



**Florida Council of Instructional Technology Leaders  
Instructional Technology Leadership Award:  
2015-16 Innovative Principal of the Year  
Nomination Form**



**District Name: Orange County**

**Nominating FCITL Voting Member Information**

Nominating FCITL Member (must be voting member for district): Daniela Mitchell

Street Address: 445 West Amelia Street

City/State/Zip: Orlando, Florida 32801

Country: Orange

Work Phone: 407-317-3200 x2002753

Cell Phone:

Fax:

FCITL Voting Member Email: Daniela.Mitchell@ocps.net

**Principal Nominee Information**

Name: William Floyd

Professional Title: Principal

School Name: Ocoee High School

Work Address: 1925 Ocoee Crown Point Parkway

City/State/Zip: Ocoee, FL 34761

Work Phone: 407-905-2000

Cell Phone: 407-247-3197

Work Fax: 407-814-6130

Work Email: William.Floyd@ocps.net

***All information described above needs to be organized into a single MS Word .doc electronic file. Completed nomination materials and are due by Friday, October 30, 2015. Nomination materials are to be sent via email to Gary Evans ([gary.evans@audioenhancement.com](mailto:gary.evans@audioenhancement.com)).***

**William J. Floyd**  
**(407) 905-3000 Work/william.floyd@ocps.net**

**Principal, Ocoee High School** *June 2010 to Present: Orange County Public Schools, West Learning Community, Orange County, Fl. Enrollment: 2,375*

Improved graduation rate from 85.4% to 89.5% (Federal Uniform). Implemented targeted tutoring program. Implemented academic mentoring program. Increased AVID participation. Implemented AP support structure. Increased AP examinations administered from 22% to 49% of student population. Implemented credit recovery program. Organized school improvement focus teams. Strengthened school collaboration process. Secured HSTW LDC/MDC grant. Accrued a roll-over budget balance (school operated in red prior to my tenure). Member Collective Leadership Bargaining Team. Chosen as digital curriculum pilot school. Currently mentoring numerous early-career principals, assistant principals, and prospective administrators.

**Principal, Apopka High School** *June 2004 to June 2010: Orange County Public Schools, North Learning Community, Orange County, Fl. Enrollment: 4,200 (2004) 2,780 (2010)*

Improved school grade to "B." Whole school reorganization, career academy model SLC and subject based PLC's. Secured SLC and DoA grants. Improved graduation rate from 66% to 90% (NGA) over 4 year span. AP participation rate increased from 19% to 29% of student population. AVID and AP support structure implemented. Designed and implemented data driven IPDP system to inform staff development and focus classroom practice. Refocused curriculum to reform reading in content areas. Moved school to base decisions only after data-driven analyses. Coordinated school reconstruction project impacts and move. Implemented classroom walk-through procedures. Chairman, Metro Interscholastic Athletic Association. Active member, Rotary Club of Apopka. Editorialist Apopka Chief. Apopka Chamber of Commerce Visioning committee.

**Principal, Gotha Middle School** *July 2000 to June 2004: Orange County Public Schools, West Learning Community, Orange County, Fl. Enrollment: 1,720.*

Improved school grade to "A." Designed and implemented data driven IPDP system to inform staff development and focus classroom practice. Refocused curriculum to include reading in content areas. FLARE trained. Consortium Chair. Aligned curriculum with feeder high school and implemented rigor and relevance training for teachers. Trained WLC principals in data analysis. Completely upgraded and realigned school's technology assets. Implemented: AVID program, school reading program, remediation programs, Latin, French, & Italian for high school credit, vertically aligned curriculum, restructured ESE department, school wide literacy plan, Developmental Assets initiative, feeder pattern mentoring initiative, bully prevention program, K12 Planet, weekly email newsletter, positive referral program. Revised team leader and department chair job duties to introduce greater accountability. Improved campus security through installation of cameras, lock-down plan, and traffic flow design (campus 600 students overcapacity). Appointed FCAT level one advocate, chemical safety officer. Implemented ropes training course. Vice President Middle School Principals Association. Member: SOAR school accountability report steering committee, district SAFE advisory committee, OCPS retention advisory committee (created retention decision analysis form), OCPS alternative teacher merit pay plan design team, West Orange Chamber of Commerce Education committee, West Orange Chamber of Commerce Visioning committee. SMS selected pilot school.

