

# FLORIDA DEPARTMENT OF EDUCATION DISTRICT TECHNOLOGY PLAN SUBMISSION

<p><b>Please forward technology planning materials to:</b></p> <p>Florida Department of Education Office of Technology Learning and Innovation 325 West Gaines Street, Suite 124 Tallahassee, Florida 32399-0400 Telephone: (850) 245-9868 Suncom: 205-9868</p>	<p style="text-align: center;"><b>District Technology Plan Internet Address/URL (if available):</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><a href="http://www.clayschools.net/webapps/portal/frame set.jsp?tab=community&amp;url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_220_1http://www.clayschools.net/webapps/portal/frame set.jsp?tab=community&amp;url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_220_1">http://www.clayschools.net/webapps/portal/frame set.jsp?tab=community&amp;url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_220_1http://www.clayschools.net/webapps/portal/frame set.jsp?tab=community&amp;url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_220_1</a></p> </div> <p style="text-align: center;"><b>OFFICE OF TECHNOLOGY LEARNING AND INNOVATION</b> <a href="http://www.fldoe.org/bii/instruct_tech/">http://www.fldoe.org/bii/instruct_tech/</a></p>	<p style="text-align: center;"><b>OFFICE OF TECHNOLOGY LEARNING AND INNOVATION USE</b></p> <p>Date Received: _____</p>
<p style="text-align: center;"><b>Name and Address of School District:</b></p> <p style="text-align: center;"><b>School District of Clay County 900 Walnut St. Green Cove Springs, FL 32003</b></p>		<p style="text-align: center;"><b>PLAN SUBMISSION NOTES</b></p> <p>District technology plans submitted to the Office of Technology Learning and Innovation will be used to verify content expectations associated with participation in the Federal Title II-D Enhancing Education Through Technology Grant Program.</p>
<p><b>Technology Plan Contact Information</b></p>		
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<p><b>TECHNOLOGY PLAN AUTHORIZATION</b></p> <p>I, _____, <i>(Please Type Name)</i> do hereby certify that this document accurately represents the current status of technology planning in the district. All records necessary to substantiate facts, figures, or representations made in this plan will be available for review by appropriate state and federal staff.</p> <p>Formal governing body approval has been provided for this planning document: <input type="checkbox"/> Approval date: _____</p> <p>This planning document is being submitted pending formal governing body approval: <input type="checkbox"/></p> <p>E) _____ Signature of Agency Head</p>		





# School District of Clay County Educational Technology Plan

July -20098  
For July 1, 20098 to June 30, 2011

## 1. ~~MISSION AND VISION~~ AND MISSION

### 1.1

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

The mission of the School District of Clay County and the educational technology program is to ensure that students experience motivating, challenging and rewarding learning opportunities through equal access to instructional technology. Students will become technologically literate to provide them with the prerequisite skills needed to compete for jobs in a technological world.

The District is committed to providing the latest in instructional technology to develop technology literate students and staff to be achieved by:

- Identifying and developing appropriate methods and strategies to measure and monitor student and staff progress toward achievement of technology proficiency and information literacy standards.
- Identifying technology needs in the School Improvement Plan.
- Identifying infrastructure needs through evaluation and surveys.
- Maintaining and enhancing services to promote effective integration of technology into the curriculum.
- Providing ongoing professional development for all staff to enhance understanding of technological content, instruction, and assessment.

The School District of Clay County will integrate the use of educational technology in the curriculum, correlated to Sunshine State Standards, for all students to achieve successful academic outcomes and prepare students as twenty-first century citizens and employees.

The District is committed to the development of technology and information literate students and staff to be accomplished by:

- Identifying and developing appropriate methods and strategies to measure and monitor student and staff progress toward achievement of technology proficiency and information literacy standards.
- Identifying technology integration needs and equipment needs in school improvement plans.
- Identifying equipment and infrastructure needs through evaluations and surveys.
- Increasing access to technology, including assistive technologies, throughout all areas of the curriculum.
- Maintaining and enhancing services to promote effective integration of technology into the curriculum.
- Continuing an intensive training program for all staff to promote professional growth and an understanding of how to use technology to increase student achievement.

## 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. Johns County to the east, and Palatka and Gainesville to the south. Orange Park, Middleburg, Green Cove Springs, Penney 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.

Clay County has one of the lowest poverty levels in the state, but is one of the fastest growing counties in the state. The school district is faced with building one to two new schools each year. However, there is much inequity among areas of the county creating a "have/have not" environment in regard to technology access outside the school and internal funding and community support within certain schools.

### 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 2008-2009 school year is year one of the District Technology Plan covering 3 years. 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 Education programs. Also included was the district's Adult and Community Education Department which coordinates with the Clay County Adult Literacy Council.

### 3. NEEDS ASSESSMENT/GOALS

#### 3.1

Each year, the district and schools participate in the ~~STaR~~ Florida Innovates state technology survey. The 07-08 survey indicated that Clay County, on the average, meets statewide school averages in all areas of the survey. However, the survey indicates ~~sd~~ there are needs in many areas, including:

- Only 40% of elementary teachers, 25% of middle school teachers, and 50% of high school teachers report technology is effectively and fully integrated.
- Only 5% of the schools report that the teacher creates a learning environment that infuses the power of technology tools throughout the day and across subject areas.

A recent assessment of technology literacy for 6<sup>th</sup> and 8<sup>th</sup> grade students indicates that the majority of students have not mastered skills identified by the NET-S (National Educational Technology Standards and Performance Indicators).

Review of hardware at the schools and school surveys indicate the following issues:

- Other than labs and media centers, the majority of students and teachers are limited in access to one shared computer per classroom.
- Only a small percentage of classrooms have multimedia projectors or equipment for designation as Twenty-~~f~~First Century Classrooms.
- While there is adequate funding for staff development and maintenance of software, schools have little funding for additions of technology equipment or programs.

- At present levels there is projected a significant shortfall in the funding for hardware reaching end of life over the next 5 ~~years~~ at present levels ~~years~~.

### 3.2

The District Technology Plan is intended to identify needs to support emerging standards in relation to advanced telecommunications, technology infrastructure, equipment, assistive technology, programming, software, technical support, and training.

The district goal is to provide all classrooms with access to the Internet through the district network. Each school is supported with a 10 Mbps or better connection to the district office where Internet traffic is combined over a 145 Mbps or better shared Internet connection. All sites have current and equitable telecommunications infrastructure and all schools have phones in most classrooms. To provide efficiency, school safety, and flexibility, many schools and staff members utilize cellular phones, most with direct connect capability.

Most sites have lines and switches with 100 MB to every desktop. A few schools with older networks still have 10 MB links over fiber with 10 mbps in portable classrooms. All schools have current servers. Video wiring is an issue in older schools and the issue of cable/video over twisted pair must be reviewed as an alternative; however, the District has added streaming video content for classroom use, reducing the demand for video wiring.

Wireless network access will begin in the mMedia centers and proceed where appropriate to computer labs and classrooms.

Online testing for students was piloted during summer 2007 and will continue to be implemented as directed by the state. There are significant barriers to online testing based on the minimum system requirements and the required bandwidth specified by the State.

