

District Technology Plan FY2012 - FY2015

Santa Rosa County District Schools

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Mission

The mission of the Santa Rosa County District Technology Committee is to provide a supportive framework that guides in developing a dynamic technological culture that empowers learners, including those with special needs, enhances learner outcomes and encourages independent and cooperative life-long learning. This framework will guide the use and implementation of technologies to enhance student achievement through the correlation of curriculum and instruction with the Florida Sunshine State Standards.

Vision

It is our vision that all Santa Rosa County Students will have access to current and emerging technologies, which enhance learning as a seamless element of the school day to promote higher order thinking skills to prepare students for college and careers.

Summary

Santa Rosa County School District promotes the effective use of technology to implement the Sunshine State Standards to improve performance of all students through the following Strategic Activities:

- Integrate school-level technology plans into the School Improvement Plans using the established minimum district components;
- Use Florida Innovates District Technology Survey data when writing technology goals;
- Align individual professional development plan to current national and state standards and guidelines to meet the technological needs of regular, vocational, and exceptional students;
- Improve intra-county communication using available technologies;
- Continue to assess and upgrade network infrastructure, hardware, and software to provide students the most up-to-date access and most current instructional technology available for improving achievement;
- Provide district-level hardware and software standards and support;
- Maintain and update district guidelines that address the needs of all learners for computer equipment purchases;
- Maintain and update district guidelines for the purchase of equipment that addresses assistive and adaptive needs;
- Maintain and update district guidelines that address the needs of all learners for instructional software;
- Maintain and update district and school web sites following ADA guidelines to provide for communication and access to district and school information;
- Provide data tools for teachers, students, and parents (e.g., electronic gradebook, data analysis tool, benchmark assessment tool, etc.) to promote continuous student performance monitoring;
- Provide software and training for teachers to post informational and instructional material on the school web sites;
- Provide security for district workstations for better total cost of ownership;
- Provide visitor accountability system to increase security for students;
- Provide Internet security to meet CIPA requirements;
- Provide a continuum of instructional technology professional development activities to assist teachers with the process of integrating technology into curriculum, instruction and assessment using the latest technological resources (e.g., Wimba, Moodle LMS, etc.) as well as face-to-face traditional training;
- Explore, provide professional development on, and use new technologies (e.g., Web2.0) that promote 21st Century skills and learning in general that lead to student success;
- Promote the use of site-based Peer Coaches/Mentors to increase professional development opportunities in the schools;
- Provide schools the opportunity to have at least one site-based teacher trained as a Technology Integration Peer Coach; and
- Implement guidelines and training that promote appropriate, safe, and secure use of the Internet and email system that maintains district protocol for employees and students.

These activities are specified further throughout the various sections of this plan.

District Profile

Santa Rosa is a medium-sized, suburban/rural county. Travel across the district encompasses a 110-mile round trip (1016 sq. mi.). Per the 2005 U.S. Census estimate, Santa Rosa's population is 141,205, an increase of 20% over 2000, and the district population mobility rate is close to 21%. The district's rural population is 28.8% compared to Florida's 11.2%.

The Santa Rosa District Schools consist of a total of 26,144 students; 2,582 employees; and 91 administrators countywide. The school system includes: 17 elementary, 8 middle, and 7 high schools; a pre-kindergarten center; a technical center; an adult school; a community schools program; an adult literacy program; a variety of alternative programs, and 4 Administrative/Support locations.

Other Pertinent Information

- % Household growth 2000-2005: 22.99
- % Household growth forecast 2005-2010: 20.86
- 43.6% of employees have a travel time to work greater than 30 minutes.
- Free/Reduced percentage is 38.14% as of May 2010,
- The percentage of minority students is 14.84% as of May 2009.

The rural nature of our community presents challenges in the following technology-related areas: availability of certified teachers for high need courses, lack of opportunities for remedial solutions in high failure courses, low participation in dual enrollment courses, and limited accessibility for instructional and non-instructional personnel to participate in district-wide inservice training. All of these factors combined have inspired the school district to research and implement the most cost-effective approach to integrating technology into the curriculum.

Purpose

Santa Rosa County District Schools recognizes the need to formalize the connections between education and competitiveness by focusing on integrating information and communications technologies (ICT) and 21st-century skills into the teaching of core subjects. The SRC District Technology Committee has been challenged to develop a comprehensive plan to direct the evolution of technology and its use in the district. This document for technology, its component parts, and 21st-century skills integration are directed towards assuring that Santa Rosa students benefit from the power of technology in order to prepare them for the world in which they will live and work.

As technologies continue to emerge, instruction and administrative/support services will be impacted. The integration of these resources will challenge our teachers to become facilitators and enable our students to become more adept at independent exploration, problem solving, critical thinking and collaborative learning. This transition is the key to meeting the challenges of the 21st century.

Planning Process

This District Technology plan was created by a committee composed of teachers, district teacher and educational union representation, school and district level administrators, local University professors, parents and local business leaders. The District Technology Committee is charged with continuously evaluating the District Technology Plan to incorporate the changing needs of the district.

Needs were identified through school-based needs assessment surveys, and prioritized based on school improvement plans, technology plans, student achievement, and district input. Goals and strategic objectives were defined to meet these district-wide technology needs and to fulfill the intention of the district's mission. Subsequently, strategic activities and associated timelines were developed, and responsible personnel were identified. Timelines were plotted to assess feasibility over a three-year period, and addenda were created to outline district standards.

The District Technology Committee or subcommittees thereof revises the District Technology Plan at least each month, recognizing that the very nature of technology requires that this document be modified on a regular basis to reflect new and emerging technologies and to meet the changing needs of the district.

Abbreviations Used in Document

- DEA – Discovery Education Assessment
- DES – Discovery Education Streaming
- DP – Data Processing Department (MIS)
- ICT – Information & Communication Technology
- ITS – Instructional Technology Specialists
- ITTS – Inventory of Teacher Technology Skills
- PD – Professional Development
- PDC – Professional Development Center
- PGS – TrueNorthLogic Professional Growth System (aka SRPGS)
- S2TL – Student Tool for Technology Learning
- SRCSB – Santa Rosa County School Board
- SRCSD – Santa Rosa County School District
- TIC – Technology Integration Coach(es)
- TSA – Technical Support Annex (MIS)

Membership

Hugh Winkles	School Board Member District 2	WinklesH@mail.santarosa.k12.fl.us
Bill Emerson	Assistance Supt. for Curriculum and Instruction	EmersonW@mail.santarosa.k12.fl.us
Doug Dillon	Assistant Superintendent for Finance	DillonD@mail.santarosa.k12.fl.us
Vickie Beagle	Director, Inservice and Instructional & Technology	BeagleV@mail.santarosa.k12.fl.us
Conni Carnley	Director, Middle Schools	CarnleyC@mail.santarosa.k12.fl.us
John Garlock	Network Systems Engineer, Data Processing	GarlockJ@mail.santarosa.k12.fl.us
Chuck Welch	Computer Support Supervisor, Technical Support Annex	WelchC@mail.santarosa.k12.fl.us
Charlene Kincaid	Math Coordinator	KincaidC@mail.santarosa.k12.fl.us
Pam Smith	Elementary School Principal, Russell Elementary	SmithP@mail.santarosa.k12.fl.us
David Gunter	Middle School Principal, King Middle	GunterD@mail.santarosa.k12.fl.us
Sylvan Ladner	High School Principal, Gulf Breeze High	LadnerS@mail.santarosa.k12.fl.us
Steve Sutherland	Sr. Programmer/System Analyst, Berryhill Admin. Complex	SutherlandS@mail.santarosa.k12.fl.us
Dr. Pam Northrup	Professor and Parent, Instructional Technology, UWF	pnorthru@uwf.edu
Robert David	Business Partner, Technical Software Services, Inc., Pensacola, FL	rgdavid@techsoft.com
Kelly Rohan	Teacher Representative, Holley Navarre Intermediate School	RohanK@mail.santarosa.k12.fl.us
Rebecca Whitfield	Teacher Representative, East Milton Elementary School	WhitfieldR@mail.santarosa.k12.fl.us
Mary Lynn White	Teacher Representative, Woodlawn Beach Middle School	WhiteM@mail.santarosa.k12.fl.us
Molly Cobb	Teacher Representative, Pace High School	CobbM@mail.santarosa.k12.fl.us
Janie Gomillion	Teacher Representative, Jay High School	GomillionJ@mail.santarosa.k12.fl.us
Joy Vena	Teacher Representative, Locklin Technical Center	VenaJ@mail.santarosa.k12.fl.us
Ken Morton	Ed Support Representative, Bagdad Elementary School	mortonk@mail.santarosa.k12.fl.us
Marie Bodi	SRPE, Teacher Representative	BodiM@mail.santarosa.k12.fl.us
Landra McCrary	SRPE, Educational Support Representative	MccraryL@mail.santarosa.k12.fl.us
Eric Englert	Teacher on Special Assignment, Instructional Tech Specialist	EnglertE@mail.santarosa.k12.fl.us
Marianne Robey	Teacher on Special Assignment, Professional Dev. Specialist	RobeyM@mail.santarosa.k12.fl.us
David Richardson	Internet Content Filter Admin, PDC	RichardsonDT@mail.santarosa.k12.fl.us

Goals and Definitions

Framework Section	Goal	Definition
Learning Environment	1. Strengthen student ICT skills	Student's develop skills to utilize technology as tool in all areas of the curriculum.
	2. Enhance the integration of technology in curricula	Educators apply technology appropriately in their content area to enhance instruction.
	3. Enable opportunities to personalize and extend student learning	Educators utilize technology to differentiate instruction to meet students' needs.
	4. Ensure utilization of technology based assessments	The use of formative and summative assessments is enhanced through technology.
Access	5. Increase access to digital tools	Students and educators have access to mobile computers, digital devices and tool-based software that makes instruction relevant and powerful.
	6. Provide access to reliable infrastructure	Internet access and bandwidth are sufficient to meet instructional technology needs
	7. Improve opportunities to access digital content	Students and educators have access to content that enhances instruction from around the world.
	8. Enhance access to student data	The results of student assessments and other student data are available just in time and in a useful format.
Support	9. Ensure trained instructional technology staff	Expert technology support is available just in time at the school and district level.
	10. Improve community involvement	Technology enhances the ability of schools and teachers to communicate and increase parental involvement.
	11. Enable technology leadership	Technology standards for teachers and school leaders are integrated into preparation programs and professional development to ensure technology is purchased and used in meaningful instructional ways.
	12. Support ICT training for educators to enhance instruction	Professional Development for educators includes the use of appropriate