**Senior Administrator, Learning Assessment** *October 1999 to July 2000: West Learning Community, Orange County, Fl.*

Administered summer school for WLC. Analyzed every WLC school's state accountability factors and provided specific recommendations to SACs to strengthen curriculum. Analyzed feeder patterns to predict state accountability results for new schools. Conducted staff surveys and provided specific improvement recommendations to principals. Led OCPS team investigating Hillsborough accountability model. Reviewed and critiqued school improvement plans. Administered summer extended contracts for OCPS. Wrote WLC's alternate start time plans. Co-wrote each WLC high school's non-achieving students plan. Implemented articulation process focused on student achievement between WLC middle and high schools. Co-wrote underachieving school's improvement plan for WLC and led curriculum audit process for these schools. Team member in surprise security audits of WLC high schools. Reading grant administrator. Interpret DOE rulings. Served as acting Executive Area Director for several months.

**Assistant Principal for Instruction** July 1995 to October 1999: Lakeview Middle School, Orange County, Fl.

Analyzed each student's testing performance by comparing SAT and OCAT scores--used this data to design a master schedule featuring individualized programs of instruction. Specifically placed students based upon these analyses. As summer school principal, implemented a program that established goals for each student based upon standardized test results. Teacher input into this process resulted in an empowered and motivated staff. My analysis of individual teacher grading practices contributed to enhanced instructional programs and teacher development. A remedial math program and expanded reading department was implemented at Lakeview as a result of my leadership in SAC. My skills at English composition led to a position as an editorialist on education issues for the West Orange Chamber of Commerce. Researched and/or designed policies, procedures, and curriculum to implement a performing arts magnet program. Publicly shared this vision through PowerPoint presentations to potential stakeholders. Grant committee chairman. FTE coordinator. Guidance services Supervisor. Media/Public relations representative. Teacher/Student recognition coordinator. Additions coordinator. PTSA liaison. Student orientations. Expulsion hearings representative. Custodial supervisor. Facilities manager. Earned school the 5 Star School Award. Substitutes. Assemblies. Transportation coordinator. Site security coordinator. Partners in Education coordinator. Textbook chairman. Fire/Hazardous weather drills. Teach-In coordinator. Magic Jam coordinator. Review teacher lesson plans.

**Administrative Dean, Social Studies Department Chairman** July 1990 to June 1995: Meadowbrook Middle School, Orange County Fl.

Similar administrative duties as noted above. Established **articulation** committee. Implemented numerous school wide **thematic units**. Teacher of the Month. Teacher of the Year runner-up. Recipient of Civitan Team Teacher Recognition Award. Interact Club sponsor.

**Social Studies Teacher** July 1989 to June 1990: Colonial 9th Grade Center, Orange County, Fl.

**Founder and Sponsor, History Game Club**

Member, SAFE Student Assistance Team

**Substitute Teacher** October 1988 to June 1989: Orange County, Fl.

## **EDUCATION**

University of Central Florida, Orlando, Florida

Master of Education, Educational Leadership, August 1996

G.P.A. 4.0 (of 4.0)

University of Central Florida, Orlando, Florida

Bachelor of Arts, May 1988

G.P.A. 3.902 (of 4.0), **Summa cum Laude**

Graduated 3<sup>rd</sup> in class of over 800

Phi Kappa Phi National Honor Society, Golden Key National Honor Society, Phi  
Alpha Theta International Honor Society, Alpha Gamma Chi UCF Honor Society,  
**National Honor Society (High School), President's List, Dean's List**  
**Honors diploma (High School)**

- A statement to describe the nominee's specific role in supporting the effective use of digital technology to support teaching and learning.

William Floyd, principal of Ocoee High School, holds the distinction in Orange County Public Schools as the first principal of a 1 to 1 digital high school. Beginning in the spring of 2013, Floyd joined a cohort of seven digital pilot schools in an attempt to determine the best course of pursuit for the district as it explored going 1 to 1. Although there were seven schools involved, Ocoee was the only high school and the experience of their students, teachers and administrators has forged the blueprint for the expansion of the program to seven more high schools in the 2015-16 school year and ten more schools in the 2016-17 school year.

At Mr. Floyd's direction, Ocoee High hosted visiting school districts from within Florida, from out of state, and even an international delegation of educational leaders brought to Ocoee by the U.S. State department.

Floyd has embraced the use of digital technology by maintaining communication with parents and community members via a weekly message via SchoolMessenger, a multi-platform online communication tool. He also uses Lanschool to pop in on students to celebrate great work when he sees it and when necessary, redirect them back on-task.

With the move to digital, Floyd has overseen a decrease in discipline offenses by 59% since moving to 1 to 1 and a 14% increase in AP course participation by students as they are emboldened by their digital access and confidence to compete.