The District employs the use of carts equipped with wireless communications and up to 16 laptop computers for mobile deployment where needed.

Administrative offices and many classrooms have direct connections to a student, human resources, and finance database system. All employees have access to email.

School Food Services is updating the computerized accounting system for point-of-sale functions, inventory, and other such functions. The school media centers are serviced by a district union database that provides 24/7 collection searches to teachers, students, and parents through a web interface.

A textbook management program has been implemented during 2008-2009.

Training is ongoing and offerings are determined via a yearly district staff development survey. Workshops are available in all areas of technology that impact education: ~~Hardware operations and troubleshooting, software utilization and integration, multimedia use and production, productivity tools, and textbook specific programs. Each secondary school and a few elementary schools staff a full-time technology/network specialist who assists with professional development at the school level.~~ Most elementary schools have a supplemented position for a technology coach who also assists with professional development. Technology specific training is provided for these employees to maintain functionality of hardware and equipment.

District Technology Integration Specialists demonstrate best practices and distance learning opportunities for teachers at the school sites and at the ~~Teacher Training Center~~. In addition, staff members participate in trainings offered through the Northeast Florida Educational Consortium (NEFEC), the Northeast Florida Library Network Consortium (NEFLIN), the Shultz Center, outside consultants and vendors, and district faculty and staff.

Some identified needs are:

- Proper equipment/hardware in most classrooms for teachers to effectively integrate technology into the classroom-
- Adaptive technology in each school media center
- Software supportive of the district reading plan
- Implementation of textbook software
- School-based bi-weekly or monthly trainings
- Better communication about the District Technology Plan, widely used software listing and district loaded software
- Interactive work order system
- Additional bandwidth in the ~~Local~~ and ~~Wide Area Networks~~. Metro-E was implemented during 2006-2007 for additional bandwidth at the school sites.
- Upgrade/replace existing switches with Gigabit capable switches to support additional users and needs for greater bandwidth-
- Increase Metro-E circuits to support a changing demand for increased bandwidth-
- Develop a strategy and implement the strategy to optimize the district's voice and data communication. (Such strategy to leverage Cisco interoperability to other systems and functions.)
- Develop a strategy to reduce labor and increase service associated with the significant movement of portable classrooms during summer and at

start of school. (Wireless Local Area Networks covering the portable areas.)

- Provide for the pro-active replacement of routers and switches that may be reaching end of life-
- Distance learning opportunities beyond Florida Virtual School and Florida Connections Academy, especially for hospital homebound students-
- Full implementation of curriculum to educate students about appropriate online behavior including cyberbullying awareness and response and interacting with other individuals on social networking sites and in chat rooms-

### 3.3

The District Technology Goals must address many of these areas.

**Short term goals** include:

- Develop a dData sStorage sStrategy that will provide
  - An effective and efficient way to backup Sschool Bbased Hhome dDirectories
  - An effective and efficient way to backup Ddistrict Ooffice Bbased sServers
  - An effective and efficient way to backup AS400 based data
- Develop a sStrategy and procure additional Internet Ccapacity so that
  - Bandwidth is sufficient to support the demand – present 45 mMeg circuit is at capacity
  - Internet cConnections are lLoad bBalanced so that both are utilized effectively-
  - Internet cConnections will fail over and support entire District at reduced service levels in case of an outage
- Developing strategic plans for purchase and installation of new phone systems for new schools.
  - (New and replacement phone systems will be Cisco Call Manager systems when economically feasible.)
- Developing and implementing phone system upgrades at District oOffice, Middleburg cComplex, and Orange Park High sSchool.
  - (Goal was completed during summer 2008.)
- Implement a funding strategy for- (A funding approach has been developed that provides flexibility needed due to changes in Sstate provided funds and variations in sSales Ttax Ccollections.)
  - New pPortables
  - Movement of existing pPortables
  - Rebuilt pPortables
  - New wings to existing schools
  - New sSchool tTechnology Ppackages

- Replacement or **A**ddition of technology components. ~~See addendum~~
  - Projectors
  - Sound **s**ystems
  - Document **C**ameras
  - PCs or laptops
  - Phone **s**ystems
  - Servers
  - Cache **e**ngines
  - Wireless **a**ccess **P**oints/**a**ntennas
- ✿ Adding the **t**echnology components, including software purchases, into all **d**istrict **F**acilities **P**lans at the same degree of specificity as is provided for buildings.
- ✿ Developing a process to define what software is to be installed in labs to facilitate installation and resource planning.
- ✿ Ensure access to technology for each textbook program:
  - Provide equitable and effective access to technology resources.
  - Improving educator, **leadership**-administrator, and student use of technology.
  - Improving technology/telecommunications infrastructure, support and services.
  - Staff a full-time district webmaster.
  - Continue community involvement.
  - Develop classroom technology specifications with long term support, replenishment cost and projected funding.

**Long term goals include:**

- Maintaining and enhancing essential services required to promote effective implementation of technology initiatives and programs. (Added Network Services Coordinator position in 2008-09.)
- Continuing the necessary training for all teachers and staff to incorporate technology into the curriculum.
- Fully integrating technology in the curriculum. (Approximately 87 enhanced classrooms were implemented during the summer of 2008. This may continue for 2009-10 based on an evaluation of the effect the new technology has had on students' achievement.)
- Implementing and evaluating educator, **leader**, **administrator** and student skills based on **their respective** technology standards. **for educators, leaders, and students.**



- Utilizing, maintaining and enhancing ~~enhancing~~ distance learning infrastructure and opportunities for students and staff.
- 3 computers per classroom in elementary schools.
- Retrofitting existing schools with same levels of service as new schools.
- Staffing a full-time technology support person at each school, in addition to ~~the~~ an instructional technology specialist.

#### 4. FUNDING PLAN

##### 4.1, 4.2

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

- General Funds - Rs - Recurring
  - Salary/tTechnology sSupport pPersonnel
  - Maintenance for infrastructure
  - Software licensing/Maintenance
  - Computer rRepair
  - Equipment
  - Computer hHardware
  - Software
  - Wiring
  - Telecommunications
  - Other pPurchased sServices
- Public School Technology Funds s - s - Identified by District from FEFP
  - Salary/Stipends
  - Software licensing/mMaintenance
  - Equipment
  - Computer hHardware
  - Other pPurchased sServices
- County 1/10 of ½ Cent Sales Tax - - Recurring
  - Salaries
  - Maintenance for infrastructure
  - Computer hHardware
- State Instructional Materials Funds s - s - Recurring If State Appropriated
  - Software

- State Library Media Funds s\_s—Recurring If State Appropriated
  - Online dDatabases
- Title II, Part A - Recurring
  - Subtitutes
  - Computer hHardware for Ttraining
  - Conferences
  - Other pPurchased Sservices
- Title II, Part D - Recurring
  - Stipends
  - Subtitutes
  - Travel/conferences
  - Travel/conferences Audio, video, and web communications fees
  - Audio, video, and web communications fees
- ~~Title V—Non-Recurring~~
  - ~~Online dDatabases~~
  - ~~Equipment~~
  - ~~Software~~
- Teacher Training Funds s\_s—Identified by District from FEFP
  - Subtitutes
  - Conferences
  - Consultants
  - District tTrainers
- District Strategic Planning \_—Non-Recurring
  - Software licensing
  - Computer Hhardware
  - Phone Systems
  - Personnel
- E-Rate \_—Recurring If Federally Appropriated
  - 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. An actual 07-0809-10 funding chart follows.

