



## DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation 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

The District's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/District technology policies** component of the plan should include, but not be limited to:

#### 1.1 District Mission and Vision statements -

*The Wakulla County vision is 'a rigorous and appropriate education that results in success for all students'. The mission is 'committed to success for our students, our schools, and our staff'.*

*As noted in the above, the overall focus for Wakulla County Schools is success. This focus guides the implementation of our curriculum, our employee supports, and all aspects of the system. We will accomplish this vision by creating a technological environment that allows all learners equal access to technological tools in order to establish a foundation for academic growth and achievement. We believe that the use of technology as a part of the curriculum should focus on supporting higher-level learning, problem solving, critical thinking skills, and collaboration, as well as support for our most fragile learners.*

*Wakulla District has identified eight 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. Assure equity of access to technology for all students and staff in the district;*
- 2. Assure the availability of sufficient technology to efficiently manage testing requirements;*
- 3. Effectively integrate technology into the curriculum aligned with the Florida Standards (FS) (content and performance standards);*
- 4. Continue to expand the use of data-mining tools to assure that student learning needs are appropriately addressed;*
- 5. Provide ongoing staff development for the effective integration and use of technology in classrooms;*

6. *Establish and maintain district standards for infrastructure, procurement, hardware, software, and communications including upgrade and maintenance;*
7. *Identify the resources necessary to implement the technology plan.*
8. *Establish an ongoing process as a means to evaluate the effective implementation of the technology plan.*

*Wakulla District's Strategic Plan. The goals of the strategic plan include and correlate to the technology plan as indicated:*

- *Enhance and maintain high levels of student achievement, which correlates to the curriculum and effective, research-based methods as components of the plan*
- *Employ and retain highly qualified, effective and accountable personnel, which correlates to the professional development component of the plan*
- *Ensure an educational climate that facilitates effective teaching and learning and ensures a safe, drug free, healthy school environment, which correlates to the infrastructure, hardware, technical support, and software component of the plan*
- *Increase communication and enhance parental involvement with the schools, which correlates to effective collaboration strategies and monitoring and evaluation components of the plan*
- *Provide efficient, effective and innovative operations that facilitate and strengthen success in the Wakulla County School System, which correlates to the funding and budget component of the plan*

*Wakulla District believes that an ongoing commitment to current technology is an integral component of an educational process designed to:*

- *improve student critical thinking, problem solving and decision making skills to prepare students for college and careers upon graduation;*
- *enhance student engagement in the learning process;*
- *improve equity of access to information, learning tools, and communications for all members of the learning community;*
- *improve instructional strategies and curricular alignment 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.*

*Wakulla's vision of technology is guided by the following mission statements and articulates Wakulla District's purpose and function as related to technology:*

- *Use technology as a tool to enhance student engagement and student access to information: This use should focus on building problem solving and analysis skills while providing a broad foundation for student access to information.*



- *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.*
- *Accommodate individual learning styles for all students: Restructuring of information into interactive multimedia to increase access to and engagement with information to meet individual learning styles and appropriate pacing.*
- *Facilitate communication and teamwork through the use of various technologies.*

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

1. *Student computing – We will work to ensure that every student has access to a computing device when they need it with devices and policies differentiated by level and learner needs.*
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.*
3. *Networks – We will upgrade our Local Area Networks at each school to increase capacity to handle increased computers and devices on each network.*
4. *Professional learning for staff – 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 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.*

## 1.2 District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

*Wakulla County is an outlying community of Tallahassee. The county consists of two incorporated cities, Sopchoppy and St. Marks, along with six unincorporated areas: Crawfordville, Medart, Panacea, Newport, Smith Creek, and Shell Point. Approximately 70% of the land is owned by the state and federal government in state parks, national forests, and wildlife refuges. This negatively impacts the tax base for Wakulla County.*

*The 2010 census data states that there are 30,775 people in Wakulla County with 10,490 households and 6,237 families. Of the 10,490 households 44% had school age children living in them. The median income per household Wakulla County according to Census 2010 data is \$54,151 and the per capita income for the County is \$28,711.*

*Census data also states that the county's racial statistics are as follows: 81.7% White 15.1% African American, 3.6% Hispanic, two or more races 1.9 %, other races 1.3%.*

*Wakulla County Schools student population falls into the following categories: 81% White, 10% African American, 17% American Indian, 3% Hispanic, 1% Asian or Pacific Islander, and 4%*

*Other. Student with disabilities make up 19.92% of the population, while economically disadvantaged constitute 48.28% of the population, and the ELL population is 0.12%. All elementary schools in the district are Title I schools based on the percentage of economically disadvantaged students in those schools.*

*Recent economic downturns have also negatively impacted the district. Employment is heavily dependent on state government, with many citizens traveling to Tallahassee for jobs. The foreclosure rate has accelerated and remains high at this time.*

**1.3 District Team Profile** - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:

- the digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

*The district team consists of the district-level administrators, principals, and technology coordinators. Leads for the team include the IT Director and the Chief Academic Officer. Team members represent all schools and levels in the district. A variety of perspectives and needs are evident in discussions and the decisions made. In addition, the connection to the district Strategic Plan assures that community members have input to the goals and objectives.*

