

Our vision of technology is guided by our mission statement and articulates Washington County School District's purpose and function as related to technology:

- Make technology a part of learning activities: Technology is most effective when integrated as one component into learning environments and used as a tool for active construction of knowledge and skills by students. It should promote higher levels of critical and creative thinking and problem solving. In addition, computer devices need to be in classrooms and other locations where students and teachers have easy access throughout the day.

- Provide ongoing staff and curriculum development: Intensive staff and curriculum development are critical to realize the potential of new learning technologies. An ongoing update of technology plans and staff skills will be needed.

- Promote the location and use of information to solve problems: Effective use of and improved access to technology are factors in the rapid expansion of knowledge today. Therefore, the ability to find and use information to solve meaningful problems is an essential outcome of education for today and tomorrow. Technology will enable schools, teachers, parents, and citizens to change toward helping people "learn how to learn" on a life-long basis.

- Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia provides assistance to learn with individual styles and paces customized to our needs. It allows us to present and understand information using text, images, and sound to overcome traditional learning difficulties.

- Facilitate communication and teamwork: Computer and online networks can facilitate student, teacher, and family communication and promote teamwork through voicemail, electronic mail, electronic bulletin board systems, file-sharing, and database sharing.

To achieve our vision for technology, we will focus on several projects:

- Student computing – We will ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs, to ensure access to information, increased collaboration, and multiple forms of student expression of learning.

- Staff computing – We will provide all staff with the appropriate technology needed for high quality planning, instruction, and data use, as well as collaborative learning, including mobile computing for teachers and school administrators.

- School learning spaces – We will create learning spaces that work for individual, small group, and large group instruction, and equip them with the right technology for collaborative projects and creative problem solving.

- Networks and servers – We will upgrade our networks and servers so that students and staff can access resources when and where they need them.

- Student information/data system – We will continue to improve access to the student data systems to help students and staff tailor learning based on students' strengths and needs.

- Professional learning for staff – We will implement ongoing, relevant, and collaborative professional learning for staff around instructional technology.

The plan includes deliberate preparation, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over five years, we can learn from each other and from emerging best practices, build on our successes, spread out up-front costs, and address key challenges that arise. We will also track implementation metrics so we know how the plan is serving our students, staff, and families. Thoughtful and innovative use of technology is a key tool for our district as we stay focused on providing the very best instruction to every student.

We will also use previous technology projects that have been implemented in the district and apply the lessons learned. This will help decrease costs.

DISTRICT PROFILE

Washington County is located in the central panhandle of Florida approximately 80 miles west of Tallahassee, Florida. It is a large county geographically, covering over 582 square miles. The land mass is so sizeable that there are outlying areas which still do not have access to adequate internet services. The population of Washington County was 24,896 as of the 2010 U.S. Census with an average population of 43 people per square mile. This will be a decrease of 272 individuals based on the July 1, 2013 Census results of 24,624. The average per capita income for the county is approximately $18, 382.00 with over 20% of the county residents living below the poverty level.

The county is mostly rural in nature with large areas of undeveloped land throughout the district. The county has five incorporated cities within its borders including Caryville, Chipley, Ebro, Vernon, and Wausau. The city of Chipley is the county seat and has a population of around 3,580 people with Vernon being the second largest municipality with a population of about 800. The racial make-up of the county shows that 80.3% of the people

are white, 15.7% are black, 1.3% are American Indian or Alaska Native, and 3.3% are of Hispanic origin. In terms of age, 5.2% are under the age of five, 20.6% are under the age of 18, and 16.4% are over the age of 65. Over 79% of county residents over the age of 25 have a high school diploma and 12.3% of these people have bachelor's degrees or higher.

The majority of employment opportunities and jobs within the county are centered on four main types of industry or activities. These are agricultural endeavors (farming, timber industry, and agricultural related jobs), governmental agencies (school system, Department of Transportation, Department of Corrections), manufacturing and production, and locally owned and operated businesses. In addition, many county residents are employed in service industry related jobs as an extension of the tourism industry in the neighboring counties of Bay and Walton.

The Florida Department of Corrections is the largest employer in the county with a workforce of about 610 people. The Department of Corrections facility is located in Greenhead, Florida, which is in the south end of the county. This facility includes a main unit and a unit that serves as the intake reception center for the north Florida area for all inmates being processed into the correctional system.

The Washington County School District is the second largest employer in the county with approximately 570 employees. This includes people who work in the Pre-K-12 programs and those people who are employed at the Washington-Holmes Technical Center. It also includes those individuals working in contracted programs through the Department of Juvenile Justice and at the Panhandle Area Educational Consortium (PAEC), for which Washington County is the fiscal agent.

The Department of Transportation also employs a large number of people with a workforce of over 320 people. Many of these are jobs that require college degrees in engineering, planning, or similar areas. There are also a number of private engineering firms within the county that work closely with the Department of Transportation providing engineering and consultant services for DOT projects.

West Point-Home Company was the largest non-governmental employer in the county with over 255 people presently employed. Due to economics, West Point-Home Company has downsized tremendously. The company produces textiles such as sheets, comforts, pillow shams, and other similar bedding items. In addition to this company, there are about 375 locally owned and operated small businesses in the county that provide employment opportunities for Washington County residents. Economics has also taking an effect on the small businesses in the county.

For the past two years, the district has seen a decline in student population which is basically due to families leaving the area to find work. The Washington County School

District had 3304 students enrolled in October 2013. In October 2012, the student population was 3380 which shows a drop in student population of 76 students. This trend of declining enrollment has been apparent over the last several years with enrollment dropping from about 3550 in 2007-08 to the present enrollment of 3304, a decline of about 250 students. Today, there is still a decline in student population for Washington County. One of the factors in this decline in student population has been the economic conditions of this area, as well as within the state and nation. Many of the withdrawal codes for students indicate they are moving out of the state of Florida as their parents or guardians seek better employment opportunities.

DISTRICT TEAM PROFILE

Title/Role	Name:	Email/Phone:
Information Technology District Contact	Sandra Coppedge	Sandra.Coppedge@wcsdschools.com
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Instructional District Contact	Gail Riley	Gail.Riley@wcsdschools.com
Finance District Contact	Lucy Carmichael	Lucy.Carmichael@wcsdschools.com
District Leadership Contact	Bill Lee	Bill.Lee@wcsdschools.com
Director of ESE Services	Elizabeth Arnold	Beth.Arnold@wcsdschools.com

EVALUATION

Washington County School District's voluntary technology advisory committee will work with the district to discuss the district plans, needs, make recommendations, and to evaluate the DCP. The committee consists of local citizens who have a technology and/or education background including representatives from schools at varying levels (i.e. administrator of a high school, media specialist at a middle school, etc.).

