Part I. Digital Classroom Plans Overview

District Mission and Vision

Our mission is to prepare all students to be college and career ready and to possess the attitudes and values necessary to function as productive citizens. We will accomplish this
mission by creating a technological environment that allows all learners equal access to interact, collaborate, and succeed. We believe the use of technology as a learning tool and part of the curriculum should focus on supporting differentiated instruction, problem solving, collaboration, critical thinking skills and individualized learning. Okeechobee County Schools has identified five 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 plan during the five year duration of this plan.
These goals are:
1. To implement Florida Standards-based instruction and integrate technology into the curriculum in every classroom.
2. Provide ongoing staff development for implementation and use of technology.
3. Increase access to technology for all students
4. Implement 1:1 computers across the district
5. Establish an ongoing process as a means to evaluate the effective implementation of the technology plan

To achieve our vision for technology, we will focus on several projects:
1. Student computing - We will ensure that every student has access to a computing device when they need it and roll out our 1:1 program over a five year span.
2. 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.
3. Network and servers - We will upgrade our network switches and servers so that student and staff can access resources when and where they need them.
4. Professional learning for all - We will implement ongoing, relevant, and collaborative professional learning for staff around instructional technology.
5. Support for all - We will provide students, staff, and families with high-quality technical support and strategies for authentic engagement.

The plan includes preparation, implementation, and monitoring phases to ensure each project's success. By phasing in projects strategically over the next five years, we can learn from our mistakes and 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 achieving excellence and putting students first.

District Profile

Okeechobee County is a small, rural, agricultural county. The Okeechobee County School System serves pre-k through 12th grade students, approximately 6,500 students. Our school system is made up of five elementary schools, two middle schools, an alternative center, freshman campus and one high school. We have 23% of our students are ESE, 9% are migrant, 12% are ELL and 76% percent are on free or reduced lunch. Our racial demographics are as follows: 1.1% American Indian, 7.9% African American, 48.9% White, 35.7% Hispanic, 5.4% Multiracial.

I.1 District Team

Title	Name	Email
Superintendent	Ken Kenworthy	kenworthyk@okee.k12.fl.us
IT Director	Shawna May	shawna.may@okee.k12.fl.us
Asst. Superintendent of Instruction	Renee Geeting	geetingr@okee.k12.fl.us
Asst. Superintendent of Administration	Joni Ard	ardj@okee.k12.fl.us
Director of Finance	Joi Turbeville	turbevillej@okee.k12.fl.us
Coordinator of Instructional Technology	Michelle Branham	branhamm@okee.k12.fl.us
Coordinator of ESE	Wendy Coker	cokerw@okee.k12.fl.us
Coordinator of Grants & Special Programs	Lonnie Steiert	steiertl@okee.k12.fl.us
Coordinator of Professional Development	Donna Garcia	donna.garcia@okee.k12.fl.us
High School Assistant Principal	Sherry Wise	sherry.wise@okee.k12.fl.us
Elementary Principal	Pat McCoy	mccoyp@okee.k12.fl.us
Alternative School Principal	Randy Weigum	weigumr@okee.k12.fl.us

I.2 Planning Process

The district technology committee met on several occasions to discuss the current status of Okeechobee County Schools' use of technology and where we want to be in five years. Through these discussions, a five year plan was determined that we want all schools to be 1:1 at the end of the five years. The plan consists of a comprehensive program that effectively uses technology to help students meet or exceed the state academic content standards in all core content areas. The District 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 media centers. Okeechobee School District is committed to reaching all learners, regardless of their abilities. Students with disabilities require accommodations and modifications, and our staff utilizes
flexible ways to present information such as digital books (using I-Pads), text-to-speech applications, and specialized software. 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. Individual Education Plan (IEP) teams 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 and MAC operating system. On the higher-grade levels, students have access to a collaborative global community of learners, through the use of BYOD. They are capable of 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, Alpha Smarts, and laptops. Software examples include Vizzle, Unique Learning Systems, and SOLO-Read Out Loud and Write Out Loud, and Go-Talks and Dynavox are examples of communication devices.