Goal 1: Strengthen Student ICT Skills

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
Funding: <ul style="list-style-type: none"> Minimal People: <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators Resources on hand: <ul style="list-style-type: none"> Student Tool for Technology Literacy (ST2L) Educational Technology Clearinghouse Florida iTunes U Teaching & Learning Institutes 	Short Term 1-2 years <ul style="list-style-type: none"> All middle schools using the ST2L to measure 8th-grade student ICT literacy. Long Term 3-5 years <ul style="list-style-type: none"> Adoption of student ICT skill standards. Targets set for proficiency level and increases in percentage of students deemed proficient. Increase in the percentage of students meeting proficiency on all levels of ST2L. Monitoring of students ICT skills at the appropriate grade levels. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve college and career readiness Expand opportunities for postsecondary degrees and certificates
Activities <ul style="list-style-type: none"> Assess students' information and communication technology (ICT) skills Increase number of 8th grade students participating in Student Tool for Technology Learning (ST2L) Explore the use of electronic portfolios and available resources for assessing technology literacy in other grade levels. Implement guidelines and training that promote appropriate, safe, and secure use of the Internet and email system that maintains district protocol for students. Deliver and document instruction to increase Internet safety related to <u>appropriate online behavior</u>, personal safety, cyber-bullying awareness <u>and response</u>, and social networking – <u>specifically, interacting with other individuals on social networking sites and in chat rooms –</u> to teachers, students, and where appropriate, parents. Apply for Federal and state grants to expand the availability of technology to ESE and ESOL students. <u>Update/Implement</u> email guidelines and procedures <u>as necessary</u> and provide for student email accounts for educational projects (via ePals, gaggles, and/or I-Mail). Explore, promote, and provide support for student-safe, Web2.0 and ICT technologies that enhance 21st-century learning. Explore, promote, and provide support for digital tools (21st Century Classroom tools: laptops, video cameras, student response systems, interactive whiteboards, etc.) Establish technology proficiency and ICT literacy standards for students/teachers based on International Society for Technology in Education's <i>National Educational Technology Standards</i> (ISTE NETS for students, teachers, and administrators)⁴ Continue to monitor School Retrofit and Network Upgrade Project, acquire modern instructional technologies, and expand new applications of technology to support school reform efforts and promote equitable access to technology to provide students and faculty with the most current instructional technology available for improving achievement and provide equity across the district with instructional software and hardware. Explore and implement practical solutions for improving the ratios of students and teachers to modern, multimedia computers (as defined by State and District standards). <u>Monitor and expand SR BlackBoardConnect initiative (wireless access for student –owned mobile devices) as appropriate.</u> Explore and implement practical solutions for providing mobile devices to students. Use FDLRS and District LATS team to assist school in the purchase of assistive/adaptive software and equipment appropriate for students with special needs. Provide, and encourage schools to provide, students and parents access to online educational information, reference materials, and Internet safety curriculum via district or school webs. Update the District Acceptable Use Policy for Students as needed to reflect changes in state and federal laws and provisions including but not limited to <ul style="list-style-type: none"> Prevention of access by students to inappropriate matter on the Internet and World Wide Web Ensuring the safety and security of minors when using email, chat rooms, and other forms of direct communications Prevention of unauthorized access, including so-called "hacking" and other unlawful activities by students online Prevention of unauthorized disclosure, use, and dissemination of personal information regarding students 		

⁴ <http://cnets.iste.org/index3.html>

- Restriction of student access to materials deemed harmful to students by the district and community through the use of an Internet security filter and firewall program

Goal 2: Enhance the Integration of Technology in Curricula

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
Funding: <ul style="list-style-type: none"> Minimal People: <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators Resources on hand: <ul style="list-style-type: none"> Student Tool for Technology Literacy (ST2L) Input system for standards Educational Technology Clearinghouse Florida iTunes U Teaching & Learning Institutes 21st Century Classroom tools provided by EETT Charting A Course for the Digital Science Classroom funding 	Short Term 1-2 years <ul style="list-style-type: none"> Increase number of core subject area classrooms outfitted with 21st Century tools to 50%. Long Term 3-5 years <ul style="list-style-type: none"> Adoption of student ICT skill standards. Increase in the percentage of students meeting proficiency on all levels of ST2L and teachers on all levels of the ITTS or similar tool. Monitoring of students ICT skills at the appropriate grade levels. Increase number of core subject area classrooms outfitted with 21st Century tools to 90%. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Assess students' information and communication technology skills. Promote and expand the use of interactive whiteboard technologies. Promote and expand the use of student response devices for instant assessment of student understanding of content. Identify and provide resources to increase awareness of Internet safety and prevention of cyber-bullying to students, staff, and where appropriate, parents through the use of online sites, one of which is i-Safe.org Identify and provide online educational resources for all stakeholders on FCAT, academic subject areas, technology use and integration, etc. Provide for grade-appropriate Internet software/services in all classrooms Provide for readily available copyright information for district personnel Implement Discovery Education 21st Century/STEM professional development program that incorporates Common Core Standards and deploy Discovery Education 21st Century/STEM district-wide pacing guides in all core classrooms. Use successful research-based models to drive curriculum Conduct Action Research on all educational technology projects and/or initiatives supported with Enhancing Education Through Technology funds Expand and/or improve integration of technology-delivered educational content <ul style="list-style-type: none"> Assess current implementation of Instructional Learning Systems (ILS) and content-specific educational software (High-stakes management) Provide support and integration training as needed based on assessment of programs Upgrade out-dated ILS and content-specific educational software as appropriate Use site-based lead teachers for ILS support Use the follow-up procedure and/or instrument for all technology-related inservice <ul style="list-style-type: none"> To assess understanding and effectiveness of initial training To evaluate training application and integration into the classroom setting Develop Action Research process to correct/revise instructional programs as needed <ul style="list-style-type: none"> Deliver training on analyzing available data for program evaluation at three levels: District, School and Instructional Continue high stakes management program to evaluate the effectiveness of SuccessMaker Software Evaluate progress of READ 180 student data. Continue to explore viable program alternatives Make recommendations and provide support for implementation of change 		

Goal 3: Enable Opportunities to Personalize and Extend Student Learning

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
Funding: <ul style="list-style-type: none"> Minimal People: <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators Resources on hand: <ul style="list-style-type: none"> Student response systems, video cameras, laptops, and other 21st Century Classroom tools equipment provided by EETT Charting A Course for the Digital Science Classroom and district funding. 	Short Term 1-2 years <ul style="list-style-type: none"> Increased number of applicable learning tools as evidenced on the FL Innovates Resource Survey. Increase number of core subject area classrooms outfitted with 21st Century tools to 50%. Long Term 3-5 years <ul style="list-style-type: none"> Increase number of core subject area classrooms outfitted with 21st Century tools to 90%. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Align resources to strategic goals
Activities <ul style="list-style-type: none"> Work with Grade Level Directors and other policy makers to adjust <u>Modify and refine</u> district policy and codes of student conduct to <u>permit appropriately expand</u> use of mobile devices in the classroom for instructional purposes. Develop guidelines for student use of district-owned laptops, student response devices and similar tools that extend learning and the classroom beyond the regular school day. Explore, implement, and if successful, promote the use of student response devices as a student homework assistant tool. Explore, implement, and if successful, promote the use of student laptops to extend learning and the classroom beyond the school day. Promote home use of learning systems and teacher-created websites to provide after-school access to instructional activities, assignments, and learning materials. Expand use where applicable and train teachers in use of Compass Learning Credit Recovery program. Create Web pages and hypertext links on the district Web Site for teacher resources related to curriculum. Create Web pages and hypertext links on the district Web Site for Internet safety/cyber-bullying prevention instruction/information. 		

Goal 4: Ensure Utilization of Technology-Based Assessments

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
<p>Funding:</p> <ul style="list-style-type: none"> Minimal <p>People:</p> <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators <p>Resources on hand:</p> <ul style="list-style-type: none"> Student Tool for Technology Literacy (ST2L) Input system for standards Educational Technology Clearinghouse Florida iTunes U, FCIT Teaching & Learning Institutes SMART SMART2 (in-house digital tool for access to student data) Discovery Education Assessment 	<p>Short Term 1-2 years</p> <ul style="list-style-type: none"> All middle schools using the ST2L to measure 8th-grade student ICT literacy. All schools using Discovery Education Assessment for benchmark assessment All applicable schools successfully conduct FAIRdistrict/state-required online assessments testing (as measured by numbers of student test completions). <p>Long Term 3-5 years</p> <ul style="list-style-type: none"> End-of-course/Florida standardized exams successfully completed by all applicable students Increase in the percentage of students meeting proficiency on all levels of ST2L. Increased number of computers available for assessment. Increase number of wireless hotspots in schools Increase number of wireless laptop carts (Computers on Wheels) 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Provide data tools for teachers, students, and parents (e.g., electronic grade book, data analysis tool, benchmark assessment tool, etc.) to promote continuous student performance monitoring. Assess students' information and communication technology skills. Appropriate District administrators meet with school administrators to discuss technology vision, status, and goals. Provide schools, where practical, with computers-on-wheels technologies. Increase percentage of laptops in schools for increased flexibility and access to meet the demands of online testing. Provide access to and training on Discovery Education Assessment (formerly ThinkLink). Provide training to school and district support staff and teachers on delivery and management of online testing. 		

Goal 5: Increase Access to Digital Tools

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
Funding: <ul style="list-style-type: none"> Minimal People: <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators Resources on hand: <ul style="list-style-type: none"> Student Tool for Technology Literacy (ST2L) Educational Technology Clearinghouse Florida iTunes U Florida Digital Depot Digital tools sponsors and vendors like MyVRSpot, Gizmos, Discovery Education, Discovery Education Assessment, FCIT, Microsoft, etc. 	Short Term 1-2 years <ul style="list-style-type: none"> Increase number of classrooms with access to digital tools to 50%. Create and Modify policies to address new technologies and changing usage of new technologies by students and staff in schools. (<u>e-book policies, "bring your own device" policies, learning systems, digital learning environments, etc.)</u>) Long Term 3-5 years <ul style="list-style-type: none"> Increase number of classrooms with access to digital tools to 90%. Modify and update policies to address new technologies and changing usage of new technologies by students and staff in schools. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Where applicable, modify Code of Student Conduct, Acceptable Use policies, Telecommunication Plan: Policies and Procedures, and other policies to address new technologies and changing usage of new technologies by students and staff in schools. Create, modify, and update policy related to e-readers, cell phones, and other new technology usage in schools with respect to appropriate educational usage. Support Destiny district-wide in all school Library Media Centers. Explore Destiny for the district media center. Provide for district licensing of research services and news services to support the curriculum. Provide schools with the tools necessary for the purchase of effective instructional software and related resources. Provide vendor demonstrations, hands-on previews, and a forum for information sharing of curriculum based software programs. Review and document software inventory from each school. Continue to seek grants to supplement district and Public School Technology Dollars for the purchase of comprehensive curriculum software packages. Work with schools for school-based decision making for the acquisition of instructional software and technology-based educational materials meeting district standards and policies through grants, district-negotiated licensing agreements, and business partnerships. Maintain district standards for hardware and software for enhanced support. Maintain district bid for PC and other hardware purchases. Maintain district support for SuccessMaker Enterprise™ instructional software. Maintain district support for Classworks Gold instructional software. Maintain district support for Scholastic's READ 180. Maintain district support for Discovery Education Assessment tool. Migrate all users to Office 2007-2010 or similar for administrative, instructional, and student use. Investigate and provide teacher and student access to online interactive learning tools, such as Gizmos. Investigate and provide access to social networking simulation sites, like MyVRSpot, which take advantage of social networking features but provide students a safer venue for publishing their work. Provide training on and increased access to online Course Recovery program (Compass Learning) Provide extensive training on Discovery Education streaming to, starting with Math teachers and continuing with other core curriculum teachers (<u>Math/Science are complete</u>) until all core classrooms have a projector and core teachers are trained to use Discovery Education digital content with their students (Race To The Top). Investigate appropriate academic use of digital devices (including student-owned devices – laptops, iPods, iPads, eReaders, smart SMART2 phones, tablets, etc.) and modify and/or develop policy to address the use <u>and equitable access standards</u>. (<u>Subcommittee of DTGcf. Student Mobile Device Policy</u>) Investigate expansion of bandwidth to address additional load on the network caused by increased use of devices. 		