A financial model for years covered in this technology plan is also included as an addendum.

### 4.3

The District has identified funds from FEFP to continue former state allocated categorical funds, **p**ublic **s**chool **t**echnology **f**unds, 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. [\(See attached Technology Funding sheet.\)](#)

## 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.

All schools have network connections available in classrooms, offices, and media centers. All schools have a closed-circuit television system or media retrieval to deliver educational programming, although wiring in older schools has been identified as an issue. All secondary schools except Oakleaf School 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 is available at the county office Professional Development Center, Keystone Heights High School, Middleburg High School and Fleming Island High School. Units are also available at Charles E. Bennett Elementary and the Teacher Training Center at FIH.

### 5.2

Visions software may be purchased by individual schools. Textbook software will be implemented as district-wide adoptions are finalized.

### 5.3

(See [Financial Model addendum](#))?

### 5.4

The district continues to support school level software acquisition and technology-based materials to support Sunshine State Standards. At the recommendation or request for purchasing, a review committee evaluates the software or materials and technical specifications for successful implementation and makes a recommendation to seek funding or proceed with purchase and implementation, if approved.

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

### 5.5

Technical guidance to support technology purchasing decisions is provided through Information Services and Instructional Support Services. Information is regularly ~~pp~~provided to administrators during bi-monthly curriculum meetings, monthly ~~p~~Principals meetings, and via email. A summer leadership workshop ~~will be~~ was conducted during the summer of 2008. Information is provided to teachers by the administrator, school technology person, or district curriculum specialists. Blackboard ~~will be~~ is used as a communications tool to provide reference materials relating to technical guidance.

## 6. ACCESS

### 6.1

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. (~~s~~See [addendum](#))

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 is currently piloting a distance learning/hospital homebound project through a video, audio, and web conferencing system.

As new textbooks have been adopted, teachers have been trained to integrate technology components as appropriate to support Sunshine State Standards. C.L.I.P. (Curriculum, Lessons, and Instructional Materials Portal), the district's A Learning Village for teachers, students, and parents. ~~C.L.I.P., or (Curriculum, Lessons, and Instructional Materials Portal)~~ provides curriculum, lesson plans, instructional materials resources and other resources. Parent and student access to resources ~~will begin~~began in 2008-2009. ▽

Some services available to students and staff are Sunlink, United Streaming, ~~an~~ educational access channel, Florida Knowledge Network, educational television, videoconferencing, online encyclopedia and databases, FCAT Explorer, ~~and~~ Destiny online district union library database and textbook manager, video, audio, and web conferencing, and Blackboard. Many of these programs will also provide parent access during 2008-2009.

Technology integration specialists ~~works~~ 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. An acceptable use policy is reviewed annually and is published in student and employee handbooks.

Electronic network facilities; i.e., computers, electronic mail, conferences, bulletin boards, data-bases, and access to the Internet, referred to as “the network<sub>1</sub>”; 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 Boardschool 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 strict guidelines known as ~~the~~ <sup>the</sup> “*Terms and Conditions for Use of Telecommunications and Networks*”, that have been developed by ~~the~~ <sup>the</sup> district committee and documented in the Procedures Manual for Instructional Technology. 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. ~~-(S(See addendum)~~

A District Technology Procedures subcommittee is revising the *Procedures Manual for Instructional Technology Services* to provide better communications of procedures for all employees. In response to parents, the District email policy was modified in 07-08 to allow a broader range of external communication. With advice from counsel that explicit training will be necessary, the District contracted training and services from an outside consultant during 07-08 and has developed a Blackboard site to train teachers concerning liabilities and acceptable use.

### 6.3

~~Clay County School Board~~ 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 Clay County School District~~ 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

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.

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. Each purchase order for hardware or software is

approved by Information Services to insure proper technical guidelines and operability factors.

First level support at the school level is provided by ~~the Instructional Technology/Network Specialists or Technology Support assistant staff~~. When second level support is required, the ~~specialist or support assistant staff~~ contacts the Information Services Help Desk and a work order for Information Services support staff is entered. Information Services staffs technicians who are available when additional network support and trouble-shooting, equipment maintenance, and other technical support is needed. Upon review of the problem, a technician may make a recommendation for equipment replacement.

## 8. PROFESSIONAL DEVELOPMENT PLAN

### 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 ~~is~~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 district goal is to continue educating all staff on use of district-wide email, the electronic staff development system, FCAT/AIP/IEP STaR programs, policies and timelines to support web page construction for schools, teachers, and students, district-wide applications, data analysis, and instructional applications. Most trainings are held at the District Teacher Training Center ~~that~~ which houses meeting space and two computer labs, or in a computer lab at the school site. It has become important that each training specify the level of competency for participants ~~to avoid wasted training time for participants without the knowledge base necessary for effective participation.~~

Funding for substitutes, stipends, trainers, and other training expenses is provided by the ~~d~~District utilizing Title II, Part A, ~~or t~~Teacher ~~T~~training funds. To minimize teacher time away from the classroom, distance learning capabilities via ~~videoconferencing~~, video, audio, or web conferencing, satellite delivery, Black**B**oard, or the educational access channel, are utilized whenever possible.

~~There is a documented problem providing adequate training time for teachers and staff, which that does not impact student contact time is a challenge due to financial limitations. Another issue for the District is that the quantity of new staff members is growing by hundreds each year.~~ Training modules can be found at <http://www.clay.k12.fl.us/ttc> and additional Blackboard courses are being developed and offered to staff.

~~Training for technology specialists and coaches is critical for them to be the main technology trainer for the school.~~

~~Whenever possible, a train the trainer model is used to provide technology trainings at school sites.~~

## 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>.

[www.my-points.org](http://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
- Shultz Center
- [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, administrators, curriculum specialists and classroom teachers.

## 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

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 the District's Internet connection. Telephone etiquette and operating procedure classes are offered several times a year. 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. ~~Each school has either a full-time or a supplemented technology coach/network specialist to offer additional training.~~ A District Technology Integration Specialist, District Learning Specialist, and Curriculum Specialist are available upon request.

## 10.3

### Assessment of Needs

~~As the district continues to grow, adding one or two schools and up to 110 additional classrooms per year, its needs increase.~~ 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.

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

#### 10.3.1

#### Services – Telecommunications

470 One District Application

(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

(Nextel/Sprint)

- Cellular telephone service for district and schools.

### 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, ~~and~~ Clay High, Ridgeview High, Oak Leaf School(s), plus 3 new circuits over the next 3 years.

### 10.3.3

#### Metro-E High Speed Connection

470 One District Application

(AT&T)

High Speed Internet Connections

- 10 Mbps data circuits to 324 school sites
- 20 Mbps data circuits to 87 school sites.
- 50 Mbps Network to Network Interconnect (NNI) for 3 schools near Keystone Heights.
- 250 Mbps burstable to 1 Gbps from the district office to the Internet

### 10.3.4

#### High Speed Internet Connection

470 DOE (FIRN) Application

- Vendor to be determined by bid. This may be a duplicated 470 since the State of Florida may not be funding the Internet Connection through the Florida Internet Relay Network (FIRN).