I.3 Technology Integration Matrix (TIM)

We will be using the TIM tool this year to evaluate our technology use in the classroom as well as to evaluate teacher lesson plans. The Coordinator of Instructional Technology and the IT Director will be trained by USF staff on the use of the TIM tool and then will train others as needed. The Coordinator of Instructional Technology and the IT Director will conduct the initial observations and work with teachers to increase their technology use in the curriculum. Through coaching and modeling we will continue to support our teachers' technology integration.

I.4 Multi-tiered System of Supports (MTSS)

The focus of our DCP is to give all students the opportunity to enhance their learning through technology. Students that receive MTSS supports on Tier 1, 2 or 3 will continue to receive researched-based interventions using both the problem solving process and the standard protocols for interventions. Students using Tier 1 interventions will receive instruction that includes class-wide high quality instruction which will include universal screenings that are used to monitor the effectiveness of the instruction. Students that are identified as needing Tier 2 supports will have interventions developed that will support small group instruction, more
frequent monitoring, and more time to practice the target skills. The DCP will enhance these interventions by allowing students more time to work on their target skills within their classroom. Students that have a 1:1 device will be able to more easily access programs that are differentiated to their need (i.e. Reflex Math, and iReady). Students that do not respond to Tier 2
interventions will receive more intense interventions that are tailored to specific individual learning or behavior targets. Students will be able to access web-based programs on a more regular
basis that are tailored to their specific target skills.

There is a strong focus on professional development for teachers that are a part of the 1:1 program. The professional

development for teachers will include how to enhance MTSS interventions through technology, working and monitoring small groups of students, and individualizing student needs. Professional development will be offered at a variety of times, and it will also be offered in a variety of methods (face-to-face, Moodle, etc.) to enhance the professional development.

The leadership team will monitor the attendance, suspension rate and overall performance of the students in the 1:1 program. The students receiving interventions will be monitored and compared to the students that are not in the 1:1 program.

The DCP will focus on iReady Reading and Math to monitor the effectiveness of interventions, and Skyward will be used to monitor other factors like attendance and discipline.

The Exceptional Student Education department continues to provide supports to all teachers throughout the MTSS process. We will invite the MTSS district team to work with the teachers in the 1:1 program in order to enhance the interventions that students are receiving. The MTSS district team will provide professional development on differentiating instruction to all students in the 1:1 program

I.5 District Policy

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	N/A		
District teacher evaluation components relating to technology	Explores and implements innovative ways to incorporate existing technologies to increase active participation by students and enhance student achievement.	http://www.okee.k12.fl.us/employee-evaluation-documents	6-16-15
BYOD (Bring Your Own Device)	Students in grades 6-12 are permitted to bring their own device to use in the classroom for instructional purposes with a signed consent form after reviewing our BYOD policy.	http://www.okee.k12.fl.us/_cache/files/7a12c41a-20cb-4a65-8c3a-70103914f964/40A4DE49E868DBE9195B3E933D57DD9F.ocsb-byod-policy-2015-2016.pdf	
Policy for refresh of devices (student, teacher, admins)	N/A		
Acceptable/Responsible Use Policy (student, teachers, admin)	For students this is included in our Student Code of Conduct and can be found the link provided.	http://www.okee.k12.fl.us/_cache/files/c89f8106-a738-4966-9b32-6855b3b480ae/97EB6598C274F3965AA6855FA36D11E5.code-15-16-final-1.pdf	
Master Inservice Plan (MIP) technology components	We are currently in the process of rewriting our MIP per the DOE. The current plan will go to the school board for approval September 8.		
Other			