Goal 6: Provide Access to Reliable Infrastructure

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
<p>Funding:</p> <ul style="list-style-type: none"> Minimal <p>People:</p> <ul style="list-style-type: none"> District Technology Support Dept. District Data Processing Dept. District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators Director, Instruction Technology <p>Resources on hand:</p> <ul style="list-style-type: none"> 10MB – 50MB from school out to district; 100MB from district data center to any school; (AT&T Metro) Internet connection is 50MB (MyFlorida.net) Package-shaping with Packeteer device to control and distribute bandwidth as needed. Websense Internet Content Filter maintained in-house to monitor use. Kaspersky anti-virus used on all stations. 	<p>Short Term 1-2 years</p> <ul style="list-style-type: none"> Maintain stable, secure network environment as evidenced by FL Innovates Resource Survey. <p>Long Term 3-5 years</p> <ul style="list-style-type: none"> Increase bandwidth as needed to all schools. Increase wireless networks at schools for teacher and student use. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Expand opportunities for postsecondary degrees and certificates Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Conduct yearly technology evaluations through Online Florida Innovates District Technology Survey, Individual School Improvement Plans, Professional Development Needs Assessment Form, SMART SMART2 (Student Management And Reporting Tool – data analysis/grade book tool), Florida Innovates Inventory of Teacher Technology Skills, and Florida Innovates Student Tool for Technology Literacy. Monitor network usage and explore alternative means for increasing bandwidth (e.g., wireless, fiber, etc.) as needed Identify administrative/instructional software support needs. Use the data compiled by the Florida Innovates School Technology Resources Surveys to maintain a hardware replacement system for student workstations. Use the data compiled by the Florida Innovates School Technology Resources Surveys to upgrade existing network infrastructure and computer hardware to meet state online testing requirements. Continue to examine and expand bandwidth, as needed, for schools and departments. Use the state SunCom phone system where available. Use the Centrex (ESSX) service as provided by Florida State Contract to provide basic phone service where available Outline a plan to monitor, review, and document progress of telecommunications objectives including provision for changes to implementation or to timelines when required. Provide GPS tracking on cellular devices that will be used to track buses and other district vehicles Include technology infrastructure in all new construction. Collaborate with architects and engineers to ensure that district guidelines are met. Implement district level guidelines for configurations/setup of network operating systems. Seek additional E-rate funding for network upgrades at the following schools: KMS, TRJ, BES, and EME. Expand use of wireless/portable computer labs and/or mobile carts (CoWs) as alternative to traditional PC lab setting. Implement Support and upgrade as needed wireless access in administrative office areas and other areas of the schools for Classroom Walkthrough Evaluation program Provide for replacement of obsolescent instructional computers in compliance with district standards Provide for a teacher-dedicated computer for all instructional personnel Provide for upgrading district servers Provide for controlled and secure expansion of laptop/tablet PC and other portable device use Provide for controlled and secure expansion of wireless networks and wireless portable device use for program facilitation (e.g., Administrative Classroom Walkthrough Teachscape, Academic Intervention Specialists teacher evaluation mCLASS DIBELS) 		

- Provide for district level assistive technology specialists
- Increase teacher awareness of new and existing assistive technologies
- Maintain a 3-5 year recycling plan to replace or upgrade obsolete computers
- Continue use of county web and intranet for help-desk type of support delivery
- Continue regionalized county hardware technician support
- Combine software and hardware support groups to improve support efficiency
- Continue Professional Development Center support for technology integration and professional development
- Publicize the Sunshine State Standards that include technology at all grade levels
- Encourage lesson plan development of best-practice technology integration through training and support
- Develop district guidelines for the implementation of Internet safety curriculum
- Provide network software and hardware support for the schools in a timely and professional manner.
- Continue support for the data flow system.
- (E-Rate requirement) Outline a plan to monitor, review, and document progress of telecommunications objectives including provision for changes to implementation or timelines when required.
- Acquire modern instructional technologies and/or expand new applications of technology to support school reform efforts and promote equitable access to technology
 - Encourage the use of School Improvement Dollars, SIT dollars, and state reward funds to augment technology needs.
 - Continue to seek district funding for continuance of school retrofits.
 - Seek funding to continue school/district network upgrades.
 - Seek funding to update school hardware/software.
 - Continue to apply for E-Rate funding to meet district bandwidth requirements.
 - Expand bandwidth through appropriate avenues to augment FIRM provided access
 - Work with the Florida Division of Communications for Internet access currently being provided by FIRM
- Maintain and upgrade all district computer hardware
- Maintain, and upgrade as necessary, a software standard
- Establish administrative and instructional standards
- Implement security software district-wide for reduction in TCO
- Review, document, and make recommendations to bring existing ITV systems up to district standards
- Include technology infrastructure in the original construction plans of future facilities.
- Update and enforce ITV installation/ operational standards
- Expand ITV as needed for future construction and continue ITV support
- Update computer hardware contract quarterly to ensure purchase of up-to-date hardware components. (Reference SRCBS contract code #74300 for new Dells and CDI RFB-06-25 Refurbished Dell Computers)
- Maintain and update (as needed) computer equipment standards
- Maintain and update (as needed) hardware installation standards
- Maintain software and hardware standards on district website
- Communicate district purchasing standards and technology-related information to administrators during yearly administrators' conference and monthly principals' meetings.
- Provide opportunities for Technology Contacts to receive current purchasing information and recommendations quarterly.
- Provide onsite guidance as needed to schools making technology-purchasing decisions.
- Continue to monitor Internet security and firewalls
- Implement process for continued investigation of Internet security and firewalls
- Continue to examine possible solutions for acquiring additional hardware/software support personnel to provide additional support
- Use the on-line work order system to address district support needs
- Provide localized support by way of on-line help database
- Enhance network support for local and wide area networks
- Enhance support for instructional technology software
- Organize meetings with the school-based Technology Contacts for communication of support information
- Provide information concerning deployment of hardware technicians
- Encourage schools to utilize Teacher Assistant for Technology position
- Require that all computer purchases include a minimum three-year on-site warranty
- Recommend that all laptop for student purchases include accident insurance.
- Set and maintain equipment donation standards
- Maintain county supply of parts from county approved hardware vendor
- Encourage schools to utilize school budgets to start a replacement program for obsolete instructional computers
- Continue administrative computer replacement schedule

- Encourage schools to appropriate time during the school work day for school Technology Contacts to address troubleshooting and other technology issues
- Explore possible avenues of support for sites that do not have site-based Technology Contacts
- Develop and implement district/school-based telecommunications strategies.
- Implement process for continued investigation of Internet security and firewalls.
- Implement guidelines for Web servers and pages.
- Implement guidelines for email servers and clients.
- Develop and implement a network security plan for Local Area Network (school level), and Wide Area Network (school level and district-wide).
- Explore avenues for SPAM prevention/reduction.
- Oversee and standardize security of wireless networks.
- Work toward increasing bandwidth to 300 MB range as financially feasible and upgrade existing technologies to meet this goal.

Goal 7: Improve Opportunities to Access Digital Content

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
<p>Funding:</p> <ul style="list-style-type: none"> Minimal <p>People:</p> <ul style="list-style-type: none"> District Technology Support Dept. District Data Processing Dept. District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators <p>Resources on hand:</p> <ul style="list-style-type: none"> Student Tool for Technology Literacy (ST2L) Input system for standards Educational Technology Clearinghouse Florida iTunes U Florida Teaching & Learning Institutes MyVRSpot, Gizmos and similar. 	<p>Short Term 1-2 years</p> <ul style="list-style-type: none"> Maintain online district-provided resources. Increase teacher use of digital content (as measured by number of teachers participating in FDE program and FL Innovates survey). Modify and update policies to address new technologies and changing usage of new technologies by students and staff in schools. (e-book & , "bring your own device" policies, learning systems, digital learning environments, etc.)) <p>Long Term 3-5 years</p> <ul style="list-style-type: none"> Expand online district-provided resources. Increase student use of digital content (as measured by FL Innovates survey). Modify and update policies to address new technologies and changing usage of new technologies by students and staff in schools. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Expand opportunities for postsecondary degrees and certificates Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Provide data tools for teachers, students, and parents (e.g., electronic gradebook, data analysis tool, benchmark assessment tool, etc.) to promote continuous student performance monitoring. Assess students' information and communication technology skills. Modify and update policies to address new technologies and changing usage of new technologies by students and staff in schools. Maintain district-developed ESOL endorsement courses online. Update district-supported instructional software list. Require Windows XP/7 operating system on all networked district workstations. Implement Discovery Education 21st Century/STEM professional development program that incorporates Common Core Standards and deploy Discovery Education 21st Century/STEM district-wide pacing guides in all core classrooms. (Race to the Top initiative) Support MS Office Suite 2007/2010 /Sun StarOffice Suite 8 use in all schools to stay up-to-date with industry standard productivity applications. Update/Upgrade virus protection software as needed. Maintain standards for use of anti-spyware/anti-adware software. Implement/Support English Language Development/Rosetta Stone software for all ESOL students. Investigate and provide teacher and student access to online interactive learning tools, such as Gizmos. Investigate and provide access to social networking simulation sites, like MyVRSpot and Edmodo, which take advantage of social networking features but provide students a safer venue for publishing their work. Create Web pages and hypertext links on the district Web Site for Curriculum frameworks including ESE standards, Performance-based standards, School board policy, Grant information, Pupil progression plan, District inservice information, ESOL Inservice Training, and Data-driven decision making. Expand modes of delivery for inservice opportunities to instructional and non-instructional personnel. Improve intra-county communication for professional development delivery, Administrative meetings, School to school peer instruction, and meetings (e.g., Wimba conferencing and Moodle LMS). Integrate collaborative distance learning initiatives through ITFS, state-provided, digital satellite system, one-way video utilizing wireless communication capabilities, one-way video/two-way audio, and the Internet: Web-based instruction (e.g., Wimba/Moodle LMS, video streaming, etc.), Document sharing, Video conferencing, and SharePoint applications. Continue to seek grants and supplement grant projects through matching funds as required to complete grant activities. Provide easy access for students and teachers to digital tool libraries and search sites (e.g., FCIT Digital Depot and 		

Thinkfinity).

