

9-9-14

ga

## Part I. Digital Classroom Plans Overview

### 1.1 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.

### **1.2 District Profile**

Okeechobee County is a small, rural, agricultural county. The Okeechobee County School System serves pre-k through 12th grade students, approximately 6,000 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.

### **1.3 District Team**

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

## **1.4 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.

## **1.5 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

## **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, Explore Learning Gizmos, Safari Montage, BrainPoP, Learning.com, Google Classroom, ClassFlow, Moodle, Edmodo, Schoology

Student Performance Outcomes	Baseline	Target	Date for Target to be Achieved (Year)
1. ELA Student Achievement	48%	To decrease the gap proficiency between state and district average by 30%	2014-2015
2. Math Student Achievement	49%	To decrease the gap proficiency between state and district average by 30%	2014-2015
3. Science Student Achievement	41%	To decrease the gap proficiency between state and district average by 30%	2014-2015
4. ELA Learning Gains	49%	52%	2014-2015
5. Math Learning Gains	50%	53%	2014-2015
6. ELA Learning Gains of Low 25%	15%	18%	2014-2015
7. Math Learning Gains of Low 25%	24%	27%	2014-2015

8. Overall, 4-year Graduation Rate	63%	65%	2014-2015
9. Acceleration Success Rate	84%	87%	2014-2015

### ***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 200MB of bandwidth coming into the district with 1GB pipes going out to our schools. We utilize a little over half of that bandwidth at this time. We will continue to monitor our bandwidth utilization and address the needs should they arise. We are planning on purchasing 1GB of bandwidth next year to prepare for the start of our district wide 1:1 program and increased use of digital content and resources.

Infrastructure Needs Analysis	Baseline	Target	Date for Target to be Achieved (Year)
1. Student to Computer Device Ratio	2.12	1.00	2018-2019
2. Count of student instructional desktop computers meeting specifications	2434	N/A moving to 1:1	2018-2019
3. Count of student instructional mobile computer (laptops) meeting specifications.	639	N/A moving to 1:1	2018-2019
4. Count of student web-thin client computers meeting specifications	693 Chromebooks	1:1	2018-2019
5. Count of large screen tablets	350	N/A moving to 1:1	2018-2019
6. Percent of schools meeting recommended bandwidth standard	100%	100%	N/A
7. Percent of wireless classrooms (802.11n or higher)	100%	100%	N/A

### ***C. Professional 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 are partnering with Millennium Technology Group, LLC, to help us prepare our teachers and administrators for the move toward digital content and 1:1 classrooms. Through their services we will create a Digital Education Roadmap (DER) which is a gap analysis prepared for technology and instruction. The analysis will document a clear and mutually agreed upon understanding of the current state of affairs at the school. A clear and concise goal is then envisioned and documented. Paced and thoughtful roadmaps of processes and procedures are then designed to achieve the goals envisioned taking into consideration budget, capacity, and time. The Millennium Technology Group will help provide professional development on 1:1 classroom management, use of the TIM to evaluate instructional technology use in the classrooms, and other PD needs determined through the DER and needs that arise. 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 gain access to resources through Learning.com and as our pilot teachers are trained with Learning.com resources we will then expand the training to other teachers within the district.

Professional development opportunities will be funded through the RTTT Digital PD Grant. In the table below are professional development opportunities that are planned as part of our DCP. Please see attachment B for our RFA with the Millennium Technology Group.

Okeechobee County Schools Master Inservice Plan is undergoing modifications to align with the developing protocol standards from the state. This newly rewritten MIP will reflect acceptable courses for the Classroom Digital Plan and the Professional Learning components and will be available on the district website in January 2015.