II. Digital Classroom Plan

A. Student Performance Outcomes

One of the primary reasons for moving toward a 1:1 program is to find ways to reach every student where they currently are, differentiate their learning so that they can be successful and make progress, and to see student achievement overall. With 1:1 computer devices, this will allow teachers to focus on differentiated instruction, problem solving, collaboration, critical thinking skills and individualized learning.
We will continue to raise the level of technology integration in the classroom for all students and teachers. Our teachers must become more comfortable with the use of technology in their classrooms to support the students' learning. The evaluation 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 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 five areas:
1. Florida Standards, test item specifications and roadmaps will be used to drive instructional practice using technology.
2. Professional development will be provided to teachers to support standards based instruction that integrates technology.
3. Assessment data will be utilized to drive standards based instruction.
4. Identify appropriate software and courseware to support the instructional program of the entire district.
5. Continue to increase student achievement in all core content areas including Language Arts, Mathematics, Science, Social Studies, and English Language Development. Okeechobee County teachers use data on student academic performance to inform instructional decisions in their classrooms. Teachers currently use Performance Matters to track data in their classrooms as well as monitor student achievement. The district collects performance data on the students several times a year for the teacher and district to analyze and make decisions based on.
All schools have access to the following digital resources: iReady, Reflex Math, Safari Montage, BrainPoP, Learning.com, Google Classroom, Schoology

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.1.	ELA Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-15	TBD 2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th – 36% 8th – 31%	5th – 54% 8th – 49%	School Year 2015-2016
II.A.4.	Science Student Achievement – Biology	57%	65%	School Year 2015-2016

II.A.5.	ELA Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-15	TBD 2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-15	TBD 2016	

B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.9.	Overall, 4-year Graduation Rate	61%	63%	2015-2016
II.A.10.	Acceleration Success Rate	Num %	Num %	2015-2016
A. Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.11. (D)				
II.A.12. (D)				
II.A.13. (D)				
II.A.14. (D)				

B. Digital Learning and Technology Infrastructure

Okeechobee County Schools has worked very hard in the last couple of years to upgrade and improve our network and infrastructure. Through the Wireless grant given last year, we were able to finish installation of wireless access points that meet the DOE's technical specifications in all of our schools. We are using a robust wireless system called Ruckus and have installed a
Zone Director that allows us to manage and monitor our wireless network. We have also started the process of replacing network switches with Enterasys switches that are POE capable, manageable, and 1GB ready. Our network administrator has attended two, week long courses with Enterasys to enable us as a district to better manage our network. We are analyzing and addressing electrical upgrades at schools as needed through our Operations Department. We currently have 1 GB of bandwidth coming into the district with 1GB pipes going out to our schools. We utilize less than half of that bandwidth at this time. We will continue to monitor our bandwidth utilization and address the needs should they arise.

B. Infrastructure Needs Analysis (Required)	Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.1. Student to Computer Device Ratio	1.37 : 1	1.11 : 1	1 : 1	School Year 2017-2018	: .11
II.B.2. Count of student instructional desktop computers meeting specifications	2326	2268	2268	School Year 2017-2018	0
II.B.3. Count of student instructional mobile computers (laptops) meeting specifications	1014	2996	2996	School Year 2017-2018	0
II.B.4. Count of student web-thin client computers meeting specifications	610	2471	3000	School Year 2017-2018	529
II.B.5. Count of student large screen tablets meeting specifications	257	262	262	School Year 2017-2018	0
II.B.6. Percent of schools meeting recommended bandwidth standard	100%	100%		School Year 2017-2018	0%
II.B.7. Percent of wireless classrooms (802.11n or higher)	100%	100%		School Year 2017-2018	0%

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9.	District support of browsers in the last two versions	N/A	Yes	Yes	School Year 2015-2016	Y/N
B. Infrastructure Needs Analysis (District Provided)		**Baseline**		**Target**	**Date for Target to be Achieved** *(year)*	
II.B.10. (D)	Increase Internet bandwidth to 1 GB	400MB	400MB	1 GB	July 1, 2015	
II.B.11. (D)						
II.B.12. (D)						

