School District of Clay County

District Technology Plan

July 2010 – June 2013

1. VISION AND MISSION

1.1

The mission of the School District of Clay County is to work collaboratively
with all stakeholders to provide a public education experience that is motivating,
challenging and rewarding for all children. We will increase student achievement by
providing students with learning opportunities that are rigorous, relevant and transcend
beyond the boundaries of the school walls. We will ensure a working and learning
environment built upon honesty, integrity and respect. Through these values, we will
maximize student potential and promote individual responsibility.

The vision/purpose of the Instructional Division Instructional Technology program is to
provide instruction that meets the individual needs of all students in preparing them to
be productive in the global workplace and in acquiring applicable life skills.

The District is committed to providing equal access to the latest in instructional
technology to develop technologically literate staff and students who demonstrate
prerequisite technology skills needed to succeed in a technological world.

2. GENERAL INTRODUCTION/BACKGROUND

2.1

Clay County is a diverse mixture of suburban and rural areas covering 592 square miles.
The county is bordered by Jacksonville to the north, St. Augustine to the east, and Palatka
and Gainesville to the south. Orange Park, Middleburg, Green Cove Springs, Penny
Farms and Keystone Heights are the towns that comprise the county. The location of
Keystone Heights presents unique challenges to the District's infrastructure
requirements.

2.2

The District Technology Plan is guided by a District Strategic Plan and is composed by a
District Technology Committee comprised of teachers, administrators, non-instructional
staff, and lay members. The District has developed a three year plan that addresses
both current and future needs. The technology component of the strategic plan
addresses technology integration, infrastructure, and personnel.

The plan is reviewed annually by the District Technology Committee and revised as necessary. Local and state universities, library and state education consortiums, and the Clay County Educational Foundation were among the community and business partnerships that served in the planning process and will continue to assist in the execution of the plan.

The committee included representatives of all curriculum areas including the ESOL, ESE, Drop-Out Prevention, and Career and Technical Education programs. Also included was the district's Adult and Community Education Department which coordinates with the Clay County Adult Literacy Council.

3. NEEDS ASSESMENT/GOALS

3.1

As stated in the Florida Technology Plan, Information and communication technology (ICT) has become a ubiquitous and indispensable part of the way we work and the way we live. As we move into the 21st Century, it became clear that the School District of Clay County must examine the role of technology in our schools and develop a plan to improve student achievement with the use of technology. For that purpose, the District contracted impartial outside consultants to review the current state of technology and recommend actions.

During the fall of 2009, the District also underwent a SACS CASI Quality Assurance Review for District Accreditation and recommended technology actions are addressed.

Each year, the District and schools participate in the Florida Innovates state technology survey, and 8th grade students complete an assessment of technology literacy. In addition, the District completed the state Readiness Gauge, and most teachers have completed an inventory to technology literacy skills. These information-based processes are also used to determine district instructional and administrative telecommunications and technology needs.

3.2 Identification of Needs

   3.2.1   Telecommunication Needs –

      3.2.1.1   Wide Area Network and Internet

         a)   The Department of Education has increased the need for both Wide Area Network and Internet capacity with the move to online testing and assessment. The time critical nature of the online programs requires that the available bandwidth be

increased from the 2009-10 level and the efficiency of the network be increased.

3.2.1.1 Telephone Systems

a) Phone systems at W.E. Cherry and S. Bryan Jennings Elementary Schools are failing frequently and will be replaced when funding is available. Other phone systems may need replacement if they fail unexpectedly.

b) Emergency Responder support is desired across the District. Only the new phone systems can economically support the classroom level interface to the 911 systems.

3.2.2 Infrastructure

3.2.2.1 Wireless Zones

a) Student Owned Devices: A pilot effort during 2010-11 to support the District's Leveraging Technology Initiative pilot at Green Cove Springs Junior High and Oakleaf High School will allow the use of student devices connecting to wireless.

b) Wireless Zones require that the District define a Strategy for allowing student devices to use networking resources without exposing the network to an outage but still allowing access to Internet resources.

3.2.2.2 Internet Connections: The District needs to identify and purchase devices that can be managed centrally. The use of School Based access directly to the Internet will require that the District Strategy for Content Filtering be revised.

3.2.3 Hardware

3.2.3.1 Computer Labs

a) The District needs to add 26 Additional Computer Labs during the Summer of 2010 in support of the Florida Department of Education directives.

b) Funding levels for the replacement of aging computers are not sufficient to replace. The District needs to define an approach to resolving the problem.

c) New releases of Adobe software for CTE programs will require the addition of memory to all Computer Labs in the Career and Technical Education Programs that utilize the software during the summer of 2010.

3.2.3.2 Media Centers – Aging computers need to be replaced based on the Instructional Division's criteria for providing newer computers.

3.2.3.3 Administrative PCs – Aging computers need to be replaced based on the Instructional Division's criteria for providing newer computers.
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3.2.3.4 Teacher PCs – Aging computers need to be replaced based on the Instructional Division's criteria for providing newer computers.

3.2.3.5 Classroom PCs – Aging computers need to be replaced based on the Instructional Division's criteria for providing newer computers.

3.2.4 Assistive Technology

New user devices are being developed that present new challenges to the support team. The District is beginning to pilot the use of these new devices in order to understand what is needed for support.

3.2.5 Programming – There appears to be sufficient resources.

3.2.6 Software

3.2.6.1 Exchange 2003

Email services are supported using MS Exchange 2003 Server. The software is at end of life and Microsoft no longer supports calls for assistance. A plan of action and a solution is needed.

3.2.6.2 Server 2008

Server 2003 is installed on all servers in the District and is approaching End of Life. It will be necessary to convert all servers to 2008 and to purchase the required number of Client Access Licenses.

3.2.6.3 TERMS

The District purchases maintenance and support under an annual contract for the Student, Finance, Purchasing, and Payroll applications. The system has been in place since 1997 and may need to be replaced with more current systems that have a lower cost of operations.

3.2.6.4 Bomgar

In order to increase the number of onsite support people the District needs to train additional people and provide Elevated Privileges. Training needs to occur during the Summer and remote support will be provided through the use of Bomgar software.

3.2.7 Technical Support

During the 2009-10 year there were 14 school based support and 2 IS District Office positions eliminated. There will be additional District Level and School based positions eliminated in 2010-11. Additional competent technical knowledge is needed

3.2.8 Training

There is a need for the District to increase the Training effort in highly technical areas including MS Server, VMWare, Citrix, Symantec, Networking, Cisco, and Project Management.

The following broad issues must be addressed:

- SUPPORT and LEADERSHIP
    - Need to improve communication
    - Need to centralize operations and coordinate funding
    - Need to standardize processes and procedures
    - Need to support ICT (Information and Communication Technology) training for educators to enhance instruction
    - Need to utilize data as basis for technology and curriculum decisions

- ACCESS
    - Need to improve infrastructure (routers, servers and UPS's, switches, wireless LAN controllers, wireless access points, telecommunication systems
    - Need to provide modern hardware in classrooms, labs, media centers, and administrative locations
    - Need to upgrade and align student information system with data reporting requirements for accurate and easy accessibility for staff to inform curriculum decisions
    - Need to provide trained instructional technology staff and expand roles and responsibilities to enhance usability and access to resources

- o Need to ensure utilization of technology based assessments

- **LEARNING ENVIRONMENT**
  - o Need to increase access to digital tools
  - o Need to enhance the integration of technology in curricula
  - o Need to strengthen student ICT (Information and Communication Technology) skills
  - o Need to utilize technology to differentiate instruction
  - o Need to maintain current programs, hardware, software, communication devices, and other technology for Career and Technical Education/industry certification
  - o Need to address virtual school mandates

Table of District Technology Capital Outlay Requirements for Replenishment:

Capital Outlay Needs for Replacement					
Priority	**Description**		**2010**	**2011**	**2012**
1	iSeries	E	-	-	40,000
10	School Phone Systems	E	100,000	210,000	180,000
2	District Routers and Software	E	-	-	-
3	District Servers and Software	E	235,000	85,000	335,000
4	District Switch Inventory	E	-	-	-
6	Uninterruptible Power Supply	E	23,000	21,500	21,500
7	School Routers	E	44,400	44,400	44,400
8	School Switch Inventory	E	1,402,943	225,000	225,000
9	School Servers and Software	E	257,600	257,600	257,600
13	Computer Labs		2,251,800	1,122,300	1,077,300
14	Media Center Technology		301,700	301,700	343,700
17	Administrative PCs		490,350	490,350	523,950
20	Desktop PC Plan			-	-
18	Laptop Plan		21,667	21,667	21,667
12	Wireless LAN Controllers		19,000	19,000	19,000
12	Wireless Access Points		9,840	15,840	9,840
TOTAL			**$ 5,157,300**	**$ 2,814,357**	**$ 3,098,957**

'E' indicates Essential Components

3.3

To address the identified needs, the District Technology Goals include short-term and long-term goals in priority order.

SHORT-TERM GOALS:

- SUPPORT AND LEADERSHIP
    1. Develop vertical and horizontal teams to collaborate on decision making, planning, funding and communication
    2. Retool/refresh job descriptions and provide training and cross training to provide support and professional development
    3. Implement a project review process and funding strategy to address needs
    4. Evaluate current training to identify standards not being addressed
    5. Improve support through trouble ticket system accessible to all
    6. Promote use of OneClay, RTI website, data programs, Learning Village, and other District wide resources
- ACCESS
    1. Develop infrastructure improvement plan to replace old switches, install new phone systems, resolve bandwidth issues
    2. Evaluate and develop a standardized plan for wireless access
    3. Investigate hosting, thin-client, and other alternative technologies
    4. Establish staffing patterns to strengthen support for use of resources
    5. Utilize current year technology based assessment feedback to improve strategies and procedures
    6. Develop a data storage strategy
    7. Expand web conferencing for administrative hearings and parent conferences
- LEARNING ENVIRONMENT
    1. Standardize hardware, software, and technology initiatives based on programs to ensure equitable access to technology
    2. Utilize Learning and Content Management system to differentiate instruction, provide equitable access, and strengthen home and community involvement
    3. Integrate digital tools such as Live@Edu, Wimba, and other collaborative resources into lesson delivery and home-school opportunities
    4. Evaluate student information systems to improve access to student data
    5. Develop content and provide professional development to expand virtual school program
    6. Implement use of Technology Integration Matrix
    7. Integrate Rosetta Stone software into lesson delivery and home-school opportunities for ESOL

8. Maintain Career and Technical Education/industry certification programs, hardware, software, communication devices, and overall technology to stay current with business and industry
9. Develop content for District Reading Endorsement online/hybrid courses
10. Improve student reading achievement with programs such as Read 180, Voyager, Hampton Brown-Edge
11. Develop database to provide student placement articulation for high schools
12. Pilot use of student-owned personal devices and explore alternative devices relative to instructional materials and educational applications

LONG-TERM GOALS:

- SUPPORT AND LEADERSHIP
  1. Enable technology leadership through standards, professional development, and improved communication
  2. Centralize operations to improve essential services required to promote effective implementation of technology programs, initiatives, and integration into curricula
  3. Coordinate funding and redefine procedures/practices to leverage resources
  4. Provide written procedures/practices at all levels
  5. Improve quality of student data and data systems with a new student information system and centralized initial student registration
  6. Develop standard ICT (Information and Communication Technology) training to ensure equitable use of resources
- ACCESS
  1. Provide access to reliable infrastructure that includes sufficient bandwidth to meet instructional technology needs, technology based assessment needs and give students and teachers access to content that enhances instruction including live streaming video
  2. Staff expert technology support that is available at the time of need at the school and district level
  3. Address parental involvement needs through the use of technology resources
  4. Provide technology package to full-time Virtual Instruction students who qualify for assistance based on District guidelines
- LEARNING ENVIRONMENT
  1. Provide enhanced classrooms in all instructional rooms (1 multimedia projector, pen pad, document camera, DVD/VCR, wall controller and enhanced sound system)
  2. Provide modern computers in all instructional rooms, media centers, administrative offices, and cafeteria (1 laptop/desktop per teacher, 2 computers per elementary classroom,1 BW laser printer per classroom, sufficient open labs for technology based assessments)
  3. Provide iTouch and iPad classroom sets for ELL student instruction

4. Install standardized software and assistive technology as needed for instruction
5. Establish NET standards for administrators, teachers, and students as district standards
6. Develop and evaluate curriculum maps and lesson plans to ensure educators apply technology appropriately in their content area to enhance instruction
7. Leverage technology to prepare students for STEM and high tech occupations
8. Develop content for K-12 virtual school program
9. Expand technology integration to support NextGeneration standards

4. FUNDING PLAN

4.1

The School District of Clay County supports district-wide technology needs with numerous funding sources including:

- General Funds - Recurring

  o Salary/technology support personnel

  o Maintenance for infrastructure

  o Software licensing/maintenance

  o Computer repair

  o Equipment

  o Computer hardware

  o Software

  o Wiring

  o Telecommunications

  o Other purchased services

- Public School Technology Funds - Identified by District from FEFP

  o Software licensing/maintenance

  o Equipment

  o Computer hardware

- County 1/10 of ½ Cent Sales Tax - Recurring

- Capital Purchases with at least a 5 year useful life

- Computer hardware

- Routers, Servers, Switches, Wireless Access Points

- Permanent Facility Modifications

- State Instructional Materials Funds - Recurring If State Appropriated

  - Software

- State Library Media Funds - Recurring If State Appropriated

  - Online databases

- Title II, Part A - Recurring

  - Technology Integration staff

  - Training

  - Substitutes

  - Stipends

  - Computer hardware for training

  - Other purchased services

  - Conferences/travel

- Title III, ESOL, Part A

  - Computer hardware

  - Software

- Title II, Part D – Status uncertain

  - Professional Development

  - Substitutes

  - Travel/conferences

  - Audio, video, and web communications fee

- District Strategic Planning - Non-Recurring

  - Software licensing

- o Computer hardware

- o Phone systems

- o Personnel

- E-Rate - Recurring If Federally Appropriated

- o Telecommunications

In addition, other funds designated for technology related purposes, such as Title I funds and ESE assistive technology, are expended at school sites and not included above.

2010/11 EXISTING SCHOOLS
TECHNOLOGY IMPROVEMENT PRIORITIES

Project	REVENUE	2010-11		2011-12		2012-13	
3151	2010-11 Estimated Sales Tax	1,400,000	1,400,000	1,400,000	1,400,000	1,600,000	1,600,000
3150	2009-10 Sales Tax Roll Forward	7,808	7,808	-	-	-	-
1481	2010-11 General Fund .25 Mil Levy	650,000	650,000	-	-	-	-
1480	2009-10 General Fund .25 Mil Roll Forward		-		-		-
3719	2010-11 LCIF Transfer for Erate Program	1,400,000	1,400,000	-	-	-	-
3718	2009-10 LCIF Roll Forward	-	-	-	-	-	-
	TOTAL FUNDING	$ 3,457,808	$ 3,457,808	$ 1,400,000	$ 1,400,000	$ 1,600,000	$ 1,600,000

			2010-11		2011-12		2012-13	
SCHOOL	**DESCRIPTION**	**Essential**	**District Tech Plan Need**	**Planned Expense**	**District Tech Plan Need**	**Planned Expense**	**District Tech Plan Need**	**Planned Expense**
GCJ	Special Project - Wireless Access Point Installation		60,000	60,000				
MRE, KHH, KHE, SPC, WEC	Special Project - Additional Open Computer Labs for DOE Testing	E	89,500	89,500				
MBE	New School - Technology for New Wing		21,000	21,000				
LAJ, OLJ, WJH, LJH, OPJ, KHH	Special Project - 8th Grade Science Grant		30,000	30,000				
District Wide	iSeries	E					40,000	40,000
WEC, MHS, OPH, SBJ	School Phone Systems	E	100,000	100,000	210,000	210,000	180,000	180,000
District Wide	District Routers and Software	E						
District Wide	District Servers and Software	E	235,000	235,000	85,000	85,000	335,000	335,000
District Wide	District Switch Inventory	E						
District Wide	Uninteruptable Power Supply	E	23,000	23,000	21,500	21,500	21,500	21,500
District Wide	School Routers	E	44,400	44,400	44,400	44,400	44,400	44,400
SPC, WEC, CEB, WEC, CHE, MRE, GPE, KHE, MBE	School Switch Inventory	E	1,402,943	1,402,943	225,000	225,000	225,000	225,000
District Wide	School Servers and Software	E	257,600	257,600	257,600	257,600	257,600	257,600
District Wide	Computer Labs		2,251,800	**750,000**	2,624,100	**250,000**	3,451,400	**200,000**
District Wide	Media Center Technology		301,700		603,400		947,100	
District Wide	Administrative PCs		490,350	**50,000**	930,700		1,454,650	
District Wide	Desktop PC Plan							
District Wide	Laptop Plan		21,667	**21,667**	21,667		43,333	
District Wide	Wireless Lan Controllers		19,000	**19,000**	19,000	**19,000**	19,000	**19,000**
District Wide	Wireless Access Points		9,840	**9,840**	15,840	**9,840**	15,840	**15,840**
	SubTotal		5,357,800	3,113,950	5,585,207	1,122,340	8,088,823	1,338,340
District Wide	Contingency		**(1,899,991)**	343,859	**(4,185,207)**	277,660	**(6,488,823)**	261,660
	GRAND TOTAL EXPENDITURES			**3,457,808**		**1,400,000**		**1,600,000**

4.3

The District has identified funds from FEFP to continue former state allocated categorical funds and public school technology funds to support school use of educational technology. Each school receives an allocation of the funds based on unweighted FTE. The District purchases computers, printers, software, and infrastructure for any new classrooms. Maintenance agreements for software used at the school sites are also purchased by the District using funds identified on a yearly basis.