The evaluation process will also consist of evaluating and using the products that are chosen for the district. For example, software will be used as a trial before purchasing to ensure viability for our district. Another example is requesting a sample device for a 30 day trial period. Currently, our district has sampled several computer devices in anticipation of a device purchase for students.

The evaluation process will end by attaining quotes from trusted vendors in order to gauge budget and quantity. For example, for purchasing of devices, preliminary quotes will be attained. Once the DCP is approved and monies are received, the final Request for Proposal process will be followed, unless the purchase can be made through PAEC Cooperative State Purchasing program or a state purchasing contract.

PLANNING PROCESS

The technology plan update committee developed guidelines for the development, implementation, monitoring and evaluation of the Washington County School District 2014-2019 Technology Plan. The committee also assisted in the implementation of the activities described in the objectives. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all content areas.

Each school in the district has a school advisory council that assists in planning, monitoring, and evaluating each schools school improvement plan for the school year. Parental input is crucial and very important in promoting student academic achievement within the district. Both elementary schools in the district also rely on their Parent/Teacher Organization for that parent input for the school improvement.

The District's Governing Board supports the educational technology goals that provide guidance in addressing the district's technology needs. The plan also provides a clear focus to enhance the district's curricular program and improve school community technology skills needed to effectively implement the use of technology in the classroom, computer labs, and/or library media centers. Technology curricular goals are included in each school site's plan for student achievement.

Washington County School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff is devoted to utilizing flexible ways to present information such as digital books, text-to-speech applications, and specialized software. They also provide students with various ways to express themselves in order to increase active engagement in different settings and situations. In addition, assistive technology devices are available for students with disabilities to participate, communicate, and learn more effectively in the classroom. An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The district employs a variety of assistive technology devices to augment, supplement and compliment the educational process for students with special needs. Child Study Teams and IEP Teams will identify assistive technology needs on a case-by-case basis, and teachers have access to a laptop or desktop computer in the classroom, which in many cases is connected to an interactive board. All computers have the ability to activate the "Accessibility Options" built in to the Microsoft operating system. On the higher-grade levels, students have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. Some of the most common hardware assistive technologies that you will find in the classroom include: I-Pads, Touch screen displays, FM Systems, etc.

Washington County's Federal programs play an integral part in supporting the needs and learning of all students within the district. The programs have been able to provide some of the technological needs of the schools, but it has not been sufficient enough to meet the requirements set by the state.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Student achievement data is essential to successful problem solving. The frequency of data collection and the kind of data collected will vary according to the type of problem, the severity of the problem and the tools available. There are four major categories of student achievement data that will be collected and reviewed:

- School-wide data that indicates the progress of students in similar interventions;
- Baseline data that compares the targeted student's current level of functioning to performance standards and/or the performance of his peers;
- Progress monitoring data that tells us the targeted student's rate of learning;
- Diagnostic information that will provide information about specific skill acquisition and serve to answer the "why" question in relation to the targeted student's difficulty.

Teams are coordinated by the Guidance Counselor. Teams include the administration, teachers of the team, the Speech Language Therapist an ESE teacher, additional professionals as needed, and the parent. Parents are invited to attend meetings. Documentation of the meeting is shared with the parent when the parent is unable to attend. In addition, the teacher shares more frequent updates with the parents.

The team will the review student information (progress monitoring, cumulative file, developmental history, attendance history, behavior history) and use it to plan an individually-designed intervention, or to review progress monitoring from individually-designed intervention to determine if referral is appropriate. Data is monitored on a daily basis by student's teacher and recorded on intervention documentation worksheet. Progress monitoring meetings are conducted every 4-6 weeks per grade level.

PART II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – NEED ANALYSIS

One of the primary reasons for developing the DCP is to find ways to effectively integrate technology into the curriculum. We believe that technology should promote higher- level learning, problem solving, critical thinking skills, and collaboration across all curricular areas. As a parallel development, Washington County School District is continuing to refine the use of online assessment repositories and district assessments.

We will continue to raise the level of technology integration in the learning experience for all students. Teachers must become more comfortable using technology to support student learning in the classroom. We want to see a measurable impact of technology on student achievement.

Students should become a well-rounded learner because of their interaction with classroom technology. Teachers should be using technology tools to assist them in making good instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus. The DCP will address how the district's technology effort will continue to support the curricular needs of students over the next five years – encompassing the 2014-2015 school year through the 2018-2019 school year.

Planning for high performance learning begins by focusing on student learning. The Florida Standards and NGSSS curriculum standards need to be aligned with student technology standards. As we continue the process of using standards-based instruction and aligning technology standards, the district will be better prepared to plan for staff development and infrastructure management.

Our curriculum goals are divided into four areas:

- Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of all subject areas.
- Use assessment data to guide student learning activities and lesson plan development for all classrooms.
- Identify appropriate software and courseware to support the instructional program of the entire district.
- Continue to increase student achievement in all subject areas.

Washington County School District teachers use data on student academic performance to inform instructional decisions in their classrooms. For currently, teachers are using Focus and Performance Matters to track data in their classrooms, in addition to generating reports

and monitoring student achievement. The district collects performance data on students continuously over the course of the school year. Many teachers also use the Performance Matters test item banks to generate classroom developed assessments to further monitor students' progress.

All schools have access to the following software: FOCUS, Performance Matters, Discovery Education Assessment, Single Sign-on (PMRN, IBTP, CPALMS), and Teachscape. In addition to the program titles listed, every school has a myriad of digital resources that are part of the instructional materials adoptions that have taken place over the past several years. These resources include: Microsoft, Textbook resources, School in Sites, etc.

Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	ELA Student Achievement	56%	90%	2016
2.	Math Student Achievement	55%	90%	2016
3.	Science Student Achievement	59%	90%	2016
4.	ELA Learning Gains	63%	90%	2016
5.	Math Learning Gains	66%	90%	2016
6.	ELA Learning Gains of the Low 25%	63%	90%	2016
7.	Math Learning Gains of the Low 25%	65%	90%	2016
8.	Overall, 4-year Graduation Rate	71%	90%	2016
9.	Acceleration Success Rate	168 pts.	200 pts	2016
10.	District Total School Grade Points	482	587	2016
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Subject Area Exams	TBA-2015	TBA-2015	TBA-2015

QUALITY EFFICIENT SERVICES

TECHNOLOGY INFRASTRUCTURE

Infrastructure Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Student to Computer Device Ratio	8	1	2019
2.	Count of student instructional desktop computers meeting specifications	224	700	2019

3.	Count of student instructional mobile computers (laptops) meeting specifications	193	2770	2019
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	0	30	2019
6.	Percent of schools meeting recommended bandwidth standard	0	100%	2019
7.	Percent of wireless classrooms (802.11n or higher)	65%	100%	2019
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
8.	Percent of wireless non-instructional rooms (802.11n or higher, Administration buildings, cafeterias, gyms, sports complexes, bus	30%	90%	2019
9.	Managed GB Switches in all communication closets.	75%	100%	2019
10.	Upgrade cabling to standard. (Currently 5e minimum).	50%	100%	2019

SKILLED WORKFORCE AND ECONOMIC DEVELOPMENT

PROFESSIONAL DEVELOPMENT

Washington County School District will work to provide instructional personnel and staff with access to opportunities and training to assist with the integration of technology into classroom teaching. Master In-service Plan components include the following and can be located at: www.paec.org

- Technology in the Classroom/Digital Curriculum - COMPONENT NUMBER**:** 3-408-001 or 3-100-002 (ESE)
- Technology Applications Strategies-COMPONENT NUMBER: 3-003-001
- Assistive Technology in the Classroom-COMPONENT NUMBER: 3-100-001
- PDA Technology for Student Success: An Introduction-COMPONENT NUMBER: 3-100003
- PDA Technology for Student Success: Assistive Technology-COMPONENT NUMBER: 3-100-004

The Bureau of Standards and Instructional Support will assist our efforts to develop well-integrated educational technology. District-level professional development on a wide range of topics will be included:

- Effective instructional design and associated software
- Software and hardware to support individualized instruction
- Integration of classroom instruction with resources from the Local Instructional Improvement Systems (LIIS)

Professional development will be available in person at the regional, consortium, and district levels, by synchronous video-conferencing, or by asynchronous broadcast via web or U-Stream.

In addition, Washington County School 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.

Additional services available directly from Learning.com at an additional fee include:

- *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.

Grant Elements	Summary	PAEC Supports
1. Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM)	Use TIM to grow implementation of digital content through training, evaluation, and expert conversations (#4).	NEW: Professional Learning for teachers and leaders on the matrix and coordination of expert conversations
2. Revise PAEC Master In-service Plan (MIP) Components Supporting Digital Learning by correlating components to the ISTE Technology Standards for Administrators, Teachers and Students	Develop MIP Components that provide for a cohesive, systematic plan for digital learning professional development	CURRENT: Technology Advisory Council Digital Learning Committee NEW: ISTE Correlated MIP for inclusion in Digital Classrooms plan
3. Technology Tips and Tools: Digital Learning Support Resources	Create and maintain system for sharing web-based learning resources.	CURRENT: Intel Courses, Digital Content Conversation Networking and best practices from various state and national groups that focus on digital Classrooms
4. Professional development aligned with: • Developing Digital Content • Employing technology in the Content Areas • Educational technology leadership and management	Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessments	CURRENT: Intel, CPALMS NEW: Facilitate PD free and available from various online sources. i.e. ISTE, CAST, COSN Leadership training on supervision of the development and implementation of digital instruction

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

District Assessment of Current Technology Integration

Entry Level	100%
Adoption Level	0%
Adaptation Level	0%
Infusion Level	0%
Transformation Level	0%
Total	100%

Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Average Teacher technology integration via the TIM	0	100%	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	0	100%	2019
3.	Average Teacher technology integration via the TIM (Middle Schools)	0	100%	2019
4.	Average Teacher technology integration via the TIM (High Schools)	0	100%	2019
5.	Average Teacher technology integration via the TIM (Combination Schools)			
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
6.				

NEEDS/STRATEGIES

NEED

The District is in need of rigorous instructional skills and strategies in the implementation of the Florida Standards for all students.

PLANNED PROFESSIONAL DEVELOPMENT

- Personnel participation in Florida Standards training that leads educators from the most basic understanding to mastery-level implementation of the standards
- Job-embedded professional development on the effective integration of technology into the Florida Standards
- A series of Florida Standards trainings for staff and administration

STRATEGY

- Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days
- Online collaborative environment that allows for the sharing of resources with colleagues
- Online tutorials and webinars will be identified for personnel
- Feedback will be provided to stakeholders from district administrative walkthroughs

NEED

The District is in need of increasing the level of technology integration in all subject areas to promote higher level thinking skills for all students.

PLANNED PROFESSIONAL DEVELOPMENT

- Job-embedded professional development on Universal Design for Learning and the integration of the effective use of current and emerging digital tools to support all students
- A series of face to face and online technology integration trainings for staff and administration

STRATEGY

- Personnel will be introduced to and collaborate on effective strategies during contractual meetings (common planning, grade level and department meetings), PLCs and in-service days
- Online collaborative environment that allows for the sharing of resources with colleagues
- Online tutorials, webinars and 2.0 tools will be identified for personnel

- Feedback will be provided to stakeholders from district administrative walkthroughs

NEED

The District is in need of providing continuous data analysis training to drive instruction for all students.

PLANNED PROFESSIONAL DEVELOPMENT

- Student Response System training
- District data system training and Student Information System training
- Trainings on the organization, manipulation and use of data

STRATEGY

- Access to portals on SIS and District data system
- Personnel will analyze individual or group data as a regular part of their PLCs
- Feedback will be provided to stakeholders from district administrative walkthroughs

SEAMLESS ARTICULATION AND MAXIMUM ACCESS

DIGITAL TOOLS:

EasyTech

Provided by HEC, NEFEC and PAEC to member districts through the Rural Schools Program, Learning.com's EasyTech solution helps students develop the technology skills needed for college and the workforce. EasyTech is a complete digital literacy curriculum that features self-paced lessons and games to practice skills; activities and journals to reinforce concepts; and quizzes to check for understanding. EasyTech's curriculum helps students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, Internet research, and more in the context of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices online.