C. Skilled Workforce and Economic Development

Okeechobee County Schools will work to provide instructional personnel and administrators with access to opportunities and training to assist with the integration of technology into classroom teaching and administration of their schools. We partnered with Millennium Technology Group, LLC, last year to help us prepare our teachers and administrators for the move toward digital content and 1:1 classrooms. Through their services we created a Digital Education Roadmap (DER) which is a gap analysis prepared for technology and instruction. The analysis documented a clear and mutually agreed upon understanding of the current state of affairs at the school. A clear and concise goal was then envisioned and documented. Paced and thoughtful roadmaps of processes and procedures will be designed to achieve the goals envisioned for this coming year taking into consideration budget, capacity, and time. During the summer we host a C@mp IT which is a PD opportunity for all of our teachers and support staff. During the two day event, sessions and workshops are offered to the attendees on different programs the district uses as well as using technology in the classroom with the students. This summer we had 85 participants who on average attended 10 hours of PD on technology integration. Okeechobee County Schools is a Google Apps for Education district and we will continue to provide professional development for our teachers and administrators on the uses and integration of the different applications. Through a grant provided by the state to the three consortiums, we will continue to access the resources through Learning.com. In the table below are professional development opportunities that are planned as part of our DCP. Our professional development focus this year is on our Google Apps for Education suite, integration of Chromebooks into the classroom, the use of our LMS which is Schoology and unpacking the standards and teaching to the depth of the standard using technology. The majority of our PD opportunities will be teacher led as we have found that this is the most effective way to

present PD to our teachers.

C. Professional Development Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 60% Adoption: 15% Adaption:20 % Infusion:3 % Transform: 2%	Entry: 30% Adoption: 30% Adaption: 30% Infusion: 6% Transform: 4%	School Year 2015-2016
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 60% Adoption: 15% Adaption: 20% Infusion: 3% Transform: 2%	Entry: 30% Adoption:30 % Adaption: 30% Infusion: 6% Transform: 4%	School Year 2015-2016

D. Seamless Articulation and Maximum Access

Okeechobee County Schools currently uses multiple digital tools that allow our teachers and administrators to manage, monitor, and assess student learning and performance. Last year we implemented iReady district wide. iReady is a K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. There is also teacher led instruction that provides rigorous, on-grade-level instruction and practice with *Ready®* and additional downloadable lessons to help meet individual student or small group needs. We will continue to import assessment data from iReady into Performance Matters. Performance Matters is a comprehensive assessment and data management system. The district is able to import state and district assessments which allows teachers and
administrators to pull reports to show how a student is performing.

Okeechobee County Schools uses Skyward as our SIS system. Teachers use Skyward gradebook to keep track of student's grades, ESE, ELL, attendance, etc. There is also a parent portal with Skyward that will allow parents the ability to track their student's progress as well as monitor attendance, state test scores, and other information.

Last year we had a group of teachers that were trained on the use of CPALMS and creating curriculum maps that correlate with the new Florida State standards. Teachers are using CPALMS to create curriculum maps as well as lesson planning. Through CPALMS they can list the standards they are teaching and attach activities to that standard. We have purchased Schoology as our district wide Learning Management System (LMS) and will be implementing it in our classrooms this year. We will use Safari Montage as our LOR.