5.   TECHNOLOGY ACQUISITION PLAN

5.1

Based on identified school needs, the District provides support to individual schools for the purchase of appropriate educational resources necessary to deliver technology-based instructional programs.

5.1.1 Enhanced Classrooms

All schools have network connections available in classrooms, offices, and media centers. A district initiative to install Enhanced Classroom equipment in all instructional areas was begun in 2009. By July 2010, all 1st – 4th grade classrooms and secondary intensive reading classrooms were equipped with a multimedia projector, pen pad, document camera, DVD/VCR, wall controller and enhanced sound system. This has been standard for all new construction since 2007. For 2010-11 the following priorities have been set for Enhanced Classrooms:

- All 5th and 6th Grade Classrooms
    - Primary ESE Self contained programs EB/D; INDE; LI; SCVE
    - CTE is allowed to install with grant funds
    - Secondary (In Order)
        - Math
        - Algebra 1
        - Geometry
        - 7-8 Grade Math
    - Media Centers

5.1.2 End of Course Open Labs

Another initiative, Project Open Lab, has identified school needs for lab settings in sufficient numbers to support online assessments. Facilities, furniture, hardware, and infrastructure plans will begin in June 2010 to have labs in place for the 2010-2011 school years.

5.1.3 Wide Area Network and Internet

a) A Pilot test will be conducted to determine the technical and financial feasibility of additional internet connections direct from the school. If the pilot use of school based internet connections using Cable Companies and school installed Filtering devices is successful it could provide a solution for the FL DOE testing issues. For 2010-11 this would not be Erate eligible.

b) Internet Bandwidth will be increased to the extent possible under the District's current contract that expires June 30, 2011.

c) Wide Area Network capacity will be increased to support the Secondary schools' use of End of Course, Compass, and FCAT. Again the contract runs through June 30, 2011.

5.1.4 Switch Replacement

An Erate application has been placed to replenish switches at 9 Elementary School. If the application is approved the switches will be replaced.

All schools have a closed-circuit television system to deliver educational programming, although wiring in older schools has been identified as an issue. All secondary schools except Oakleaf Junior and Senior High Schools have Dish Network satellite access to provide professional development and educational programming from the Florida Distance Learning Network. With the exception of four outlying schools, all sites also receive educational programming from the District via an educational access channel.

Videoconferencing equipment is available at the county office Professional Development Center, Keystone Heights High School, Middleburg High School, Fleming Island High School, Oakleaf High School, and the Teacher Training Center at FIH.

Though the District is unable to fund a 1:1 student computer ratio, a pilot of the District Leveraging Technology Initiative, which allows students to bring their own devices, will begin in 2010 as a movement toward 1:1 computing. A pilot of a Digital Equity Initiative will serve the neediest students by providing technology and training to students and their families.

Other pilots seek to leverage emerging technologies, such as iTouch, iPads, apps, and netbooks, to identify effective technologies to meet the goals of the instructional program.

5.2

In support of Next Generation Standards, the District has acquired standardized software and technology-based educational materials. Blackboard is the district learning management system for classes, courses, organizations, and professional development. Web conferencing and safe social networking is available through Blackboard. Whenever possible, course cartridges will be developed for supplemental instruction and virtual education offering. A Learning Village has been established to provide curriculum maps and lesson plans to standardize instruction to include differentiation and 21st century learning strategies. A district license for Easiteach software was implemented in 2010 to support interactive instruction.

Licensing with Compass Odyssey established in 2009 gives secondary and Adult and Community Education teachers access to content for assessment, re-teaching, remediation, and course recovery.

K – 12 publisher provided software is utilized to supplement and differentiate instruction and for assessment, re-teaching, and remediation. Specific Career and Technical Education, ESE, and ESOL software is utilized to support specific program needs.

Discovery Education Streaming, Maps K-12, Soundzabound, Teaching Books.net, Accelerated Reader, and Gale online databases are district sanctioned resources for all schools.

Maintenance agreements are paid by the district for all district-wide software.

5.3 (See 4.2 and addendum D)

5.4   Technology Acquisition Policies and Procedures

The District has established a Project Submission and Management procedure to ensure continuous improvement for technology throughout the District. Managed through the office of the Deputy Superintendent and facilitated by Information Services, proposals are submitted utilizing a standardized form. A District committee comprised of representatives from all divisions and stakeholders reviews all proposals quarterly and using a list of critical factors, either approves, denies, or holds projects for further review. Projects are then implemented through a standardized project management template and progress can be monitored by all stakeholders via a District IS SharePoint site.

 Appropriate technology acquisition policies or procedures address the following areas:

- Consistency and interoperability with existing and planned technology delivery systems;

- Upward migration to emerging technology standards; and
- Support and maintenance requirements.

Some Instructional Software acquisition is at the discretion of the schools. A continuing goal is to standardize a majority of instructional software and develop procedures for testing and evaluation. We have standardized Administrative Software that includes Microsoft Office for interoffice communication. (See addendum B)

A review of Student Information System software is underway in 2010 for a possible replacement to TERMS Student.

The IT Department provides support and maintenance for TERMS, and iSeries hardware and applications. The IT department also maintains the District Email servers, network LAN/WAN servers, Active Directory, Wireless, cabling, network security tools, Metro Ethernet, Web services and applications, WAN routers and switches, all telephone switches, and IP Telephony.

The IT Department provides a Web based helpdesk system to track, monitor and manage help desk calls (trouble tickets). Tech Support specialists respond to hardware, software and network problems throughout the District.

5.5   Technology Related Purchasing Decisions

Technical guidance to support technology purchasing decisions is provided through Information Services and Instructional Resources. Information is regularly provided to administrators during bi-monthly curriculum meetings, monthly principal's meetings, and via email. Information is provided to teachers by the administrator, school technology person (specialist, support assistant, coach, or technology resource teacher), media specialist or media technical assistant, or district curriculum specialists. Blackboard and a notification system are used as a communications tools to provide reference materials relating to technical guidance.

The Technology Plan has established both PC and Apple standards for future computer purchases (see Appendix C). For the 2010-11 school year, Dell computers are the District's standard PC client models for desktop and notebook computers (for teachers & administrators). Apple Computer is also one of the District's standard computer vendors optional for student use. The IT Department will update pricing and model information (quarterly, or sooner if needed) to reflect changes in technology and requirements. These changes will be made and available to schools and departments via the district Intranet.

6. ACCESS

6.1 Equitable and Effective Access

All district locations have the infrastructure to provide equitable access to telecommunications and other technologies. The infrastructure design and resources are reviewed annually to identify upgrade or maintenance needs.

A minimum configuration for technology has been established by the District Technology Committee and a financial model to achieve implementation has been developed.

The ESE Department has been designated to acquire assistive technologies as needed. A yearly inventory of district assistive technology resources is published to identify where the resources exist. The department has established a distance learning/hospital homebound project through a video, audio, and web conferencing system that is utilized when appropriate.

As new instructional materials have been adopted, teachers have been trained to integrate technology components as appropriate to support Next Generation Standards. A District Learning Village for teachers provides curriculum, lesson plans, instructional materials resources and other resources.

OneClay (www.clayschools.net) is the official District website that gives students, staff, parents, and the community appropriate access to District and other resources such as public libraries, home-school connections, online resources such as publisher websites, Sunlink, virtual education and other services.

Technology integration specialists work with individual teachers, administrators, and other curriculum specialists to infuse technology as part of the best teaching practices and assure teachers and students have access to and knowledge about curriculum resources.

6.2

School Board policy establishes Terms and Conditions for Use of District Telecommunications and Networks. The policy is reviewed annually and is published in student and employee handbooks. (See addendum A)

Electronic network facilities; i.e., computers, electronic mail, conferences, bulletin boards, databases, and access to the Internet, referred to as "the network," are required to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the School District of Clay County. Information retrieval from the network is deemed in the same manner as information retrieval from reference materials. Use is to be made of resources, with guidance from faculty and staff that will enhance the learning environment.

At the school, student access to and use of the network is under teacher direction and monitored by a school district employee as any other classroom activity. Web filtering tools that screen incoming text and graphics are utilized to restrict user access to material that is consistent with the standards of selection of materials specified in Florida Statutes and with the educational mission, goals, and policies of the School District.

Network users are required to adhere to the *"Terms and Conditions for Use of Telecommunications and Networks"* that have been developed by district committee and documented in the Manual for Instructional Technology Use. If a district user unacceptably violates any of these provisions, future access to the network may be denied. In addition, serious violations may result in disciplinary action or legal action in accordance with Clay County policies. The School District of Clay County is subject to Florida Statutes regarding public information access.

6.3

The School District of Clay County uses content filtering hardware and software, firewalls, anti-spam, and spyware solutions to protect the network and users. These solutions provide protection necessary to comply with the Children's Internet Protection Act (CIPA).

Filtering software applies to all computers installed in the school district. This software is installed centrally and filters all access to the Internet. The content filtering system is capable of generating reports identifying inappropriate access attempts.

Anti-virus and spyware defense software is installed on all computers in the school district.

7. USER SUPPORT PLAN

7.1

Network security and monitoring, and support and maintenance are provided by Information Services. All new computers are purchased with a 3-year warranty, after which time Information Services evaluates hardware and makes repairs when appropriate. Software maintenance for district-wide applications is provided by the district.

While unable to staff additional support for end-users in classrooms, the following changes have been implemented for 2010-2011 to provide additional just-in-time support:

> Information Services technicians will be assigned to regions.
> Supervision of Technology Specialists at all high schools and
> Technology Support Assistants at all junior high schools will be shared by
> Information Services and the school principal.
> Information Services will provide training.

IS Technicians, Technology Specialists, and Technology Support Assistants will be pooled to sweep schools when immediate response or implementation mandates.

Instructional Resources will have oversight of the following employees:
Media Specialists
Media Technical Assistants
Elementary Technology Coaches or Technology Resource Teacher

Teachers will input their own trouble tickets and a school support team that includes the above employees, some of whom have elevated rights, will triage requests to improve response times.

7.2

As technology changes or needs are identified, new hardware and software are acquired as appropriate to maintain interoperability with existing and future systems. When necessary, upgrades of software and/or hardware are acquired to meet or exceed the upward migration of emerging technological standards.

Information Services regularly provides specifications and quotes for technology-related purchasing decisions. (See addendum C)

Student Career and Technical Education students with or pursuing industry certification will be trained to provide equipment repair and/or network troubleshooting. Other equipment repair remains the responsibility of Information Services.

Information Services reviews the aging of technology annually and prepares a purchase plan that is submitted with the annual Facilities Plan. (See 2010-11 Facilities Plan – separate document)

8. PROFESSIONAL DEVELOPMENT

8.1

Professional Development is a high priority in Clay County. Training needs are determined through an annual professional development survey completed by all employees, and the teacher inventory of technology skills. Technology is always one of the most requested areas for professional development.

Based on the survey and inventory, as well as new technologies and textbook adoptions, a schedule of training is developed for small and large groups at the school and district level. District Technology Integration Specialists are also available to provide training at the school site for those unable to attend scheduled trainings. In addition, all district curriculum

specialists are encouraged to attend all trainings and integrate technology skills with teacher best practices demonstrations.

A *Manual for Instructional Technology Use* documents procedures for all employees. Standardized training for Instructional Technology Use will be developed during 2010-2011 and all employees will be required to complete Level I with demonstrated competency.

Most professional development offerings are made available online via Blackboard, are blended as a combination of face-to-face and online, or are held at the District Teacher Training Center which houses meeting space and two computer labs, or in a computer lab at the school site.

Funding for substitutes, stipends, trainers, and other training expenses is provided by the district utilizing Title II, Part A, funds. To minimize teacher time away from the classroom, distance learning capabilities via video, audio, or web conferencing, satellite delivery, Blackboard, or the educational access channel, are utilized whenever possible.

8.2

A training calendar is maintained at http://claycounty.hosted.webevent.com/cgi-bin/webevent.cgi and teachers may search or register for trainings via the staff development management system at https://www.my-points.org.

Other sources of ongoing training that are utilized and available to teachers and administrators include:

- Florida Digital Educators
- Northeast Florida Library Network (NEFLIN)
- Astronauts Memorial Foundation
- The Schultz Center for Teaching & Leadership
- Northeast Florida Education Consortium (NEFEC)
- Office of Educational Technology
- Panhandle Educational Consortium
- Textbook publisher consultants
- Online database consultants
- Sunlink
- Vendors
- Florida Educational Technology Conference (FETC)

9. PROGRAM EVALUATION

9.1

Evaluation of the effectiveness of how technologies are being integrated into the curriculum and are affecting student achievement is based on utilization statistics, teacher attitudinal surveys, authentic assessment, and evaluation of student achievement data generated by the program being evaluated, or district pre and post student achievement data.

9.2

Based on these assessments, operational problems, or new developments, the District must sometimes change usage goals selecting from abandonment of use, modifications in operation or use of certain technologies, or additions of new developments. The three year District Technology Plan is evaluated yearly and decisions for change are made with input from Information Services, the District Technology Committee, administrators, curriculum specialists, classroom teachers, and support personnel.

10. E-RATE PROGRAM PLANNING

10.1
Goals & Strategy
The District will provide Internet connectivity to all schools for distance learning opportunities, and provides sufficient bandwidth for this connectivity.

The District will investigate and implement appropriate technologies to provide for the updating and deployment of software applications. Due to the significant size of deployable software, high speed local network and wide area networks are required.

To promote communication and safety, telephone access will be available at all sites.

Strategies include:

- Continue to provide Internet service to all schools, district offices, and annex sites
- Increase Internet access capacity and create alternate paths to the Internet with load balancing
- Provide additional telephone connections as needed
- Provide cost effective enhanced communications for voice
- Increase bandwidth as needed
- Provide cost efficient mobile voice communications

10.2
Professional Development Strategy

The School District of Clay County provides a wide range of professional development activities to ensure that all staff and students know how to use new technologies to improve education and library services. The Professional Development Plan referenced in Section 8 details the technology training provided. Training is held throughout the year at all sites in the district. District Technology Integration Specialists and Curriculum Specialists are available upon request.

10.3
Assessment of Needs
The district continually needs to increase telecommunication services. All existing instructional areas have Internet connections and telephone access. We see an approximate 7% increase in needed services annually. As streaming video usage in the classroom increases it is possible that the need for additional internet bandwidth may increase exponentially.

During the summer of 2009 the district installed CISCO WAAS servers at the District Office and at all Secondary Schools. This installation has served to boost response time and reduce the demand for Internet capacity to the ISP.