Goal 8: Enhance Access to Student Data

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
Funding: <ul style="list-style-type: none"> Minimal People: <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators Resources on hand: <ul style="list-style-type: none"> Student Tool for Technology Literacy (ST2L) Input system for standards SMART SMART2 (Student Management And Reporting Tool – data analysis/gradebook tool) Florida Innovates Student Tool for Technology Literacy 	Short Term 1-2 years <ul style="list-style-type: none"> Improve features of SMART SMART2 to meet needs of educators as indicated in user surveys. Incorporate data from all vendor-based assessment tools into district AIP/PMP online tool. Increase percentage of staff using SMART SMART2 and DEA. Long Term 3-5 years <ul style="list-style-type: none"> Increase in the percentage of students meeting proficiency on all levels of ST2L. Increase percentage of schools using Parent Internet Viewers (allowing parents/students to see grades 24/7). 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Expand opportunities for postsecondary degrees and certificates Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Provide data tools for teachers, students, and parents (e.g., electronic gradebook, data analysis tool, benchmark assessment tool, etc.) to promote continuous student performance monitoring. Assess students' information and communication technology skills. Monitor issues and security concerns with use of mobile smart SMART2 phone systems as well as iTouch/iPad and other wireless-capable hand-held devices. Pilot district electronic grade book (SMART) in limited number of schools 2010-11 school year. Provide for upgrades for the Student Management And Reporting Tool (SMART). Provide for school-wide, comprehensive, curriculum- and standards-based instructional and management software. Support schools currently using Excelsior/Pinnacle electronic grade book software and promote district-wide implementation. Maintain and support district-wide implementation of Student Services Support System (S4) IEP generator software Provide support for Synergistic Frameworks A3 AIP generator software in all district schools. Provide and expand appropriate curriculum-based software and ILS software that provides achievement reports and other student data to assist teachers in making informed curricular decisions to facilitate individualization and improve student achievement. Adopt technology standards for teachers and continue to promote the use of a standards-driven performance measurement system to monitor teacher technology literacy and predict training needs. Maintain support for existing electronic grade book use and begin broader implementation for a LAN-based grade book system (i.e., SMART) in all schools starting with a limited number and expanding as the tool proves successful. Maintain, update, and support Student Management and Reporting Tool (SMART) in-house data analysis and gradebook tool to apply modern technologies to collect, manage, and analyze data to promote high quality teaching practices and drive school improvement. Train and provide follow-up for Data Coaches/Data Teams on applying and understanding data analysis and SMART SMART2 use Deploy SMART SMART2 to all teachers in district through Data TEAMS and PDC mentorship Evaluate program implementation and make needed revisions in software, training, and support plans Continue to seek grants and supplement grant projects through matching funds as required to complete grant activities. 		

Goal 9: Ensure Trained Instructional Technology Staff

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
Funding: <ul style="list-style-type: none"> Minimal People: <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators Professional Development Council Resources on hand: <ul style="list-style-type: none"> Online Professional Development system (currently TrueNorthLogic Professional Growth System starting 2010 school year). Santa Rosa Moodle Professional Development Center staff Vendor supplied training materials CustomLearning online PD 	Short Term 1-2 years <ul style="list-style-type: none"> Percentage of highly qualified teachers maintained. All staff trained to use Professional Growth System. Long Term 3-5 years <ul style="list-style-type: none"> Increase number of online courses available to teachers for professional growth (e.g., Moodle-based courses). All staff effectively using Professional Growth System as evidenced by the percentage of teachers and administrators using PGS and number of support issues documented. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Expand opportunities for postsecondary degrees and certificates Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Provide a continuum of instructional technology professional development activities to assist teachers with the process of integrating technology into curriculum, instruction and assessment using the latest technological resources (e.g., Wimba, Moodle LMS, etc.) as well as face-to-face traditional training. Provide intensive, targeted, and sustained technology integration training and professional development opportunities for teachers, continuing existing inservice and developing new programs with real classroom application. Adapt existing professional development program to infuse authentic classroom application into existing inservice; Design and deliver updated inservice. Update and deliver ICT literacy training, focused on classroom use. Update and deliver inservice that promotes 21st-century skills integration. Implement Discovery Education 21st Century/STEM professional development program that incorporates Common Core Standards and deploy Discovery Education 21st Century/STEM district-wide pacing guides in all core classrooms. Provide training where applicable to staff on use of credit recovery program software. Update and deliver summer inservice designed for teachers to observe and practice techniques for infusing technology into curriculum effectively, and develop standards-based lesson plans. Expand teacher access to training opportunities: Provide access to online technology-integration courseware and forums, Provide an online learning management system for both teacher inservice and eventual teacher use for online classrooms, Deliver site-based data analysis inservice to teachers (Data Coaches), Provide access to online Internet safety courseware. Provide for email training for all employees, including newly hired personnel. Provide for productivity tool training for all staff. Provide for traditional inservice for teachers. Provide flexible inservice scheduling to promote teacher participation in ICT-related inservice. Provide for alternative inservice delivery modes (online courseware, video-based independent study, etc.). Provide for on-going training for school-based Web Managers/Technology Contacts. Provide for on-going copyright training for all district personnel. Promote the expansion of the Florida Digital Educator program (http://etc.usf.edu/mde/). Promote the expand technology integration mentors and specialists taking advantage of existing instructional coaches. Maintain/expand Peer Coach program, to infuse authentic classroom application into existing inservice. Expand the cadre of school-based Data Coaches – teachers and staff trained in data analysis/reporting software (SMART) for data-driven decision making. Adopt incentives to promote improvement in lesson planning and associated classroom technology integration. Provide incentives to promote teacher participation in technology-related inservice. Promote effective utilization of comprehensive curriculum management and lesson plan development systems. (EETT and Race to the Top focus areas) Provide intensive, targeted, and sustained technology integration training and 		

- professional development at both the district level and site-based level with the support of integration specialists in the areas of:
- Information and communication technologies (ICT),
 - 21st-century skills/ core subject area integration,
 - Project-based learning,
 - Curriculum-based instructional software,
 - Analysis of assessment data for curricular and instructional data-driven decision making, including use of the Student Management and Reporting Tool (SMART),
 - Integration of technology and Internet resources into curriculum and instruction, and
 - Productivity tools supported by district.
 - Prescribe technology inservice for teachers based on the performance measurement system and provide the resources through several modes necessary to improve/maintain skills.
 - Continue to use the PDC staff and Technology Integration Peer Coaches for the purpose of providing intensive, targeted, and sustained technology integration training and professional development opportunities for teachers.
 - Provide Internet safety curriculum and professional development for district employees.
 - Update the District Acceptable Use Policy and Social Media Risk Policy Guidelines for Teachers as needed to reflect changes in state and federal laws and provisions.
 - Continue to provide awareness training on appropriate Internet/WWW use as well as firewall guidelines.
 - Continue to explore ways that the Professional Development Center can better meet the technology training needs of district personnel.
 - Utilize the three PDC training labs for instructional technology training
 - Expand distance learning professional development opportunities (Wimba, Moodle LMS, etc.)
 - Expand individualized video/ independent learning mini-components
 - Explore the feasibility of providing school-site quick-tip training for specific technology skills
 - Provide 10-20 hours of technology training to each school in targeted areas of need
 - Expand mentor/technology integration coaching program implementation
 - Explore and implement where appropriate video streaming as an alternative means of delivery
 - Identify professional development needs throughout the district based on:
 - Individual Professional Development Plans derived through analysis of student performance data
 - District technology competencies identified on "Accomplished Practices for Technology" (Addendum 2) developed by the Education Standards Commission
 - District goals/objectives
 - District/school-based needs as determined by School Improvement Plans and Online Florida Innovates District Technology Survey
 - Compilation of Florida Inventory of Teacher Technology Skills (ITTS) and Student Tool for Technology Learning (ST2L) as available
 - Evaluations from previous training sessions
 - Encourage schools to use trainer/trainee concept for specified software programs
 - Schools will sponsor personnel to attend training
 - Trained personnel will provide inservice at school sites
 - Use follow-up process for school-based training
 - Evaluate effectiveness of technology-oriented professional development through performance-based competencies measuring awareness, application, and proficiency
 - Maintain a district level PD/I Specialist position
 - Increase the access of inservice opportunities to instructional and non-instructional personnel
 - Provide online courses to instructional personnel – as grant funding becomes available – for Data Analysis, Reading in the Content Area, Technology Integration, Internet Safety, and other pertinent coursework
 - Provide Alternative Certification coursework to teachers through Beacon Learning Center and UWF
 - Provide online coursework in pertinent subjects, such as Classroom Management, for New Teacher and Substitute Teacher Orientation
 - Provide employees with one-stop, online access to training opportunities provided by the district (district calendar)
 - Continue to develop and offer technology-oriented professional development through the PDC. (See Addendum 10 for instances of technology-related components)
 - Disseminate information through principals and Technology Contacts from the USF Technology Centers
 - Disseminate information about and collaborate on – where appropriate – training programs offered through the UWF/ACEE consortium
 - Disseminate information about and collaborate on – where appropriate – training programs offered by PAEC
 - Disseminate information about online training opportunities for administrators and teachers
 - Expand/maintain the independent video training components for county-level inservice

- Encourage attendance at FETC following district guidelines of 2 per school (one should be a teacher who has never attended)
- Provide hyperlinks to appropriate technology-based training resources through the district Web Site and/or email notices.
- Provide support for district and school-level learning communities and action research groups.
- Expand modes of delivery for inservice opportunities to instructional and non-instructional personnel.
- Obtain funding to pay substitutes for teachers to attend training during school hours.
- Improve intra-county communication for Workshop delivery, Administrative meetings, School to school peer instruction, and Online meetings (e.g., Wimba and Moodle LMS).
- Integrate collaborative distance learning initiatives through ITFS, state-provided, digital satellite system, one-way video utilizing wireless communication capabilities, one-way video/two-way audio, and the Internet: Web-based instruction (e.g., Wimba/Moodle LMS, video streaming, etc.), Document sharing, Video conferencing, and SharePoint applications.
- Provide ESOL endorsement courses online.