EasyTech includes:

- Detailed instruction for core technology skills: keyboarding, word processing, and web browsing
- Grade-appropriate, guided instruction with immediate feedback and automatic scoring
- Online safety instruction and compliance reporting that exceeds E-Rate requirements

- Lessons that reflect current representations of technology and software
- Next-Generation Assessment preparation sequence with pre-tests and prescription
- Addresses ISTE Standards-S for grades K-8
- Available in English and Spanish for our LEP students
- Content is web-delivered with no downloads or software installs required
- Student apps provided for various devices

Performance Outcomes	**Baseline**	**Target**	**Date for Target to be Achieved**
Digital Literacy Gains	50 % of students proficient as determined by completion of EasyTech curriculum	90% of students proficient	2017

Performance Matters

Performance Matters provides a comprehensive Assessment and Data Management System. Through the Student Assessment Module, teachers and administrators can select from a broad range of tests or item banks for student assessment and administer those assessments on line or via plain paper scanning. The ADMS also provides nearly 100 interactive Reports and Dashboards which are used to monitor student achievement and differentiate instruction accordingly. Student Learning Objectives can be assigned as a part of the assessment development process and the Response to Intervention module incorporates all of the relevant student measures for remediation; not just interventions.

Reports & Dashboards: Performance Matters provides interactive, easy to use, reporting and analytics. All data and charts are consistently color coded which makes analyzing the results intuitive. The reporting system is very comprehensive, offering nearly 100 unique reports "out of the box." All reports have advanced filtering and comparative information. Any relevant question regarding student, teacher, school or district performance can be answered quickly within the system.

Student Assessment Module: Performance Matters provides a complete student assessment module (SAM) used by local school districts for both interim benchmark testing and formative classroom testing. SAM enables our customers to:

- Build tests from the PM item/test bank using their own items or via a third party item bank such as Measured Progress or NWEA
- Test students via plain paper scanning, on line testing, clickers and/or camera based grading
- Score and grade results provided from an external testing system or results entered directly into SAM

SAM is an open assessment platform and offers unmatched flexibility that is extremely important for school systems with multiple assessments and administration methods.

Scan Engine

The ADMS Scan Engine is next generation "cloud based" technology for processing plain paper student answer sheets.

- Works with any modern network enabled scanning equipment
- Unprecedented flexibility for reading imperfect scans
- No need for a PC or special drivers
- Exceedingly simple…load the paper…select scan to Performance Matters…done. If you are still administering local interim or formative assessments via scanning, you will appreciate the simplicity and economy of the PM Scan Engine.

Performance Outcomes	**Baseline**	**Target**	**Date for Target to be Achieved**
Instructional Staff Performance	15 % of instructional staff proficient as determined by completion of Performance Matters	100% of instructional staff proficient	2017

Focus School Software

Focus School Software provides the district with a system that meet the ever-changing demands of student information reporting and analysis. In addition, the district shares in the developments of other Focus users. The goal for the district is to use the technology to identify patterns and trends so educators can make informed decisions to improve student progress.

At the heart of Focus SIS are student demographics. All modules feed from the data that is collected on each student within the district. Focus provides an online registration component that includes the ability to create and edit your own online application. This includes all available student fields, customized to the district's needs.

The Focus System allows administrators, teachers, parents, and students the ability to focus on what matters… a quality education that prepares students to excel in today's competitive global community. Focus Portals and Dashboards provide real-time data and alerts, but it also allows administrators, teachers, parents, and students to have the information they want, in the format they want it.

Performance Outcomes	**Baseline**	**Target**	**Date for Target to be Achieved**
Instructional Staff, Parent and Student Performance	50 % of all stakeholders proficient as determined by completion of training for Focus Software	100% of all stakeholder s proficient	2017

Discovery Education Assessment

Discovery Education Assessment provides educators with the tools needed to inform instruction and drive student achievement. The benefits of Discovery Education Assessment are:

- Power academic progress by helping educators quickly assess and target individual student differences
- Create, share, and assign items and probes for continuous progress monitoring and daily skill diagnosis
- Remediate with Discovery Education's digital content
- Monitor student progress throughout the year
- Analyze student performance using reports that show percent correct, item difficulty, and content mastery
- Predict proficiency for Reading, Language Arts, Math and Science, and Social Studies in select states
- Screen students to identify risk for academic failure
- Measure academic growth within and across years
- Monitor progress on state standards and Common Core standards
- Analyze student performance using reports that show proficiency, state and national percentiles, percent correct, item difficulty, and content mastery

Performance Outcomes	Baseline	Target	Date for Target to be Achieved
Instructional Staff Performance	50 % of instructional staff proficient as determined by completion of training for Discovery Education Assessment	100% of instructional staff proficient	2017

Progress Monitoring and Reporting Network

The Progress Monitoring and Reporting Network (PMRN) is a Web-based data management system that is used for recording and reporting student data results of the Florida Assessment for Instruction in Reading aligned to Florida Standards (FAIR-FS). The system provides information that is reliable and easily accessible to Florida educators regarding their students' reading and writing development and progress. Educators require timely and accurate student data that indicates whether he or she is acquiring the critical reading and writing skills to effectively plan classroom instruction and deliver timely, appropriate interventions.

Performance Outcomes	Baseline	Target	Date for Target to be Achieved
Instructional Staff Performance	50 % of instructional staff proficient as determined by completion of training for PMRN assessment and data analysis	100% of instructional staff proficient	2017

Microsoft Enrollment for Education (EES)

The Microsoft Enrollment for Education (EES) creates a Microsoft Campus and District Agreement that provides for volume licensing of Microsoft products (Office, Windows, Office365). It also makes it easier and cost effective to license devices for use by students that are assigned for the student's exclusive use with their own account. It also ensures single sign on through Active Directory by providing low cost server licensing. Staff are

also provided with the necessary licenses to instruct using the latest office products. They may also use these in their own curriculum development as the EES program provides low cost purchasing for staff. Parents and students may also purchase these same lost cost products for homework collaboration. Microsoft IT Academy is also a purchased option with the Microsoft EES, therefore online courses in all of Microsoft products are available to all staff and students.

- Track progress via the Microsoft IT Academy portal.
- Provide ePDC credits for certain training options via Microsoft IT Academy.
- Provide link to all staff and students via the Focus Portals.