Each of the following services may be applied for through E-rate:

10.3.1
Services – Telecommunications   470   One District Application

Following covered under State Contract – 470 issued by State
(AT&T)
Telecom and Centrex, and Long Distance Services for the Entire District
- Flat Rate business lines: 22 circuits
- T1 Point-to-Point Voice/Data: 2 existing lines
- Central office trunk line
- Centrex/Verizon phone lines, plus 500 lines
- 800 Service: 3 lines

(AT&T)
- Long distance service for district

10.3.2
Primary Rate Interface (PRI)   470   One District Application

(AT&T)
Telecom PRI Services for select locations

- PRI-ISDN T1's for Keystone Heights High, Middleburg High, Orange Park High, Fleming Island High, Clay High, Ridgeview High, Oak Leaf school(s), District Office plus 3 new circuits over the next 3 years.
- Total of 13 PRI Circuits

10.3.3
Metro-E High Speed Connection   470   One District Application

(AT&T)
<u>High Speed Internet Connections</u>
- 20 Mbps Fixed Mode data circuits to 31 school sites
- 100 Mbps Fixed Mode data circuits to 7 school sites
- 50 Mbps Network to Network Interconnect (NNI) for 3 schools near Keystone Heights
- 250 Mbps Fixed mode to 1 school site
- 500 Mbps Burst mode at the district office

10.3.4
High Speed Internet Connection   470   DOE (FIRN) Application

- This application is necessary because the Florida Department of Education cut the funding at the state level and passed the cost on to the individual School Districts. SDCC will use the States 470 for the Internet connection through the Florida Internet Relay Network (FIRN).
- This action requires that SDCC make a 471 for Internet services that were previously provided by the State in 2009-10:
    - Internet connection from district office in graduated increments beginning at 75 Mbps. For planning and budgeting the capacity should be planned for 300 Mbps. Reason for the increase:
        - Increase Internet based Assessment due to the Florida Assessment in Reading (FAIR).   Three times per year all students are tested online.
        - Increase use of FCAT testing online.
        - Increase in use of streaming video due to Compass, Renaissance Place applications.
        - Probable use of eBooks at new high school
        - Future direction to allow students to bring their own laptops to school.
        - Increase in the number and bandwidth requirements of hosted i instructional applications.
            - Blackboard
            - Compass
            - Renaissance Place

- o Alternate, load balanced Internet connection from an Elementary (distributed storage site) up to 45 Mbps. Sizing will be determined based on results. This circuit will not be eligible for E-Rate funds.
- o Content filtering to comply with CIPA. This may replace the present WebSense running on the district servers and controlled by the district.

10.3.4
Active Electronics   Upgrade   470   Specific Schools

- Aging equipment should be replaced since it has been in place approximately 9 years and is not manageable with current tools. Additionally, the District is building new schools with Wireless LAN covering the schools and installing Cisco WAAS devices to make the best possible use of Internet bandwidth.
- A multi-year bid for Internal Connections is in place with Coleman Technology.
- Elementary Schools Active Electronics - 471
    - o Scope involves the replacement of aging communications equipment, installation of Wireless LAN, and installation of Cisco WAAS at the following schools:
        - ▪ Wilkinson Elementary School
        - ▪ Grove Park Elementary School
        - ▪ W.E. Cherry Elementary School
        - ▪ Charles E. Bennett Elementary School
        - ▪ S.B. Jennings Elementary School
        - ▪ Clay Hill Elementary School
        - ▪ McRae Elementary School
        - ▪ Middleburg Elementary
        - ▪ Keystone Heights Elementary
- Elementary WAAS Server – No 471 for this
    - o Installation of servers should be installed due to the predicted increase in internet traffic anticipated with the addition of:
    - o Florida DOE online testing
    - o Streaming Video to the classroom
    - o FCAT testing

10.3.5
Services – MTM Telecommunications   470   One District Application

(Nextel/Sprint)
- Cellular telephone service for district and schools.

10.4
Budget

The School District of Clay County provides a sufficient budget to acquire and support the non-discounted elements requested in the E-Rate application. Approximately $1.5 million dollars is allocated for telecommunications in the general budget. (*See 4.2 and addendum D)*

10.5
Monitoring and Evaluation
Evaluation and monitoring of the effectiveness of telecommunications services is reviewed periodically. Software is in place to evaluate bandwidth usage and communication access. . A yearly evaluation determines what technology updates or needs have become prevalent for annual comprehensive planning. The allocation of district funds is driven by this procedure.

Network monitoring applications include:
- Graphic representations of the key network equipment (routers, servers, switches) that identify their status and error conditions. This is present in the Computer Operations Manager's office and visible throughout the day. Problems are identified as they occur by the Manager of Operations and the Help Desk Operator throughout the day.
- Network traffic graphs are updated every 5 minutes providing utilization and error tracking information for all wide area network circuits. This is reviewed weekly by the Manager of Operations and printed annually for storage in a notebook.

11. NCLB: ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT)

District application for federal projects will be submitted June 2010. At this time, Title II D (EETT) is unfunded and no application has been available. A copy of the most recent project is included as well as a recently submitted EETT competitive application. (See addendum E) Plans are aligned with *Florida's Instructional Technology Goals.*

SCHOOL DISTRICT OF CLAY COUNTY
**Terms and Conditions for Use of
Telecommunications and Networks**

(Reference School Board Policy 4.59)

The School District of Clay County electronic network provides an exciting opportunity to expand learning for students and Board employees. With this opportunity comes the responsibility for appropriate use. Each student, parent, teacher, or Board employee should read this document carefully prior to signing the Code of Conduct or an Employee Network Responsibility Contract. A signature signifies receipt and understanding of the terms and conditions outlined in this document. If you have any objection to the following, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

SCHOOL DISTRICT OF CLAY COUNTY TELECOMMUNICATIONS NETWORK OVERVIEW

The School District of Clay County telecommunications network is accessible to all students and Board employees. The goal is to promote educational excellence for all students by facilitating resource sharing, accessing outside information and research, and encouraging technological innovation and worldwide communication.

INTERNET RESOURCES

The electronic network serves as an information highway providing the opportunity to expand learning by connecting computers worldwide and millions of individual subscribers. Students and Board employees will have access to:

1. Worldwide electronic mail communication;

2. Global information and news as well as the opportunity to correspond with other institutions;

3. Public domain and shareware computer software of all types;

4. Educational discussion groups on numerous topics;

5. Access to many university libraries and other libraries.

INTERNET WARNING

With worldwide access to information comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications that are not appropriate for school-aged children. The Clay County District Schools views information gathered from the Internet in the same manner as reference materials identified by schools. Specifically, the District supports resources that will enhance the learning environment with guidance from faculty and staff.

At school, student access to and use of the network will be under teacher direction and monitored by a school board employee as any other classroom activity. The school district is not able to prevent the possibility of user access to material that is not consistent with the educational mission, goals and policies of the school district.

USER GUIDELINES:

Internet access is coordinated through a complex association of government agencies and regional and state networks. It is the school district's intent that the Internet and our telecommunications network be used in a responsible, efficient, ethical and legal manner. The operation of the Internet relies heavily on the proper conduct of the users who must adhere to strict guidelines. If a district user violates any of these provisions, their account will be terminated and future access will be denied. In addition, serious violations may result in school disciplinary action or legal action in accordance with Clay County policies, up to and including termination of employment. A signature on the Code of Conduct or an Employee Network Responsibility Contract indicates that the user has read the terms and conditions carefully and understands their significance.

I. Acceptable Use: The use of your account must be in support of education and research that is consistent with the educational goals and policies of the Clay County District Schools. Users are encouraged to develop uses which meet their individual needs and that take advantage of the network's functions: Electronic mail, conferences, bulletin boards, databases and access to the Internet. Use of any other network or computing resources must be consistent with the rules appropriate to that network.

II. Privileges: The use of Internet is a privilege. Inappropriate use will result in the cancellation of that privilege. Each individual who accepts an account will receive information pertaining to the proper use of the network. School and district administrators will decide what is inappropriate use.

III. "Netiquette": You are expected to abide by the generally accepted rules of network etiquette. Be polite. Do not use vulgar or obscene language. Do not reveal your address or phone number or those of others. Please remember that electronic mail is not guaranteed to be private. Do not disrupt the network, the data, or other users.

IV. Unacceptable Uses of Network Include:

A. Violating student or staff rights to privacy, or violating provisions of the Florida K-20 Education Code, FERPA, or HIPPA;

B. Using the Internet without application of common sense;

C. Using profanity, obscenity, or other language which may be offensive to another user, including bullying;

D. Sending or accessing pornographic text and/or graphics;

E. Accessing unauthorized games;

F. Engaging in illegal activities (defined as a violation of local, state, and/or federal laws);

G. Sending or receiving copyrighted materials, including computer software or material protected by trade secret, without permission;

H. Plagiarizing;

I. Reporting personal communications without the author's prior consent;

J. Using the network for commercial activities, product advertisement, or financial gain;

K. Knowingly transmitting viruses or other destructive programming;

L. Transmitting spam or chain letters;

M. Unauthorized soliciting for goods and services, including personal solicitations such as garage sale announcements;

N. Posting personal views on social, political, religious or other non-business related matters;

O. Unauthorized streaming of video or music, such as listening to radio stations via the Internet

V. Warranties: The School District of Clay County makes no warranties of any kind, whether expressed or implied, for the service it is providing. Clay County District Schools will not be responsible for any damages you suffer, including loss of data, nor will it be responsible for the accuracy or quality of information obtained through this Internet connection. Inappropriate Internet sites should be reported to the Information Services help desk.

VI. Security: Security is a high priority. If you identify a security problem you must notify a system administrator immediately. Do not show or identify the problem to others. Do not share passwords. Change passwords regularly. Do not use another individual's account. Attempts to log on as another user will result in cancellation of your privileges. Any user identified as a security risk or having a history of problems with other computer systems will be denied access.

VII.   Vandalism: Vandalism will result in cancellation of your privileges and/or disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or other networks. This includes the creation of or the uploading of computer viruses on to the Internet or host site. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.

VIII.   E-Mail Policies:

A. Individual e-mail accounts for students enrolled in grades K- 6̶12 will only be established for legitimate educational purposes as determined by the school principal.

B. No student may access his or her own external e-mail accounts.

C. Teacher directed class accounts for students are acceptable.

D. No personally identifiable e-mail addresses for students are to be published on the web;

E. Parents have a right to request access their student's e-mail account. The Information Technology staff will evaluate these requests, which must be signed by the school principal.

F. Students should promptly report to a teacher or another school employee any messages received that are inappropriate or that make them uncomfortable. Students shall not agree to contact or actually meet in person with anyone they met online unless a parent or guardian is aware of and approves the contact or meeting. Students should understand that predators often pose as others to gain student confidence and learn schedules or habits that make the personal safety of students vulnerable.

G. District and school staffs will be issued school system e-mail addresses in the form: name@mail.clay.k12.fl.us. These accounts will be used for school business and may be published.

H. E-mail transmission between SDCC employees regarding students may include student name, sports teams, course title, dates of attendance, and awards.

I. Any e-mail transmission between SDCC employees regarding confidential student information or records or reports for which there is a right of privacy under FERPA or F.S. 1002.22 must be segregated into a student file folder or a confidential file folder upon receipt and may not be disseminated as public record.

J. No e-mail communications containing confidential information as defined above shall be sent to anyone outside of the school district. If a parent or guardian wishes to communicate with staff via email or if a parent or guardian wants to allow email communications about his/her child to others outside of the school district, the parent or guardian of the student must personally come to the school and sign a request and consent for such transmission and provide the address to which such e-mail transmissions should be sent.

K. Teachers may only communicate factual information. Subjective information such as behavior may not be communicated via email.

L. The transmission of confidential information such as student ID numbers, addresses, or phone numbers and/or personnel information, such as social security numbers, addresses, or phone numbers, shall not be used in e-mail. Such information should be formalized into letters and memoranda. E-mail can be edited and redistributed without the knowledge or permission of the originator. There is also a presumptive right of the public to access public documents.

M. It shall be the responsibility of the sending party to maintain a copy of original e-mail transmissions as required under the public records law;

N. Individuals using e-mail in an inappropriate manner will be subject to penalties as described in Board Policy 2.17.

O. The e-mail system and hardware equipment is owned by School District of Clay County and is intended for school district business use. Minor personal use of e-mail is acceptable but should not interfere with or conflict with school district business.

P. Change e-mail passwords frequently.

Q. Use of personal networks and/or email sent via non-district computers or service providers may still be subject to review if any school-related content is included in the communication.

IX. E-Mail Etiquette: Helpful guidelines:

A. Make "subject" headings as descriptive as possible.

B. Begin messages with a salutation, restating the question or issue being addressed in a response.

C. Choose words carefully to avoid misunderstandings. Text does not permit verbal or expression clues which are usually necessary when statements are intended to be funny or sarcastic.

D. Archive and/or delete e-mail files as soon as possible as appropriate under public records law.

X. Sponsors: School Board employees who supervise student access to the Internet are responsible for teaching proper techniques and standards for participation; appropriate online behavior including cyberbullying awareness and response, interacting with other individuals on social networking sites and in chat rooms as required by CIPA (Children's Internet Protection Act); guiding student access to appropriate sections of the network; and assuring that students understand that network misuse will result in the loss of access privileges.

XI. Web Pages: Users must adhere to the Guidelines for School, Faculty, and Staff Web Pages established in the Board adopted Technology Procedures Manual posted online. When posting on non-district web sites and identifying oneself as a School District of Clay County employee, content must be appropriate and not in violation of the conditions of The Code of Ethics and Principals of Professional Conduct of the Education Profession of Florida. The District's currently sanctioned web page hosts include the District webpage and the online Learning and Content Management System. Either is recommended for hosting SDCC web pages.

XII. Synchronous and Asynchronous Communication: Users on the District network shall only access online synchronous and asynchronous communication applications such as chat, blogs, wikis or social networking website functions such as discussion threads, document posting, RSS feeds, etc., for legitimate instructional purposes. Student interaction must take place within a teacher-moderated online environment. The District's currently sanctioned online Learning and Content Management System is recommended for delivery of these applications.

XIII. Podcasts and Vodcasts: Users must adhere to guidelines defined in the Board adopted Technology Procedures Manual posted online. When posting on non-district web sites and identifying oneself as a School District of Clay County employee, content must be appropriate and not in violation of the conditions of The Code of Ethics and Principals of Professional Conduct of the Education Profession of Florida.

XIV. Use of Screening/Web Filtering Tools: In compliance with federal guidelines, the School District of Clay County will use Web filtering tools that screen incoming text and graphics to restrict user access to material that is consistent with standards of selection of materials specified in Florida Statutes, Clay County School Board Rules, and the Clay County Handbook of Instructional Materials Procedures.

XV. Contracts: In order to access the network, District employees are required to enter into an "Employee Network Responsibility Contract." The School District of Clay County shall approve this form.

XVI. Exception of Terms and Conditions: All terms and conditions stated in this document are applicable to all users of the network. These terms and conditions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the State of Florida, the United States of America, and School District of Clay County rules.

SCHOOL DISTRICT OF CLAY COUNTY
EMPL0YEE NETWORK RESPONSIBILITY CONTRACT
(Reference School Board Policy 4.59)

I understand and will abide by the School District of Clay County Terms and Conditions for Use of Telecommunications and Networks. Violations will result in loss of my access privileges. In addition, serious violations may result in disciplinary action and/or appropriate legal or criminal action being initiated against me according to the Clay County policies.
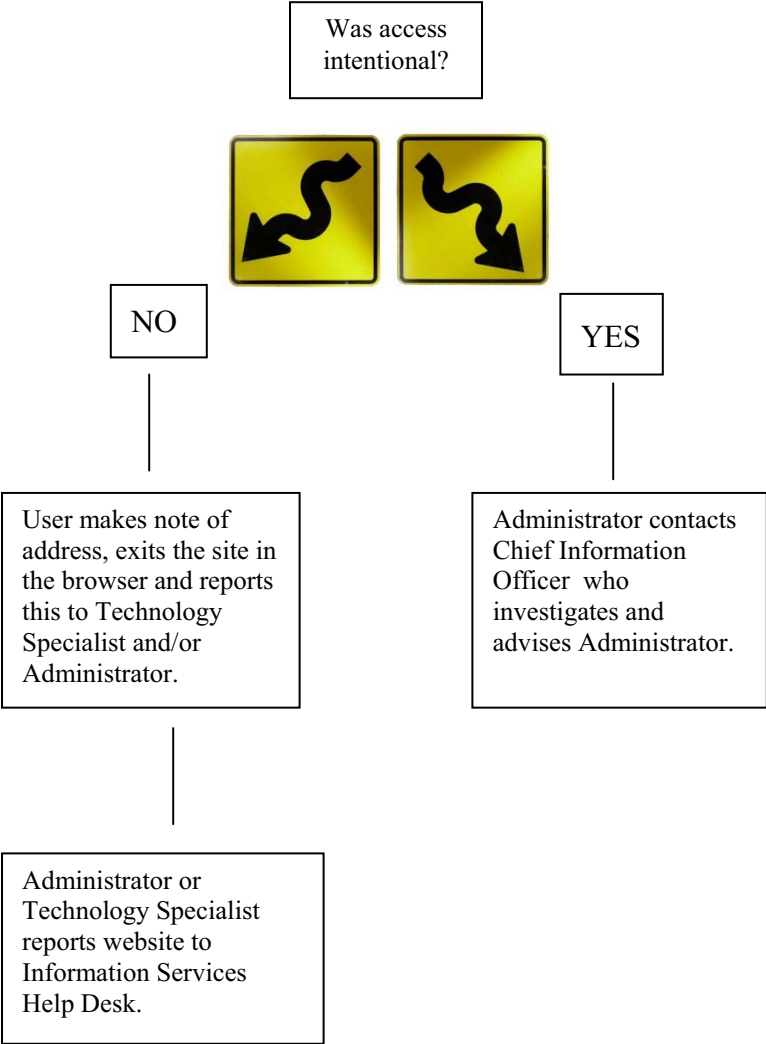
If I am a supervising teacher, I do agree to instruct the student on acceptable use of the network, proper network etiquette and Internet safety including appropriate online behavior including cyberbullying awareness and response, interacting with other individuals or social networking sites, and in chat rooms as required by the C.I.P.A., and will report and/or terminate privileges of any student using the network unacceptably. I will make reasonable efforts to monitor information made available while students are under my supervision and/or in my presence. I recognize and accept my responsibilities to be present while the network is being used by the student.