*While district staff carry the responsibility of plan submission, monthly update sessions supplement work sessions to assure that all team members are participating in the decision making. Ongoing analysis of curriculum needs, student data, and technology needs drive the topics of discussion.*

<b>Title/Role</b>	<b>Name:</b>	<b>Email/Phone:</b>
Information Technology District Contact	Belinda Fries	<a href="mailto:Belinda.fries@wcsb.us">Belinda.fries@wcsb.us</a> 850-926-0065
Curriculum District Contact	Beth Mims	<a href="mailto:Mary.mims@wcsb.us">Mary.mims@wcsb.us</a> 850-926-0065
Student Services/ESE District Contact	Tanya English	<a href="mailto:tanya.english@wcsb.us">tanya.english@wcsb.us</a> 850-926-0065
Finance District Contact	Randy Beach	<a href="mailto:Randall.beach@wcsb.us">Randall.beach@wcsb.us</a> 850-926-0065
Assessment District Contact	Sue Anderson	<a href="mailto:Sue.anderson@wcsb.us">Sue.anderson@wcsb.us</a> 850-926-0065
Human Resources District Contact	Karen Wells	<a href="mailto:Karen.wells@wcsb.us">Karen.wells@wcsb.us</a> 850-926-0065
District Leadership Contact	Robert Pearce	<a href="mailto:robert.pearce@wcsb.us">robert.pearce@wcsb.us</a> 850-926-0065



1.4 Planning Process- Summarize the process used to write this plan including but not limited to:

- how parents, school staff and others were involved;
- development of partnerships with community, business and industry; and
- integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.

*The district began collecting information regarding the integration of technology resources in classrooms two years ago. District staff worked with schools to identify existing instructional software, track usage, and inventory existing hardware and infrastructure components. Monthly reports and interactions occurred during district-level leadership meetings, which included all school and district administrators. In addition, the annual climate survey was used to capture information on the availability of technology resources outside of schools. Updates to the Strategic Plan and communication of Climate Survey information are reviewed each year with the District Advisory Council, which includes parents, community members, and school personnel.*

*The revision of the District Strategic Plan in 2012 included community meetings and resulted in objectives and strategies that focus building the foundation for increased use of technology resources. A Curriculum Software Specialist position was added to district staff to assist with implementation of instructional software, integration in classroom instruction, and training for teachers and staff. The district technology department has been increased to allow for more support to schools. A new job description for school-level technology coordinators allows for focus on technology integration as well as some technical support for schools, and the Local Assistive Technology Specialist (LATS) works closely with the teachers of exceptional students to assure that instructional needs are met. These students, based on the goals and needs identified in their IEPs, receive help from text-to-speech software, keyboards for response and other technology tools that allow them to successfully function in the classroom. Instructional software programs such as READ 180 and Fast ForWord serve these students, as well as identified general education students, to help them move forward in the accomplishment of the Florida Standards. Wakulla District is committed to reaching all learners, regardless of their abilities.*

1.5 Multi-Tiered System of Supports (MTSS)- Summarize the process used to write this plan including but not limited to:

- data-based problem-solving process used for the goals and need analysis established in the plan;
- the systems in place to monitor progress of the implementation plans; and
- the plan to support the implementation and capacity.

*Wakulla District has a vibrant Multi-Tiered System of Supports (MTSS) in place. This system relies on the data from state and district assessments as well as implementation data on the effectiveness of intervention tools. The district monitors usage data of core and intervention programs, and uses this data to determine professional development needs and changes to programs used for students. One example of this is the data collected on the READ 180 program. After four years of implementation, data review indicated that ninth-grade students*

*were showing good growth in their reading ability when placed in the program. Tenth-grade students, however, did not show the same level of growth. This resulted in a change in program implementation at 10<sup>th</sup> grade.*

*Core instruction (Tier I) requires differentiation. Technology tools provide strong support for small-group instruction and targeted instructional delivery. This model for Tier I requires that sufficient hardware be available in classrooms to allow for small-group use of the technology, so this is the focus for our first year implementation of this plan. After we can assure some equity in technology access across the district, we will be able to move forward with providing individual devices for students to use for accessing instructional materials and collaboration with peers and instructors.*

*District staff and schools use the MIS system, Focus, and the data-mining tool, Performance Matters, to track student achievement data of students who are receiving Tier II and Tier III levels of intervention. Ongoing progress monitoring tools such as Discovery Education (K-5) and FAIR (6-12) are used to determine needs in core instruction. Review of this data occurs at the classroom, school, and district-level. Reading/literacy coaches support school-wide data review and assist teachers in interpreting data for the creation of 'Watch Lists' or Early Warning Systems.*

*The same problem-solving methodology has guided the creation of this plan. The collection of usage data compared to school-wide student achievement data and the review of technology infrastructure have provided a picture to guide us in the placement and implementation of instructional technology. We continue to monitor and evaluate the effectiveness of our tools to best serve students in all tiers.*



## Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

### STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

#### A) Student Performance Outcomes

*While Wakulla students and schools have experienced much success, there is always room for improvement. Classified a high-performing district for multiple years, the district grade dropped to 'B' in the past year. This resulted from two elementary school grades dropping from 'A' to 'C' and another dropping to a 'B'. An analysis of the data at the elementary level indicates that both writing and math are areas of need. At the secondary level, writing was the greatest area of need.*