Performance Outcomes	**Baseline**	**Target**	**Date for Target to be Achieved**
Instructional Staff	50 % of all stakeholders proficient as determined by completion of training for Focus Software	100% of all stakeholders proficient	2017
Student and Parent Performance	20 % of students proficient in latest MS software. Estimate 50% of parents are proficient.	100% of students proficient. Unable to estimate level of proficiency.	2017
Technology Staff Performance	50 % of staff proficient due to need for Server Training	100% of staff proficient	2017

Digital Tools Needs Analysis (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and uses it to create aligned curriculum guides.	Partially Implemented	Will work to implement and employ	2017-18
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	2017-18
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	No System in Place	Will work to implement and employ	2018-19
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	2014-15
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	2013-14
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	2018-19
7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially Implemented	Will work to implement and employ	2018-19
8.	Implementation status of a system that include 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.	Partially Implemented	Will work to implement and employ	2018-19

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	2013-14
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
10.				

QUALITY EFFICIENT SERVICES

Online Assessment Readiness

Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2013-14
2.	Computers/devices required for assessments (based on schedule constraints)	50%	100%	2017-18
	Online Assessments Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
3.	Mobile Carts to accommodate power limited rooms.	20%	50%	2017-18

STEP 2 – GOAL SETTING

The district and site strategic and master plans call for addressing needs in English Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, and English Language Development.

MATHEMATICS

Goal: By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment.

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of mathematics content towards

mastery of the Florida mathematics standards and the eight standards of mathematics practice.

Objective: Students will use educational software that supports use of the eight standards of mathematical practice and specifically, analytical thinking and problem solving with relevant, real-world applications.

Objective: Students will learn to use a variety of technological math tools.

Objective: Students will use the Internet for research and to enhance their understanding of Florida Standards of mathematics as well as to collaborate with others in mathematics.

Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.

Objective: Students will use multimedia to enhance their presentation skills

STRATEGY

- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Review of assessment data to determine trends, strengths, and needs.
- Facilitate students' successful completion of activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development, hardware or software.
- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development.
- Develop plan for acquiring hardware needed to achieve student performance targets.

LANGUAGE ARTS

Goal: By May 2018, 90% of students in grades 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards claims as measured by the state assessment.

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELA content towards mastery of the Florida ELA standards (which include the college and career anchor standards).

Objective: Students will use educational software that supports the Florida ELA standards and specifically, analytical thinking and problem solving with relevant, real-world applications.

Objective: Students will learn keyboarding and word processing (as stated in the Florida ELA content standards).

Objective: Students will use the Internet for research and to enhance their understanding of Florida ELA standards as well as to collaborate with others in ELA.

Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.

Objective: Students will use multimedia to enhance their presentation skills.

STRATEGY

See Mathematics

ENGLISH LANGUAGE DEVELOPMENT

Goal: By May 2018, 90% of students in grades 3-11 will demonstrate required growth annually towards proficiency on the state annual measurable objectives as measured by the Comprehensive English Language Learning Assessment (CELLA).

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of ELD content towards mastery of the ELD standards (which correlate to the Florida ELA standards and college and career anchor standards).

Objective: Students will use educational software that supports the ELD standards.

Objective: Students will use the Internet for research and to enhance their understanding of the ELD and Florida ELA standards as well as to collaborate with others in ELD and ELA. **Objective:** Students will use graphic organizing and presentation software to brainstorm and organize their work.

Objective: Students will use multimedia to enhance their presentation skills.

STRATEGY

See Mathematics

SCIENCE

Goal: By May 2018, 90% of students in grade3-11 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by EOC, FCAT Science and Subject Area Exams (SAE).

Goal: Integrate Next Generation Science content standards into day-to-day teaching, learning and application of the Florida ELA and Mathematics content standards (as applicable) to include an integral use of technology.

Objective: Students will utilize technology resources (to include not only those parts of the adopted curriculum) to enhance their learning of science content towards mastery of the next generation science standards.

Objective: Students will use educational software that supports the science standards.
Objective: Students will use the Internet for research and to enhance their understanding of science and next generation science standards as well as to collaborate with others regarding science.

Objective: Students will use graphic organizing and presentation software to brainstorm and organize their work.

Objective: Students will use multimedia to enhance their presentation skills.

Objective: Explore the Florida standards and how teachers can begin to use them during science instruction, specifically technology integration.

Objective: Integrate Florida Standards with Next Generation Sunshine Science Standards (units of study).

STRATEGY

See Mathematics

HISTORY-SOCIAL SCIENCE

Goal: Integrate History-Social Science content standards into day-to-day teaching and learning of the ELA and Mathematics Florida content standards (as applicable) to include an integral use of technology.

Objective: Students will use the Internet for research and to enhance their understanding of Florida Standards.

Objective: Students will use graphic organizing & presentation software to brainstorm and organize their work.

Objective: Students will use educational software that supports analytical thinking.
Objective: Students will use multimedia such as scanners, digital still and video cameras to enhance their presentation skills.

Objective: Students will utilize technology resources that are part of the adopted textbook to enhance their learning of Florida Standards.

Objective: Explore the Florida Standards and how teachers can begin to use them during Florida Standards instruction, specifically technology integration.

STRATEGY

See Mathematics

VISUAL AND PERFORMING ARTS

Goal: Integrate Visual and Performing Arts (VAPA) standards into day-to-day teaching and learning of the ELA and Mathematics Florida Standards (as applicable), ELD standards, and Next Generation Sunshine Science Standards to include an integral use of technology.

Objective: Develop classroom instructional resources (lesson plans, Promethean flipcharts, etc.) to support implementation of quality visual and performing arts lessons in the classroom.

Objective: Offer training for teacher(s) so that they can refine their skills in using video and multimedia to enhance their instructional program.

Objective: Identify hardware and software to be used in the classroom to support integration of the arts across the curriculum; select a group of pilot teachers and work with them with field specialists to support integration.

STRATEGY

See Mathematics

TECHNOLOGY INTEGRATION

Goal: Continue to integrate non-standard technology into classroom instruction and professional development including the use of environments such as Edmodo, Google

Applications for Education, Blending Learning, and Flipped Classroom as well as Prezis, podcasting, blogs, wikis, and 1 to 1 computing throughout the 2014-2019 school years.

Objective: Integrate 1 to 1 computing in all classrooms in the Washington County School District.

Objective: Identify and develop support mechanisms and resources for teachers as they utilize non-standard technology in the classroom to include special devices for special education students and students in the dual language program.

Objective: Explore and determine alternate ways to support teachers, students, and parents with non-standard technology uses to support mastery of the Florida Standards in ELA and mathematics, the ELD standards, Next Generation Sunshine Science Standards, and other curricular content standards.