Goal 10: Improve Community Involvement

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
<p>Funding:</p> <ul style="list-style-type: none"> Minimal <p>People:</p> <ul style="list-style-type: none"> District Technology committee Educators Full Service Schools Exceptional Student Education (ESE) Severely Emotionally Disturbed Network (SEDNET) Juvenile Justice Council PDC UWF College of Professional Studies (COPS) <p>Resources on hand:</p> <ul style="list-style-type: none"> District/school websites. Parent gradebook access. School Internet safety seminars. School Advisory Councils. PTA/PTO groups. 	<p>Short Term 1-2 years</p> <ul style="list-style-type: none"> Increase number of Internet Safety seminars at schools. Continuous update of district and school websites. Superintendent video podcasts. Continue summer and after-school library hours. <p>Long Term 3-5 years</p> <ul style="list-style-type: none"> Expand summer and after-school library hours. Provide after-school technology seminars for parents and community. 	<ul style="list-style-type: none"> Improve quality of teaching in the education system Improve college and career readiness Expand opportunities for postsecondary degrees and certificates Improve K-12 educational choice options Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Increase collaboration with local institutions of higher learning – University of West Florida (UWF) and Pensacola State College (PSC). Seek collaboration with local public libraries, private schools and home schools through inclusion in grants for training and appropriate adult literacy and general educational software. Use the ConnectEdBlackBoardConnect telephone/email system for improved communication with parents. Expand district and school web sites. Provide grades online to parents and students (assess potential security issues of providing grades online) Provide opportunities for pre-service and practicum students. Provide enhanced Advanced Placement and Dual Enrollment. Deliver Master's level course instruction or recertification to instructors. Provide collaborative conferencing between institutions. Continue collaboration on grants to secure additional funding for technology and staff development. Deploy Visitor Accountability/Management System in all schools to track and monitor visitors and volunteers and increase security for students Continue to monitor Internet security and firewalls Implement process for continued investigation of Internet security and firewalls Continue to provide awareness training on appropriate Internet/WWW use as well as firewall guidelines. Organize periodic meetings with school-based Web Managers for establishing and maintaining school Webs and parent communication via Internet. <ul style="list-style-type: none"> Provide Inservice training Maintain home page content recommendations Provide individual site home page links (Newsletters, schedules, parent resources, community resources and business partnerships) Dedicate Inservice Funds for maintaining presence on the Internet Provide alternatives to district-based webs through Approved Alternate Web Hosts for teacher web sites Continue to seek grants and supplement grant projects through matching funds as required to complete grant activities. Expand summer and after-school library hours. Provide after-school technology seminars for parents and community. 		

Goal 11: Enable Technology Leadership

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
<p>Funding:</p> <ul style="list-style-type: none"> Minimal <p>People:</p> <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators <p>Resources on hand:</p> <ul style="list-style-type: none"> Developing Educational Leaders for Tomorrow's Achievers, William Cecil Golden School Leadership Development Program www.floridaschoolleaders.org/ Florida's Principal Leadership standards. www.floridaschoolleaders.org/ 	<p>Short Term 1-2 years</p> <ul style="list-style-type: none"> All Administrators proficient with SMART SMART2 and skilled in data analysis (PD hours). All administrators complete required data training. All administrators complete required Leadership training (PD hours). All administrators use PGS to monitor teacher professional development plans and conduct staff evaluations All administrators use mobile devices to conduct walk-throughs and evaluations. <p>Long Term 3-5 years</p> <ul style="list-style-type: none"> Administrators identify personal professional development needs and use online leadership learning systems and leadership programs to meet those needs (e.g., WCG website). Administrators are proficient with 21st Century classroom tools. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Expand opportunities for postsecondary degrees and certificates Improve K-12 educational choice options Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> All Administrators proficient with SMART SMART2 and skilled in data analysis (PD hours). All administrators complete required data training. All administrators complete required Leadership training (PD hours) using the Developing Educational Leaders for Tomorrow's Achievers, William Cecil Golden School Leadership Development Program https://www.floridaschoolleaders.org/ All administrators receive PD on and use PGS effectively to monitor teacher professional development plans and conduct staff evaluations All administrators receive PD on and use mobile devices (iPads) effectively to conduct observations for the observations and evaluation systems. Administrators will identify their personal professional development needs and use online leadership learning systems and leadership programs to meet those needs (e.g., WCG website). Administrators will attend professional development necessary to identify appropriate digital tools and become proficient with 21st Century classroom tools. Administrators will use electronic observation instruments related to teacher evaluation system to identify professional development needs in their school and model wireless mobile device use. District administrators will use electronic observation instruments related to principal and assistant principal evaluation system. 		

Goal 12: Support ICT Training for Educators to Enhance Instruction

Funding/People/Resources	Measurable Outcomes	Impact on SBOE Strategic Plan
<p>Funding:</p> <ul style="list-style-type: none"> Minimal <p>People:</p> <ul style="list-style-type: none"> District Technology committee Instructional Technology Specialists Technology Integration Coaches Assessment Coordinators Educators Professional Development Council <p>Resources on hand:</p> <ul style="list-style-type: none"> Online Professional Development system (currently TrueNorthLogic Professional Growth System starting 2010 school year). Santa Rosa Moodle Professional Development Center staff Vendor supplied training materials CustomLearning online PD 	<p>Short Term 1-2 years</p> <ul style="list-style-type: none"> Percentage of highly qualified teachers maintained. All staff trained to use Professional Growth System. <p>Long Term 3-5 years</p> <ul style="list-style-type: none"> Increase number of online courses available to teachers for professional growth (e.g., Moodle-based courses). All staff effectively using Professional Growth System as evidenced by the percentage of teachers and administrators using PGS and number of support issues documented. 	<ul style="list-style-type: none"> Strengthen foundation skills Improve quality of teaching in the education system Improve college and career readiness Expand opportunities for postsecondary degrees and certificates Align resources to strategic goals
Activities		
<ul style="list-style-type: none"> Provide a continuum of instructional technology professional development activities to assist teachers with the process of integrating technology into curriculum, instruction and assessment using the latest technological resources (e.g., Wimba, Moodle LMS, etc.) as well as face-to-face traditional training. Provide intensive, targeted, and sustained technology integration training and professional development opportunities for teachers, continuing existing inservice and developing new programs with real classroom application. Adapt existing professional development program to infuse authentic classroom application into existing inservice; Design and deliver updated inservice. Update and deliver ICT literacy training, focused on classroom use. Update and deliver inservice that promotes 21st-century skills integration. Update and deliver summer inservice designed for teachers to observe and practice techniques for infusing technology into curriculum effectively, and develop standards-based lesson plans. Expand teacher access to training opportunities: Provide access to online technology-integration courseware and forums. Provide an online learning management system for both teacher inservice and eventual teacher use for online classrooms, Deliver site-based data analysis inservice to teachers (Data Coaches), Provide access to online Internet safety courseware. Provide for email training for all employees, including newly hired personnel. Provide for productivity tool training for all staff. Provide for traditional inservice for teachers. Provide flexible inservice scheduling to promote teacher participation in ICT-related inservice. Provide for alternative inservice delivery modes (online courseware, video-based independent study, etc.). Provide for on-going training for school-based Web Managers/Technology Contacts. Provide for on-going copyright training for all district personnel. Promote the expansion of the Florida Digital Educator program (http://etc.usf.edu/mde/). Promote the expand technology integration mentors and specialists taking advantage of existing instructional coaches. Maintain/expand Peer Coach program, to infuse authentic classroom application into existing inservice. Expand the cadre of school-based Data Coaches – teachers and staff trained in data analysis/reporting software (SMART) for data-driven decision making. Adopt incentives to promote improvement in lesson planning and associated classroom technology integration. Provide incentives to promote teacher participation in technology-related inservice. Promote effective utilization of comprehensive curriculum management and lesson plan development systems. Provide intensive, targeted, and sustained technology integration training and professional development at both the district level and site-based level with the support of integration specialists in the areas of: <ul style="list-style-type: none"> Information and communication technologies (ICT), 21st-century skills/ core subject area integration, 		

- Project-based learning,
 - Curriculum-based instructional software,
 - Analysis of assessment data for curricular and instructional data-driven decision making, including use of the Student Management and Reporting Tool (SMART),
 - Integration of technology and Internet resources into curriculum and instruction, and
 - Productivity tools supported by district.
- Prescribe technology inservice for teachers based on the performance measurement system and provide the resources through several modes necessary to improve/maintain skills.
- Continue to use the PDC staff and Technology Integration Peer Coaches for the purpose of providing intensive, targeted, and sustained technology integration training and professional development opportunities for teachers.
- Provide Internet safety curriculum and professional development for district employees.
- Update the District Acceptable Use Policy for Teachers as needed to reflect changes in state and federal laws and provisions.
- Continue to provide awareness training on appropriate Internet/WWW use as well as firewall guidelines.
- Continue to explore ways that the Professional Development Center can better meet the technology training needs of district personnel.
 - Utilize the three PDC training labs for instructional technology training
 - Expand distance learning professional development opportunities (Wimba, Moodle LMS, etc.)
 - Expand individualized video/ independent learning mini-components
 - Explore the feasibility of providing school-site quick-tip training for specific technology skills
 - Provide 10-20 hours of technology training to each school in targeted areas of need
 - Expand mentor/technology integration coaching program implementation
 - Explore and implement where appropriate video streaming as an alternative means of delivery
- Identify professional development needs throughout the district based on:
 - Individual Professional Development Plans derived through analysis of student performance data
 - District technology competencies identified on "Accomplished Practices for Technology" (Addendum 2) developed by the Education Standards Commission
 - District goals/objectives
 - District/school-based needs as determined by School Improvement Plans and Online Florida Innovates District Technology Survey
 - Compilation of Florida Inventory of Teacher Technology Skills (ITTS) and Student Tool for Technology Learning (ST2L) as available
 - Evaluations from previous training sessions
- Encourage schools to use trainer/trainee concept for specified software programs
 - Schools will sponsor personnel to attend training
 - Trained personnel will provide inservice at school sites
 - Use follow-up process for school-based training
- Evaluate effectiveness of technology-oriented professional development through performance-based competencies measuring awareness, application, and proficiency.
- Maintain a district level PD/I Specialist position.
- Increase the access of inservice opportunities to instructional and non-instructional personnel.
- Provide online courses to instructional personnel – as grant funding becomes available – for Data Analysis, Reading in the Content Area, Technology Integration, Internet Safety, and other pertinent courseware.
- Provide online courseware in pertinent subjects, such as Classroom Management, for New Teacher and Substitute Teacher Orientation.
- Provide employees with one-stop, online access to training opportunities provided by the district (district calendar)
- Continue to develop and offer technology-oriented professional development through the PDC.
- Disseminate information through principals and Technology Contacts from the USF Technology Centers.
- Disseminate information about and collaborate on – where appropriate – training programs offered through the UWF/ACEE consortium.
- Disseminate information about and collaborate on – where appropriate – training programs offered by PAEC.
- Disseminate information about online training opportunities for administrators and teachers.
- Expand/maintain the independent video training components for county-level inservice.
- Encourage attendance at FETC following district guidelines of 2 per school (one should be a teacher who has never attended).
- Provide hyperlinks to appropriate technology-based training resources through the district Web Site and/or email notices.
- Provide support for district and school-level learning communities and action research groups.
- Expand modes of delivery for inservice opportunities to instructional and non-instructional personnel.