*The achievement of the SWD, AA, and ED students have remained stable over the past few years, but the level of stability is low. In 2014, the SWD students were at 36% proficient in Reading and 37% proficient in math. AA students were at 46% proficient in Reading and 48% proficient in math. ED students were at 55% proficient in Reading and 56% proficient in math.*

*Research indicates that the above populations may have had less access to technology tools. Since technology tools are shown to increase student engagement when used effectively, providing better access is one step toward an increase in student achievement.*

#### B) Digital Learning and Technology Infrastructure

*The district has invested in research-based software to address student learning needs. Due to an inequity in access across the district, some students are unable to spend sufficient time on task with the tools to positively impact their learning.*

#### C) Professional Development

*The district has begun development of HQMIP components in the area of technology. Lead teachers are being trained in the use of TIM in order to accurately assess the level of technology integration and measure growth after implementation. The following chart indicates the district's estimate of the current level of technology integration:*

Entry	50%
Adoption	44%
Adaptation	5%
Infusion	1%
Transformation	0%

#### D) Digital Tools

Tool	Baseline Response	Target Response
Focus	Fully Implemented	Will continue to support and employ in classrooms.
Performance Matters	Partially Implemented	Maintain system
Read 180	Fully implemented	Will continue to support and employ in classrooms
Fast ForWord	Partially Implemented	Will continue to maintain
Learning.com	Not yet implemented	Will work to implement and employ
iCPALMS	Partially implemented	Will increase implementation
iXL	Partially implemented	Maintain system
Moby Max	Partially implemented	Maintain system
Discovery Education	Fully implemented	Will continue to support and employ in classrooms
Renaissance Place	Fully implemented	Will continue to support and employ in classrooms

#### E) Online Assessments

*Current testing windows, including progress monitoring and state-required assessments, span the school year. Assuring that all students are assessed while continuing instruction requires hours of planning and juggling of schedules. At present, the district is unsure of whether the current numbers of workstations will allow students to take the district-created EOCs online or how the increased time for state assessment will be managed.*

*As the district has reviewed available technology, it is evident that increasing the amount of available workstations and labs will help manage this issue and decrease lost instructional time due to scheduling conflicts with testing. The district has identified that the greatest need exists at the middle school level. The following is planned to alleviate this need:*

Online Assessment Implementation				
	Deliverable	Estimated Completion Date	Estimated Cost	School/District
■ E.1.	Purchase and installation of devices for assessment	February 2015	49,840.00	RMS and WMS



## ■ Highest Student Achievement

### Student Performance Outcomes:

Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data is required for the metrics listed in the table. For the student performance outcomes, these data points can and should be pulled from the school and district school grades published at <http://schoolgrades.fldoe.org>. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

*One of the primary reasons for developing a technology plan 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, Wakulla District is continuing to refine the use of the Online Assessment Reporting System and reports available through the Wakulla District Website as online repositories of classroom and district assessments as well as instructional resources.*

*Wakulla 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, resulting in a measurable impact of technology on student achievement. When implemented effectively, classroom technology and digital tools will result in better readers, better mathematicians, and better writers.*

*The evaluation completed as a part of technology planning effort has assisted the district in identifying several areas of focus. The district technology plan addresses how the district's technology effort will continue to support the curricular needs of students over the next four years – encompassing the 2014-2015 school year through the 2017-2018 school year. Wakulla's focus is on student learning, and all district systems are geared toward this focus. 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:*

- 1. Assure equity of access to instructional software and the tools to support and deliver it;*
- 2. Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum;*
- 3. Use assessment data to guide student learning activities and lesson plan development for all classrooms;*
- 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 English Language Arts, Mathematics, Science, Social Studies, and Visual and Performing Arts.*

*Wakulla teachers use student achievement data to inform instructional decisions in their classrooms. Currently, teachers use the Performance Matters system to track data in their classrooms. In addition, district staff uses the district's data warehouse to generate reports and monitor student achievement. The district collects performance data on students several times over the course of the school year. Teachers use test item banks aligned with instructional materials to create and administer assessments to further monitor student performance. In addition, the district has begun the use of the Performance Matters testing platform to create and administer ongoing assessments.*

*All schools have access to the following software:*

- Performance Matters
- Focus
- Renaissance Place
- Discovery Education
- Brain Pop and Brain Pop Jr. (elementary and middle)
- iXL (elementary)
- Moby Max (middle schools)
- Study Island (high school)
- A+ Credit Recovery Software (middle and high school)
- Fast ForWord
- Read 180 (middle and high school)

*In addition to the software 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:*

- Think Central
- ConnectED
- Pearson Software
- Project Lead the Way
- English and Math for College Readiness
- National Geographic

Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	65%	79%	2017
2.	Math Student Achievement	66%	78%	2017
3.	Science Student Achievement	59%	70%	2017
4.	ELA Learning Gains	68%	75%	2017
5.	Math Learning Gains	70%	75%	2017
6.	ELA Learning Gains of the Low 25%	62%	65%	2017
7.	Math Learning Gains of the Low 25%	62%	65%	2017



8.	Overall, 4-year Graduation Rate	76%	85%	2017
<b>Student Performance Outcomes (District Provided)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	K-2 ELA DEA Level 3 and above	58%	80%	2017
2.	K-2 Math DEA Level 3 and above	60%	80%	2017

## ■ Quality Efficient Services

### Technology Infrastructure:

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI) if the data is accurate. Districts may choose to add any additional metrics that may be appropriate.