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	0%	0%	50%	School Year 2015-2016
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	30 %	30%	90%	School Year 2015-2016
II.D.3. (S)	A system that supports student access to online assessments and personal results.	50%	50 %	75 %	School Year 2015-2016

II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	0%	0%	0%	School Year 2015-2016
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	50 %	50%	75%	School Year 2015-2016

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Teachers/Administrators Access and Utilization (T)	% of Teacher/ Admin access	% of Teacher/ Admin Utilization	% of Teacher/ Admin access	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100%	100 %	100%	School Year 2015-2016
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 %	25 %	100%	School Year 2015-2016
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	25 %	100%	School Year 2015-2016
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 %	75 %	100%	School Year 2015-2016

II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100%	100 %	100%	School Year 2015-2016
II.D.6. (T)	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.	100 %	100%	100%	School Year 2015-2016
II.D.7. (T)	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.	100 %	100%	100%	School Year 2015-2016
II.D.8. (T)	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.	100 %	100 %	100 %	School Year 2015-2016
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	100%	100%	100%	School Year 2015-2016

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Parent Access and Utilization (P)	**% of parent access**	**% of parent utilization**	**% of parent access**	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	100%	50 %	100%	School Year 2015-2016

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
(IM)	**Instructional Materials**	**Baseline %**	**Target %**	**School Year**
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	80 %	80 %	School Year 2015-2016
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	100 %	100%	School Year 2015-2016
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0 %	50%	School Year 2015-2016
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	100%	100%	School Year 2015-2016
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	50 %	75 %	School Year 2015-2016
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	100%	100%	School Year 2015-2016

D. Digital Tools Needs Analysis (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
II.D.7. (IM)	Percentage of middle school students taking and passing digital tools certification exams	0%	30%	School Year 2015-2016
II.D.8. (IM)				
II.D.9. (IM)				

E. Quality Efficient Services

Okeechobee County Schools has been successful at online testing all required grades and subjects in a timely manner. Through the DCP and our 1:1 initiative, we will continue to increase the number of devices available for online testing through the purchase of Chromebooks. Chromebooks have been approved for both the FSA's and NGSSS EOC's. We will also continue to monitor the bandwidth and wireless access within our schools and make adjustments or additions as needed.

E. Online Assessments Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	3300	4000	School Year 2015-2016
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	30 %	50%	School Year 2015-2016

F. Goal Setting

Goal 1:To implement standards-based instruction in every classroom.

Objective: To decrease the gap in proficiency between state and district average in reading, math and science on state assessments by 15%.

Strategy: Florida Standards, test item specs, and roadmaps will be used to drive instructional practice.

Action Step:
- Teachers will meet with an instructional leader to plan lessons based on the standards, test item specs, and road maps throughout the school year.
- Each 9 weeks, secondary teachers will create a roadmap based upon the standards and test item specs and develop common assessments through collaboration to culminate in an EOC exam.
- 100% of K-8 ELA and Math classes will implement 90 minutes of iReady, utilize the Florida Ready books and online print material for small group differentiated instruction.
- Identify software and internet resources that can be used in teacher's lessons.(2014 and ongoing)

- Students will use educational software that supports the Florida Standards in all curriculum areas. (2014 and ongoing)
- Students will use a Learning Management System to collaborate and work together. (2014 and ongoing)
- Students will learn keyboarding and word processing skills (as stated in the Florida ELA content standards) (2014 and ongoing)
- Continue support of integrated digital tool system to aid teachers in providing the best education for each student. (2014 and ongoing)

Strategy: Professional development will be provided to teachers to support standards-based instruction.

Action Step:
- Develop classroom instructional resources (lesson plans, Promethean flipcharts, etc.) to support the implementation of the Florida Standards. (2014 and ongoing)
- Identify and schedule needed professional development on technology integration that focuses on standards-based instruction.(2014 and ongoing)

Strategy: Assessment data will be utilized to drive standards-based instruction

Action Step:
- Create a data analysis system for ELA, math and science and all secondary courses that are state assessed, to include grade level, class and individual student data. (2014 and ongoing)

Goal 2: Continue to integrate non-standard technology into classroom instruction and professional development including the use of tools such as Schoology, Google Applications for Education, Prezis, Safari Montage, blogs, wikis, and 1:1 computing throughout the 2015-2016 school year.