- DOE may not fund the Internet connections due to budget problems. This action requires that SDCC make a 471 for Internet services that were previously provided by the State:
  - Internet cConnection from dDistrict Ooffice in graduated increments beginning at 45 Mbps
  - Alternate, load balanced, Internet connection from Rideout Elementary (Ddistributed Sstorage Ssite) up to 45 Mbps. Sizing will be determined based on results.
  - Content fFiltering to comply with CIPA. This may replace the present WebSense running on the Ddistrict Sservers and controlled by the Ddistrict.

#### 10.3.4

#### CISCO Active Electronics (ERate) ————— 470 — One District Application

(Coleman Technologies) — These are Internal Connections identified as Priority 2

- IP Telephone Systems and Voice Mail, for five locations
- Wireless Local Area Networking for Portables and labs
- Replacement of aging routers and switches

#### 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 attached Technology Funding sheet).

#### 10.5

##### **Monitoring and Evaluation**

Evaluation and monitoring of the effectiveness of telecommunications services is reviewed on a daily basis. Software is in place to evaluate bandwidth usage and communication access. Meetings are held at the District Office to discuss capacity issues. Meetings with the schools' technology coaches/network specialists contacts are held periodically to evaluate and analyze problems. 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 Mmonitoring aApplications iInclude:

- Graphic rRepresentations 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)

Consolidated district application for federal projects, including Title II, Part D, will be submitted June 2009. A copy of the 2008 project is included as an addendum. This plan has been aligned with *Florida's Instructional Technology Goals*.

## 12. — District Wide Technology Strategy DISTRRICT WIDE TECHNOLOGY STRATEGY

### 12.1

#### Disaster Recovery

Information Services engaged a third party to create a Business Impact Analysis (BIA). The BIA is a document created from analysis and interviews with stakeholders in the services provided by the Information Services Department. The analysis indicates that there are several applications requiring that they be restored within 24 to 72 hours of being lost.

In recent years, the instructional content supply chain has changed. In the past, textbooks were the primary source of content. In the classroom of today there are many applications and content sources requiring that there are significant communications available. This communication is either bandwidth to the internet or to a district server. There is significant content being used in classrooms to aid in instruction.

The Florida Department of Education continues to pursue technologies that will decrease the DOE's expense of testing. In most cases this can only be accomplished through the use of district purchased resources.

There are significant changes that must be adopted in order to reduce cost, simplify network management, and provide for a manageable and testable Business Continuity Plan.

In order to get to the desired level of confidence in a recovery plan, the Information Services Department will adopt the following approach to provide services:

1. The District will begin implementing a virtualization strategy. Virtualization will prepare the District for recovery operations while reducing overall hardware costs through more efficient use of processing power.
  - a. Begin with some District Office servers;
  - b. Follow with School based servers;
  - c. Then investigate options for desktop virtualization.
  
2. The District will define and project costs for a Business Continuity Plan and present the plan before the School Board. Scope of the initial plan is to restore service for critical functions provided from the District Office Data Center.
  - a. Determine if a Consortium approach with other school districts is feasible;

- b. Identify a secondary location for a data center;
- c. Develop cCommunication pPlan for the secondary location;
- d. Determine hardware costs;
- e. Determine Ooperational assistance costs;
- f. Determine dDisaster rRecovery Ssoftware cCosts.

3. Develop a Data Storage Management Plan to support the backup of SSchool based data and increase efficiency and effectiveness of dDistrict oOffice backup operations.

Once all the costs are estimated, the concept and the estimated costs will be provided for approval.

## 12.2 **Financing Strategy**

Funding the major applications is challenging due to unreliable revenue sources from the state. The primary source of revenue to fund capital expenditures is the dDistrict Ssales tTax. At times it is possible that some funding may be used from the two mil property tax collections if the funds are not needed to build new schools. In order to manage a network with variable revenue sources the following guidelines have been created.

Funding in Priority Sequence:

- 1. District oOffice iInfrastructure and cCommunications
- 2. School based infrastructure and cCommunications
- 3. Hardwired computer labs
- 4. Mobile iLaptop computer labs
- 5. Media cCenter computers
- 6. Replacement of existing failing hardware
- 7. Enhanced cClassroom UUpgrading
- 8. Special iInstallations to support iInstructional needs requiring technology
  - a. Intensive RReading applications
  - a.
  - b. AAssessment aApplications

The list above is meant to imply priority but does not commit the District to a strict interpretation of the priority. Priority is provided as a suggestion.

## 12.3 **Telecommunication Strategy**

In the summer of 2008 the Ddistrict implemented an IP based phone system. This phone system will be the core system for all future installations.

New sSchools will be installed with the Cisco IP telephone systems. Voice mail may be provided through existing Cisco Voice Mail systems instead of installing dedicated voice mail modules at each school. Wireless access points will be installed on poles in areas that require portables. Wireless phones and network will be available in these areas.

Existing schools will be maintained with their current system until the cost to repair is high when the useful life of the system is taken into account. If the economics dictate, the system will be replaced for the entire school.

Call routing will be implemented so that the Ddistrict can avoid long distance charges for school as well as euforf parents. This will be accomplished by installing FXO cards in all routers and directing them to a school that has access to a central office with local access to the destination area code. In most cases this is required when calling a {904} area code from the southern portion of the county. New phone numbers will be provided so that parents may call the school with a local {904} area code.

Based on analysis of existing- backup and recovery efforts it is recommended that the dDistrict determine if a digital backup strategy could be implemented to eliminate or greatly reduce the need for magnetic tape. To support this effort it is necessary that communications be expanded at a school location to support the data being transferred from the District Office Data Center. Communication recommendations are:

1. Increase bandwidth from 10 MMb to 100 Mb to accommodate the transfers.;
2. Add additional Internet capacity. Information Services to determine when and how much.



ADDENDUM  
MINIMUM TECHNOLOGY COMPONENTS

## Minimum New School Classroom Technology Configuration:

### School-based needs:

- Provide an open access computer lab for every 600 students at all schools in addition to a “resource” -instructional computer lab at the elementary level. Both labs must include a projector, document camera and Pen Pad.
- Provide 2 computer carts with 16 laptops each for every 600 students.