### Technology Infrastructure: Current District Bandwidth

School	Student of Students	Bandwidth (MBPS)	Recommended Bandwidth (MBPS)	Need (MBPS)
CES	598	50	59.8	9.8
MES	490	50	49	-1
RES	468	50	46.8	-3.2
SES	577	50	57.7	7.7
RMS	557	50	55.7	5.7
WMS	590	50	59	9
WHS	1377	150	137.7	-12.3
SEC	88	20	8.8	-11.2
WEC	247	20	24.7	4.7

Needs Analysis	CES	MES	RES	SES	RMS	WMS	WHS	SEC	WEC PreK
Student to Computer Device Ratio	3 to 1	2 to 1	4 to 1	3 to 1	4 to 1	3 to 1	3 to 1	3 to 1	5 to 1
Student to PC meeting state specs	7 to 1	3 to 1	6 to 1	6 to 1	5 to 1	4 to 1	3 to 1	7 to 1	123 to 1
Count of student instructional desktop computers meeting specifications	75	100	50	57	95	117	452	12	2
Count of teacher computers meeting specifications	12	37	3	27	41	19	49	2	14
Count of student web-thin client computers meeting specifications	8	56	0	43	20	30	0	0	0
Percent of wireless classrooms (802.11n or higher)	90	87	88	89	80	88	75	50	90
Number of classrooms with mounted Projectors	41	40	23	40	3	6	14	2	14
Number of classrooms with document cameras	39	24	0	6	2	10	32	0	7
Number of classrooms with interactive whiteboards	40	32	22	37	7	19	10	2	0
Number of classrooms with integrated sound technology	36	35	24	3	2	4	0	0	0

## ■ Skilled Workforce and Economic Development

### Professional Development:

Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: <http://fcit.usf.edu/matrix/matrix.php>. Average integration should be recorded as the percent of teachers at each of the 5 categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

*Wakulla 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 PAEC.org.*

- *Technology in the Classroom/Digital Curriculum - **COMPONENT NUMBER:** 3-408-001 or 3-100-002 (ESE)*

*Other technology components are under construction.*

1. *The Wakulla Professional Development System includes a goal that states 'provide staff with the required skills to implement required programs with fidelity and expertise'. This goal is of particular importance when considering the support needed for moving to digital integration. As we move forward with the technology integration,*

*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 available district resources.*

*This Professional Development is supported by and described in detail in the Professional Development for Digital Learning Grant application. Ongoing professional development opportunities are available as face-to-face options as well as through distance and online learning.*

*In addition, Wakulla District will take advantage of the support offered by Learning.com, which is provided through the legislative appropriation and contracted through PAEC/NEFEC.*

- *Getting Started: Foundations of Blended Learning – District trainers have already participated in the orientation to and training for the programs provided through Learning.com. This information is being shared in the district.*
- *Ongoing Training with iCPALMS*



- District Leadership/Technology Institutes to build capacity for technology integration.
- District-wide awareness and exploration training to jump start technology usage.
- Additional training provided by PAEC is outlined below.

<i>Grant Elements</i>	<i>Summary</i>
<i>1. Support for the evaluation of classroom integration using the Technology Integration Matrix (TIM)</i>	<i>Use TIM to provide model for and track implementation of digital content through training, evaluation, and expert conversations</i>
<i>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</i>	<i>Develop HQMIP Components that provide for a cohesive, systematic plan for digital learning professional development</i>
<i>3 Technology Tips and Tools: Digital Learning Support Resources</i>	<i>Create and maintain system for sharing web-based learning resources.</i>
<i>4.School based Book Studies or Lesson Studies on Digital Learning</i>	<i>Implement book study and lesson study using PD toolkit and specific books (Must be on DOE approved list) on digital learning.</i>
<i>6. Student Projects using Digital Resources</i>	<i>Preparing teachers to enable student developed learning/digital products.</i>
<i>7. Professional development aligned with: Developing Digital Content Employing technology in the Content Areas Educational technology leadership and management</i>	<i>Professional learning for both teachers and principals, specific to instructional design and developing digital content and assessments</i>

*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*

## Wakulla District Assessment of Current Technology Integration

<i>Entry</i>	50%
<i>Adoption</i>	44%
<i>Adaptation</i>	5%
<i>Infusion</i>	1%
<i>Transformation</i>	0%
<i>TOTAL</i>	100%

<b>Professional Development Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	Average Teacher technology integration via the TIM	50%	95%	2018
2.	Average Teacher technology integration via the TIM (Elementary Schools)	40%	90%	2018
3.	Average Teacher technology integration via the TIM (Middle Schools)	30%	95%	2018
4.	Average Teacher technology integration via the TIM (High Schools)	25%	95%	2018
5.	Average Teacher technology integration via the TIM (Combination Schools)	N/A	N/A	N/A

### **Need**

*Rigorous instructional skills and strategies in the implementation of the Florida Standards English Language Arts and Mathematics 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*
- *Basic technology literacy with instructional application*