Objective: To increase the percentage of teachers on the TIM that fall in the levels of Adoption, Adaptation, Infusion and Transformation.

Strategy: Professional development and resources will be provided to teachers and administrators and a needs assessment will be assessed mid-year.

> **Action Steps:**
> - Acquisition of Chromebooks and carts. Training will include the use of the Chromebooks in the classroom to positively affect teacher instruction. (Purchase by end of October)
> - Teacher training will be rolled out in multiple phases throughout the year. This will include training on refining the use of software and hardware to meet student needs and the requirements of Florida Standards.(Ongoing throughout the year)
> - Upper grades students operate technology without assistance from teaching staff. (By end of year)
> - Implement and refine structured lessons that cover the ethical use of technology in the classroom.(By end of the first semester)
> - Teachers will be observed using the TIM-O tool by the instructional technology team throughout the year to monitor progress towards our goal. (Pilot teachers will be observed 3 times during the year. Others will be throughout the year)

Objective: 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 or secondary education of the 21st Century.

> **Strategy:** Students will work with various technologies to develop familiarity with problem solving, communication, and collaboration.

> > **Action Steps:**
> > - Provide access to teachers and students to various website resources (2014 and ongoing)
> > - Have students showcase their projects and work at the end of the school year for parents and community guests. (End of school year)
> > - Implement ICT Essentials Multimedia Essentials course in classrooms within our middle schools.

G. Strategy Setting

We know that simply adding technology to a learning environment does not ensure that it will be integrated effectively. Technology should be used as a resource or tool to teach the concept/standard that the teacher is teaching. Technology should never be the driving force behind a lesson, but should always be used as an effective tool to enhance the student's learning. 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. Okeechobee County Schools uses Performance Matters 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 warehouse 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.

Please see section F for strategies.

III. Digital Classroom Plans Allocation Proposal

A. Student Performance Outcomes

Student Performance Outcome	Baseline	Target
1. Decrease the gap in proficiency between state and district average on the reading state assessment by 30% in each grade level.		
2. Decrease the gap in proficiency between state and district average on the math state assessment by 30% in each grade level.		
3. Decrease the gap in proficiency between state and district average on the science state assessment in each grade level.	5th - 36% 8th - 31% Bio - 57%	5th - 54% 8th -49% Bio -65%

B. Digital Learning and Technology Infrastructure

Infrastructure Implementation

Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap Addressed from
Purchase and implement 650 Chromebooks	October 31, 2015	$239,487.00	9th graders and Science teachers at high school	II.B.4
Purchase 1GB Internet Bandwidth	July 1, 2015	$40,000	District wide	II.B.10

Other infrastructure needs like switch upgrades are addressed in our normal IT operating budget. We currently have extra wireless access points on site to use if dead zones are found or a wireless AP goes down. Access points were purchased with normal IT operating budget.

C. Professional Development

Professional Development Implementation

Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap Addressed from Sect. II

D. Digital Tools

Digital Tools Implementation

Deliverable	Estimated Completion Date	Estimated Cost	School/District	Gap Addressed from Sect. II
Purchase Safari Montage Digital Curriculum Presenter	November 30, 2015	$50,00.00	District	II.D.2 (S) II.D.2 (T)
Purchase ICT Essentials Multimedia Essentials tests and materials	October 31, 2015	$7000.00	Osceola Middle School and Yearling Middle School	II.D.7
Purchase BrainPOP	July 1, 2015	$10,000.00	District Wide	II.D.2 (T) II.D.2 (S)

E. Online Assessments

Online Assessments Implementation
Okeechobee County Schools will address the purchase of more devices that can be used for online assessments through this plan, but we have included them in the Digital Learning and Infrastructure section. The 650 Chromebooks purchased will also be used for online assessments in those classrooms. This should alleviate some of the backup in our labs that are currently used for testing purposes as well. This should greatly alleviate some of our scheduling issues and decrease the number of days needed for testing.