EMPLOYEE NAME (print): _____

SIGNATURE: _____ DATE: _____

SCHOOL/DISTRICT ADMINISTRATOR'S INITIALS: _____ DATE: _____

Procedure When Users Access Inappropriate Internet Content

Was access intentional?

NO

YES

User makes note of address, exits the site in the browser and reports this to Technology Specialist and/or Administrator.

Administrator contacts Chief Information Officer who investigates and advises Administrator.

Administrator or Technology Specialist reports website to Information Services Help Desk.

REPORT ANY INAPPROPRIATE AND UNBLOCKED WEB ADDRESSES TO THE INFORMATION SERVICES HELP DESK AS SOON AS POSSIBLE.

E-mail Guidelines

Section VIII. F. in the Terms and Conditions for Use of Telecommunications and Networks defines acceptable use of e-mail transmissions regarding student information. The following Frequently Asked Questions are given for clarification.

FAQ's of E-mail Policy

Can We:

1. Request student records from other Clay County schools using name only?
   Yes – if only student name is used and it does not identify ESE in any way
2. Send student name only listings to vendors such as Jostens for diploma printing?
   (This being the way the company prefers to do business)
   For diplomas: Yes – if only student name is used and it does not identify ESE in any way
   For others: See #9.
3. Have teachers send "A" and "AB" Honor Roll lists to school office using student names only?
   (Lists are then printed in the newspaper. Again, the newspapers request the list be sent to them through e-mail.)
   Yes – if only student name is used and it does not identify ESE in any way
4. Send reminders to teachers regarding parent/teacher or IEP meetings with name, meeting time and location?
   No – because this identifies a student as ESE
   You can remind the teacher of an IEP meeting, but cannot use the student's name.
5. Send lists of students that have gone on field trips and need to be excused by their teachers?
   Yes – if only student name is used and it does not identify ESE in any way
6. Send announcements of students that have excelled in Academic Team, ROTC, etc., and should be recognized using name only?
   Yes – if only student name is used, it does not identify ESE in any way, and only factual information is given
7. Send lists of students who need to be excused for FCAT make-ups using name only?
   Yes – if only student name is used and it does not identify ESE in any way
8. Communicate with parents to schedule meetings, etc.?
   Yes – if only student name is used and it does not identify ESE in any way
9. Send test scores and student specific information to third party vendors?
   Individual determination based on need – Confidentiality agreement required
   - Renaissance
   - Pearson
   - Cady & Cady
10. At any time send Social Security numbers?
    NO!!
11. Send employee information, such as:
    - List of employees as part of a group? *Yes*
    - Social Security Numbers? *NO!!*
    - Name and addresses? *NO!!*
12. How is transitory defined?
    Answered during training
13. Is the folder on the computer or a physical file folder?
    Either is acceptable as long as the folder is segregated as a non-public record file
14. Who do we contact for clarifications?
    Alisa Jones x5900612

Appendix B: Software Standards for District Administrators and Teachers

SDCC Software Standards have been established for district staff and school level administrators and teachers.

Information Technology has the responsibility to select and support all administrative applications used to support District Information Services. Information Technology will periodically review the existing software and update the software standards as needed.

GUIDELINES:

• Select software that will run on industry standard computers

• **Desktop Computers:** Windows XP Professional / Microsoft Windows 7.

• **Standard Software:** Microsoft Office 2007/10 Professional (Word, Excel, PowerPoint, Access, Publisher, and Visio), Microsoft Publisher, Internet Explorer, and Symantec AntiVirus and malware are the software standards for the microenvironment. Optiview software is used to catalog district files and documents electronically. Outlook is our standard client email software. Proprietary script backup is in use for manual user file backups.

• **District Office Servers:** MS Windows Servers 2003/8 are used for DNS, DHCP, SUS, File and Print services. Windows Servers also provide Active Directory, which is used to manage users, groups, computers, and security policies. Microsoft SMS was implemented in 2007 to manage client hardware and software. Outlook Web Access and Exchange 2003 software are used for email and email web access. Microsoft SharePoint is used for basic web applications. Blackboard is used for blogging and pod casting servers. Equallogic storage and Symantec backup software are used for storage servers. VMware is also used primarily for virtualization.

• **HR/Payroll/Finance/Fixed Assets:** TERMS is the District standard application software used to consolidate all HR, Payroll, and Finance related information into a comprehensive systems management environment. TERMS operates in the IBM System i environment utilizing i5OS database technology.

Search Soft is the paperless application used to complete an application and/or view job vacancies, and position requirements online. For 2010-2011, the current TERMS replacement for HR/Payroll system is being implemented. The goal of the new HR/Payroll system is to reduce costs, improve capabilities and provide comprehensive integration of business applications.

• **Network Tools:** SolarWinds is the standard, network tool used to manage network switches. Dell Open Manage is the standard tool to manage Servers. Cattools is the standard for managing routers. SNMP is the application currently used to support network

C:\Shared

management. Cisco products and software are used to manage wireless clients. Other tools include Orion, Cattools, Websense, InterMapper and Symantec.

• **Internet Connection:** TCP/IP is used to provide a more flexible network, which allows access to *Internet Explorer* and data from a variety of databases.

• **E-Mail:** Exchange/ Outlook is our current, standard, electronic communication software. Exchange / Outlook enables our educators, administrators and teaching/learning communities to effectively communicate, collaborate, manage information and share knowledge. Microsoft IIS is used for web management.

• **Student Information System:** The District standard system for managing student data is TERMS Student that was first implemented in phases starting in 1998. The database and software package is the secure data management solution supporting DOE surveys, student grades, report cards, incidents, GPA, transcripts, scheduling, demographic data and more.

• **Transportation:** Web Smart is the transportation software that offers the School District Transportation department the tools to develop efficient school bus routes and schedules under District guidelines.

• **Food Service System:** NutriKids is the District's standard Point of Sale software system that includes inventory management, revenue accounting, food production and menu planning support.

Appendix C: District Hardware Standards

Technology based hardware standards are updated frequently and published by the IT department on the District's Intranet. Consult IT to obtain quote and specifications for purchasing.

Appendix C-1: District Hardware Purchases

All technology based hardware purchased by the District will meet or exceed the current district standard found in the District Technology Standard Hardware and Pricing. Exceptions must be approved in writing by the IT Department.

Appendix C-2: Computer Hardware Purchased for District Use by Other Organizations

All computer hardware purchased for the District using SAC, PTO, or any other external funds, will meet or exceed the current district standard.

Appendix C-3: Donated Computer Hardware

The District is very appreciative of all donations. So that the most effective use of donated equipment occurs, minimum standards have been established. These standards ensure that the hardware will match our student/staff computing environment while minimizing maintenance support and re-configuration costs. Computer or printer equipment donated to the District must meet or exceed the following specifications:

2010-2011 School Year Donation Minimum Standards for Computers/Printers:

• All systems and equipment must be in good working order.

Apple-based Systems:
Desktops and Notebooks:
Intel Processor
Only LCD monitors will be accepted
Running Mac OS 10.4 or higher
1 GB RAM
40 GB Hard Drive or greater
Ethernet Card Built-In
Documentation verifying licensed copy of Operating System

Windows-based systems:
DELL Optiplex 520 or Newer Desktop Systems:
Intel Core Processor or higher
Running Windows XP Prof or Vista Business or Vista Enterprise
1 GB RAM (for Win XP Prof) and 2 GB RAM (for Windows Vista Bus or higher)

40GB Hard Drive or greater
Only LCD monitors will be accepted
Documentation verifying licensed copy of Operating System

Notebook or Tablet systems:
Intel Centrino Processor or higher
Running Windows XP Prof or Vista Business or Vista Enterprise
1 GB RAM (for Win XP Prof) and 2 GB RAM (for Win Vista Bus)
40 GB Hard Drive or greater
Ethernet Card Built-in
Documentation verifying licensed copy of Operating System

Printers:
Only laser printers in good working order

Other Technology-based equipment:

Other equipment not listed above must be approved by the Principal, CIO and Director of Purchasing before any acceptance is given. Often, donated equipment requires unexpected additional costs (in both parts and labor) to function in our environment.

Principals and Department Directors have the option to decline any donated equipment they feel would not be conducive to their work or learning environment.

Donated technology equipment shall be pre-approved by the Director of Purchasing and Chief Information Officer. If approved, the appropriate asset inventory procedures should be followed.

Appendix C-4: Transferred Computer Hardware/Software within the District

Schools and departments who wish to transfer hardware or software shall receive pre-approval from the Chief Information Officer for all equipment that is below the donation standard. Equipment transferred (that does not meet the donation standard) without CIO approval will not be supported and be recommended for surplus.

Addendum D

E-RATE TECHNOLOGY BUDGET

E-Rate Year	2010
Name of Entity	School District of Clay County
FCC RN	

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
Internal Connections	Switches, Servers, Routers	9 Schools	$1,366,931.61	80%	Sales Tax	$1,093,545.29	$ 280,588.68
Basic Maintenance on Internal Connections			$			$	$
Internet Access	ISP	Entire District	$ 112,416.48	56%	Operating Expense	$ 62,953.23	$ 49,463.25
Telecommunications	LAN, WAN	Entire District	$ 983,922.60	56%	Operating Expense	$ 550.996.66	$ 432,925.94
Resources to Make Effective Use of Services					**System or School Funding Source(s)**		
Staff Development (Not E-Rate Eligible)			n/a	n/a		n/a	$
Hardware/Software (Not E-Rate Eligible)			n/a	n/a		n/a	$
Tech Support (Not E-Rate Eligible)			n/a	n/a		n/a	$
						Total	Total
						$ 1,707,495.18	$ 762,977.87

Clay

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FLORIDA DEPARTMENT OF EDUCATION
Project Application

</div>

	TAPS Number
	10A056

Return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	**Title II, Part D: Enhancing Education through Technology** **2009-2010 Project Application**	Date Received

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
Clay, 900 WALNUT ST, GREEN COVE SPRINGS, FL 32043	100-1210A-0CE01

C) Total Funds Requested: $ 29,707.13	D) Applicant Contact Information	
Estimated Roll Forward: $ 5,700.00	**Contact Name:** First Name: Alisa MI: B Last Name: Jones	**Mailing Address:** Address 23 S. Green St. City: Green Cove Springs State: FL Zip: 32043
DOE USE ONLY **Total Approved Project:** $	Telephone Number: 904-529-2612 Ext:	SunCom Number:
	Fax Number:904-284-6583	E-mail Address: ajones@mail.clay.k12.fl.us

<div align="center">

CERTIFICATION

</div>

I **Ben Wortham** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
      Signature of Agency Head

DOE 100A

Dr. Eric J. Smith, Commissioner

ARRA 09-10 FUNDS NOT AVAILABLE FOR 10-11

FLORIDA DEPARTMENT OF EDUCATION Project Application		TAPS Number 10AR56

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	**A) Program Name:** **Title II, Part D: Enhancing Education through Technology** **2009-2010 Project Application**	*DOE USE ONLY* Date Received
B) Name and Address of Eligible Applicant: Clay, 900 WALNUT ST, GREEN COVE SPRINGS, FL 32043		**Project Number (DOE Assigned)** 100-1210S-0CY01
C) Total Funds Requested: $ 69,833.77 Estimated Roll Forward: $ 0.00 ──────── DOE USE ONLY **Total Approved Project:** $	**D)** **Applicant Contact Information**	
	Contact Name: First Name: Alisa MI: Last Name: Jones	**Mailing Address:** Address 23 S. Green St. City: Green Cove Springs State: FL Zip: 32043
	Telephone Number: 904-529-2612 Ext:	SunCom Number:
	Fax Number:904-284-6583	E-mail Address: ajones@mail.clay.k12.fl.us

CERTIFICATION

I **Ben Wortham** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
        Signature of Agency Head

DOE 100A

Dr. Eric J. Smith, Commissioner

General Assurances

The Department of Education has developed and implemented a document entitled, <u>General Terms, Assurances and Conditions for Participation in Federal and State Programs</u>, to comply with:

A. **34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;**
B. **applicable regulations of other Federal agencies; and**
C. **State regulations and laws pertaining to the expenditure of state funds.**
   In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at http://www.fldoe.org/comptroller/gbook.asp

<u>School Districts, Community Colleges, Universities and State Agencies</u>
The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

<u>No Child Left Behind Assurances (Applicable to All Funded Programs)</u>
By my signature on this application, I hereby certify that the **Clay** District will comply with the following requirements of the No Child Left Behind Act of 2001:

☐The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

☐The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

<u>Persistently Dangerous Schools</u>

☐The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

10A056

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF ELIGIBLE APPLICANT: **Clay**

C) TAPS Number
10A056

B. Project Number (DOE USE ONLY): **100-1210A-0CE01**

(1) Function	(2) Object	(3) Account Title and Description	(4) FTE	(5) Amount
6400	330	Travel Travel for technology conferences, workshops, and in-county mentoring/modeling	0.000	4,215.13
6400	370	Communications Telecommunication fees for videoconferencing and web conferencing	0.000	4,200.00
6400	390	Other Purchased Services Web conferencing and on-demand collaborative training sessions; consultants and trainers	0.000	23,109.00
6400	510	Supplies Training supplies including headsets for webconferencing	0.000	2,700.00
7200	790	Miscellaneous Expenses Indirect cost 3.34%	0.000	1,183.00
			TOTAL:	35,407

DOE 101

Eric J. Smith, Commissioner

10AR56

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF ELIGIBLE APPLICANT: **Clay**

C) TAPS Number
10AR56

B. Project Number (DOE USE ONLY): **100-1210S-0CY01**

D) Fund Number
432

(1) ARRA			(2) School or District-Based Expend-iture	(4) Activity	(5) Function	(6) Object	(7) Account Title and Description	(8) FTE Position(s)				(9) Amount
Assurance	Principle	Strategy						Position Code	Saved	Created	Continued	Total	
C3	B3	9	D	Teachers and administrators will develop RTI and technology integration strategies to improve student achievement as evidenced by state FCAT assessments or other assessments	6400	330	Travel Registration and travel to attend technology conferences and workshops. Includes private schools		0.000	0.000	0.000	0	680.00
C3	B1	13	D	Teachers will utilize technology-rich curriculum content linked to state standards to improve student as measured by FCAT and other assessment instruments	6500	310	Professional and Technical Services Technical services to improve access to state achievement standards and academic content and train teachers to integrate technology into the curriculum		0.000	0.000	0.000	0	17,688.00
B	B3	15	D	Teachers will integrate technology tools to improve data reporting and analysis as measured by district reporting data and attitudinal surveys	6500	390	Other Purchased Services Services to improve the collection and reporting of data to improve student achievement and involve parents in the education of students		0.000	0.000	0.000	0	26,908.00
C3	D	14	D	Teachers will access and integrate technology resources to address multiple learning modalities and improve student achievement as evidenced by classroom observations and evaluations	6500	642	Furniture, Fixtures and Equipment Non-Capitalized Equipment to bring schools and district to readiness level in technology. Includes private schools		0.000	0.000	0.000	0	23,000.00
N/A	N/A	N/A	D	Indirect cost	7200	790	Miscellaneous Expenses Indirect cost		0.000	0.000	0.000	0	1,558.00
												TOTAL:	69,834

DOE 101-R

Eric J. Smith, Commissioner

Activities

For: Title II, Part D: Enhancing Education through Technology
Describe the major activities to be carried out by the LEA and how these activities will be aligned with state academic content standards, student academic achievement standards, and state assessments. Please describe how these activities will contribute to closing the achievement gap. Key activities that will be supported with ARRA funding should be clearly identified and described.

Response: Teachers and administrators will access and integrate technology resources to address mutiple learning modalities and improve student achievement as evidenced by classroom observations and evaluation instruments such as FAIR, FCAT, and other assessments. Teachers, administrators, and related support staff will participate in staff development opportunities that support use of technology tools and integration of technology into the curriculum that is aligned with state standards and assessments.

(ARRA) Teachers and administrators will access and evaluate online digital content tied to standards and benchmarks.

Teachers and administrators will review data connecting digital content to student performance.