### **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 tutorials and webinars will be identified for personnel*
- *Lead teachers will provide mentoring and modeling to other teachers*
- *Feedback will be provided to stakeholders from district administrative walkthroughs*

### **Need**

*Increase the level of technology integration in all subject areas to promote higher level thinking skills and engagement for all students*

### **Planned Professional Development**

- *Job-embedded professional development on 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*
- *Summer institutes led by lead teachers to support all teachers will foundational knowledge in the use of technology tools*

### **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***

*Analyzing data 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*
- *Training on the use of data for Early Warning Systems*

#### ***Strategy***

- *Access to portals on SIS and District data system*
- *Personnel will analyze individual or group data as a regular part of their PLCs*
- *Monitoring of Early Warning Systems will occur during grade level and team meetings.*



## ■ Seamless Articulation and Maximum Access

### Digital Tools:

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

### *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 LEP students
- Content is web-delivered with no downloads or software installs required
- Student app for iPad®, Android®, and Kindle Fire® tablet devices

<i>Performance Outcomes</i>	<i>Baseline</i>	<i>Target</i>	<i>Date for Target to be Achieved</i>
<i>Digital Literacy Gains</i>	<i>40% of students proficient</i>	<i>75% of students proficient</i>	<i>2017</i>

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the

measurement of CAPE digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

<b>Digital Tools Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (year)</b>
1.	<i>Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.</i>	<i>Partially implemented</i>	<i>Will work to implement and employ</i>	2016
2.	<i>Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.</i>	<i>Partially implemented</i>	<i>Will work to implement and employ</i>	2017
3.	<i>Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.</i>	<i>Partially implemented</i>	<i>Maintain system</i>	2015
4.	<i>Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.</i>	<i>Implemented</i>	<i>Will continue to support and employ in classrooms</i>	2014
5.	<i>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.</i>	<i>Implemented</i>	<i>Will continue to support and employ in classrooms</i>	2014
6.	<i>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.</i>	<i>Partially implemented</i>	<i>Will work to implement and employ</i>	2016
7.	<i>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.</i>	<i>Partially implemented</i>	<i>Will work to implement and employ</i>	2016
8.	<i>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.</i>	<i>Partially implemented</i>	<i>Will work to implement and employ</i>	2017
9.	<i>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.</i>	<i>Implemented</i>	<i>Will continue to support and employ</i>	2014



## ■ Quality Efficient Services

### Online Assessment Readiness:

Districts shall work to reduce the amount time used for the administration of computer-based assessments.

*Wakulla District recognizes that the amount of time required for online assessment can be decreased as our technology infrastructure and hardware upgrades are improved. This in itself will help to improve the quality of our service to students.*

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

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% of computers used	100% with more access to computers to maximize student assessment time.	2015
2.	Computers/devices required for assessments (based on schedule constraints)	204	284	2015



## **STEP 2 – Goal Setting:**

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step 3 will be identified for how digital learning can help achieve these goals.

### **Enter district goals below:**

*Overarching Strategic Plan Focus Area: Enhance and maintain high levels of student achievement.*

#### **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 as measured by the state assessment, special education assessments, and IEP goals in mathematics.

**Objective:** Students will utilize technology resources to enhance their learning of mathematics content towards mastery of the Florida mathematics standards and the eight standards of mathematical practice.

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

#### **Strategy**

- 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.
- 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 and/or maintain needed software.
- Identify and schedule needed professional development.

#### **English Language Arts**

**Goal:** By May 2018, 90% of students in 3-11 will demonstrate a 3-5% growth annually towards proficiency on the Florida Standards as measured by the state assessment, special education assessments, and IEP goals in English language arts.

**Objective:** Students will utilize technology resources to enhance their learning of ELA content towards mastery of the Florida ELA 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 graphic organizing & presentation software to brainstorm and organize their work.

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

**Strategy:**

- 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.
- 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 and/or maintain needed software.
- Identify and schedule needed professional development.

**Science**

**Goal:** By May 2018, 90% of students in grade 5 and 8 will demonstrate a 3-5% growth annually towards proficiency in the science standards as measured by NGSSS Florida Science Assessment.

**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 enhance their learning of science content towards mastery of the next generation 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.

**Strategy:**

- 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.
- 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 and/or maintain needed software.
- Identify and schedule needed professional development.

**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 specific standards for history and social sciences.

**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 specific standards for history and social sciences.

**Strategy:**

- *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.*
- *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 and/or maintain needed software.*
- *Identify and schedule needed professional development.*

### ***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*

#### ***Strategy:***

- *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.*
- *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 and/or maintain needed software.*
- *Identify and schedule needed professional development.*

### ***Technology Integration***

**Goal:** *Continue to integrate technology into classroom instruction and professional development to increase the achievement of our students while supporting teachers in the delivery of instruction and the monitoring of student learning.*

**Objective:** *Implement model classroom plan that provides fair and equitable access to technology tools for all students and teachers across the district.*

**Objective:** *Create more learning labs in each school to support progress monitoring and the delivery of online assessments throughout the year.*

**Objective:** *Investigate and grow the integration of technology tools to assure support for student mastery of the Florida Standards and achieve seamless implementation during and after the school day.*

#### ***Strategy***

- *Work with various vendors, as necessary, to install the technical infrastructure that will support the bandwidth and requirements of model classrooms and devices. Work with teachers and administrators to assure the best tools are provided.*
- *Acquisition of laptops, docking stations, projectors, projector mounts, document cameras, integrated sound systems and interactive whiteboards to bring every classroom in line with*



*model classroom specifications. Training will include the use of these devices in the classroom to positively affect teacher instruction and the use of technology in the classroom.*

- *Acquisition of devices to serve as student stations in every classroom.*
- *Acquisition of devices, furniture, and equipment to create learning labs in each school.*
- *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 the Florida 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 their use to increase and enhance student learning and engagement.*

**Goal** By May 2018, 90% of students within the Wakulla District will demonstrate mastery of district-determined technology standards appropriate to grade level.