Grant Element	Summary	Deliverables
Support the evaluation of classroom integration using the Technology Integration Matrix (TIM)	To support the implementation and measurement of progress toward digital learning.	<ol style="list-style-type: none"> <li>1. Purchase TIM-O</li> <li>2. Provide training to administrators on the use of TIM-O</li> <li>3. Provide training to teachers on the use of TIM-O and what is being evaluated.</li> </ol>
Learning Links: Digital Learning Support Resources	To establish a sustainable process for collaboration and coordination among classroom teachers in the use of web-based digital learning content related to state academic standards and quality instruction, the district will create and maintain a system that enables teachers to share access to web based learning resources.	<ol style="list-style-type: none"> <li>1. Create district workgroup to share resources and websites with all schools within the district.</li> <li>2. Participate in statewide workgroup that will share information on digital learning resources through the Learning Links tool on the FSL website.</li> <li>3. Demonstrations held at each school on the safe processes for identifying and using web-based resources.</li> <li>4. Demonstrations at each school site on TIM compatible lessons that model effective use of district selected digital content.</li> </ol>

Digital Instruction and Content Development	To develop resources for our teachers that are housed on an internal system for easy use in lessons.	1. Develop digital content using instructional design techniques with interactive whiteboards and digital devices. 2. Create a Learning Object Repository where teachers can access digital content and resources to use in their lessons. 3. Provide professional development on Google Apps for Education (GAPE)
---	--	--

Okeechobee County Schools does not currently use the TIM, but we have included our estimates of where our teachers fall on the TIM scale. Across the board our average teacher technology integration is at the Entry Level. Our goal is to get the average teacher technology integration to the Transformation Level. We know that not all teachers will get to this level by the 2018-2019 school year, but we are confident that as we move forward with this DCP our teachers will move up in the TIM levels and we will eventually get all teachers to a Transformation Level.

Entry Level	65%
Adoption Level	20%
Adaptation Level	11%
Infusion Level	2%
Transformation Level	2%
<b>TOTAL</b>	<b>100%</b>

PD Needs Analysis	Baseline	Target	Date for Target to be Achieved (Year)
1. Average teacher technology integration via the TIM	Entry	Transformation	2018-2019
2. Average teacher technology integration via the TIM (Elementary Schools)	Entry	Transformation	2018-2019
1. Average teacher technology integration via the TIM (Middle Schools)	Entry	Transformation	2018-2019
1. Average teacher technology integration via the TIM (High Schools)	Entry	Transformation	2018-2019
1. Average teacher technology integration via the TIM (Combination Schools)	Entry	Transformation	2018-2019

#### ***D. Digital Tools***



Okeechobee County Schools currently uses multiple digital tools that allow our teachers and administrators to manage, monitor, and assess student learning and performance. This year we are implementing 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 be importing 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.

This summer 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. This group of teachers will also help this year in the creation of a LOR that will house digital resources for teachers to use based on their curriculum maps. We will use Safari Montage as our LOR.

Digital Tools Needs Assessment	Baseline	Target	Date for Target to be Achieved (Year)
1. Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented	Will continue to support and employ in classrooms.	2018-2019
2. Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Fully implemented	Will continue to support and employ in classrooms.	2018-2019
3. Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Maintain System	2018-2019
4. Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented	Maintain System	2018-2019
5. Implementation status of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom,	Fully implemented	Will continue to support and employ in classrooms.	2018-2019

for analysis and for communicating to students and parents about classroom activities and progress.			
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	2018-2019
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.	No system in place	Will work to implement and employ	2018-2019
8. Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	2018-2019
9. Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully Implemented	Will continue to support and employ in classrooms.	2018-2019

### ***E. Online Assessments***

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.

<b>Online Assessments Needs Analysis</b>	<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Year)</b>
1. Computer-based Assessment Certification Tool completion rate for the schools in the district (Spring 2014)	100%	100%	2014-2015
2. Computers/devices required for assessments (based on schedule constraints)	1289	1:1	2018-2019

## **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 30%.

**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:**

- Teachers will be led through the process of unpacking the standards using CMAPS. (End of each nine weeks)
- 100% of teachers will be trained on CPALMS this year
- 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)
- Develop an implementation plan for roadmaps follow-up (By August 29)