Objective: Explore and determine alternate ways to support teachers, students, and parents with 1 to 1 computing needs around the clock. (Consider the concepts of flipped classrooms, blended learning, STEM, STEAM, Google Apps for Education, Edmodo, Wiki, Code, PBL, The Cloud, etc.).

STRATEGY

- Washington County School District will work through their Technology Department (i.e. Data Center) and various vendors, as necessary, to purchase and install online (or static) systems that Washington County School District users interface with. The Technology Department will ensure standardization of the technology, district license, and online accounts of the district.
- Acquisition of new student laptops and carts. Training will include the use of laptops in the classroom to positively affect teacher instruction and the use of technology in the home environment. Washington County School District will ensure community awareness.
- Teacher training will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on refining the use of current software and hardware to meet student needs and the requirements of common core standards.
- Pilot projects will be rolled out in multiple phases throughout the academic year (initial and follow up). This will include training on new environments and devices for students and staff, and to understand how 1 to 1 computing and the numerous environments can and will affect teacher instruction in the classroom and student assignments for completion at home.

Goal: By May 2018, 90% of students within the Washington County School District will demonstrate mastery of National Educational Technology Standards (NETS) at their appropriate grade level.

Objective: All students will receive a copy of the NETS. (Primary, K-2, will receive "student- friendly" NETS standards.)

Objective: Students demonstrate NETS proficiency.

Objective: Upper grade students operate technology without assistance from teaching staff.

STRATEGY

See Mathematics

Goal: Promote ethical use of technology in the classroom by students and staff.

Objective: Implement and refine structured lessons that cover the ethical use of technology in the classroom.

Objective: Distribute curriculum (lessons) to teachers and make available on the district website.

Objective: Incorporate training on these issues as part of district staff development dealing with technology.

Objective: Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.

STRATEGY

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology at all school sites.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

Goal: Promote Internet safety in the classroom by students and staff.

Objective: Implement structured lessons that deal with Internet safety in the classroom.

Objective: Distribute lessons to teachers.

Objective: Incorporate training on these issues as part of district staff development dealing with technology.

Objective: Implement and refine the district acceptable use policy. Policy is included in the HR Resource booklet and the student handbook.

STRATEGY

- Review and refine structured lessons on ethical use of technology for students.
- Present information to staff and parents a minimum of 1 time per year about ethical use of technology and their responsibility to monitor their children/students' use of technology at all school sites.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation.
- Assess need for additional professional development.

Goal: Provide expanded access to technology for all students.

Objective: Students have opportunities to explore technology without structured lessons.
Objective: The district will continue to create ways for students without connectivity at home to acquire access.

Objective: Students performing below grade level standards will be given access to district adopted software to assist in accelerating their learning.

STRATEGY

- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Publicize access to students and parents.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.
- Conduct yearly user/staff surveys to identify strengths and weaknesses of implementation. Assess need for additional professional development, hardware or software.
- Identify funding sources for providing district-funded hardware for all students.
- Monitor implementation of minimum computer standard to ensure that no classroom falls below the standard.

Goal: Students skills will support an educational learning environment with rigorous access to the Florida State Standards and Next Generation Sunshine State Standards and will demonstrate mastery through formative, performance based, and summative assessments leading to successful preparation and measurement of college and career readiness standards required of the workplace of the 21st century.

Objective: Students will work with various technologies to develop a familiarity with problem solving

Objective: The infusion of technology will be included in all curriculum guides per the Florida State Standards and Next Generation Sunshine State Standards.

Objective: Students will be digital literate by the end of 3rd grade as defined by the Florida Department of Education.

Objective: Students will communicate, collaborate and problem solve with students worldwide.

Objective: Students will be actively involved in their learning goals.

Objectives: Students will have equitable access to technology hardware and software.

STRATEGY/ACTIVITY

- The infusion of technology in all curriculum guides to make classroom instruction more student centered and give students more responsibility for their learning
- Implementation of blended learning environments as appropriate throughout the district
- Increase the number of 1:1 computing environments as appropriate throughout the district
- Development of new district courses as appropriate, including College and Career Readiness
- Implementation of online student learning environments
- Plan and budget for new and replacement hardware and software
- Implementation of student personalized learning environments and appropriate training of (name) grade online technology literacy assessment
- Student participation in extended learning opportunities/programs
- Equitable and accessible hardware and software technologies purchases

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to create more rigorous learning environments to assist student's academic achievement.

Objective: 1: The management and security of assessment sessions will be planned and implemented to maintain the administration process and specific problem determination procedures will be developed to resolve technical problems.

Objective: Classroom instruction models will be designed to support the rigorous expectations of the new learning and assessment environment to support student readiness for the types of questions and performance based activities found on the state assessments.

Objective: District personnel will make use of available tools to best utilize data to drive instruction and make decisions.

Objective: District personnel will have access to up to date hardware and software appropriate for discipline and working environment.

STRATEGY/ACTIVITY

- Personnel participation in local, state, national and global online professional learning communities
- Use of formative and summative assessments to individualize instruction
- Facilitate the use of online webinars, video conferencing
- District professional development on state assessments including security
- Plan and budget for research based hardware and software
- District professional development on effective educational technology usage, UDL, the use of rubrics, student choice, authentic and relevant student centered project based learning
- Evaluation of educational technology as part teacher evaluation system
- Implementation of district walkthroughs
- Online access to curriculum
- Current broadband, voice, and data networks available in all learning/working environments
- District access to online research-based resources
- Timely access to technical support

- Dialogue of the utilization of data to drive instruction
- Creation of District Professional Development Plan
- Continued adaptions to curriculum for students with IEP's using assistive technologies (including training)

Goal: The school district will increase parental involvement in the educational process through the use of the district's available technology.

Objective: Parents will receive access and an understanding of the district's (online system).

Objective: Parents will be informed of all district events.

Objective: Educators will have access to tools to communicate with parents.

STRATEGY/ACTIVITY

- Placement of parent portal on district's website
- Availability of parent portal tutorials
- Notifications of district events on district website and through online/phone notification system
- Use of district/schools websites to inform community of schools happenings
- Parent access to student reports
- Parent access to teacher class pages
- Implementation of district email services and Web 2.0 tools

Goal: All stakeholders will use district technology in a safe, responsible and ethical manner.

Objective: The district will take Internet safety measures at all times.

Objective: The district will teach responsible use of digital content regularly.