### Elementary Schools

- ☐1. \_\_\_\_\_ A teacher computer and printer
- ☐2. \_\_\_\_\_ 2 student computers per classroom
- ☐3. \_\_\_\_\_ “Smart Classroom-“ configuration (i.e., projector, sound system, tuner, wireless microphone) for each classroom
- ☐4. \_\_\_\_\_ Telephone
- ☐5. \_\_\_\_\_ Document cCamera per classroom
- ☐6. \_\_\_\_\_ ~~Pen Pad~~\*Pen Pad per classroom

### Secondary:- Junior High/High Schools

- ☐1. \_\_\_\_\_ A teacher computer and printer
- ☐2. \_\_\_\_\_ “Smart Classroom-“ configuration (i.e., projector, sound system, tuner, wireless microphone) for each classroom
- ☐3. \_\_\_\_\_ Telephone
- ☐4. \_\_\_\_\_ Document cCamera for each classroom
- ☐5. \_\_\_\_\_ ~~Pen Pad~~\*Pen Pad per classroom
- ☐6. \_\_\_\_\_ Two computer labs are required at each school, one for instructional use in the area of technology literacy and one as an open lab for assessment- (i.e., Think Link, Accelerated Reader, etc.), research, and teacher use for their entire class. Both labs must include a projector, document camera and ~~Pen Pad~~\*Pen Pad.
- ☐7. \_\_\_\_\_ Easy Teach software to be installed with each Pen Pad
- ☐8. \_\_\_\_\_ Laptops for itinerante and floating teachers

## Minimum Technology Upgrades for Older Schools and Classrooms Configuration in Priority Order:

### School-based needs:

- Provide an open access computer lab for every 600 students at all schools in addition to a “resource” -instructional computer lab at the elementary level. Both labs must include a projector, document camera and Pen Pad.
- Provide 2 computer carts with 16 laptops each for every 600 students.
- Upgrade older schools with Enhanced Classroom Installation (projector, wireless microphone,- document camera,- pen pad, DVD Pplayer, and software). Begin with the following in order over the next 5 years. Sequence to be determined based on consultation with the Instructional Division and Support Services.
  1. 1<sup>st</sup> Grade
  2. 2<sup>nd</sup> Grade
  3. Intensive Reading in the Ssecondary Sschools

### Elementary Schools

- A teacher computer and printer
  - 1.
  - 2 student computers per classroom
    - 2.
    - Projector
      - 3.
      - Sound System and tuner or “Smart Classroom-“ configuration (i.e., projector, sound system, tuner, wireless microphone) for each classroom
        - 4.
        - Document Camera per classroom
          - 5.
          - Additional student computers s for grades ? thru ?
            - 6.
            7. Pen Pad\*Pen Pad per classroom

### Secondary--Junior High/High School

- ☐ 1. \_\_\_\_\_ A teacher computer and printer
- ☐ 2. \_\_\_\_\_ Projector
- ☐ 3. \_\_\_\_\_ Sound System and tuner or “Smart Classroom-“ configuration (i.e., projector, sound system, tuner, wireless microphone) for each classroom
- ☐ 4. \_\_\_\_\_ Document cCamera for each classroom
- ☐ 5. \_\_\_\_\_ Pen Pad\*Pen Pad per classroom
- ☐ 6. \_\_\_\_\_ Laptops for itinerante and floating teachers





<u>Item</u>	<u>Status</u>	<u>Description</u>	<u>Impact</u>
<u>1</u>		<u>Financial model requires that a reserve not fall below \$200,000 so that IS has the ability to respond to unforeseen problems.</u> <u>Technology Plan replenishment cycles define the parameters for a financial model and are therefore guidelines. Schools should not expect an automatic replacement based on years in service, and replenishment decisions will be based on a reasonable need.</u>	
<u>2</u>		<u>Additional laptop labs will be added at schools based on the ratio defined in this plan. Purchases will begin June 2009 based on 2009-10 projected enrollment and subject to financial conditions.</u>	
<u>3</u>		<u>Sales tax funds are aligned with the District Technology Plan and will be spent based on the priorities. There are no available funds for projects outside of the plan.</u>	
<u>4</u>		<u>The model involves purchasing new computers for hardwired lab PCs, media center PCs, and laptop lab PCs for 4 years. As these computers are replaced they will be redeployed to elementary school classrooms. Deployment will be determined based on the projected number of classrooms and the number of classroom computers at the school.</u> <u>No funds are included for new computers for classrooms. Classrooms will be provisioned completely from the computers coming out of the computer labs.</u>	<u>Requires significant transfer efforts during the summer as new computers are received and older ones are moved where they are needed.</u>

5		<p><u>Schools will be responsible for purchasing needed consumables for supporting the installed technology.</u></p> <p><u>A school may need as many as 15 new bulbs for the projectors (15*\$300= \$4500 yearly). This will be the responsibility of the school.</u></p>	
6		<p><u>Requests for projects not identified by the District Technology Plan will be reviewed by the CIO, Assistant Superintendent for Instruction, and the Assistant Superintendent for Support Services.</u></p> <p><u>Smart Boards are not supported by the plan.</u></p> <p><u>Partial solutions to the enhanced classroom are not supported with district funds.</u></p> <p><u>School plans should be aligned to make the best use of district support as they deem appropriate for their school.</u></p>	
7		<p><u>Printers</u></p> <p><u><b>B/W Laser:</b> District will not purchase any more B/W laser or ink jet printers. This includes school based purchases. SunPrint Management 1 cent per page Usage plan will be the only solution for printing. This saves the money for capital outlay. No more purchasing of drums for B/W Dell 1700 pPrinters. As the present equipment fails, schools will contract with SunPrint for replacement.</u></p> <p><u><b>Color Printers:</b> If a school desires color printing, the procurement and support of the Printer will be the financial responsibility of the school. Color Printers will not be funded by IS.</u></p>	
8		<p><u>Televisions (TVs)</u></p> <p><u>New schools will not have a TV in the classrooms. Existing schools' TVs will be controlled by maintenance as classrooms are converted to the enhanced model. Once a classroom has been converted the TV may be removed by Maintenance at their discretion. TVs that fail will be repaired or replaced with used TVs that have been recovered.</u></p>	

<p><u>9</u></p>		<p><u>Enhanced Classroom Strategy:</u></p> <p><u>Instructional Division has created a review process for the awarding of enhanced classroom based on school participation in funding. The following guidelines will rule.:</u></p> <ol style="list-style-type: none"> <li><u>1. Only enhanced classrooms and enhanced classroom carts will be matched.</u></li> <li><u>2. Enhanced classroom carts are intended to be used in portables and may be required to move with the portable in the distant future.</u></li> <li><u>3. Priority projects and matching decisions will be made in consultation with the Assistant Superintendent of the Instructional Division or designees.</u></li> </ol> <p><u>Priority will be given to 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and secondary school intensive reading programs.</u></p> <p><u>Funds from the schools are not constrained as to their source.</u></p>	
<p><u>10</u></p>		<p><u>Special needs equipment must be funded outside of the District Technology Plan and the sales tax. This includes ESE adaptive equipment and upgrades to computer labs equipment beyond a standard lab. (CTE program upgrades needed to supercharge a computer)</u></p>	

DR A F E T

ADDENDUM  
TECHNOLOGY PLANNING GUIDELINES

Description	Impact
<p>Financial model requires that a reserve not fall below \$200,000 so that IS has the ability to respond to unforeseen problems.</p> <p>Technology Plan replenishment cycles define the parameters for a Financial Model and are therefore guidelines. Schools should not expect an automatic replacement based on years in service, and replenishment decisions will be based on a reasonable need.</p>	
<p>Additional Laptop Labs will be added at schools based on the ratio defined in this plan. Purchases will begin 2nd quarter June 2009-2008 based on 2009-10-2008-09 projected enrollment and subject to financial conditions.</p>	
<p>Sales Tax Funds are aligned with the District Technology Plan and will be spent based on the Priorities. There are no available funds for projects outside of the plan.</p>	
<p>The model involves purchasing new computers for hardwired lab PCs, Media Center PCs, and laptop lab PCs for 4 years. As these computers are replaced they will be redeployed to Elementary Schools classrooms. Deployment will be determined based on the projected number of classrooms and the number of classroom computers at the school.</p> <p>No funds are included for new computers for classrooms. Classrooms will be provisioned completely from the computers coming out of the computer labs.</p>	<p>Requires significant transfer efforts during the summer as new computers are received and older ones are moved where they are needed.</p>
<p>Schools will be responsible for purchasing needed consumables for supporting the installed technology.</p> <p>A school may need as many as 15 new bulbs for the projectors (15*\$300= \$4500 yearly). This will be the responsibility of the school.</p>	