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

**Action Step:**

- All ELA, math, and science teachers will plan/add benchmark assessments to the roadmap (First nine weeks)
- All ELA, math, and science benchmarks will be assessed and remediated prior to state testing. (By end of third nine weeks)
- Progress monitor three times a year based on district assessment calendar. (By end of school year)
- 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 Edmodo, Schoology, Moodle, Google Applications for Education, Prezis, Gizmos, Safari Montage, podcasting, blogs, wikis, Classflow and 1:1 computing throughout the 2014-2015 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)
- Provide email addresses to all students grades 3-12. (Completed by August 29)
- Ensure resources such as Google Hangouts, Skype, and other communications tools are open and accessible for teachers and students. (Completed by August 29)
- Have students showcase their projects and work at the end of the school year for parents and community guests. (End of school year)

### ***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.	3rd - 10% 4th - 16% 5th - 14% 6th - 14% 7th - 12% 8th - 16%	3rd - 7% 4th - 11% 5th - 10% 6th - 10% 7th - 8% 8th - 11%
2. Decrease the gap in proficiency between state and district average on the math state assessment by 30% in each grade level.	3rd - n/a above state average 4th - 8% 5th - 17% 6th - 7% 7th - 9% 8th - 25% Alg - 13% Geo - 11%	3rd - n/a 4th - 5.5% 5th - 12% 6th - 5% 7th - 6% 8th - 17.5% Alg - 9% Geo - 8%
3. Decrease the gap in proficiency between state and district average on the science state assessment by 30% in each grade level.	5th - 14% 8th - 14% Bio - n/a above state average	5th - 10% 8th - 10% Bio - n/a

#### B. Digital Learning and Technology Infrastructure

##### Infrastructure Implementation

Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A
Purchase and implement 500 Chromebooks	October 31, 2014	\$200,000	Sets to two teachers at each school	Outcomes 1, 2 & 3

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. We currently pay for our bandwidth out of our general operating budget and will continue to do that.

We are partnering with the Millennium Technology Group, LLC who will create a Digital Education Roadmap (DER) based on technology and instruction. Part of their assessment will

be to re-evaluate throughout the year and adjust the roadmaps as necessary. We have included the RFA from Millennium Technology Group with our DCP and will conduct the evaluation after the DCP has been approved. Results from the evaluation and the DER will be available at that time.

### ***C. Professional Development***

#### **Professional Development Implementation**

<b>Deliverable</b>	<b>Estimated Completion Date</b>	<b>Estimated Cost</b>	<b>School/District</b>	<b>Outcome from Section A</b>
"Roadmaps crew" will create digital resources for use in the classroom that correlate to individual Florida Standards using Safari Montage Digital Curriculum Presenter.	June 30, 2015	\$50,000	District	Outcomes 1, 2, & 3

Other professional development will be funded through the the RTTT Digital PD grant for \$75,000.

Evaluation and monitoring of the progress of the creation of digital resources will be completed by the Coordinator of Instructional Technology and Assistant Superintendent of Instruction. Okeechobee County Schools will keep track of the number of items created and stored in our LOR. Success will be determined if there are resources available for 35% of the standards in reading, math, and science at the completion of the 2014-2015 school year. Please see attachment A for the PD plan from Safari Montage.

### ***D. Digital Tools***

#### **Digital Tools Implementation**

<b>Deliverable</b>	<b>Estimated Completion Date</b>	<b>Estimated Cost</b>	<b>School/District</b>	<b>Outcome from Section A</b>
--------------------	----------------------------------	-----------------------	------------------------	-------------------------------

Purchase Safari Montage Digital Curriculum Presenter	November 30, 2014	\$20,000	District	Outcomes 1, 2, & 3
--	-------------------	----------	----------	--------------------

Evaluation and monitoring of the progress of implementing Safari Montage Digital Curriculum Presenter will be completed by the Director IT and Coordinator of Instructional Technology. Evaluation will be completed through reports to show the number of teachers that use the tool as well as the number of items that are created and uploaded. Success criteria will be the completion of training and the use of the system by 50% of the teachers during the 2014-2015 school year.

### ***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 500 Chromebooks purchased for our 1:1 pilot will also be used for online assessments in those classrooms. This should alleviate some of the backup in our labs that are currently used. The district has purchased over 500+ Chromebooks in the last year and those will be used for testing purposes as well. This should greatly alleviate some of our scheduling issues and decrease the number of days needed for testing.