Teachers and administrators will be trained in strategies to provide access to technology resources.

Consultation with Private School Officials

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of programs [NCLB: section 9501] for **2010-2011.** Include the timeline and frequency of activities that outline the plan of action for providing timely and meaningful consultation, and equitable services, to children, teachers, and parents in private schools within the local education agency (ies') service area.

For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools:
Title I, Part A: http://www.ed.gov/programs/titleiparta/psguidance.doc
Title IX – General Provisions: http://www.ed.gov/policy/elsec/guid/equitableserguidance.doc

Response:
The District is aware of the updated guidance concerning new deadlines for the purpose of consultation with Private School Officials. For the purpose of this Grant the following time line will be adhered to for the 09/10 school year:

October: A certified letter is sent to all non-public schools offering the opportunity to participate in Federal Programs.

November: Meeting is held with private school officials to review time line and consultation process.

February: Planning meetings are held with all interested non-public schools to design and develop equitable services for the 10/11 school year. Topics of consultations are addressed during this planning meeting.

May: Meet with Private School Officials to make any minor revisions to plans discussed in

February.

September-May: On-site visits by district personnel to monitor and communicate opportunities for parent involvement and professional development.

Methods for providing feedback to and receiving from private school officials include periodic visits by the district staff, U.S. mail, e-mail and phone conversations.

During the February planning meeting, meaningful consultation with private school officials will take place. The LEA and private school officials will discuss each item on the consultation list and reach an agreement for services. The districts provisions for disagreements regarding delivery of services will also be discussed as well as the districts procedures for control of funds used to provide services, title to materials, equipment, and property purchased.

Consultation includes information on district wide professional development activities in addition to procedures for complaints. (LEA and State)

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Collaborative Partners

Identify federal(non-NCLB)/state/local collaborative partners; describe in a narrative, the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s).

Response: Coordinated planning for professional development activities takes place between all Instructional Division administrators prior to development of the 09-10 professional development activities. Meetings are held bi-weekly for all Instructional Division administrators, monthly with all curriculum specialists, and bi-monthly with all school administrators to continue coordination of professional development activities. Other collaborative partners include the Schultz Center, PAEC, and USF FCIT, that provide training and/or technology integration resources used for curriculum integration.

Access to Instructional Technology

Describe the general approach and/or strategy to be implemented by the applicant to ensure that students and staff in high-poverty and high-need schools (and/or schools identified for school improvement) will have increased access to instructional technology (relevant guidance located at http://www.florida-rti.org/, http://flbsi.org/).

Response: Students and staff in high-poverty and high need schools including schools in need of improvement, corrective action, planning for restructuring and implementing restructuring will be targeted to ensure increased access to instructional technology, especially tools to provide differentiated instruction to meet the needs of students in all subgroups scoring below a level 3 in reading, math, writing, or science. Technology Integration Specialists will review data from Florida Innovates Survey and identify specific technology deficiencies when comparing these schools to other district schools and work collaboratively with school and other administrators to develop strategies to address identified needs. Additional professional development will be scheduled at targeted schools emphasizing online access to student data and its use to improve student achievement, technology tools that improve home-school connections for student, and technology integration strategies proven to improve student achievement.

Ongoing Sustained Professional Development

Indicate how the district will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel (consistent with Florida's Professional Development Evaluation System Protocol, Section 1012.98, Florida Statutes) to further the effective use of technology in classrooms and library media centers. [Section 2414 (b) 4AB].

Response: Based on needs assessments, professional development activities will address technology integration strategies and methods for teachers and administrators to improve achievement of lower performing students, involve parents in the child's education, and to demonstrate an improvement in student achievement. Professional Development activities will be based on scientifically based research and will be ongoing sustained activities with effective follow-up activities and evaluation tied to student achievement.

Evaluation Strategies/Accountability Measures

The EETT initiative requires that participants measure the impact that program activities have on student achievement. Participants must develop specific mechanisms or accountability measures that they will use to evaluate the extent to which activities funded under the EETT initiative are effective in: 1) integrating technology into curricula and instruction; 2) improving the ability of teachers to teach; and 3) enabling students to master the Sunshine State Standards. Identify specific evaluation strategies or accountability measures that will be used to determine the effectiveness and impact that EETT funding has on student achievement and technological literacy. [Section 2414 (b) 11]

Response: Evaluation instruments will include Florida Innovates Survey,professional development follow-up and evaluation data,Individual Professional Training Plan data, Student Technology Literacy evaluation data, Florida Inventory of Teacher Technology Skills, as well as student performance assessments such as FAIR, FCAT, and district online assessment instruments and surveys.

EETT Project Focus Identification / Alignment with Florida Instructional Technology Goals

1. DIGITAL LEARNING ENVIRONMENT – Engage students in their education in ways never before possible.		
2009-2010	**ARRA**	
☐	☐	Ensure students are provided the technology skills necessary to thrive in a new economy.
☐	☐	Establish standards for technology literacy for students to be prepared for taking online assessment.
☐	☐	Ensure the opportunity for students to participate in distance learning courses to meet their diverse and unique needs.
☑	☐	Ensure that students and teachers are adequately trained in the use of online digital content.
☐	☐	Ensure assessments to measure 21st century skills.
☑	☐	Ensure that digital content is utilized in core curriculum areas.
☐	☐	Ensure that educational leadership programs contain technology related course work.
		Description: By Junes 2010, 70% of teachers and administrators will integrate technology and information literacy into the curriculum as measured by district data reports.

2. INSTRUCTIONAL LEADERSHIP – Invest in strong leadership essential to promoting the development of technology savvy personnel at all levels of the educational system.		
2009-2010	**ARRA**	
☐	☐	Establish technology literacy standards for administrators.
☑	☐	Ensure high quality, sustained training, and outreach to school administrators on technology savvy leadership.
☑	☐	Ensure participation in online tools and resources that provide data on the utilization of technology in the classroom.
☐	☐	Establish effective technology leadership models.
☐	☑	Ensure that schools have strategies to provide community access to school-based technology and training.
		Description: By June 2010, 65% of teachers and administrators will successfully complete at least one technologically delivered staff development component and provide documentation of school or classroom delivery and student achievement results to document effectiveness. (AARA) By June 2010, all schools will document community access to technology resources.

3. FLORIDA'S DIGITAL EDUCATORS – Empower educators with the skills necessary to integrate technology to improve students' rates of learning.		
2009-2010	**ARRA**	

2009-2010	ARRA	
☑	☐	Ensure that every teacher has the opportunity to take online learning courses.
☐	☐	Ensure teachers utilization of technology to gather, manage, and analyze student data to differentiate instruction for every child.
☐	☐	Ensure that pre-service teachers are receiving appropriate technology instruction prior to classroom placement.
☐	☐	Establish technology literacy standards for teachers.
☐	☐	Establish the creation of best practices model for the integration of technology in the curricula.
☐	☐	Ensure the quality and consistency of teacher education through measurement, accountability, and increased technology resources.
		Description: By June 2010, 65% of teachers and administrators will successfully complete at least one technologically delivered staff development component and provide documentation of school or classroom delivery and student achievement results to document effectiveness.

4. ACCESS TO TECHNOLOGY – Expand access to innovative digital technologies and learning opportunities.

2009-2010	ARRA	
☑	☐	Ensure access to innovative digital technologies and learning opportunities.
☐	☐	Ensure ubiquitous access to computers, technology devices and connectivity for each teacher.
☑	☐	Ensure that students and teachers will have access to digital content to be integrated into core curricula as a means to academically prepare students for achievement in a constantly changing economy.
☐	☐	Establish a common set of digital content standards to ensure interoperability among technology systems.
☐	☐	Ensure that every school has an efficient, automated library media center connected to the Internet and networked to appropriate learning areas.
		Description: By June 2010, district documentation will indicate 100% of teachers accessed the staff development management system or learning management system. By June 2010, webconferencing will be accessible for classroom use.

5. INFRASTRUCTURE AND SUPPORT – Establish that all public schools have the infrastructure that supports dedicated, high-speed connections to the point of learning, and provide "just-in-time" technology support.

2009-2010	ARRA	
☐	☐	Ensure the availability of technical support to maintain computer networks, maximize educational uptime, and plan for future needs.
☐	☐	Ensure the availability of school based instructional technology support specialist to provide expert support for integration of technology and curriculum and instruction.
☐	☐	Ensure that broadband access is available all the way to the end-user for data management, online and technology-supported assessments, e-learning, and accessing high-quality digital content.

		Description:

PROGRAM PLANNING AND EVALUATION

1. Indicate what special steps the applicant will take to ensure that students and staff in high-poverty and high-need schools (and/or schools identified for school improvement) will have increased access to instructional technology. (relevant guidance located at http://www.florida-rti.org/**,** http://flbsi.org/**). [Section 2414 (b) 3]**

☐ Priority will be given to "high-need" schools and/or schools identified as low performing by the Florida Department of Education when distributing newly acquired technology.

☑ Priority will be given to expanding intensive technology integration training opportunities for instructional staff in "high-need" schools and/or schools identified as low performing by the Florida Department of Education.

☐ The school district will promote partnership development and special collaborative initiatives to bring modern technology-based learning tools and best practice strategies to "high-need" schools and/or schools identified as low performing.

☑ Special targeted technology awareness training for parents of students at "high-need" schools and/or schools identified as low performing will be provided.

☐ Special programs will be initiated to provide increased access to technology (before, during, or after hours) for students attending "high-need" schools and/or schools identified as low performing.

☐ Other:

Description: Additional technology integration training opportunities will be offered for staff members in high need/low performing schools and technology awareness sessions will be offered for parents of students at these schools.

2. Indicate how the district will provide or foster ongoing sustained professional development for teachers, principals, administrators and school library media personnel to further the effective use of technology in classrooms and library media centers. [Section 2414 (b) 4AB – response information 1st part]

☐ Encourage teachers and school administrators who have had limited opportunities to use modern instructional technologies to attend Florida Digital Learning Institutes.

☐ Provide special salary/bonus incentives to teachers who achieve measurable proficiency in the use and application of technology to improve the instructional process.

☐ Establish professional partnerships with post-secondary pre-service training programs.

☐ Adopt rigorous technology competencies and proficiency standards for school instructional staff and administrators.

☑ Provide ready access to research-based methods, best practices, and technology-enhanced instructional strategies (access links to clearinghouse resources, etc.).

☐ Provide reimbursement for continuing education coursework with a focus on technology skill building.

☑ Provide online training opportunities with a focus on innovative technology integration methods.

☐ Encourage post-graduate study in the area of Instructional or Educational Technology.

☐ Support district or school level focus groups that target best practice development and research review.

☐ Provide flexible access to technology resources in library media centers and training labs.

☐ Other:

Description: Online, blended, face-to-face and webinar trainings and online access to research based resources linked to instructional materials, lesson plans, curriculum maps, and state standards will be maintained.

3. Identify personnel and/or partners that the district anticipates will be involved in

providing professional development services in conjunction with the EETT initiative. [Section 2414 (b) 4AB – response information 2nd part]

- ☑ Local district staff
- ☑ Private consultants and specialists
- ☐ Regional Consortia or other intermediate unit staff
- ☐ Community colleges/universities
- ☐ Area vocational technical schools
- ☑ Contracted training centers
- ☐ Professional associations
- ☑ Educational Technology Integrators
- ☐ Other:

    Description: Specialists, coaches, ETIs,and staff contracted through the Schultz Center will facilitate professional development activities.

4. Identify specific strategies that will improve the delivery of instructional content, promote the development and use of technology-enhanced lesson plans, and improve curricula and instruction through effective use of technology. [Section 2414 (b) 7]

- ☐ Establish and maintain a focused review process to help identify the most effective instructional technologies.
- ☐ Provide appropriate incentives to encourage the development of technology-enhanced lesson plans.
- ☑ Encourage teachers and curriculum development staff to actively participate in conferences, seminars, and online training programs that provide opportunities to learn about how technology can enhance the learning environment for students.
- ☐ Provide real incentives to teachers who demonstrate a commitment to mastering the use of technology to improve student learning opportunities.
- ☐ Conduct regular demonstrations of modern instructional technologies to improve teacher awareness.
- ☐ Other:

    Description: Teachers will complete an Individualized Professional Training Plan with a technology component related to areas of need identified by a technology inventory or Florida Innovates Survey results.

5. Indicate how the district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of new and emerging technologies. [Section 2414 (b) 8]

- ☐ Adopt special incentives and supporting policies that will advance and promote the incorporation of successful research-supported online course delivery.
- ☑ Improve utilization of existing distance learning programs (http://www.flvs.net/).
- ☑ Develop new distance learning program options.
- ☑ Strengthen technology planning and strategy development to facilitate rigorous course delivery.
- ☐ Encourage partnerships between schools not presently taking advantage of online learning opportunities and schools with active and effective online learning programs.

    Description: Technology Integration Specialists will work with Domain Administrators, technology coaches, and administrators to encourage teachers to develop online course sites.

6. Indicate what strategies the district will use to promote parent involvement and increase communication about the incorporation of instructional technologies into the learning environment. [Section 2414 (b) 9]

- ☐ Increase parent access to technology through special loan or after-hours access programs.
- ☐ Conduct technology demonstrations at PTO/PTA meetings.

☑ Incorporate appropriate website enhancements to provide information of special interest to parents.

☑ Conduct periodic parent training and awareness workshops or technology open house events incorporating various learning technologies used by students.

☐ Produce and distribute electronic newsletters.

☑ Communicate with parents through e-mail and/or other electronic means on a regular basis.

Description: The Blackboard Community System at www.clayschools.net will improve communication with parents. A page in all student handbooks and a parent notification system will promote technology resources available for students, parents, and teachers.

7. Indicate how EETT initiatives will be developed in collaboration with adult literacy programs the LEA offers (or utilizes) to maximize the use of technology resources. [Section 2414 (b) 10]

☐ Computers and/or other instructional technologies will be provided to support existing adult literacy programs (after hours or during the regular school day).

☐ Professional development opportunities will be coordinated with adult literacy programs whenever practical.

☑ Software or online learning services will be shared with adult students whenever practical.

☐ Training labs or other special use facilities will be shared with adult students whenever practical.

☐ Significant collaboration with adult literacy programs is not applicable. Explain:

Description: Sharing of resources are a collaborative initiative between SDCC Adult and Community Education and the Clay County Literacy Coalition

8. The EETT initiative requires that participants measure the impact that program activities have on student achievement. Participants must develop specific mechanisms or accountability measures that they will use to evaluate the extent to which activities funded under the EETT initiative are effective in: 1) integrating technology into curricula and instruction; 2) improving the ability of teachers to teach; and 3) enabling students to master the Sunshine State Standards. Identify specific evaluation strategies or accountability measures that will be used to determine the effectiveness and impact that EETT funding has on student achievement and technological literacy. [Section 2414 (b) 11]

☑ Conduct targeted analysis of student assessment data in relation to specific technology infusion and integration strategies currently in use within the district.

☐ Analyze data obtained from the Department's Inventory of Teacher Technology Skills (ITTS) and other appropriate evaluation tools or instruments.

☐ Regularly examine lesson plans and curricula for evidence of robust technology integration.

☐ Dedicate appropriate resources to ensure rigorous program evaluation.

Description: Participants in technology integration staff development activities will provide student achievement data on Individual Professional Training Plans and follow-up evaluations to document effectiveness.

9. Indicate the supporting resources that will be acquired to ensure successful and effective use of existing or new technology projected for acquisition. [Section 2414 (b) 12]

☐ Networking services and/or operating system software upgrades.

☐ Server upgrades and/or continuing service agreements.

☐ Broadband and/or related high-speed connection services.

☑ Essential print resources such as training and/or software/hardware instruction manuals.

☐ Computer memory, screen, or storage upgrades.

☑

Special adapters, cables, cards or other essential technology supplies.
Description: Training materials and technology supplies will be provided during technology integration professional development activities.

10. **Provide a concise description of how the applicant expects to coordinate activities carried out with EETT entitlement funds with technology-related activities initiated and/or supported with funds available from other federal, state, and local sources. [Section 2414 (b) 5]**

    Response: Coordinated planning takes place between all Instructional Division administrators prior to development of the 09-10 instructional plans. Meetings are held bi-weekly for all Instructional Division administrators, monthly with all curriculum specialists, and bi-monthly with all school administrators to continue coordination of programs.