Floyd continues to innovate by utilizing the Technology Integration Matrix along with the Marzano Instructional Framework when doing instructional rounds. This allows him to not only discuss teacher growth when it comes to pedagogy but also the quality of their use of available digital tools and the impact that has on student learning.

1. How do you help reduce or remove barriers for effective technology use in your school or school system?

Equal access to instructional materials is critical to ensure the success of any public school digital initiative. Accordingly, every student at Ocoee High School is provided a MacBook Air via a special fund dedicated to that purpose by Orange County Public Schools. As principal, I was concerned about the infrastructure to support these devices, particularly internet access at home. Accordingly, I met with an official from Bright House Networks (our local distributor) about a program that provides inexpensive home connectivity. The resultant information is liberally distributed to our community. Additionally, we have implemented a policy that does not require home connectivity—all homework is downloaded to a student's device prior to leaving the campus. Loaner laptops are available for students who forget their devices at home and every classroom has a student desktop for those who have repeatedly proven their inability to retain or treat their device properly. Prior to rollout, all of our teachers participated in numerous trainings to ensure their efficacy. Students received instruction on the use of their devices during the checkout procedure and instruction on the various software platforms from their instructors. Parents were provided condensed trainings during pre-opening workshops. These initiatives greatly enhanced the success of this digital initiative.

2. How do you evaluate the effectiveness of digital technology use in your school or district?

Numerous rubrics exist to assess the impact of digital devices on Ocoee High School's campus. The Technology Integration Matrix is used to gauge the depth and quality of digital implementation. The results inform and guide future staff development initiatives. Log-on numbers to such sites as Edmodo and the reading program Achieve 3000 illustrate the instructional time devoted to digital platforms while providing individualized, actionable feedback on student performance. It is the ancillary effects that have proven the most transformative at Ocoee High School, however. The migration to a digital platform resulted in some interesting effects on this campus' learning environment. Student discipline offenses have decreased by an incredible 59% in the past two years while enrollment in Advanced Placement classes increased from 35% to 49%. The average score on an AP examination increased by .1—an unremarkable increase until one considers the fact that many non-traditional AP students have enrolled in these classes at Ocoee High School. Access to advanced curricula and attendant assets accorded to all students via our digital platform has resulted in engaged students accessing resources previously available only to the privileged.

3. What is your vision of how digital learning can prepare today's students to be successful in attaining college and career readiness and what have you done to move your school towards this vision?

Throughout American history, great thinkers have recognized the need for an educated populace to support and strengthen our democracy. As evidenced by Ocoee High School's experience, digital curricula have the power to enlighten, engage, inform, and perhaps most importantly, inspire students to reach their full potential. Such a goal does not accomplish itself, however. Once a year, we pull our entire senior class together and instruct them in a step-by-step fashion in how to complete a Bright

Future's application—a scholarship awarded by the state of Florida. We do the same for the ASVAB—not because we believe every one of our almost 500 seniors is bound for the military, but because of the rich information the ASVAB provides for potential careers. Our counselors and media specialist visit student classrooms and walk students through online resources. The students navigate these websites real-time, as the presenter speaks. Students who normally would not know how to complete a college application are provided hands-on instruction in its completion. Scholarship databases are visited and information presented on how to apply for such funding. Ocoee High School has a room dedicated to nothing but colleges and careers. This college and career center has always been lightly visited. The use of a digital platform essentially allows us to bring the resources of our college and career center to the student, resulting in a greater awareness and utilization of all that is available to assist our students.

4. How is the use of technology assisting your school's endeavors for monitoring student academic progress?

Ocoee High School utilizes a multitude of digital reporting platforms. Progressbook is an online grade and attendance reporting tool used by teachers and parents to keep the latter informed of individual student performance. Achieve 3000 employs numerous diagnostic and reporting devices to keep teachers and administrators informed of reading progress. Algebra Nation is used by our math teachers; unfortunately, it has minimal reporting capabilities. Accordingly, Ocoee High is piloting Agile Minds—a much more robust digital environment with superior diagnostics and reporting capabilities. The majority of teachers employ Kahoot, a website that allows for teachers to quiz students in a game-like format. Student comprehension of critical material can thus be monitored in real time. Testing via Edmodo provides useful student progression feedback, as does Performance Matters, a robust electronic reporting medium. Not to be forgotten is the principal's weekly phone call home, which is delivered via SchoolMessenger—an online platform that includes text and email delivery in addition to the voice recorded component. Additionally, every school announcement and calendar event is available online via the school's website.