	<p>Requests for projects not identified by the District Technology Plan will not be approved be reviewed by the CIO, Assistant Superintendent for Instruction, and the Assistant Superintendent for Support Services.</p> <p>Smart Boards are not supported by the plan.</p> <p>Partial solutions to the Enhanced Classroom are not supported with District Funds.</p> <p>School plans should be aligned to make the best use of District Support as they deem appropriate for their school.</p>	
	<p><b>Printers</b></p> <p><b>B/W Laser:</b> District will not purchase any more B/W laser or ink jet printers. This includes school based purchases. SunPrint Management 1 cent per page Usage plan will be the only solution for printing. This saves the money for capital outlay. No more purchasing of drums for B/W Dell 1700 Printers. As the present equipment fails, schools will contract with SunPrint for replacement.</p> <p><b>Color Printers:</b> If a school desires color printing the procurement and support of the Printer will be the financial responsibility of the school. Color Printers will not be funded by IS.</p>	
	<p><b>Televisions (TVs)</b></p> <p>New schools will not have a TV in the classrooms. Existing schools' TVs will be controlled by maintenance as classrooms are converted to the Enhanced model. Once a classroom has been converted to the Enhanced model the TV may be removed by Maintenance at their discretion. TVs that fail will be repaired or replaced with used TVs that have been recovered.</p>	



**Enhanced Classroom Strategy:**

Instructional Division and Information Services have set aside funds for a Matching Funds program to start 2008-09 year. This is designed to encourage schools to participate in the advancement of the Enhanced Classroom Initiatives. Based on school participation in funding, the following guidelines will rule:

Future Funding levels have not been determined and are subject to review of the programs being implemented. Based on the results of the analysis, decisions will be made by Instructional Division as to the success of the installations.

If the Pilot is successful it is anticipated that an approach will be created that uses School based funds.

Following Guidelines will rule:

1. Only Enhanced Classroom and Enhanced Classroom Carts will be matched.
2. Enhanced Classroom Carts are intended to be used in Portables and may be required to move with the portable in the distant future.
3. Priority projects and Matching decisions will be made in consultation with the Assistant Superintendent of the Instructional Division or designees.

Priority will be given to 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and Secondary School Intensive Reading programs.

Funds from the schools are not constrained as to their source.

Special Needs Equipment must be funded outside of the District Tech Plan and the Sales Tax. This includes ESE adaptive equipment and upgrades to computer labs equipment beyond a standard lab. (CTE program upgrades needed to supercharge a computer)

Technology Plan Budget 2009-10

	General Funds	FEFP - Technology Funds	Library materials - categorical	Title II	Title II, Pt. D	School Improvement	Sales tax	E-rate	District Strategic Planning	Work Force Edu	Title II, A & D	CTE/Vocational Funds	District Technology Funds - no FEFP	Instructional Materials Library Funds	TOT
Salaries/ stipends	\$ 2,000,000.00			\$ 150,000.00						\$ 150,000.00	\$ 150,000.00				\$ 2,400,000.00
Subs				\$ 40,000.00	\$ 4,773.00						\$ 45,000.00				\$ 49,773.00
Prof & Tech Svcs		\$ 22,339.00		\$ 12,000.00							\$ 12,000.00		\$ 28,290.00		\$ 40,290.00
Travel		\$ 1,462.00		\$ 15,000.00							\$ 8,000.00				\$ 14,462.00
Repairs & Maint	\$ 40,000.00			\$ 7,200.00											\$ 47,200.00
Rentals (c. others - maint) (080)	\$ 400,000.00			\$ 302,031.00											\$ 702,031.00
Communications (070-378)	\$ 984,877.00			\$ 19,654.00				\$ 386,886.00					\$ 198,827.00		\$ 1,479,317.00
Other purchases exp (080)	\$ 67,472.00			\$ 35,000.00							\$ 32,000.00				\$ 134,472.00
Computer repair (094)	\$ 2,500.00										\$ 37,000.00				\$ 39,500.00
Online databases			\$ 62,905.84												\$ 62,905.84
Building/ fixed equipment				\$ 79,143.00	\$ 900,000.00								\$ 2,647.00	\$ 61,131.00	\$ 1,081,790.00
Equipment (041-052)	\$ 9,000.00	\$ 136,428.00		\$ 5,000.00			\$ 1,000,000.00			\$ 20,000.00	\$ 65,000.00		\$ 45,286.00		\$ 1,235,714.00
Computer hardware (043)	\$ 1,000.00														\$ 1,000.00
Renovation/renovating Software (091-092)	\$ 23,000.00			\$ 900.00	\$ 15,840.00		\$ 400,000.00			\$ 150,000.00	\$ 65,000.00		\$ 112,850.00		\$ 635,590.00
FTE roll-out to schools		\$ 112,850.00											\$ 112,850.00		\$ 112,850.00
<b>TOTALS</b>	<b>\$ 3,507,849.00</b>	<b>\$ 600,000.00</b>	<b>\$ 62,905.84</b>	<b>\$ 361,537.00</b>	<b>\$ 20,613.00</b>	<b>\$ 900,000.00</b>	<b>\$ 1,400,000.00</b>	<b>\$ 386,886.00</b>	<b>\$ -</b>	<b>\$ 440,000.00</b>	<b>\$ 284,000.00</b>	<b>\$ 130,000.00</b>	<b>\$ 386,276.00</b>	<b>\$ 61,131.00</b>	<b>\$ 7,740,000.00</b>
<p>Equipment</p> <p>Infrastructure = other purchases + Building Fix Equipment</p> <p>Hardware = Computer Hardware</p> <p>Software = Rental Software Maint + Online Data + Software</p> <p>Professional Development = Subs + Prof &amp; Tech Svcs + Travel</p> <p>Tech Support = Salaries + Repair and Maint</p> <p>Renov. Assoc = communications</p> <p>Materials = computer repair</p> <p>Other = FTE roll-out</p>															

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 School District of Clay County. 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 considered 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 U-authorized 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 S-spam or chain letters;
- M. Unauthorized soliciting atiens 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. The School District of Clay County 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. ~~No~~ Individual e-mail accounts ~~will be established by the school system~~ for students enrolled in grades K- 612 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; ~~as follows:~~

~~a. Only class accounts may be established for grades K-6;~~

~~b. Students in grades 7-12 may have individual accounts for legitimate educational purposes as determined by the school principal; (moved to A)~~

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

E. Parents have a right to request access to 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](mailto: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.

a. 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.

b. 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.