11. **Identify the types and estimated costs of technologies, infrastructure improvements, or educational services to be acquired/delivered with project funds. [Section 2414 (b) 5]**

    Response: Documented in Cost Area Chart

COST AREA CHART

COST AREA CHART (EETT Part I) [If a different resource category is needed, please use "Other" to identify the type of resource or program activity proposed for support. NOTE: Specific resources and activity costs summarized in this cost area chart should be specifically documented using the "Account Title and Narrative" column on the DOE 101 Budget Narrative Form.]	PROJECTED ACQUISITION DATE (if practical)	PROJECTED ALLOCATION
1. TECHNOLOGY RESOURCES COST SUMMARY		
Tool-based Software [graphic organizers, presentation tools, web or multimedia authoring software, digital video recording/editing software, word processing/spreadsheet/database software, etc.]		
Digital Content Delivery System(s) and/or Subscription (s)		
Video Conferencing Equipment and/or Software		
Projectors, Smartboards, and/or other Presentation Support Equip.		
Technology Infrastructure Improvements and/or Wireless Access Enhancements		
Service and Maintenance Contract(s)/Agreement(s)		$4,200.00
Assistive Adaptive Devices and/or Systems		
Computers [desktop]		
Computers [portable/tablet]		
Printers, Storage Devices, and Digital Cameras		
Handheld/PDA/Small Form Factor Devices		
Other		
TECH RESOURCE SUBTOTAL (as read from database)		$4,200.00
2. PROFESSIONAL DEVELOPMENT COST SUMMARY [Document all professional development related expenditures as indicated below. The total must equal at least 25 percent of the funding request, unless the applicant is seeking a formal waiver of this EETT funds use directive.]		
Technological Proficiency/Literacy Measurement System Training		
Technology Integration Training Specialist(s)/Coach (s)/Mentor(s) [local district staff]		
Special Training Consultants and/or Facilitators		
Online Training Services/Fees		$23,109.00
Stipends, Appropriate Training Incentives, Release Time for Teachers, Substitutes		
Technology-Enhanced Lesson Plan Development		

Assistance		
Appropriate Workshop/Session/Seminar Registration(s) [research, measurement, methods]		$4,215.13
Travel to DOE Sponsored Project Coordinators Meeting (s)		
Materials and Supplies [PD]		$2,700.00
Other		
PD SUBTOTAL (as read from database)		$30,024.13
3. ADMINISTRATIVE/OVERHEAD COST SUMMARY [Expenditures proposed in this component of the budget should be reasonable and necessary for effective and efficient project implementation, monitoring, and evaluation.]		
Project Coordination, Records Management, and/or Reports Preparation [not technology integration training]		
Project Evaluation		
Indirect Cost Estimate [must be calculated using approved rate for LEA]		$1,183.00
Materials and Supplies [ADMIN]		
Other		
ADMIN SUBTOTAL (as read from database)		$1,183.00
PROJECT TOTAL (as read from database)		$35,407.13

2009-2010 EETT Program Planning Snapshot

EETT PROGRAM GOALS:

- To improve student academic achievement through the use of technology in elementary and secondary schools.

- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the 8th grade, regardless of race, ethnicity, gender, family income, geographic location, or disability.

- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies.

Information about current Department of Education instructional technology goals, measurement tools, and supporting resources may be found on the Bureau of Instruction and Innovation website (http://www.flinnovates.org/)

CORE EETT PROGRAM PLANNING AREAS	IMPLEMENTATION PLAN [Document specific 2009-2010 implementation objectives. Include specific timelines when possible.]	MONITORING CHECK [Check appropriate box for each core planning area.]
Utilization of **Florida's Student Tool for Technology Literacy** web-based evaluation tool http://www.flinnovates.org/sttl/) **Performance Goal:** All students will be technology literate by the end of the 8th grade	All 8th grade students will complete an alternate technology literacy evaluation tool during the 2009 - 2010 school year.	**IN PLACE - ALL STUDENTS BY END OF 8TH GRADE**
Utilization of **Florida's Inventory of Teacher Technology Skills (ITTS)** web-based evaluation tool (http://www.flinnovates.org/info/index.htm) **Performance Goal:** Personnel skilled in technology	Teachers have completed the inventory of skills and new teachers will continue to use the inventory to develop Individual Professional Training Plans. Limited use of new version will be implemented in 2009 - 2010.	**IN PLACE - ALL TEACHERS**
Intensive and sustained **technology integration professional development**, mentoring, and modeling	District training and mentoring is offered for all schools. Curriculum specialists have been trained to model technology integration in the classroom.	**IN PLACE - ALL SCHOOLS**
Technology –enhanced lesson plan development and identification of effective strategies to encourage **exemplary practice infusion**	A digital repository of lesson plans with technology integration strategies and resources is in place in all schools. Additional promotion of outside resources such as Orange Grove, CPALMS, and curriki will take place in 2009-2010.	**IN PLACE - ALL SCHOOLS**

Educational Technology Clearinghouse utilization (http://etc.usf.edu/)	Technology Integration and Curriculum Specialists promote use of the resources.	**APX. 50% OF SCHOOLS**

Next Generation Strategic Areas of Focus

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) Next Generation Strategic Areas of Focus. URL: http://www.fldoe.org/Strategic_Plan/

Response: Florida's reading initiative will be supported by improving teacher and administrator knowledge in effective teaching strategies in reading and providing training districtwide on reading assessments including the new FAIR assessment. Next Generation Strategic area to improve the quality of teacher will be supported through teacher inservice activities with technology integration components that include activities and strategies shown to improve student achievement.

Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

Response: Information is disseminated and marketed through the district website at www.clayschools.net, a teacher training center website at www.clay.k12.fl.us/ttc, inservice calendars, a staff development management system, an educational access channel, email, and other notification systems.

Reporting Outcomes

Program participants are expected to participate in the annual **Florida Innovates Technology Resource Survey (TRS)**, which collects school-based data on classroom technology use/integration, access to technology/Internet resources, technology support, training strategies and methods, etc. (http://www.flinnovates.org/survey/).

In addition to annual survey data, other baseline data is recorded in the **EETT Program Planning Snapshot** completed by the applicant. Project evaluation reporting is structured under identifiable project **Focus Areas** aligned with the Florida Department of Education's current Instructional Technology Goals. Project evaluation reporting guidance is maintained on the Department's EETT program website (http://www.fldoe.org/BII/Instruct_Tech/EETT/Part1/). All EETT entitlement project recipients are expected to prepare final project evaluation reports. The required evaluation report is to be submitted to the Florida Department of Education by the program reporting date specified on the DOE200 award notification form (issued upon application approval).

Response: Self monitoring with defined timelines ensures appropriate reporting in a timely manner and includes gathering of data from the Florida Innovates Survey and Individual Professional Training Plans.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:
http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf

Equitable Services for Private School Participation

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency (ies) service area. For details, refer to URL: http://www.ed.gov/policy/elsec/leg/esea02/pg111.html.
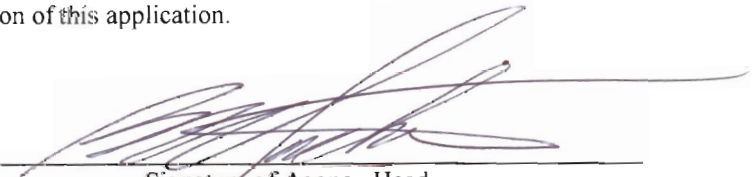
EETT program participants are expected to notify non-public schools in their district about program participation opportunities. Such notification should be completed as early as possible in the application development cycle to be effective. Inclusion of interested parties in the preliminary project planning and vision stages is critical to achieving program intent. Information about the nature of arrangements between the applicant and any non-public schools (scheduled to participate in the project) can be indicated below. That information will be considered as one component of the detailed plan requested. Identifying projected training and/or resource delivery dates could also be an appropriate component of the district's plan (if non-public schools will be participating). A clear and meaningful discussion of the formal process used to notify potential non-public school participants is also recommended as a plan component.

- ☑ Technology resource sharing such as providing access to computer labs, special training facilities, or online resources.
- ☑ Technology placement at one or more school sites (must include utilization monitoring by district).
- ☐ Technology planning coordination assistance.
- ☐ Technology support and maintenance services.
- ☐ Not applicable as there were no private schools operating in the district at the time of application.
- ☐ Private schools were notified as to program participation opportunities, but none have indicated a desire to participate.

Response: November: Meeting is held with private school officials to review time line and consultation process. February: Planning meetings are held with all interested non-public schools to design and develop equitable services. Topics of consultations are addressed during this planning meeting. May: Meet with Private School Officials to make any minor revisions to plans discussed in February. September-May: On-site visits by district personnel to monitor and communicate opportunities for professional development and other resource sharing. Methods for providing feedback to and receiving from private school officials include periodic visits by the district staff, U.S. mail, e-mail and phone conversations. During the February planning meeting, meaningful consultation with private school officials will take place. The LEA and private school officials will discuss each item on the consultation list and reach an agreement for services. The districts provisions for disagreements regarding delivery of services will also be discussed as well as the districts procedures for control of funds used to provide services, title to materials, equipment, and property purchased. Consultation includes information on district wide professional development activities in addition to procedures for complaints. (LEA and State)

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

TAPS Number
10AR57
10A057

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	**TITLE II, PART D ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT)** **STEM** **PROJECT CSI**	Date Received

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
School District of Clay County 900 Walnut Street Green Cove Springs, Florida 32043	

C) Total Funds Requested:

$ 729,854.00

DOE USE ONLY

Total Approved Project:

$

D) Applicant Contact Information

Contact Name: **Alisa Jones**	Mailing Address: **23 S. Green Street Green Cove Springs, FL 32043**
Telephone Number: **904-529-2612**	SunCom Number:
Fax Number: **904-284-6583**	E-mail Address: **ajones@mail.clay.k12.fl.us**

CERTIFICATION

I, _____ Ben H. Wortham _____, *(Please Type Name)* do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

1

General Education Provisions Act (GEPA)

The School District of Clay County has on file with the Florida Department of Education, Office of the Comptroller, a signed statement certifying adherence to the General Assurances for Participation in State or Federal Programs.

Program Specific Assurances

The LEA hereby assures that a minimum of 25 percent of project funds will be allocated to provide ongoing, sustained, intensive, high-quality professional development (which is based on a review of relevant research and targets the integration of advanced and emerging technologies into curricula and instruction).

CIPA (Children's Internet Protection Act). The LEA hereby assures that (applicant must select ONE of three CIPA related assurance options appropriate for the proposed project):

- ☒ Every "applicable school" has complied with the Children's Internet Protection Act (CIPA) requirements in Subpart 4 of Title II –Part D of the ESEA. An "applicable school" is an elementary or secondary school that does not receive e-rate discounts and for which EETT funds will be used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

- ☐ All schools within the district receive e-rate discounts so there are no "applicable schools" (as defined above).

- ☐ Not all "applicable schools" have yet complied with the requirements in Subpart 4 of Title II –Part D of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under Section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

Equitable Services for Private School Participation

The LEA has on file a detailed plan for providing consultation to private school children and teachers within the LEA service area in accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) _ School District of Clay County
   Name of Eligible Applicant

B) _____
   Project Number: (DOE USE ONLY)

Proposed Budget

(1) ARRA			(2) School or District-Based Expenditure	(3) Program Set-Aside Code	(4) Activity	(5) Function	(6) Object	(7) Account Title and Description	(8) FTE Position(s)					(9) Amount
Assurance	Principle	Strategy							Job Code	Saved	Created	Continued	Total	
3		10	S		Florida Digital Educator Institute	6400	330	Travel & Registration						$ 41,006.00
3		10	S			6400	120	Teacher Stipends				42		$ 14,112.00
3		10	S			6400	130	Media Stipends				7		$ 5,056.00
3		10	S		Florida Digital Educator and STEM Boot Camp	6400	160	Administrator Stipends				7		$ 2,000.00
3		10	S		and Professional Development Days	6400	210	Retirement (.0985)						$ 2,085.00
3		10	S			6400	220	Social Security (.0765)						$ 1,619.00
3		10	S			6400	240	Worker's Compensation (.01)						$ 212.00
3		10	S		Discovery 21st Century STEM Connect	6400	390	64 Days Professional Development						$ 160,000.00
3		10	S			6400	140	8 Days Substitutes				56		$ 37,884.00
3		10	S			6400	642	Multimedia Carts & Cameras						$ 75,166.00
3		10	S		Classroom Implementation	6400	643	Computer Hardware						$ 298,900.00
3		10	S			6500	641	Wireless LAN Connectors at 2 older schools						$ 25,644.00
3		10	S		Evaluation and Manangement	6400	310	FDE Research & Schultz Professional Mgmt.						$ 55,500.00
						7200	790	Indirect Cost						$ 10,670.00
												(E) TOTAL		$729,854.00

DOE 101-R
Created 3/09

Dr. Eric J Smith, Commissioner

PROJECT ABSTRACT OR SUMMARY

It doesn't take long to discover what motivates young students. With a quick glance you will find they are fully wired. With ear buds hanging from their neck and miniature computers disguised as cell phones stuffed in their pockets, it's easy to see that educators' biggest competitor in the classroom is media.

According to the Kaiser Family Foundation, students between the ages of 8 and 18 are now part of the "M" (Media) generation. They report these digital natives spend approximately 6.5 hours a day engaged with media. This equates to a full time job. However, when you step inside 8th grade science classrooms in Clay County, Florida, and other school systems, you'll find static textbooks that for the most part are outdated and students know this.

The School District of Clay County is the 15th largest school system in the state with 26 elementary schools, 7 junior high schools, 6 high schools with another to open August 2010, 1 combination 7-12 junior/senior high school, 1 academy high school and 1 alternative school. Clay County borders the city of Jacksonville to its north and St. Augustine to its east. With no large industries, companies, or tourism in the area, approximately 49% of the county's residents commute to Jacksonville and other surrounding counties to work.

CSI, or **C**lay **S**TEM **I**nitiative, focuses on servicing the needs of 8th grade students at 7 junior high schools. Results of the 2008-2009 Science FCAT show that 52% of these students scored levels 1 or 2 and only 11% scored levels 4 or 5, even though 33% of the same students scored levels 4 or 5 on the Math FCAT and only 29% scored levels 1 or 2 on FCAT Math. However, Science FCAT scores are more in alignment with Reading FCAT scores indicating that traditional instruction that relies heavily on students reading from a textbook is not effective. **CSI** will transform the teaching/learning process for Science instruction and train teachers and students to collaborate and utilize web-based research, simulations, and applications to apply knowledge through challenging, engaging, and collaborative learning activities.

At the completion of the **C**lay **S**TEM **I**nitiative you will find students become producers in their own digital stories of learning, evaluators as they engage in interactive feedback with their teachers and peers through Web 2.0 applications, and all will become collaborators in the learning process as together they plug in, power up, and stay connected with web-based research, simulations, and applications to apply knowledge through project-based learning.

CSI will involve 5 eighth grade Science teachers including 1 ESE teacher, 1 administrator, 1 media specialist, and approximately 485 students from each of the 7 junior high schools. Laptops and training will be provided for staff participants and portable labs will be provided for each junior high to ensure access to implement project-based learning and prepare for computer-based assessment. All administrators will also receive training to facilitate the

successful implementation of the program at their sites. Training will include a partnership with the Florida Digital Educator Program and Discovery Education. The project will include research and evaluation to effectively measure project progress and success as focus shifts to providing students with the critical skills to meet the demands of the 21st century.

Specific program goals include:

Goal 1: To provide the resources necessary to ensure project success and prepare Clay County for computer-based assessments.

Goal 2: To develop a professional learning community to foster teacher innovation, leverage available resources, and create a rich learning environment that actively engages students.

Goal 3: To improve achievement of 8th grade students, especially low performing ESE and economically disadvantaged students, through rigorous and relevant science activities that allow students to actively utilize technology resources to collaborate, research, and create artifacts that mirror the 21st century workforce.

PROJECT NEED

Clay County is designated as a High-Need LEA. If awarded, this will be the first competitive EETT grant for the district. The seven targeted schools include 3 Prevent I, 2 Correct I, and 2 Correct II schools. As previously stated, composite student performance documented by FCAT Science shows poor achievement with minimal alignment to other FCAT scores.

School Name	2009 DA Category	Gr 8 % Meeting High Standards in Science	Gr 8% Meeting High Standards in Mathematics	Gr 8 % Meeting High Standards in Reading
LAKE ASBURY JUNIOR HIGH SCHOOL	PREVENT I	49	72	59
LAKESIDE JUNIOR HIGH SCHOOL	PREVENT I	54	79	68
OAKLEAF JUNIOR HIGH SCHOOL	PREVENT I	43	76	63
GREEN COVE SPRINGS JUNIOR HIGH SCHOOL	CORRECT I	57	77	67
WILKINSON JUNIOR HIGH SCHOOL	CORRECT I	44	64	53
KEYSTONE HEIGHTS JUNIOR/SENIOR HIGH	CORRECT II	47	69	59
ORANGE PARK JUNIOR HIGH SCHOOL	CORRECT II	42	64	54

Composite student demographics for the seven schools include 51 percent male, 22% minority, 36% economically disadvantaged, and 25% ESE. FCAT Reading and Math data for 2008-2009 shows that 410 economically disadvantaged students scored level 2 or below and 241 ESE students scored level 2 or below.