**Objective:** Teachers will receive a scope and sequence of standards.

**Objective:** Students will demonstrate technology efficiency and effectiveness.

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

**Strategy:**

- *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.*
- *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 and/or maintain needed software.*
- *Identify and schedule needed professional development.*

**Goal:** Require ethical use of technology and Internet Safety in the classroom by students and staff.

**Objective:** Refine and implement structured lessons that cover the ethical use of technology and Internet Safety in the classroom.

**Objective:** Incorporate training on these issues for both staff and students.

**Objective:** Refine and fully implement the district acceptable use policy. The policy is included in the IT Policies and Procedures as well as in the Personnel and Student Handbooks.

**Strategy**

- *Review and refine structured lessons on ethical use of technology for students.*
- *Review and refine structured lessons on Internet Safety for students*
- *Present information to staff and parents a minimum of one time per year about ethical use of technology, Internet Safety, and their responsibility to monitor their children/students' use of technology and the Internet.*
- *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:** 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 a better understanding of the district's Student Information System.

**Objective:** Parents will receive information about district technology tools and technology literacy programs for students.

Parents will be informed of all district events.

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

**Strategy/Activity**

- Continued refinement of parent portal on district's website
- 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 information via Focus
- Training for parents on how to access and use Student Information System and various other programs to increase parental involvement
- Parent access to teacher class pages

**Infrastructure**

**Goal:** The district will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to support the district's instructional and administrative goals.

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

**Objective:** The district will provide sufficient bandwidth to support district technology needs.

**Objective:** The district will support "managed wireless" access at all school locations.

**Objective:** The district will purchase and deploy computers, laptops, and peripheral devices for staff/student use.

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

**Objective:** Assure that district locations have appropriate hardware/software to support district learning and administrative goals.

**Strategy:**

- The district will offer professional development training on technology tools: LCD projectors, interactive white boards, tablet devices, and other peripherals to all staff members.
- Installation and maintenance of fiber throughout the district.
- Stakeholders' access to request technical support via an online Help Desk system.
- Updated security, back up, and disaster recovery plans
- Continued IT training for IT Department
- Evaluate, plan, and budget for ongoing replenishment and updating of infrastructure and learning hardware and software
- Maintenance of switches, firewalls, web filters, wireless access points and other network hardware as needed.
- Increased support of blended learning environments.

**Goal:** Provide expanded access to technology for all students.

**Objective:** The district will develop, implement, and model classrooms throughout the district. A minimum of five computer workstations will be allocated for every regular elementary

education classroom. Two - four computer workstations will be allocated for every regular middle school education classroom. A minimum of one computer workstation will be allocated for every regular high school classroom. In addition, multi-media teacher presentation components will be implemented in all classrooms across the district.

**Objective:** Intervention software availability and usage for students performing below grade level will be increased.

**Objective:** The district will continue to explore ways for students to have expanded access to technology tools 24/7.

**Objective:** The district will move towards the implementation of devices to provide access to additional resources beyond the textbook.

**Strategy:**

- Align existing tools with the specifications of the model classrooms.
- Prioritize and implement procurement of technology to meet objectives.
- 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.
- Implement a pilot program for select grade levels to build capacity for individual student devices.

**Goal:** The district will assure CBT readiness with sufficient access to increase efficiency of online testing deployment.

**Objective:** Expand hardware deployment to include not only computers with Internet access in classrooms but also to meet the demands of online testing.

**Objective:** Upgrade operating systems and/or replace devices that do not meet minimum operating specifications as recommended by FSA.

**STEP 3 – Strategy Setting:**

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

***District's curricular goals that are supported by the technology plan***

*The purchase of hardware and software does not assure successful integration or increased student achievement. 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.*

*Wakulla's intent is to continue to raise the level of technology integration to support student learning and engagement in all facets of the school setting, resulting in a measurable a measurable impact 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.*

*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. The Wakulla District Technology Plan supports the district's curriculum goals.