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

d. 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.

I. 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;

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

K. 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.

L. Change e-mail passwords frequently.

M. 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 cyber-bullying 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  
EMPLOYEE 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 agree to instruct the student on acceptable use of the network and proper network etiquette and Internet safety, including appropriate behavior including cyber-bullying awareness and response, interacting with other individuals on social networking sites and in chat rooms as required by CIPA, and I 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 responsibility to be present while the network is being used by the student.

EMPLOYEE NAME (print): \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

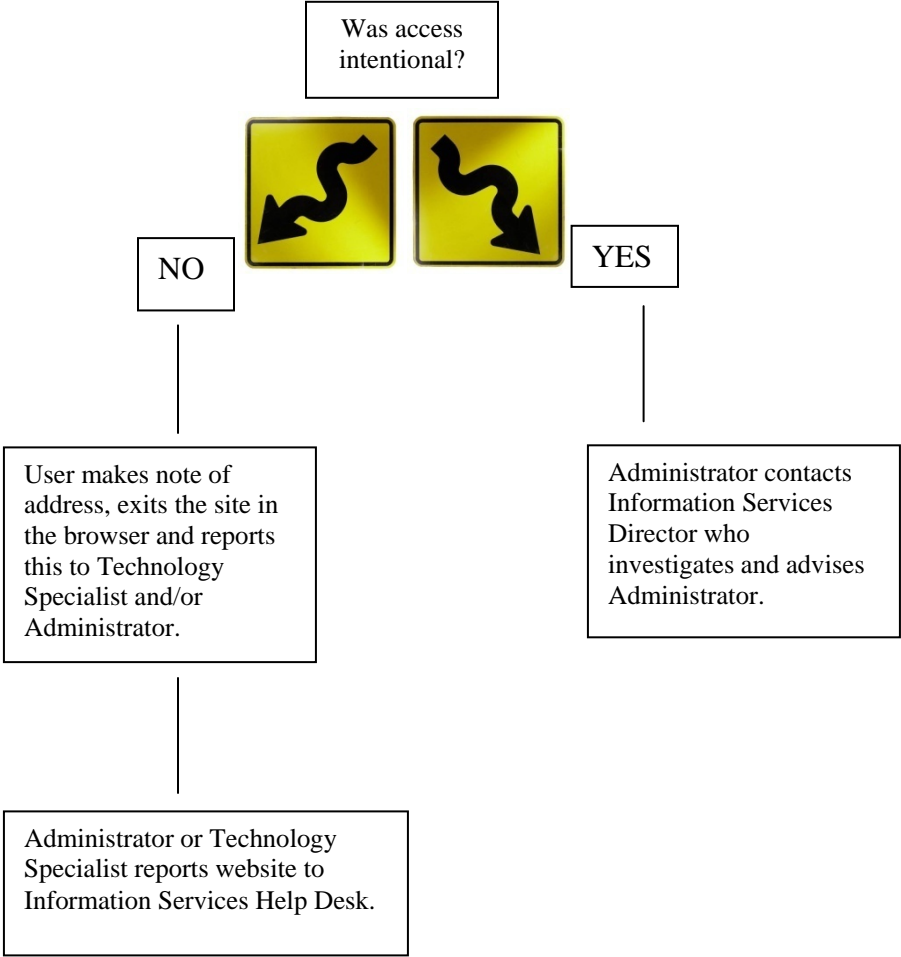
DATE: \_\_\_\_\_

SCHOOL/DISTRICT ADMINISTRATOR'S INITIALS: \_\_\_\_\_

DATE: \_\_\_\_\_



Procedure When Users Access Inappropriate Internet Content



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

## Email Guidelines

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

### 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.**
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;  
For others, see #9.**
3. Have teachers send “A” and “AB” Honor Roll list to school office using student names only? (These lists are then printed in the newspaper. Again, the newspapers request that lists be sent to them via email.)  
**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 but cannot use the student's name.**
5. Can we 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 and it does not identify ESE in any way.**
7. Send lists of students that need to be excused for FCAT make ups?  
**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. Can we at any time send Social Security numbers?  
**NO!!**
11. Send employee information:
  - 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 - 529-2612 or x590061**

### Consent and Release

**Email Transmission of Student Information**

*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.” **Any form brought to the school by a student will be returned.***

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**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email Address(es) to receive transmission:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*By signing this release, I am consenting to the use of email to transmit factual information about my student and releasing the School District of Clay County from liability should such emails be received by unauthorized parties and/or cause a libelous incident. I understand that the email address listed above will be used until I appear at the school with a written notice to discontinue use of the email address. I understand further that email is not a private medium and that e-mail can be edited and redistributed without the knowledge or permission of the originator, and that at no time, can a staff member email medical or subjective information such as behavior.*

\_\_\_\_\_  
**Printed Name of Parent/Guardian      Signature of Parent/Guardian**

\_\_\_\_\_  
**Mailing Address of Parent/Guardian**

**Phone number(s)** \_\_\_\_\_

**Date of Request:** \_\_\_\_\_ **Date entered in TERMS** \_\_\_\_\_

**FLORIDA DEPARTMENT OF EDUCATION  
Project Application**

<b>Return to:</b> 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	<b>A) Name and Address of Eligible Applicant:</b> Clay 900 WALNUT ST GREEN COVE SPRINGS, FL 32043  <b>Florida 2008-2009 Consolidated Application for Selected NCLB Programs</b>	<i>DOE USE ONLY</i>  Date Received  <b>Budget/Project Period:</b> July 1, 2008- June 30, 2009
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**B) LEA Applicant Contact Information**

<b>Name of Primary LEA Contact Person:</b> First Name: Sandra MI: K Last Name: Emery	<b>Mailing Address:</b> Address 23 South Green Street City: Green Cove Springs State: FL Zip: 32043  Telephone Number (xxx-xxx-xxxx): 904-272-8100 Ext: 2452 SunCom Number (xxx-xxxx): Fax Number (xxx-xxx-xxxx): 904-529-4825 E-mail Address: semery@mail.clay.k12.fl.us
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C) List of NCLB Programs	TAPS	D) Programs Selected	E) Preliminary Allocation	F) Approved Funding	G) Project Numbers
Title I Part A: Basic	09A001	Yes	3,128,640.00 Roll forward: 248795		100-2129A-9CX01
Title I Part C: Migrant Education Program	09A022	No			100-2179A-9CX01
Title I Part D, Subpart 2: Local Delinquent Program (Local N&D)	09A027	No			100-2239A-9CX01
Title II Part A: Teacher and Principal Training & Recruiting Program	09A052	Yes	949,874.00 Roll forward: 50000		100-2249A-9CX01
Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program	09A056	Yes	25,950.80 Roll forward: 1244		100-1219A-9CX01
Title III Part A: English Language Acquisition	09A014	Yes	59,576.16		100-1029A-9CX01
Title IV Part A: Safe and Drug-Free Schools - Entitlement Program	09A071	Yes	82,653.00 Roll forward: 20000		100-1039A-9CX01
Title VI, Part B, Subpart 2: Rural & Low Income Schools Program	09A090	No			100-1109A-9CX01

**CERTIFICATION**

I David Owens 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.