The results of 2008-2009 evaluation of 8th grade students' technology literacy skills indicate that the majority of 8th grade students have not mastered skills identified by national standards. Limited access to resources and failure to integrate technology into the curriculum are cited as contributing factors that must be addressed. Clay County uses an alternate assessment for this evaluation because there is limited access to computers. The district is unable to use the Florida Student Technology Literacy Tool because the instrument requires more than 50 minutes, and even scheduling the current 50 minute assessment creates a hardship at the junior highs.

Inventory documents show that by the 2010-2011 school year, 68% of secondary school PCs will be older than 5 years. Results of the 2009-2010 Florida Innovates School Survey for the seven targeted schools show that only 25% of middle school teachers report that technology is effectively and fully integrated. Other significant findings include the following:

2009-2010 Florida Innovates Results

SCHOOLS	Use of Mobile Computers	Research on Web 2.0	Communication on Web 2.0	Use of Web 2.0 Teacher %	Primary Barrier to Digital Instruction Delivery	Use of Technology Integration Matrix
GCJ	None available for use	Several times weekly	None	0%	Material availability	Not in use
KHJ	Mobile computers on carts available for classroom use	Daily	None	0%	Funding	Not in use
LAJ	Restricted laptops for specific classes or grade levels	Once weekly	None	0%	Funding LSJ	Not in use
LSJ	Mobile computers available for classroom use	Daily	Daily	0%	Funding	Not in use
OLJ	Mobile computers on carts available for classroom use	Daily	None	40%	Professional development and instructional support	Best practice awareness. School improvement planning. Teacher professional development.
OPJ	Mobile computers available for classroom use	Once weekly	Weekly	25%	Funding LSJ	Assessments for students are technologically administered
WJH	None available for use	Once monthly	None	100%	Professional development and instructional support	Not in use

With one exception, unexcused absences are also notably high in the junior high schools.

Attendance Rates - 8th Graders - Jr High				
School	Name	Excused	Unexcused	Total
0021	GCJ	4.7%	5.1%	9.8%
0311	KHJ	3.0%	4.8%	7.7%
0351	LJH	5.6%	7.3%	12.9%
0361	OPJ	4.3%	8.3%	12.6%
0371	WJH	1.6%	5.6%	7.1%
0481	LAJ	3.5%	5.9%	9.4%
0611	OLJ	4.4%	2.8%	7.2%

There is also local data to support the need to address many of the misconceptions students have related to science. Recently 360 7th and 8th grade students were given a "wet jean" scenario and asked what happened to the water when the jeans were dry. Only 30% of the students were able to answer correctly.
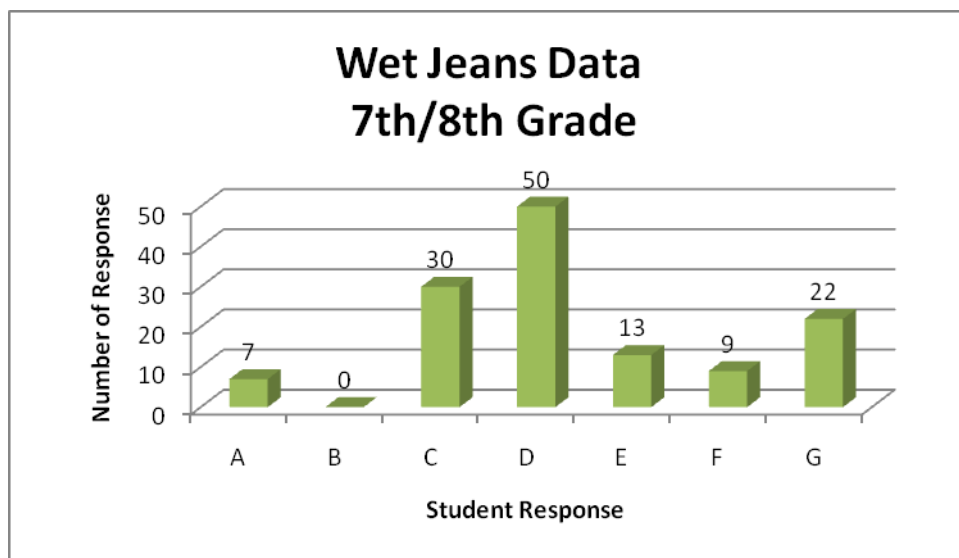
When given a similar scenario, less than 10% of the students answered correctly indicating that science instruction must allow students to interact with project-based assignments that disprove misconceptions and improve student achievement.

PROJECT DESIGN AND IMPLEMENTATION

Research indicates that implementation of project-based learning benefits students in many ways. Learners develop deep, integrated understanding of content and process. They learn to work together to solve problems, collaborating with other students of different backgrounds. At the same time, it promotes responsibility and independent learning. This method coupled with the use of technology actively engages students in different tasks, satisfying the learning needs of many different students (Frank and Barzilai, 2004). This approach also benefits teachers, as they transform from a lecturer and fact provider to a resource supplier, learning environment shaper, how-to-learn teacher, advisor and tutor. Classroom management is simplified because engaged students are likely to cause fewer disciplinary problems. These benefits can be enhanced and sustained through technology integration that research has shown improves each student's academic performance (Young, 2010).

To accomplish this mission, the following goals and objectives have been set:

Goal 1: To provide the resources necessary to ensure project success and prepare Clay County for computer-based assessments.

1.1   By July 2010, participating classrooms will have the technological infrastructure, equipment, hardware and other resources needed to implement project activities and prepare for computer-based assessments.

1.2   During the 18 month project period, Instructional Support Services, Information Services, and Clay Technology Specialists will provide technical support for infrastructure, equipment, hardware, and other project resources.

Goal 2: To develop a professional learning community to foster teacher innovation, leverage available resources, and create a rich learning environment that actively engages students.

2.1   During the project period, junior high cohorts will engage in professional development activities focusing on integrating and infusing technology through project based instruction.

2.2   By May 2011, participants will create media assets that will be electronically shared.

2.3   By May 2011, **CSI** teachers will demonstrate technological proficiency gains as measured by the Florida Inventory of Teacher Technology Skills.

Goal 3: To improve achievement of 8th grade students, especially low performing ESE and economically disadvantaged students, through rigorous and relevant science activities that allow students to actively utilize technology resources to collaborate, research, and create artifacts that mirror the 21st century workforce.

> 3.1 During the project period, reports will show student utilization of digital content correlated to Next Generation Standards and representative works will demonstrate effective completion of project based assignments.

> 3.2 By March 2011, students will demonstrate mastery of concepts related to previously held science misconceptions through the creation of digital media and learning objects.

> 3.3 By June 2011, data will be accumulated to show that misconceptions have been remediated through student involvement in the project.

> 3.4 By June 2011, students will demonstrate increased motivation and engagement as measured by student attendance and attitudes.

> 3.5 By June 2011, students will demonstrate improvement in achievement as measured by formal and informal assessments.

> 3.5 By June 2011, students will demonstrate technological proficiency gains as measured by the Florida Student Technology Literacy Tool.

These goals align with EETT Project Focus Identification areas 1, 2, 3, and 4:

Digital Learning Environment – Engage students in their education in ways never before possible.

Instructional Leadership – Invest in strong leadership essential to promoting the development of technology savvy personnel at all levels of the educational system.

Florida Digital Educators – Empower educators with the skills necessary to integrate technology to improve students' rates of learning.

Access to Technology – Expand access to innovative digital technologies and learning opportunities.

The goals also align with Florida's new state Technology Plan goals 1, 2, 3, 4, 5, 7, 10, 11, and 12.

Learning Environment
1. Strengthen student ICT skills
2. Enhance the integration of technology in curricula
3. Enable opportunities to personalize and extend student learning
4. Ensure utilization of technology based assessments

Access
5. Increase access to digital tools
7. Improve opportunities to access digital content

Support
10. Improve community involvement
11. Enable technology leadership
12. Support ICT training for educators to enhance instruction

Through the **C**lay **S**TEM **I**nitiative, teachers and students will be able to utilize laptops and other resources to become innovative partners who learn from each other and achieve higher levels of cognition relating to science. The use of technology is transparent to the present student generation (Babuszczak, 2010). Therefore, in an age of technology, classrooms can no longer be restricted to meet the needs of only a small percent of high achiever students. In order to entice learning, there has to be a system where all students develop a confidence in learning science, and highly develop problem solving abilities, not just those considered academically high achievers (Herzog, 2010). Students work should be individualized, and teachers should tailor activities to student abilities through the use of differentiated instruction. These resources will also assist Clay County in preparing for computer-based assessment and will allow junior high students to use the Florida Student Technology Literacy Tool.

CSI will focus to provide teachers with professional development and equipment which will help them embrace both traditional and advanced teaching methods through technology. Though a small percentage of Clay teachers are using multimedia presentation in their lessons, there is a great need for instructors to learn more about how they can use technology to help students build critical thinking skills. The **C**lay **S**TEM **I**nitiative will train teachers to integrate technology literacy skills in the science area and promote critical thinking skills for 21st century learners. During the 18 month period, resources and media assets will be developed such as unit based non-linear multimedia and standards based digital presentations, and a collection of standards based best practice work products or learning objects for direct and differentiated instruction. These products can be used by other

educators locally, statewide, and nationally, as a result of professional development and project management support that includes local, state and national resources to provide a job-embedded approach that focuses on fidelity and sustainability.

By the completion of this implementation, participants will have engaged in activities that model a typical STEM integrated lesson using resources from digital content, textbooks and other resources at the teachers' disposal; apply and integrate Inquiry and Project-Based Learning methodology and philosophy; know and understand the Scientific Method and how to instruct and guide students in this research-based practice; identify and utilize resources that support student mastery of Science Benchmarks through the making of Learning Objects in the form of Digital Presentations, Flip Charts and Discovery Education Science Quests; integrate Marzano's Instructional Strategies that Work such as cues, questions and advanced organizers; cooperative learning, note-taking; similarities and differences and hypothesis making as they move to a facilitated model of instruction; integrate a variety of technology such as electronic whiteboards and accessories, software, Web 2.0 applications, and shared computer access; organize and structure cross curricular content and media; and create and assign assessments and activities.

Students in the project will engage in a variety of experiential learning activities that employ their ability to read, write, speak, view, listen, and problem solve within the content subject of Science. As they engage in project-based learning with their **C**lay **S**TEM **I**nitiative teachers, students will be taught to think critically and utilize technology and media effectively as they move through the project-based learning process and create a series of cross curricular digital stories that inform and instruct as a demonstration of what they know, understand and can do.

By the completion of the 2010/2011 school year, students will have created and participated in at least three activities such as Digital Story Production, Enhanced Presentation Production with Glogster, Prezi, and other Relevant Web 2.0 Applications, Google Earth, Enhanced Note-Taking and Summarizing with Web 2.0 Applications, Peer Review and Feedback of Digital Stories and Presentations Using Rubrics with Web 2.0 Applications.

Beyond the classroom day, students will have access to laptops through the library media center. The media specialist, as a trained participant in the project, will assist students through web-based conferencing and other after hours activities as students work on digital stories and access digital content for research and production of media.

Aside from utilizing Web 2.0 applications throughout the project-based learning experience to communicate and collaborate on improving and enhancing projects, students will also utilize their skills to participate in a global society, applying those skills to the real world by presenting their finished digital products through a culminating Community Day of Discovery. During the

Community Day of Discovery, students will share their skills and final work products with their peers, parents, teachers and local community. Projects presented are a result of participating in project-based learning opportunities provided by their **C**lay **S**TEM **I**nitiative teachers.

Local support staff will include 2 technology integration specialists, 1 curriculum specialist, and 1 ESE technology specialist. All have participated in the Florida Digital Educator Institutes and one is a Master Digital Educator. Through a professional learning community, staff participants will expand technology integration skills with topics such as:

- Electronic Communication: Blogs, Wikis, Webcasting, Podcasting
- Basics of Blackboard
- iTunes U
- Thinkfinity
- Think Quest
- Web Wise
- ADA accommodations and considerations when integrating technology and creating media assets
- Clay County resources including Learning Village, iSafe, Discovery Education Streaming Plus and Discovery Education Science, Wimba, Assistive Technology, SAS curriculum, and publisher resources

The state will support the project through the Florida Digital Educator program. Staff participants from each school will attend a four day summer institute to learn, collaborate, and create, gaining exposure to:

- Information, Communication, and Technology (ICT) skills including those aligned with preparation for computer-based assessments
- Copyright
- ePortfolios
- Learning and Content Management Systems
- Graphic Organizers and Concept Mapping
- Content Related Multimedia Projects utilizing Digital Photography and Movie Making

After the summer institute, the **C**lay **S**TEM **I**nitiative will continue use of the Asset Management Tool and FCIT's Lesson Plan and Action Research Tools. Program research and evaluation will be coordinated with the Florida Digital Educator research and evaluation team and will include quarterly web-based progress reporting. Ongoing support will be provided by the in-county Master Digital Educator.

National support will be in partnership with Discovery Education to specifically support teachers as they acquire STEM content and process skills. Sixteen days of professional development will impact:

- Educator direct and differentiated instruction
- Educator content knowledge across science and an integrated STEM curriculum
- Educator process skills and utilization of research based instructional strategies to support STEM instruction
- Educator process skills and utilization of research based instructional strategies to support literacy instruction
- Student engagement and academic achievement through inquiry and project-based learning
- Student engagement through the use of Web 2.0 applications to create, communicate and collaborate on projects
- Opportunity for student creation of authentic projects using multimedia and technology

The sixteen days will include a two day summer 21st Century STEM Boot Camp, six STEM Lesson and Direct Instruction Learning Object Development Days, four support webinar sessions, and eight project management days that include model lesson demonstrations and Student Days of Discovery. Model lesson demonstrations will be conducted in a regular class setting with students. They will be infused with Marzano's Instructional Strategies That Work, such as cues, questions and advanced organizers; cooperative learning, note-taking; similarities and differences and hypothesis making as they move to a facilitated model of instruction utilizing technology such as multimedia presentations and Web 2.0 applications. Teachers will learn to leverage the power of Discovery Education streaming and Science content, resources already available to Clay County staff, to enrich their direct and differentiated STEM related classroom instruction.

They will learn to put the power of inquiry into the hands of 8th grade Science students as they explore a variety of media including full length video and segmented clips, virtual labs, simulations, explorations, reading passages, an interactive glossary and more. Educators will learn Science, Math, Engineering, Technology and Literacy Support content and process skills to support Inquiry and Project Based Learning across the curriculum. By the completion of the 2010/2011 school year, participants will have created and participated in at least two of the following:

- Digital Story Production
- Enhanced Presentation Production with Glogster, Prezi, and other Relevant Web 2.0 Applications
- Google Earth

- Enhanced Note-Taking and Summarizing with Web 2.0 Applications
- Peer Review and Feedback of Digital Stories and Presentations Using Rubrics with Web 2.0 Applications

Research suggests that when teachers are coached and mentored in the classroom environment with students, actual transference of new skills and knowledge to instructional practice increases by upwards of 80% (SETDA, 2009). What teachers learn in theory and practice away from their students tends to only affect actual practice in the classroom by less than 10%. Research finds that when teachers are relieved from the stress of having to focus on how the lesson was conducted, they are effectively freed up to focus on how using a media rich learning object, for instance, facilitates learning. This is important because it challenges the myth that technology is too difficult to implement in the classroom. Perhaps more importantly, teachers observe Model Lessons that honor the student's capacity to learn how to use technology by doing, thereby embracing the knowledge and capacity of children to facilitate the use of technology in the classroom. An observation tool that meets the scoring criteria set by The Center for Authentic Intellectual Work will be used and teachers will have the opportunity to observe new skills and knowledge applied in the classroom environment, time to debrief and time to reflect with their peers concerning their observations.

Project management will be contracted through the Schultz Center for Teaching and Learning and Discovery Education. Through the Schultz Center, a consultant will manage the overall project and account for the following:

- Pre and Post Florida Inventory of Teacher Technology Skills
- Pre and Post Student Technology Literacy Tool
- 2009 and 2010 FCAT Science Scores
- 2009 and 2010 FCAT Math Scores
- 2009 and 2010 FCAT Reading Scores
- 2009 and 2010 Attendance Records
- Collection of media assets
- Regular updates to project website
- Records and Reports

Discovery Education will also work directly with grant participants and account for the following data:
- Discovery Education Survey One: Satisfaction with professional development experience
- Discovery Education Survey Two: Acquisition and use of new skills and knowledge in the classroom. Perception of organizational support

- Discovery Education Survey Three: Perception of increased student engagement and increased student achievement
- Discovery Education Use Reports: Administrators can view real time reports to assess individual school and teacher use of Discovery Education Science and streaming content
- Model Lesson Demonstrations
- Student Presentations
- STEM Lesson and Direct Instruction Learning Objects

The following timelines have been developed.