- Obtain funding to pay substitutes for teachers to attend training during school hours.
- Improve intra-county communication for Workshop delivery, Administrative meetings, School to school peer instruction, and Online meetings (e.g., Wimba and Moodle LMS).
- Integrate collaborative distance learning initiatives through ITFS, state-provided, digital satellite system, one-way video utilizing wireless communication capabilities, one-way video/two-way audio, and the Internet: Web-based instruction (e.g., Wimba/Moodle LMS, video streaming, etc.), Document sharing, Video conferencing, and SharePoint applications.
- Provide ESOL endorsement courses online.
- Provide training to educators on managing student mobile device use, including instructional ideas for implementation, engaging students who are using a wide variety of mobile devices, and ensuring equitable access.

Appendix A: E-Rate

Telecom Services, Internet Access & Internal Connections	Budget	Monitoring & Evaluation
<ul style="list-style-type: none"> • 10MB – 50MB from school out to district; 100MB from district data center to any school; (AT&T Metro) <ul style="list-style-type: none"> ◦ Bellsouth Telecommunications (Telecommunications/Metro) Between 10 mbps and 100 mbps ◦ Bellsouth Long Distance (Telecommunications/Metro) Frame Relay Internet Access (Internet category) is 100 Mbps (MyFlorida.net) • Package-shaping with Packeteer device to control and distribute bandwidth as needed. • iBoss Internet Content Filter maintained in-house to monitor usage and filter inappropriate materials per CIPA regulations. • Kaspersky anti-virus used on all stations 	<p>SEE CURRENT AND FORECAST BUDGET TABLES BELOW</p>	<ol style="list-style-type: none"> 1. Outline a plan to monitor, review, and document progress of telecommunications objectives including provision for changes to implementation or timelines when required. 2. Use Florida Innovates District Technology survey results to assess and evaluate progress by school. 3. Use the follow-up procedure and/or instrument for all technology-related inservice <ol style="list-style-type: none"> 3.1. To assess understanding and effectiveness of initial training 3.2. To evaluate training application and integration into the classroom setting 4. Develop Action Research process to correct/revise instructional programs as needed <ol style="list-style-type: none"> 4.1. Analyze available data 4.2. Continue to explore viable program alternatives 4.3. Make recommendations and provide support for implementation of change 5. SMART2 (student data warehouse) 6. Discovery Education Assessments and Probes to monitor student mid-year progress 7. PGS (TrueNorthLogic Professional Growth System for 24/7 online access to employee inservice and certification information) 8. Professional Development Protocol 9. School Improvement Plans <ol style="list-style-type: none"> 9.1. Plans must be well-developed and data-driven 9.2. Timelines are built in

Goals & Strategies

Learning Environment

Goal 1: Strengthen student ICT skills

1. Short Term, 1-2 years, Outcomes
 - 1.1. All middle schools using the ST2L to measure 8th-grade student ICT literacy.
2. Long Term, 3-5 years, Outcomes
 - 2.1. Adoption of student ICT skill standards.
 - 2.2. Targets set for proficiency level and increases in percentage of students who are proficient.
 - 2.3. Increase in the percentage of students meeting proficiency on all levels of ST2L.
 - 2.4. Monitoring of students ICT skills at the appropriate grade levels.
3. Strategies (items selected from Goal 1 on page 7):
 - 3.1. Assess students' information and communication technology (ICT) skills
 - 3.2. Increase number of 8th grade students participating in Student Tool for Technology Learning (ST2L)
 - 3.3. Explore the use of electronic portfolios and available resources for assessing technology literacy in other grade levels.
 - 3.4. Implement guidelines and training that promote appropriate, safe, and secure use of the Internet and email system that maintains district protocol for students.
 - 3.5. Deliver and document instruction to increase Internet safety related to personal safety, cyber-bullying awareness, and social networking to teachers, students, and where appropriate, parents.

Goal 2: Enhance the integration of technology in curricula

1. Short Term 1-2 years
 - 1.1. Increase number of core subject area classrooms outfitted with 21st Century tools to 50%.
2. Long Term 3-5 years
 - 2.1. Adoption of student ICT skill standards.
 - 2.2. Increase in the percentage of students meeting proficiency on all levels of ST2L and teachers on all levels of the ITTS or similar tool.
 - 2.3. Monitoring of students ICT skills at the appropriate grade levels.
 - 2.4. Increase number of core subject area classrooms outfitted with 21st Century tools to 90%.
3. Strategies (items selected from Goal 2 on page 9):
 - 3.1. Assess students' information and communication technology skills.
 - 3.2. Promote and expand the use of interactive whiteboard technologies.
 - 3.3. Promote and expand the use of student response devices for instant assessment of student understanding of content.
 - 3.4. Identify and provide resources to increase awareness of Internet safety and prevention of cyber-bullying to students, staff, and where appropriate, parents through the use of online sites, one of which is i-Safe.org
 - 3.5. Identify and provide online educational resources for all stakeholders on FCAT, academic subject areas, technology use and integration, etc.

Goal 3: Enable opportunities to personalize and extend student learning

1. Short Term 1-2 years
 - 1.1. Increased number of applicable learning tools as evidenced on the FL Innovates Resource Survey.
 - 1.2. Increase number of core subject area classrooms outfitted with 21st Century tools to 50%.
2. Long Term 3-5 years
 - 2.1. Increase number of core subject area classrooms outfitted with 21st Century tools to 90%.
3. Strategies (items selected from Goal 3 on page 10):
 - ~~3.1. Modify and refine district policy and code of student conduct to appropriately expand use of mobile devices in the classroom for instructional purposes. Work with Grade-Level Directors and other policy makers to adjust district policy and codes of student conduct to permit use of mobile devices in the classroom for instructional purposes.~~
 - ~~3.2.3.1. Develop guidelines for student use of district-owned laptops, student response devices and similar tools that extend learning and the classroom beyond the regular school day.~~
 - ~~3.3.3.2. Explore, implement, and if successful, promote the use of student response devices as a student homework assistant tool.~~
 - ~~3.4.3.3. Explore, implement, and if successful, promote the use of student laptops to extend learning and the classroom beyond the school day.~~
 - ~~3.5.3.4. Promote home use of learning systems and teacher-created websites to provide after-school access to instructional activities, assignments, and learning materials.~~

Goal 4: Ensure utilization of technology based assessments

1. Short Term 1-2 years
 - 1.1. All middle schools using the ST2L to measure 8th-grade student ICT literacy.
 - 1.2. All schools using Discovery Education Assessment for benchmark assessment
 - 1.3. All applicable schools successfully conduct FAIR-EOC testing (as measured by numbers of student test completions).
2. Long Term 3-5 years
 - 2.1. End-of-course/Florida standardized exams successfully completed by all applicable students
 - 2.2. Increase in the percentage of students meeting proficiency on all levels of ST2L.
 - 2.3. Increased number of computers available for assessment.
 - 2.4. Increase number of wireless hotspots in schools
 - 2.5. Increase number of wireless laptop carts (Computers on Wheels)
3. Strategies (items selected from Goal 4 on page 11):
 - 3.1. Provide data tools for teachers, students, and parents (e.g., electronic grade book, data analysis tool, benchmark assessment tool, etc.) to promote continuous student performance monitoring.
 - 3.2. Assess students' information and communication technology skills.
 - 3.3. Appropriate District administrators meet with school administrators to discuss technology vision, status, and goals.
 - 3.4. Provide schools, where practical, with computers-on-wheels technologies.
 - 3.5. Increase percentage of laptops in schools for increased flexibility and access to meet the demands of online testing.

Access**Goal 5: Increase access to digital tools**

1. Short Term 1-2 years
 - 1.1. Increase number of classrooms with access to digital tools to 50%.
 - 1.2. Create and Modify policies to address new technologies and changing usage of new technologies by students and staff in schools.
2. Long Term 3-5 years
 - 2.1. Increase number of classrooms with access to digital tools to 90%.
 - 2.2. Modify and update policies to address new technologies and changing usage of new technologies by students and staff in schools. (e-book policies, "bring your own device" policies, learning systems, digital learning environments, etc.)
3. Strategies (items selected from Goal 5 on page 12):
 - 3.1. Where applicable, modify Code of Student Conduct, Acceptable Use policies, Telecommunication Plan: Policies and Procedures, and other policies to address new technologies and changing usage of new technologies by students and staff in schools.
 - 3.2. Create, modify, and update policy related to e-readers, cell phones, and other new technology usage in schools with respect to appropriate educational usage.
 - 3.3. Support Destiny district-wide in all school Library Media Centers. Explore Destiny for the district media center.
 - 3.4. Provide for district licensing of research services and news services to support the curriculum.
 - 3.5. Provide schools with the tools necessary for the purchase of effective instructional software and related resources.

Goal 6: Provide access to reliable infrastructure

1. Short Term 1-2 years
 - 1.1. Maintain stable, secure network environment as evidenced by FL Innovates Resource Survey.
2. Long Term 3-5 years
 - 2.1. Increase bandwidth as needed to all schools.
 - 2.2. Increase wireless networks at schools for teacher and student use.
3. Strategies (items selected from Goal 6 on page 13):
 - 3.1. Conduct yearly technology evaluations through Online Florida Innovates District Technology Survey, Individual School Improvement Plans, Professional Development Needs Assessment Form, SMART-SMART2 (Student Management And Reporting Tool – data analysis/grade book tool), Florida Innovates Inventory of Teacher Technology Skills, and Florida Innovates Student Tool for Technology Literacy.
 - 3.2. Monitor network usage and explore alternative means for increasing bandwidth (e.g., wireless, fiber, etc.) as needed.
 - 3.3. Identify administrative/instructional software support needs.

- 3.4. Use the data compiled by the Florida Innovates School Technology Resources Surveys to maintain a hardware replacement system for student workstations.
- 3.5. Use the data compiled by the Florida Innovates School Technology Resources Surveys to upgrade existing network infrastructure and computer hardware to meet state online testing requirements.
- 3.6. Sample of daily bandwidth usage at school sites.