STRATEGY/ACTIVITY

- All stakeholders will sign the district's Acceptable Use Policy
- Uninterrupted district filtering methods

- Regular Internet Safety Learning opportunities for all stakeholders
- Identification of Internet Safety resources for stakeholders

Goal: Students will attain the educational technology and information literacy skills that will assist them in achieving the Florida Standards and Next Generation Sunshine State Standards to succeed in the workplace of the 21st century.

Objective: The district will work towards a multi-media computer/tablet ratio of 1:1 to provide access as needed for staff and students.

Objective: The district will provide high-speed access to the Internet and expand opportunities for student and staff access for distance learning, communication, and research-based activities. **Objective:** The district will develop and update grade-appropriate curricular processes.

Objective: The district will ensure curriculum supports technology literacy (word processing, database, spreadsheets and presentation software) as essential integration to curriculum for all students.

Objective: The district will ensure curriculum supports 21st century workplace readiness skills and prepares our students to meet the needs of a global society and become life-long learners. **Objective:** The district will investigate and implement digital textbooks and eBooks as required by s. 1006.40 (3) F.S.

Objective: The district will implement online course management systems (such as Moodle) to allow students ready access to course materials and provide opportunities for online learning.

Objective: The district will encourage the development of new teaching and learning strategies which include the use of Web 2.0 tools as well as interactive whiteboards, tablet and portable computing devices, and mobile computing environments to address the needs of all learners, with heightened awareness of the needs of special needs and English language learners.

Objective: The district will implement Florida Standards to prepare students for college and 21st century careers.

Goal: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students with academic achievement.

Objective: The district will provide application-specific staff development training for all instructional personnel.

Objective: The district will utilize site-based, professional learning communities to provide professional development training which is customized for the needs of their specific school.

Objective: The district will provide content-specific training through after school workshops, site-based workshops, and "anytime, anywhere" online training (such as webinars, training videos, etc.) which support use of district software.

Objective: The district will implement orientation/training programs for staff specifically designed to provide support for online testing.

Objective: The district will encourage district administration to participate in technology-specific professional development programs which support the implementation of 21st Century learning environments.

Objective: The district will provide direction and support for school-based Professional Learning Communities as a forum for collegial learning and sharing.

Objective: The district will provide continuing and sustained professional development activities through the district and by approved professional development providers to support continuing, effective and relevant staff development programs.

Objective: The district will review and revise content area curriculum guides to reflect the inclusion of 21st century workplace skills.

Objective: The district will encourage that Professional Improvement Plans for all staff members include the individualized development of skills necessary to infuse technology into daily practices.

Objective: The district will ensure staff members instruct students in the use of safe and ethical computer/Internet usage through professional development training on same.

Objective: The district will support committees to foster investigation of new ideas and methods to streamline workload and make all students successful learners.

Objective: The district will maintain technology resource website to provide increased classroom-based access to technology of all staff members.

INFRASTRUCTURE

Goal: The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

Objective: The district will support and maintain LANs/WAN for both hardware and software.

Objective: The district will continue to increase bandwidth to meet increased demands.

Objective: The district will support managed wireless access at all school locations.
Objective: The district will purchase and deploy tablets, laptops, and peripheral devices for staff/student use.

Objective: The district will provide Internet access for staff/student use.

Objective: The district will implement technology-related security upgrades which support a more secure learning environment for staff, students, and community members using our facilities.

Objective: The district will offer professional development training on new technology tools used in the district.

Goal: Use technology to provide improved record keeping and assessment.

Objective: District will continue to implement the district data management system to track student progress towards standards mastery.

Objective: District will provide a web-based classroom management system that is accessible to administrators, teachers, students and parents.

Objective: Utilize FOCUS System which features a **s**tandards-based grade book that reports to students and parents.

Objective: Pre-populate student information for parents to verify or change.

Objective: Identify platform for online report card and develop Florida Standards report card.

Goal: A technology infrastructure will be established and maintained to support the district's instructional and administrative goals.

Objective: District locations will have appropriate hardware/software to support district learning and administrative goals.

STRATEGY/ACTIVITY

- Installation and maintenance of fiber throughout the district
- Implement standardization of Technology processes to include district users working to acquire technology through the Technology Department (i.e. Data Center). The Technology department will collaborate with the PAEC consortium and various vendors, as necessary, to purchase and install the technical infrastructure, devices, and systems.
- The Technology Department will ensure standardization of the technology infrastructure, server and online accounts of the district.
- High speed connectivity that supports instructional and administrative needs
- Stakeholders' access to technical Support via an online ticket system
- Updated security, back-up, and disaster recovery plans
- Updated training for IT Team. (Training to include the latest Server, Network, Wireless, and Student Information System upgrades.)
- Evaluate, plan, and budget for new and replacement infrastructure and learning hardware and software
- Maintain current district hardware and software licenses
- Maintenance of appropriate memory/capacity of district hardware/software
- Increase the use of Cloud Computing as appropriate
- Support Blended Learning Environments will be supported by IT as appropriate

Goal: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.

Objective: The district will add and/or replace computer hardware in all buildings to provide easy access for all users.

Objective: The district will expand hardware deployment to include not only multimedia computers with Internet access in classrooms but also tablet devices, laptops, etc., in order to meet the demands of online testing.

Objective: The district will upgrade operating systems and/or replace devices that do not meet minimum operating specifications are recommended by FSA.

Objective: The district will support and expand LANs/WAN.

Objective: The district will maintain a hardware/software inventory that is easily accessible and up to date.

Objective: The district will provide access to additional resources beyond the textbook.

Objective: The district will introduce varied platforms as needs are identified to support an ever-evolving, technology-rich environment.

Objective: The district will support policies for student/staff computer and Internet use.
Objective: The district will maintain records regarding student notification and permissions regarding the use of student's personal information on school-based Websites.

Objective: The district will provide resources for students, parents and staff regarding web- based information, such as acceptable websites, community/ school websites and/or websites that enhance or support curriculum goals.

Objective: The district will support web-based tutorial and learning programs, which provide necessary assessment, challenge, and remediation opportunities for all students regardless of ability.

Objective: The district will investigate grant opportunities available to fund programs, which provide additional, school supported "off-hour" access to our district's technology to increase family/municipal/community involvement and increase student achievement.

Objective: The district will support and expand our district website to include more involvement by individual schools and teachers to provide more informational items, such as daily homework, projects, and long-term assignments.