Activity	Time Frame	Responsible Partners
Selection of Teachers to participate in the grant	April 2010	Clay Principals and Clay Technology/Curriculum Specialists
Classrooms will be surveyed and equipment will be ordered	May 2010	Clay Purchasing Department and Clay Technology Team
Teachers receive laptops (2 hour orientation is required)	May 2010	Clay Technology Specialists
Professional Development and Project Management purchase orders processed	May 2010	Clay Purchasing and Instructional Support Departments
Project website development and maintenance	May 2010 – July 2011	Clay Technology Specialists and Schultz Project Manager
Teachers will complete the Florida Inventory of Teacher Technology Skills	May 2010	Clay Technology Specialists
Florida Digital Educator Institutes	June – August 2010	School Staff Grant Participants
Discovery 21st Century STEM Connect Boot Camp	July 2010	Staff Grant Participants
Action Research Introduction	August 21, 2010	Florida Digital Educator Program and Clay Grant Participants
Mobile labs will be setup and installed	August 2010	Clay County Information Services Department
Clay Science Initiative "Kick Off" (first day of school)	August 2010	Discovery

Teachers attend a one day follow-up workshop	September 2010	
Action Research Mentors Identified	September 5, 2010	Clay Technology/Curriculum Specialists and Schultz Project Manager
Model Lesson Demonstrations Days 1 & 2	September 2010	Discovery Professional Developer
Students will complete the Student Technology Literacy Tool	September 2010	Clay Technology Specialists, Classroom Teachers, and Schultz PM
District Action Research ready for Implementation	September 19, 2010	Clay Technology/Curriculum Specialists and Schultz PM
STEM Lesson and Direct Instruction Learning Object Development Days 1 & 2	October 2010	Discovery Education Coach
Model Lesson Demonstrations Days 3 & 4	November 2010	Discovery Professional Developer
Action Research Steps 1 – 3 completed 1st group of AR teachers	November 18, 2010	Florida Digital Educator Program and 1st group of AR teachers, Schultz Project Manager
Student Days of Discovery	December 2010	Discovery Professional Developer
Action Research Steps 4 – 5 completed 1st group of AR teachers	December 19, 2010	Florida Digital Educator Program and 1st group of AR teachers, Schultz Project Manager
STEM Lesson and Direct Instruction Learning Object Development Days 3 & 4	January 2011	Discovery Education Coach
Model Lesson Demonstrations Days 5 & 6	February 2011	Discovery Professional Developer
Student Days of Discovery	March 2011	Discovery Professional Developer
Action Research Steps 1 – 3 completed 2nd group of AR teachers	March 27, 2011	Florida Digital Educator Program and 2nd group of AR teachers, Schultz Project Manager

Teachers will complete the Florida Inventory of Teacher Technology Skills for Post Evaluation	April 2011	Clay Technology Specialists
Students will complete the Student Technology Literacy Tool	April 2011	Clay Technology Specialists, Classroom Teachers, and Schultz Project Manager
STEM Lesson and Direct Instruction Learning Object Development Days 5 & 6	May 2011	Discovery Education Coach
Action Research Steps 4 – 5 completed 2nd group of AR teachers	June 15, 2011	Florida Digital Educator Program and 2nd group of AR teachers , Schultz Project Manager
Project Deliverables Completed and Posted	June 30, 2011	Schultz Project Manager

EVALUATION

The **C**lay **S**TEM **I**nitiative will be evaluated utilizing local, state, and national resources. Consistent evaluation will occur throughout the entire implementation. Utilizing Guskey's (2000) model of professional development evaluation throughout the entire implementation, stakeholders will answer a series of short surveys to gather formative data. All survey data will be collected through an online survey system and will be shared with appropriate stakeholders. Surveys will be anonymous and will be used to bend and mold the training to the needs of the participants and to inform trainers and District stakeholders of the need for additional support and or training.

Artifacts produced by both teachers and students will be reviewed throughout the project period. Classroom walkthrough data will also be collected and reviewed by district stakeholders and the project manager to measure acquisitions of new skills, content knowledge and progress toward project based learning.

GOALS	EVALUATION
Goal 1: To provide the resources necessary to ensure project success and prepare Clay County for computer-based assessments.	Results of prior and present year Florida Innovates Survey and local evaluation instrument

Goal 2: To develop a professional learning community to foster teacher innovation, leverage available resources, and create a rich learning environment that actively engages students.	Evaluation from Florida Digital Educator Program Results of Florida Inventory of Teacher Technology Skills Formative data from professional development surveys one, two, and three Classroom walkthrough data Model lesson evaluations
Goal 3: To improve achievement of 8th grade students, especially low performing ESE and economically disadvantaged students, through rigorous and relevant science activities that allow students to actively utilize technology resources to collaborate, research, and create artifacts that mirror the 21st century workforce.	Results of prior and present year FCAT data Student misconception data Student project assessments, participation reports, and attendance data

The project will also follow guidance provided by the state evaluation team and the required 5% is included in the budget.

SUPPORT FOR STRATEGIC IMPERATIVES

The **C**lay **S**tem **I**nitiative will support Florida's Next Generation PreK-20 Education Strategic Plan and Florida's reading and math/science initiatives.

Next Generation PK20 Strategic Area of Focus 2 - Improve quality of teaching in the education system: The Clay Stem Initiative will improve the quality of professional development through alignment of the evaluation of student outcomes resulting from the initiative, teacher improvement in knowledge and use of technology to implement project based instruction, and Florida's Next Generation Sunshine State Standards.

Next Generation PK20 Strategic Area of Focus 3 - Improve college and career readiness: Another goal of the initiative is to increase the number and percentage of students scoring college ready in math and reading through an increase in student motivation and engagement that results from the shift that occurs when students use technology to research, collaborate, and create through project-based, authentic tasks.

Directly correlated to the **Just Read Florida Initiative** is the Action Research that is included as part of **CSI**. Grant participants will gather data as they infuse project-based instruction

through technology in the 8th grade science classrooms. As data is analyzed, it is expected to show student improvement in vocabulary, fluency, and comprehension.

The **C**lay **S**TEM **I**nitiative will also support the **Math and Science Initiative**, Mission 3, by providing professional development on effective instructional strategies. One strategy, differentiated instruction, is in part the reasoning to involvement of one ESE teacher at each school. Teachers will learn to differentiate process, the way the student accesses material, and to differentiate product, the way the student demonstrates what s/he has learned. As data is analyzed, it is expected to show both regular and ESE students improve performance based on FCAT science and math assessments.

DISSEMENATION PLAN

The following methods and strategies will be used to disseminate and market information about the project to parents, school board members, community leaders and other educators in Clay County as well as other school districts statewide.

Articles will be written to highlight implementation progress and project successes for dissemination to the local newspaper, school newsletters, and other state or national electronic publications. Students will be asked to submit articles to relate the impact technology has had on their educational experience for possible inclusion in future publications.

Within Clay County, Instructional Television airs through Comcast channels 29 and 260. Students and teachers will film segments showcasing the use of technology at Clay County Schools as a result of this project. This broadcast will be available to most residents within Clay County with Cable Television access.

Additionally, students and teachers will make a presentation to the Clay County School Board to share information about the project. Presentations to community organizations, parent groups and other educators within Clay and surrounding counties will be conducted to share the outcomes of the project.

A project brochure that includes National Educational Technology Standards (NET) for teachers will be disseminated to inform teachers of the desired skills that should be developed by the end of the project. A project brochure that includes NET for students will be disseminated to students and parents to illustrate the desired skills of students. Training opportunities for teachers, parents and students will be advertised in a variety of ways including via the school website, newsletters, flyers and email notifications.

A project website will be developed and will include a copy of the proposal, management plan with implementation progress, and evaluation plan as well as a catalog of resources, curriculum, documents, videos and any other assets developed as a result of this project. The project website will be updated at least once a month during the project period and the date of the latest update will be displayed on the site.

The website will be developed by the district's Instructional Technology staff and designed so that project participants from each school can update regularly. Links to technology integration web resources, technology infused lesson plans and units with technology projects and student samples will be posted. Wikis, podcasts and blogs as well as other resources such as tutorials and digital content developed as a result of this project will be made available and some will be considered as submissions for Florida's iTunes U.

BUDGET

Florida Digital Educator Institute Training

Quantity	Description	Price	Total
49	Registration	$500.00	$24,500
49	4 Day Training Stipend @ $72 + $13.32 (.185 ss, wc, ret.)	$341.00	$16,723
24	Travel (350 miles * .50)	$ 175.00	$ 4,200
25	2 Nights Lodging @ $105	$210.00	$ 5,250
49	Meals ($36 per day * 4 - breakfast D1 & dinner D4)	$144.00	$ 7,056
	TOTAL		$57,729

Additional Professional Development

Quantity	Description	Price	Total
	Discovery 21st Century STEM Connect On-sight professional development - 64 Days (16 each quarter) • 2 day 21st Century STEM Connect Boot Camp • 6 STEM Lesson and Direct Instruction Learning Object Development Days - 2 held each quarter two, three, and four • 8 Support Days - 2 held each quarter one, two, three, and four at each of the seven (7) sites Model Lesson Demonstrations (Direct and Differentiated Instruction to promote Project Based Learning) Student Days of Discovery (Web 2.0 and Multimedia Presentations for Project Based Learning) • 4 Support Webinar Sessions (3 one-hour sessions held each quarter one, two, three and four)		$160,000
49	2 Day Training Stipend @ $72 + $13.32 (.185 ss, wc, ret.)	$171.00	$ 8,361
42	8 Days Substitutes for Classroom Teachers @ $110 + $2.70 (.0245 mc, wc) per day	$902.00	$ 37,884
	TOTAL		206,245

TOTAL COST FOR PROFESSIONAL DEVELOPMENT

Florida Digital Educator Summer Institutes	$ 57,729
Discovery 21st Century STEM Connect	$168,361
Professional Development Days	$ 37,884
TOTAL	**$263,974**

HARDWARE

Quantity	Description	Price	Total
7	Portable laptop labs w/ 28 units	$35,000	$245,000
2	Wireless LAN controller required at 2 older JH (LJH/OPJ)	$12,822	$ 25,644
35	Multimedia Carts	$ 2,118	$ 74,130
49	Laptop computers	$ 1,100	$ 53,900
7	Digital cameras	$ 148	$ 1,036
			$399,710

EVALUATION

Quantity	Description	Price	Total
1	Support for Florida Digital Educator Research	$30,000	$ 37,500
1	Project Manager	$18,000	$ 18,000
1	Discovery Ed Project Evaluation (included)		
	TOTAL		**$ 55,500**

TOTAL BUDGET

Description	Extended Price
Professional Development	$263,974
Hardware	$399,710
Evaluation	$ 55,500
Indirect Cost (3.34 of non 600 object)	$ 10,670
TOTAL	**$729,854**

DELIVERABLES FORM *(Examples: Manuals, reports, videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project.)*

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)
Selection document	User friendly	April 2010
Classroom readiness survey	Peer review	May 2010
Orientation and statement of involvement	Appropriately organized; content complete	May 2010
Documents and presentations created during Florida Digital Educator (FDE) training	Review by other entity	June – July 2010
Project website	ADA compliant, appropriately organized, design and content appropriate for intended audience	July 2010 Monthly Update
Press release, newsletters, public access television bulletins and video, project brochures	Appropriate for intended audience	August 2010 – June 2011
Model lesson plans	Review by district staff and other entity	September 2010 – February 2011
Rubric and evaluation tool	Meets specifications and appropriately organized	September 2010
STEM lessons and Direct Instruction Learning Object	Review by district staff and other entity	October 2010 – May 2011
Project reports	Content complete and timely	Ongoing

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM (*All training and technical assistance (TA) activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies.***)**

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
Orientation and Laptop Receipt	Orientation packet, district computer checkout form, statement of involvement, operational and security protocols, FDE registration, travel forms	Sign in sheets, signed agreements, FDE confirmations, travel forms and purchase orders	May 2010
Online Dissemination of Information	Accurate and appropriate content – Ongoing	html documents: website, wiki, blog, Blackboard	June 2010 Updated Monthly
Florida Digital Educator (FDE) Institute	Delivery appropriate to audience; Content aligned to technology standards; Project based learning implementation	Sign in sheets, evaluations, feedback and products	June - August 2010
Discovery 21st Century STEM Connect Boot Camp	Delivery appropriate to audience; Content aligned to technology and Next Generation standards	Sign in sheets, evaluations, work products ready for direct and differentiated classroom instruction	July 2010
Action Research Introduction	Statement of involvement and understanding	Archive	August 21, 2010
Follow-up and Orientation to Laptop Carts	Usefulness to teacher, Operational and security protocols; Ongoing support	Sign in sheets, evaluations	September 2010
Model Lesson Demonstrations	Effective lesson preview, delivery, and debrief	Observation tool for scoring instruction	September 2010 November 2010 February 2011
STEM Lesson and Direct Instruction Learning Object Development	Cross curricular lessons	Sign in sheets, evaluation and lesson plans	October 2010 February 2011 May 2011

Student Days of Discovery	Delivery appropriate to learners; Content aligned to technology standards; Project based learning experience	Product	December 2010 March 2011
Follow-up Activities	Delivery appropriate to audience; Usefulness	Sign in sheets, evaluations	December 2010 – June 2011

STUDENT PERFORMANCE FORM (Any measure that is specific to student performance; e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. Students may include pre-k, K-12, and adult learners.)

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection
Academic Achievement Science	FCAT data	Test scores	June 2010 and 2011
Academic Achievement Math	FCAT data	Test scores	June 2010 and 2011
Academic Achievement Reading	FCAT data	Test scores	June 2010 and 2011
Attendance	Review of attendance records	Attendance records	June 2011
Student Technology Literacy Tool	STLT	Assessment scores	April 2011
Completion of projects	Rubric and Observation tool	Projects available in database	May 2011
Participation	Participation records	Peer and self evaluation	April 2011
Completion of project evaluation	Rubrics	Completed rubrics	May 2011
Course grade	Teacher data	Performance data	June 2011

SERVICE DELIVERY FORM (Delivery of intended services to target population; e.g., adult literacy services, child find services, student evaluation services, etc.)

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery
Meeting with Administrators	Clear guidelines for teacher selection	Sign in sheet, agenda	April 2010
Teacher orientation	Project design and requirements clearly communicated. Laptop operation and security training. Teachers complete Inventory of Skills.	Sign in sheet, handouts, website, FL Inventory results	May 2010
Florida Digital Educator Institute	Participation in Institute and completion of assignments.	Sign in sheets, agenda, sample of media assets	Summer 2010
Discovery 21st Century STEM Connect Boot Camp	Participation in Boot Camp and completion of assignments	Sign in sheets, agenda, sample of media assets	July 2010
Mobile labs set up and installed	Hardware delivered and connected to network	Purchasing and property records	July 2010
Action Research	Research is conducted on time and results reported on time	AR reports	August 2010 – June 2011
Model Lesson Demonstrations	Teachers effectively model lessons with students	Sample lesson plan and rubric	September 2010 – February 2011
Students complete Technology Literacy Tool	Students complete Technology Literacy Tool	STLT results	September 2010 – April 2011
Student Day of Discovery	Participation in Day of Discovery	Sign-in sheets, agenda	March 2011
Teachers complete follow-up Inventory of Skills	Completion of Inventory	Results	April 2011
Ongoing support and project management	Regular on-site visits, timely response and delivery, and reporting	Records and reports	Ongoing – June 2011

FORMAL THIRD-PARTY EVALUATION FORM (A formal evaluation conducted by a party not employed by the fiscal agent either under contract with the project recipient or under the auspices of the DOE.)

(1) Scope of Evaluation and Brief Description	(2) Type of Entity Conducting Evaluation	(3) Date(s) Evaluation to Be Conducted
Teacher Observation during instruction and AR as dictated by DOE Guidelines	Florida Digital Educator Program, University of South Florida	September 2010 – June 15, 2011
Teacher Observation of model lesson with focus on using technology in direct instruction using a Learning Object utilizing a rubric for scoring	Discovery Education	September 2010 – June 2011
21st Century STEM Connect fidelity of implementation and evaluation	Discovery Education	July 2009 – June 2010
Collection and Cataloging of projects, summaries, online evaluations, records and reporting	Schultz Center for Teaching & Leadership	Ongoing – June 2011