Goal 7: Improve Opportunities To Access Digital Content

1. **Short Term 1-2 years**
 - 1.1. Maintain online district-provided resources.
 - 1.2. Increase teacher use of digital content (as measured by number of teachers participating in FDE program and FL Innovates survey).
 - 1.3. Modify and update policies to address new technologies and changing usage of new technologies by students and staff in schools. (e-book & , "bring your own device" policies, learning systems, digital learning environments, etc.)
2. **Long Term 3-5 years**
 - 2.1. Expand online district-provided resources.
 - 2.2. Increase student use of digital content (as measured by FL Innovates survey).
 - 2.3. Modify and update policies to address new technologies and changing usage of new technologies by students and staff in schools. (e-book & , "bring your own device" policies, learning systems, digital learning environments, etc.)
3. **Strategies (items selected from Goal 7 on page 1613):**
 - 3.1. Provide data tools for teachers, students, and parents (e.g., electronic grade book, data analysis tool, benchmark assessment tool, etc.) to promote continuous student performance monitoring.
 - 3.2. Assess students' information and communication technology skills.
 - 3.3. Modify and update policies to address new technologies and changing usage of new technologies by students and staff in schools.
 - 3.4. Maintain district-developed ESOL endorsement courses online.
 - 3.5. Update district-supported instructional software list.

Goal 8: Enhance Access To Student Data

1. **Short Term 1-2 years**
 - 1.1. Improve features of SMART-SMART2 to meet needs of educators as indicated in user surveys.
 - 1.2. Incorporate data from all vendor-based assessment tools into district AIP/PMP online tool.
 - 1.3. Increase percentage of staff using SMART-SMART2 and DEA.
2. **Long Term 3-5 years**
 - 2.1. Increase in the percentage of students meeting proficiency on all levels of ST2L.
 - 2.2. Increase percentage of schools using Parent Internet Viewers (allowing parents/students to see grades 24/7).
3. **Strategies (items selected from Goal 8 on page 1713):**
 - 3.1. Provide data tools for teachers, students, and parents (e.g., electronic gradebook, data analysis tool, benchmark assessment tool, etc.) to promote continuous student performance monitoring.

- 3.2. Assess students' information and communication technology skills.
- 3.3. Monitor issues and security concerns with use of mobile ~~smart~~ SMART2 phone systems as well as iTouch/iPad and other wireless-capable hand-held devices.
- 3.4. Pilot district electronic grade book (SMART) in limited number of schools 2010-11 school year.
- 3.5. Provide for upgrades for the Student Management And Reporting Tool (SMART).

Support

Goal 9: Ensure Trained Instructional Technology Staff

- 1. Short Term 1-2 years
 - 1.1. Percentage of highly qualified teachers maintained.
 - 1.2. All staff trained to use Professional Growth System.
- 2. Long Term 3-5 years
 - 2.1. Increase number of online courses available to teachers for professional growth (e.g., Moodle-based courses).
 - 2.2. All staff effectively using Professional Growth System as evidenced by the percentage of teachers and administrators using PGS and number of support issues documented.
- 3. Strategies (items selected from Goal 9 on page 1813):
 - 3.1. Provide a continuum of instructional technology professional development activities to assist teachers with the process of integrating technology into curriculum, instruction and assessment using the latest technological resources (e.g., Wimba, Moodle LMS, etc.) as well as face-to-face traditional training.
 - 3.2. Provide intensive, targeted, and sustained technology integration training and professional development opportunities for teachers, continuing existing inservice and developing new programs with real classroom application.
 - 3.3. Adapt existing professional development program to infuse authentic classroom application into existing inservice; Design and deliver updated inservice.
 - 3.4. Update and deliver ICT literacy training, focused on classroom use.
 - 3.5. Update and deliver inservice that promotes 21st-century skills integration.

Goal 10: Improve community involvement

- 1. Short Term 1-2 years
 - 1.1. Increase number of Internet Safety seminars at schools.
 - 1.2. Continuous update of district and school websites.
 - 1.3. Superintendent video podcasts.
 - 1.4. Continue summer and after-school library hours.
- 2. Long Term 3-5 years
 - 2.1. Expand summer and after-school library hours.
 - 2.2. Provide after-school technology seminars for parents and community.
- 3. Strategies (items selected from Goal 10 on page 2113):
 - 3.1. Increase collaboration with local institutions of higher learning – University of West Florida (UWF) and Pensacola State College (PSC).
 - 3.2. Seek collaboration with local public libraries, private schools and home schools through inclusion in grants for training and appropriate adult literacy and general educational software.
 - 3.3. Use the ~~ConnectEd~~BlackBoardConnect telephone/email system for improved communication with parents.
 - 3.4. Expand district and school web sites.
 - 3.5. Provide grades online to parents and students (assess potential security issues of providing grades online)

Goal 11: Enable Technology Leadership

- 1. Short Term 1-2 years
 - 1.1. All Administrators proficient with SMART-SMART2 and skilled in data analysis (PD hours).
 - 1.2. All administrators complete required data training.
 - 1.3. All administrators complete required Leadership training (PD hours).
 - 1.4. All administrators use PGS to monitor teacher professional development plans and conduct staff evaluations
 - 1.5. All administrators use mobile devices to conduct ~~walk-throughs and~~ evaluations.
- 2. Long Term 3-5 years
 - 2.1. Administrators identify personal professional development needs and use online leadership learning systems and leadership programs to meet those needs (e.g., WCG website).
 - 2.2. Administrators are proficient with 21st Century classroom tools.
- 3. Strategies (items selected from Goal 11 on page 2213):
 - 3.1. All Administrators proficient with SMART-SMART2 and skilled in data analysis (PD hours).
 - 3.2. All administrators complete required data training.

- 3.3. All administrators complete required Leadership training (PD hours) using the Developing Educational Leaders for Tomorrow's Achievers, William Cecil Golden School Leadership Development Program <https://www.floridaschoolleaders.org/>
- 3.4. All administrators receive PD on and use PGS effectively to monitor teacher professional development plans and conduct staff evaluations
- 3.5. All administrators receive PD on and use mobile devices (iPads) effectively to conduct ~~walk-throughs~~ and observations for the evaluation systems.

Goal 12: Support ICT Training For Educators To Enhance Instruction

1. Short Term 1-2 years
 - 1.1. Percentage of highly qualified teachers maintained.
 - 1.2. All staff trained to use Professional Growth System.
2. Long Term 3-5 years
 - 2.1. Increase number of online courses available to teachers for professional growth (e.g., Moodle-based courses).
 - 2.2. All staff effectively using Professional Growth System as evidenced by the percentage of teachers and administrators using PGS and number of support issues documented.
3. Strategies (items selected from Goal 12 on page 2313):
 - 3.1. Provide a continuum of instructional technology professional development activities to assist teachers with the process of integrating technology into curriculum, instruction and assessment using the latest technological resources (e.g., Wimba, Moodle LMS, etc.) as well as face-to-face traditional training.
 - 3.2. Provide intensive, targeted, and sustained technology integration training and professional development opportunities for teachers, continuing existing inservice and developing new programs with real classroom application.
 - 3.3. Adapt existing professional development program to infuse authentic classroom application into existing inservice; Design and deliver updated inservice.
 - 3.4. Update and deliver ICT literacy training, focused on classroom use.
 - 3.5. Update and deliver inservice that promotes 21st-century skills integration.

Professional Development

- Provide a continuum of instructional technology professional development activities to assist teachers with the process of integrating technology into curriculum, instruction and assessment using the latest technological resources (e.g., Wimba, Moodle LMS, etc.) as well as face-to-face traditional training.
- Provide intensive, targeted, and sustained technology integration training and professional development opportunities for teachers, continuing existing inservice and developing new programs with real classroom application.
- Adapt existing professional development program to infuse authentic classroom application into existing inservice; design and deliver updated inservice.
- Update and deliver ICT literacy training, focused on classroom use.
- Update and deliver inservice that promotes 21st-century skills integration.
- Implement Discovery Education 21st Century/STEM professional development program that incorporates Common Core Standards and deploy Discovery Education 21st Century/STEM district-wide pacing guides in all core classrooms.
- Provide training where applicable to staff on use of credit recovery program software.
- Update and deliver summer inservice designed for teachers to observe and practice techniques for infusing technology into curriculum effectively, and develop standards-based lesson plans.
- Expand teacher access to training opportunities: Provide access to online technology-integration courseware and forums.
- Provide an online learning management system for both teacher inservice and eventual teacher use for online classrooms, Deliver site-based data analysis inservice to teachers (Data Coaches), Provide access to online Internet safety courseware.
- Provide for email training for all employees, including newly hired personnel.
- Provide for productivity tool training for all staff.
- Provide for traditional inservice for teachers.
- Provide flexible inservice scheduling to promote teacher participation in ICT-related inservice.
- Provide for alternative inservice delivery modes (online courseware, video-based independent study, etc.).
- Provide for on-going training for school-based Web Managers/Technology Contacts.
- Provide for on-going copyright training for all district personnel.
- Promote the expansion of the Florida Digital Educator program (<http://etc.usf.edu/mde/>).
- Promote the expand technology integration mentors and specialists taking advantage of existing instructional coaches.
- Maintain/expand Peer Coach program, to infuse authentic classroom application into existing inservice.

- Expand the cadre of school-based Data Coaches – teachers and staff trained in data analysis/reporting software (SMART) for data-driven decision making.
- Adopt incentives to promote improvement in lesson planning and associated classroom technology integration.
- Provide incentives to promote teacher participation in technology-related inservice.
- Promote effective utilization of comprehensive curriculum management and lesson plan development systems.
- (EETT focus area) Provide intensive, targeted, and sustained technology integration training and professional development at both the district level and site-based level with the support of integration specialists in the areas of:
 - Information and communication technologies (ICT).
 - 21st-century skills/ core subject area integration.
 - Project-based learning.
 - Curriculum-based instructional software.
 - Analysis of assessment data for curricular and instructional data-driven decision making, including use of the Student Management and Reporting Tool (SMART).
 - Integration of technology and Internet resources into curriculum and instruction, and
 - Productivity tools supported by district.
- Prescribe technology inservice for teachers based on the performance measurement system and provide the resources through several modes necessary to improve/maintain skills.
- Continue to use the PDC staff and Technology Integration Peer Coaches for the purpose of providing intensive, targeted, and sustained technology integration training and professional development opportunities for teachers.
- Provide Internet safety curriculum and professional development for district employees.
- Update the District Acceptable Use Policy and Social Media Risk Policy Guidelines for Teachers as needed to reflect changes in state and federal laws and provisions.
- Continue to provide awareness training on appropriate Internet/WWW use as well as firewall guidelines.
- Continue to explore ways that the Professional Development Center can better meet the technology training needs of district personnel.
 - Utilize the three PDC training labs for instructional technology training
 - Expand distance learning professional development opportunities (Wimba, Moodle LMS, etc.)
 - Expand individualized video/ independent learning mini-components
 - Explore the feasibility of providing school-site quick-tip training for specific technology skills
 - Provide 10-20 hours of technology training to each school in targeted areas of need
 - Expand mentor/technology integration coaching program implementation
 - Explore and implement where appropriate video streaming as an alternative means of delivery
- Identify professional development needs throughout the district based on:
 - Individual Professional Development Plans derived through analysis of student performance data
 - District technology competencies identified on “Accomplished Practices for Technology” (Addendum 2) developed by the Education Standards Commission
 - District goals/objectives
 - District/school-based needs as determined by School Improvement Plans and Online Florida Innovates District Technology Survey
 - Compilation of Florida Inventory of Teacher Technology Skills (ITTS) and Student Tool for Technology Learning (ST2L) as available
 - Evaluations from previous training sessions
- Encourage schools to use trainer/trainee concept for specified software programs
 - Schools will sponsor personnel to attend training
 - Trained personnel will provide inservice at school sites
 - Use follow-up process for school-based training
- Evaluate effectiveness of technology-oriented professional development through performance-based competencies measuring awareness, application, and proficiency
- Maintain a district level PD/I Specialist position
- Increase the access of inservice opportunities to instructional and non-instructional personnel
- Provide online courses to instructional personnel – as grant funding becomes available – for Data Analysis, Reading in the Content Area, Technology Integration, Internet Safety, and other pertinent courseware
- Provide Alternative Certification coursework to teachers through Beacon Learning Center and UWF
- Provide online courseware in pertinent subjects, such as Classroom Management, for New Teacher and Substitute Teacher Orientation
- Provide employees with one-stop, online access to training opportunities provided by the district (district calendar)
- Continue to develop and offer technology-oriented professional development through the PDC. (See Addendum 10 for instances of technology-related components)