**Enter the district strategies below:**

<b><i>Goal Addressed</i></b>	<b><i>Strategy</i></b>	<b><i>Measurement</i></b>	<b><i>Timeline</i></b>
<i>High Student Achievement</i>	<i>Provide teachers and students with high quality digital content for math, ELA, and content areas that is aligned to the Florida Standards.</i>	<i>Digital inventory of available digital materials.</i>	<i>50% of purchases in 2014-15</i>
<i>Equitable Access to Support High Student Achievement</i>	<i>Enhance and maximize infrastructure and hardware purchases to assure equitable access to technology tools and digital content for all teachers and students.</i>	<ul style="list-style-type: none"> <li>● <i>Assure infrastructure equity.</i></li> <li>● <i>Purchase and install hardware to meet district specifications for all classrooms.</i></li> </ul>	<i>2014 and ongoing</i>
<i>Highest student achievement</i>	<i>Create an infrastructure that supports the needs of digital learning and online assessments</i>	<ul style="list-style-type: none"> <li>● <i>Bandwidth amount</i></li> <li>● <i>Wireless access for all classrooms</i></li> </ul>	<i>2014-2019</i>
<i>High Student Achievement</i>	<i>Provide teacher training and support for the use of digital content and technology tools to transform instruction.</i>	<ul style="list-style-type: none"> <li>● <i>Training for teachers to align with parameters of TIM</i></li> <li>● <i>Ongoing support with training from IT, Curriculum Software Specialist, and lead teachers</i></li> <li>● <i>Full utilization of the school-level technology coordinators for teacher support</i></li> </ul>	<i>2014 and ongoing</i>
<i>Student Safety and Security</i>	<i>Provide training on Internet safety and ethical use.</i>	<ul style="list-style-type: none"> <li>● <i>CyberSafety training for students</i></li> <li>● <i>Internet usage training for staff</i></li> </ul>	<i>2014 and ongoing</i>

### **Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL**

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

This section of the DCP will document the activities and deliverables under each component. The section for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

### A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP Allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

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

Student Performance Outcomes		Baseline	Target
A1.	Increase writing proficiency percentage at elementary.	51%	55%
A2.	Increase writing proficiency percentage at high school.	55%	60%
A3.	Increase overall math proficiency at elementary.	65%	70%

#### Deliverable:

A1/A2	Increase student access to publication software to allow for increased opportunity for writing.	<ul style="list-style-type: none"><li>• Increase in production software availability – Microsoft products.</li><li>• Usage reports</li></ul>
A3.	Increase student use of technology tools and software for math.	<ul style="list-style-type: none"><li>• Increase in student/computer ratio.</li><li>• Increase in software availability – Math iXL, Algebra Nation usage reports</li></ul>

#### Student Success and Evaluation Criteria

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
A1/A2	<ul style="list-style-type: none"><li>• Review of student/computer ratio across district.</li><li>• Availability and use of Microsoft licenses for all computers.</li></ul>	<ul style="list-style-type: none"><li>• Increase from baseline.</li><li>• Documented availability.</li><li>• Usage reports.</li></ul>
A3.	<ul style="list-style-type: none"><li>• Review of student/computer ratio</li><li>• Availability of software.</li></ul>	<ul style="list-style-type: none"><li>• Documented availability.</li><li>• Usage reports.</li></ul>

### B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at [http://www.fldoe.org/BII/Instruct\\_Tech/pdf/Device-BandwidthTechSpecs.pdf](http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf). These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:



<b>Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1.	Purchase and implement 7 thin client systems which will provide 50 student classroom computers each (350 stations total)	May 2015	134,156.00	CES, MES, SES, RES, RMS, WMS, WHS	<i>Assure equity of access to technology for all students and staff in the district</i>
B.2.	Purchase and implement hardware for 32 model classrooms	May 2015	\$96,476.00	CES, MES, SES, RES, RMS, WMS, WHS	<i>Effectively integrate technology into the curriculum aligned with the FS.</i>

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

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>Infrastructure Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1.	This infrastructure activity will be monitored by the monthly reporting to stakeholders of activities.	All 350 devices installed and functioning properly by May 2015
B.2.	This infrastructure activity will be monitored by the monthly reporting to stakeholders of activities.	All 32 model classrooms installed, functioning properly, and being used to enhance classroom learning by May 2015

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62(12)(b), F.S. requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

Wakulla District has written a grant for Professional Development for Digital Learning to align with this grant. That Professional Development Grant will be used (if awarded) to fund the professional development described below.

<b>Professional Development Implementation</b>					
	<b>Deliverable</b>	<b>Estimated Completion Date</b>	<b>Estimated Cost</b>	<b>School/District</b>	<b>Outcome from Section A)</b>
C.1	25 teachers will complete and implement learning from the Technology Tools Institute conducted by the district IT staff.	January, 2015	\$2400	Wakulla	<i>Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum;</i>
C.2	25 teachers will complete and implement learning from the Technology Leadership Institute conducted by district IT and Curriculum Staff.	March, 2015	\$2400	Wakulla	<i>--Integrate technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum; --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;</i>
C.3	25 teachers will complete and implement learning from the Instructional Technology Institute conducted by district Curriculum Staff	March, 2015	\$2400	Wakulla	<i>Continue to increase student achievement in all core content areas including English Language Arts, Mathematics, Science, Social Studies, and Visual and Performing Arts.</i>
C.4	Technology Coordinators from each school will complete and implement training in the use of TIM.	December, 2014	\$3200	Wakulla	<i>1. Assure equity of access to instructional software and the tools to support and deliver it; 2. Integrate</i>

					<i>technology tools/equipment to support student learning and to aid teachers in the delivery of the core curriculum; 3. Use assessment data to guide student learning activities and lesson plan development for all classrooms;</i>
C.5	All elementary teachers will participate in a one-day institute on available technology tools.	August, 2015	\$17,000	Wakulla	<i>Assure equity of access to instructional software and the tools to support and deliver it;</i>
C.6	All secondary teachers will participate in a one-day institute on available technology tools.	August, 2015	16,000	Wakulla	<i>Assure equity of access to instructional software and the tools to support and deliver it;</i>
C.7	Teachers at each school site will participate in an ongoing Technology Learning Community (up to 100 teachers receive 10 hours of training/year)	July, 2016 July, 2017 July, 2018 July, 2019	<i>\$20,000 \$20,000 \$20,000 \$20,000</i>	Wakulla	<i>All of the above.</i>
C.8	Wakulla will add three HQMIP technology components to the MIP in cooperation with PAEC	July, 2015	\$400	Wakulla	<i>Professional Development</i>
<b>Total:</b>			<b>\$123,800.00</b>		

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.