STEP 3 – STRATEGY SETTING

DISTRICT'S CURRICULAR GOALS THAT ARE SUPPORTED BY THE DCP

We know that simply adding technology to a learning environment does not ensure that it will be integrated effectively. We believe that the use of technology in the curriculum should support higher-level learning, problem solving and critical thinking skills and directly support the student's mastery of Florida Standards and NGSS standards across all content areas. Washington County School District uses FOCUS as a data management/reporting system for the classroom, the reporting functions of other software programs used in the district, and the district's data base, where teachers and principals can access and generate additional reports.

We will continue to raise the level of technology integration in the student learning experience for all students. Using educational technology tools will become a regular part of how students and teachers work on core curriculum learning. We want to see a measurable impact of technology on student achievement. Students should become better readers, writers and mathematicians because of their interaction with classroom technology. Teachers will use technology tools to assist them in making targeted instructional decisions for their students. The evaluation that we did as part of our technology planning effort has assisted us in identifying several areas of focus that will serve as the cornerstone of the technology plan for the district.

This plan will address how the district's technology effort will continue to support the curricular needs of students over the next five years – encompassing the 2014-2015 school year through the 2018-2019 school years.

Planning for high performance learning begins by focusing on student learning. Florida Standards must be aligned with student technology standards. The Washington County School District supports the district's curriculum goals.

DISTRICT STRATEGIES BELOW:

Goal Addressed	Strategy	Measurement	Timeline
Highest Student Achievement	Promote a higher standard of learning with the use of technology	To increase the overall 4-year Graduation Rate to 90%	2016

Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.	Purchase technology for staff and students	Number of digital device in the classroom	13% of purchase in 2014-15 20% each year thereafter
Building an effective infrastructure for the LEA.	Create an infrastructure that supports the needs of digital learning and online assessments.	100% wireless classrooms 90% wireless non-instructional 100% Managed GB Switches Upgrade cabling to standard.	2019 2019 2019 2019

STUDENT PERFORMANCE OUTCOMES

Enter the district student performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Increase percent of all students in grades 3-11 mathematics performing at all LEA schools.	55%	90%
2.	Increase percent of all students in grades 3-11 reading performing at all LEA schools.	56%	90%
3.	Increase graduation rates at Chipley High School and Vernon High School.	71%	90%
4.	Implement Subject Area Exams in all none state assessed courses.	0	100%
5.	Build a Technology Framework for staff and student usage within the LEA.	0	100%

(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.	Purchase and implement 215 new student laptop devices ($575 to include warranty and maintenance.)	May, 2015	$123,625.00	All fifth grade classes at Vernon Elementary and Roulhac Middle Schools.	SPO 5
B.2.	Purchase and implement 180 new teacher laptop devices. ($575 to include warranty and maintenance.)	May 2015	$103,500.00	All teachers in grades 3-11 at all LEA schools	SPO 5
B.3.	Microsoft District License to support standardization of licensing (annual).	May 2015	$22,875.00	District	SPO 5

Evaluation and Success Criteria for (B) Digital Learning and Technology Infrastructure:

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	The LEA will use Florida Innovates Technology Resources Inventory on a yearly basis to evaluation the status of Digital Learning and Technology Infrastructure.	The LEA will: • Know the status of technology equipment. • Know the status of the infrastructure.

(C) Professional Development

Implementation Plan for (C) Professional Development:

Professional Development Implementation					
	Deliverable	**Estimated Completion Date**	**Estimated Cost**	**School/ District**	**Outcome from Section (A)**
C.1.	Integrate the use of the Technology Integration Matrix (TIM)	2015-16	$25,000.00	Washington	SPO 1, 2, 3, 4, & 5
C.2.	Completion of Master Inservice Plan (MIP) components supporting digital learning.	2018-19	$25,000.00	Washington	SPO 1, 2, 3, 4, & 5

C.3.	Implementation of digital instruction and content development	2018-19	$25,000.00	Washington	SPO 1, 2, 3, 4, & 5
C.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source
The LEA will use the funds from Professional Development for Digital Learning Grants	Professional Development for Digital Learning

Evaluation and Success Criteria for (C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	**Monitoring and Evaluation and Process(es)**	**Success Criteria**
C.1.	The LEA will conduct monitoring and evaluations on a monthly basis for professional development activities in reference to technology and use of technology in the classroom through the Panhandle Area Educational Consortium (PAEC).	The LEA will: • Be able to evaluate Professional Development activities every month. • See completers, non-completers, or staff that hasn't started the process.

(D) Digital Tools

Implementation Plan for (D) Digital Tools:

(If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.)

Brief description of other activities	Other funding source
The LEA will not be using the DCP Allocation funding during this phase of the project. The LEA will continue to implement digital tools within the classrooms as necessary.	Title I, Part A Local Funds

Evaluation and Success Criteria for (D) Digital Tools:

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	The monitoring and evaluation for Digital Tools will be conducted every month to make an assessment of the continuous needs of the LEA.	The LEA will: • Have a needs list of digital tools. • May plans for purchasing and implementing digital tools.

(E) Online Assessments

Implementation Plan for (E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Purchase and implement 215 new student laptop devices	May, 2015	$123,625.00	All fifth grade classes at Vernon Elementary and Roulhac Middle School.	SPO 5
E.2.	Continuous implementation of Performance Matters for Subject Area Exams.	2018-19	TBD	Every school within the LEA.	SPO 4
E.3.	Purchase and implement devices per year thereafter for a 5 year refresh rate to accomplish a 1:1 device initiative.	May, 2016-2019	TBD	TBD (to be determined by advisory)	SPO 5

(If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.)

Brief description of other activities	**Other funding source**
This is addressed in Section B: Digital Learning and Technology Infrastructure. Existing updated equipment will also be used to assist with online assessments in grades 3-11 with scheduling.	RTTT Digital Classroom Funds Title I, Part A

Evaluation and Success Criteria for (E) Online Assessments:

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	The LEA will use the Computer Based Testing Certification Tool for monitoring and evaluating the success of the plan for online assessment. Monitoring will be conducted at least once a year.	The LEA will: • Complete the Computer Based Testing Certification Tool. • Be able to continuously monitor online assessments needs. • Move from partial implementation to full implementation in grade levels for readiness.
E.2.	The LEA will use the Infrastructure Readiness Guide to prepare for online assessments.	The LEA will: • Be able to monitor the LEA's infrastructure for online assessments. • Be able to monitor the LEA's infrastructure for Digital Learning.
E.3.	The LEA will monitor on a monthly basis the access and use of Performance Matters.	The LEA is: • Actively using Performance Matters to provide online assessments.