- Disseminate information through principals and Technology Contacts from the USF Technology Centers
- Disseminate information about and collaborate on – where appropriate – training programs offered through the UWF/ACEE consortium
- Disseminate information about and collaborate on – where appropriate – training programs offered by PAEC
- Disseminate information about online training opportunities for administrators and teachers
- Expand/maintain the independent video training components for county-level inservice
- Encourage attendance at FETC following district guidelines of 2 per school (one should be a teacher who has never attended)
- Provide hyperlinks to appropriate technology-based training resources through the district Web Site and/or email notices.
- Provide support for district and school-level learning communities and action research groups.
- Expand modes of delivery for inservice opportunities to instructional and non-instructional personnel.
- Obtain funding to pay substitutes for teachers to attend training during school hours.
- Improve intra-county communication for Workshop delivery, Administrative meetings, School to school peer instruction, and Online meetings (e.g., Wimba and Moodle LMS).
- Integrate collaborative distance learning initiatives through ITFS, state-provided, digital satellite system, one-way video utilizing wireless communication capabilities, one-way video/two-way audio, and the Internet: Web-based instruction (e.g., Wimba/Moodle LMS, video streaming, etc.), Document sharing, Video conferencing, and SharePoint applications.
- Provide ESOL endorsement courses online.
- Provide training to teachers on managing student mobile device use.

E-Rate Technology Budget

E-Rate Year	2010
Name of Entity	Santa Rosa County School Board
Entity Number	127652

Service or Function	Category	Quantity/or Capacity	Total Pre-discount amount	Expected Discount Rate (%)	System or School Funding Source(s) for Amount Responsible	Total Funding Commitment Requested	Total Amount for System or School Responsibility
Telecommunications	Metro		\$366,775.20	52%	District Budget District Budget	\$190,723.10	\$176,052.10
Basic Maintenance on Internal Connections			\$10,000.00	n/a	District Budget	0	\$10,000.00
Internet Access	Internet	Trillion-12MB	\$67,800.00	65%	District Budget	\$44,070.00	\$23,730.00
Internet Access	Internet	50MB	\$23,751.39	72%	District Budget	\$17,101.00	\$6,650.39
Telecommunications Internal Connections	Wireless	Trillion	\$164,499.72	65%	District Budget District Budget	\$106,924.82	\$57,574.90
Total			\$632,826.31			\$358,818.92	\$274,007.39
Resources to Make Effective Use of Services					System or School Funding Source(s)		
Staff Development (Not E-Rate Eligible)			\$100,000	n/a	District Budget		\$100,000
Hardware/Software (Not E-Rate Eligible)	Hardware Software		\$100,000 \$150,000	n/a	District Budget		\$100,000 \$150,000
Tech Support (Not E-Rate Eligible)	Personnel		-\$1,958,797	n/a	District Budget		-\$1,958,797
Total			\$2,308,797			\$358,818.92	\$2,308,797

E-Rate Year	2010-11
Name of Entity	Santa Rosa County School Board
Entity Number	127652

Service or Function	Category	Quantity/ or Capacity	Total Pre- discount amount	Expected Discount Rate (%)	System or School Funding Source(s) for Amount Responsible	Total Funding Commitment Requested	Total Amount for System or School Responsibility
Bellsouth Telecommunications	Telecommunications/ Metro	Between 10 mbps and 100 mbps	\$438,067.08	58%	District Budget	\$254,078.91	\$183,988.17
Bellsouth Long Distance	Telecommunications/Metro	Frame Relay	\$3,567.48	58%	District Budget	\$2,069.14	\$1,498.34
Internet Access	Internet	100Mbps	\$69,625.92	58%	District Budget	\$40,383.03	\$29,242.89
Total			\$511,260.48			\$296,531.08	\$214,729.40
Resources to Make Effective Use of Services					System or School Funding Source(s)		
Staff Development (Not E-Rate Eligible)			\$300,000	n/a	District Budget	0	\$300,000
Hardware/Software (Not E-Rate Eligible)	Hardware Software		\$375,000 \$650,000	n/a	District Budget	0	\$375,000 \$650,000
Tech Support (Not E-Rate Eligible)	Personnel		\$1,707,954	n/a	District Budget	0	\$1,707,954
Estimate amount of items allocated to resources not eligible for e-rate	n/a	n/a	150,000	n/a	District Budget	0	\$150,000
Basic Maintenance on Internal Connections			\$20,000	n/a	District Budget	0	\$20,000
						Total	Total
Total			\$3,202,954			\$0	\$3,202,954

E-Rate Year	2011-12
Name of Entity	Santa Rosa Count School Board
Entity Number	127652

Service or Function	Category	Quantity/ or Capacity	Total Pre- discount amount	Expected Discount Rate (%)	System or School Funding Source(s) for Amount Responsible	Total Funding Commitment Requested	Total Amount for System or School Responsibility
Bellsouth Telecommunications	Telecommunicat ions/ Metro	Between 10 mbps and 100 mbps	\$438,067.08	58%	District Budget	\$254,078.91	\$183,988.17
Bellsouth Long Distance	Telecommunicat ions/Metro	Frame Relay	\$3,567.48	58%	District Budget	\$2,069.14	\$1,498.34
Internet Access	Internet	100Mbps	\$69,625.92	58%	District Budget	\$40,383.03	\$29,242.89
Total			\$511,260.48			\$296,531.08	\$214,729.40
Resources to Make Effective Use of Services					System or School Funding Source(s)		
Staff Development (Not E-Rate Eligible)			\$300,000	n/a	District Budget	0	\$300,000
Hardware/Software (Not E-Rate Eligible)	Hardware Software		\$375,000 \$650,000	n/a	District Budget	0	\$375,000 \$650,000
Tech Support (Not E-Rate Eligible)	Personnel		\$1,707,954	n/a	District Budget	0	\$1,707,954
Estimate amount of items allocated to resources not eligible for e-rate	n/a	n/a	150,000	n/a	District Budget	0	\$150,000
Basic Maintenance on Internal Connections			\$20,000	n/a	District Budget	0	\$20,000
						Total	Total
Total			\$3,202,954			\$0	\$3,202,954

<u>E-Rate Year</u>	<u>2012-2013</u>
<u>Name of Entity</u>	<u>Santa Rosa Count School Board</u>
<u>Entity Number</u>	<u>127652</u>

<u>Service or Function</u>	<u>Category</u>	<u>Quantity/or Capacity</u>	<u>Total Pre-discount amount</u>	<u>Expected Discount Rate (%)</u>	<u>System or School Funding Source(s) for Amount Responsible</u>	<u>Total Funding Commitment Requested</u>	<u>Total Amount for System or School Responsibility</u>
<u>Bellsouth Telecommunications-WAN</u>	<u>Telecommunications/Metro</u>	<u>27 @ greater than 10 mbps and less than 25 mbps</u> <u>1 @ greater than 50 mbps and less than 100 mbps</u> <u>2 @ greater than 100 mbps</u>	<u>\$274,572.00</u>	<u>61%</u>	<u>District Budget</u>	<u>\$167,488.92</u>	<u>\$107,083.08</u>
<u>Internet Access- FIRN</u>	<u>Internet</u>	<u>300Mbps</u>	<u>\$112,416.48</u>	<u>61%</u>	<u>District Budget</u>	<u>\$68,574.05</u>	<u>\$43,842.43</u>
<u>WebService MyVRSpot</u>	<u>Internet Access</u>	<u>28 greater than 10 mbps and less than 25 mbps</u>	<u>95% of \$20,000.00</u> <u>Eligible amt: \$19,000.00</u>	<u>61%</u>	<u>District Budget</u>	<u>\$11,590.00</u>	<u>\$7,410.00 + \$1,000 = \$8,410.00</u>
<u>Total</u>			<u>\$405,988.48</u>			<u>\$247,652.79</u>	<u>\$159,335.51</u>
<u>Resources to Make Effective Use of Services</u>					<u>System or School Funding Source(s)</u>		
<u>Staff Development (Not E-Rate Eligible)</u>			<u>\$300,000</u>	<u>n/a</u>	<u>District Budget</u>	<u>0</u>	<u>\$300,000</u>
<u>Hardware/Software (Not E-Rate Eligible)</u>	<u>Hardware Software</u>		<u>\$375,000</u> <u>\$650,000</u>	<u>n/a</u>	<u>District Budget</u>	<u>0</u>	<u>\$375,000</u> <u>\$650,000</u>
<u>Tech Support (Not E-Rate Eligible)</u>	<u>Personnel</u>		<u>\$1,707,954</u>	<u>n/a</u>	<u>District Budget</u>	<u>0</u>	<u>\$1,707,954</u>
<u>Estimate amount of items allocated to resources not eligible for e-rte</u>	<u>n/a</u>	<u>n/a</u>	<u>150,000</u>	<u>n/a</u>	<u>District Budget</u>	<u>0</u>	<u>\$150,000</u>
<u>Basic Maintenance on Internal Connections</u>			<u>\$20,000</u>	<u>n/a</u>	<u>District Budget</u>	<u>0</u>	<u>\$20,000</u>
						<u>Total</u>	<u>Total</u>
<u>Total</u>			<u>\$3,202,954</u>			<u>\$0</u>	<u>\$3,202,954</u>