<b>Brief description of other activities</b>	<b>Other funding source</b>
C1 – C6	Funded through the Professional Development for Digital Learning Grant
C7	<i>DCP if funded in subsequent years.</i>
C8	District Budget



**Evaluation and Success Criteria for C) Professional Development:**

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>Professional Development Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
C.1.	<p>This professional development activity will be monitored through attendance. In addition, participants will be required to share information from the sessions in their schools.</p> <p>A pre-post test will be used to judge increase in knowledge base.</p>	<p>100% of participants will complete the Institute.</p> <p>100% of participants will document school-site sharing.</p> <p>100% of participants will show growth from the pre to the post test.</p>
C.2.	<p>This professional development activity will be monitored through attendance. In addition, participants will be required to share information from the sessions in their schools.</p> <p>Participants will be required to complete an observation and determine an action research project to conduct at their individual school sites.</p>	<p>100% of participants will complete the Institute.</p> <p>100% of the participants will complete the action research project.</p>
C.3.	<p>This professional development activity will be monitored through attendance. In addition, participants will be required to share information from the sessions in their schools.</p> <p>Participants will be required to create a lesson plan utilizing an instructional software tool presented in the Institute.</p>	<p>100% of participants will complete the Institute.</p> <p>100% of the will present the designed lesson plan.</p>
C.4.	<p>Participants will be required to conduct a TIM assessment at their respective school sites.</p>	<p>100% of participants will conduct a TIM assessment at their respective school sites.</p>
C.5.	<p>This professional development activity will be monitored through attendance. In addition, participants will be required to</p>	<p>90% of teachers will demonstrate mastery of the use of one tool presented in the Institute.</p>

	demonstrate mastery of the use of one tool learned in the Institute.	
C.6.	This professional development activity will be monitored through attendance. In addition, participants will be required to demonstrate mastery of the use of one tool learned in the Institute.	90% of teachers will demonstrate mastery of the use of one tool presented in the Institute.
C.7.	This professional development activity will be monitored through attendance.  Participants will be required to identify an area for action research and implement an appropriate technology tool to address the identified area of need.	90% of participants will communicate the action research project with associated student achievement data.
C.8.	This will be monitored by the completion of the HQMIP technology components.	Existence of three HQMIP technology components.

## D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: <http://www.fldoe.org/workforce/fcpea/default.asp>. Devices that meet or exceed minimum requirements and protocols established by the department may also be included here.

Implementation Plan for D) Digital Tools:

<b>Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
D.1.	Offer 2 additional CAPE digital tool certifications from the approved list.	2015-16	\$2000	WMS RMS	
D.2.	Integrate 1 set of instructional materials into the digital tools system.	2014-15	\$15,000	Elementary Schools	
D.3.	Assure full communication of and increased utilization of digital instructional materials to students and parents	2015-16	\$2000	Wakulla	
D.4.	Implement Learning.com technology tools	2014-15	Through PAEC	Wakulla	
<b>Total:</b>			<b>\$19,000</b>		

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.

<b>Brief description of other activities</b>	<b>Other funding source</b>
D1, D2, D4	District technology budget
D3, D5	District technology budget

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor



progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

<b>Digital Tools Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Provision of the CAPE certification tools	85% of students enrolled in classes will achieve the industry certification
D.2.	Usage of new digital tool	75% of teachers will show increased usage of the tool throughout the year
D.3.	Usage of digital instructional materials	75% of students will indicate usage of the digital instructional materials.
D.4.	Provision of Learning.com	75% of teachers will utilize Easy Tech with students

## E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments should be considered in this section. In your analysis of readiness for computer-based testing, also examine network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. Districts should review current technology specifications for statewide assessments (available at [www.FLAssessments.com/TestNav8](http://www.FLAssessments.com/TestNav8) and [www.FSAssessments.com/](http://www.FSAssessments.com/)) and schedule information distributed from the K-12 Student Assessment bureau when determining potential deliverables.

Implementation Plan for E) Online Assessments:

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/District	Outcome from Section A)
E.2.	Purchase and installation of devices for assessment	February 2015	49,840.00	RMS and WMS	

Evaluation and Success Criteria for E) Online Assessments:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Purchase and installation of devices for assessment	Successful completion of the state's Infrastructure Trial

Total of funding through the DCP for the 2014-15 school year:

B.1. 134,156.00

B.2. 96,476.00

E.2. 49,840.00

**280,472.00**

COAST Charter School: 9,560.00 *based on Superintendent approved plan and FTE Calculation*

**Total Allocation: 290,032.00**