H) \_\_\_\_\_  
Signature of Agency Head



DOE 100C

Eric J. Smith, Commissioner

**General Assurances**

The Department of Education has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, 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>

**School Districts, Community Colleges, Universities and State Agencies**

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.

**No Child Left Behind Assurances (Applicable to All Funded Programs)**

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.

**Persistently Dangerous Schools**

- 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.

**Program Specific Assurances -  
Title I Part A, Educational Disadvantaged Students (including NCLB Public School Choice)**

- Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- Provide technical assistance and support to school-wide programs.
- Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- Fulfill its school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research.
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- Coordinate and collaborate, to the extent feasible and necessary as the LEA determines, with the State Educational Agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116.
- Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served

by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) by the 2013-2014 school year.

- Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- Participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
- Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(A), to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools.
- Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(B) and (C) to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools.
- Spend an amount equal to at least twenty percent (20%) of the LEA's Title I, Part A, allocation, unless a lesser amount is needed, to implement Choice with Transportation and Supplemental Education Services (when applicable). Ensure that all students enrolled in Schools Identified in Need of Improvement (SINI), Corrective Action, or Restructuring are offered no less than two choice options.
- Spend not less than five percent (5%) of the LEA's Title I, Part A, allocation to ensure that all teachers in Title I schools meet the NCLB and FDOE definition of Highly Qualified personnel, unless data warrant that less funding is needed.
- Reserve no less than one percent (1%) of the LEA's Title I, Part A, allocation for parental involvement; of which ninety-five percent (95%) shall be distributed to schools to provide for parental involvement. Exemption: LEAs receiving \$500,000 or less are not required to set-aside 1% of their allocation for parent involvement.
- Spend not less than 10 percent of the funds made available to the school under Section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal(s) high-quality professional development that —
  - A. Directly addresses the academic achievement problem that caused the school to be identified for school improvement
  - B. Meets the requirements for professional development activities under section 1119
  - C. Is provided in a manner that affords increased opportunity for participating in that professional development [Section 1116 (b)(3)(A)(iii)&(I-III)].

#### Program Specific Assurances -

##### Title II, Part A – Teacher and Principal Training and Recruiting Fund

- The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].
- The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].
- The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].
- The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122 (b)(7)].
- The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.
- The LEA, after timely and meaningful consultation, will be provided the opportunity for children enrolled in private, nonprofit schools, and the educational personnel of such schools equitable participation in the activities and services funded by this application and the schools of these children have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b)(11) and 9501(a)(1-5)].
- Funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].
- The LEA assures that the control of funds will remain in the public agency and the public agency will

administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].

The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.

## Title II, Part D – Enhancing Education through Technology

### Program Specific Assurances -

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). If this assurance is not provided, then the applicant must provide a detailed narrative justification (see Attachment B: Professional Development Waiver Request). The narrative must explain in detail how such training is already provided to all teachers in core academic subjects. Submission of a waiver request with regard to this key program expectation may delay approval of an EETT application.

A comprehensive review of the LEA's local long-range technology plan has been conducted to determine if all Department of Education Essential Plan Components have been addressed in a detailed manner ([http://www.fldoe.org/BI/Instruct\\_Tech/Planning/local.asp](http://www.fldoe.org/BI/Instruct_Tech/Planning/local.asp)). In addition, planning information provided in this application has been (or will be) incorporated into the local strategic educational technology plan not later than 5/31/09.

Please select ONE of the following three CIPA (Children's Internet Protection Act) related assurance options 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. Indicate NA if this assurance does not apply. 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. Indicate NA if this assurance does not apply.

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. Indicate NA if this assurance does not apply.

The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended. Indicate NA if this assurance does not apply.

### Program Specific Assurances -

#### Title III, Part A – English Language Acquisition

The Local Educational Agency (LEA) will use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for English Language Learners (ELLs) once the project funds are no longer available.

The LEA will include in its District ELL Plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.

The LEA will be of sufficient size and scope to support high-quality programs.

The LEA will administer an annual reading or language arts assessment in English of all children who have been in the United States for one or more consecutive years.

The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of English language learners.

LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.

LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.

An LEA that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the objectives are met.

The LEA will provide the following information to parents of English language learners selected for participation in a language instruction educational program: How the educational needs of their children will be met. Available options of various instructional delivery models. The right to comprehensive instruction cannot be waived. If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children and what those objectives are.

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**Parental Involvement**

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Please describe the parent involvement activities supported by each Title consolidated on this application. Specifically, for each Title consolidated and in accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities the LEA will conduct to impact student achievement.

**Response:** Parent Involvement activities will be supported by each Title consolidated on this application by:

offering flexible meeting times and a variety of parent training opportunities to help parents work with their children to improve academic achievement based upon student achievement issues identified in needs assessments (reading , math and writing). These training opportunities will be district based, site based, and take advantage of any state sponsored training .Such state trainings will include, but not be limited to, the state endorsed program: Families Building Better Readers. Other district and/or school based training topics will include reading strategies in the home, math nights for parents, how to help with homework, parent conferencing, FCAT preparation, and how to encourage writing. These training will be offered at a variety of times including evenings and Saturdays. All of these capacity building activities in Title I schools will be supported by 1% set-aside.

providing through meetings and correspondence, information to parents about the school's program. Every school will send home periodic newsletters informing parents about the school's program. In addition, each school will maintain an up to date Web site for parent information. School based activities for parents will be held on a regular basis. All activities and meetings will be documented through the school's calendar available on the web site and through newsletters. Parents will have access to Public Television Station Channel 29 which provides 24 hours information on all Clay County Public schools and programs.

offering opportunities for parent-teacher conferences at a variety of times.

being active members of the Clay County Interagency Coordinating Council on Early Childhood Services which coordinates all programs within the LEA and the local community, including early childhood programs such as Head Start. Meetings are held on a regular basis throughout the year.

assisting schools to provide information for parents in other languages, as needed. As feasible and practical all communication will be in a language and form parents can understand. Any needed assistance in interpretation is provided to schools through the District ESOL Office. Translation vendors are used to translate necessary printed materials.

providing information about literacy training for parents through the district web site, Public Television Channel 29, and through the distribution of "Your School and the Title I Program to every Title I family.

reserving a minimum of 1% of its Title I Part A allocation for parent involvement , with 95% going to Title I schools. This is monitored by the Title I Supervisor for compliance on a regular basis through budget print-outs of expenditures. Parents will be involved in decisions regarding this allotment through School Parent Advisory Councils and through the District Parent Advisory Council. Surveys will be conducted at the school and district level to seek specific input.

developing (with direct input from parents of Title I schools) and disseminating the LEA's Parent Involvement Policy and conducting an annual review of the policy's effectiveness. This was implemented through regular scheduled meetings of the District Parent Advisory Council made up of parent representatives from each of the Title I eligible schools and participating non public schools. The policy is disseminated through a booklet entitled "Your School and the Title I program" which goes home with every Title I eligible student at the beginning of the school year. The policy is also posted on the District Web site. An annual review of the policy and the school parent involvement plans is developed in coordination with the Parent Advisory Council and distributed to parents at each Title I school. Results are compiled at the district level and given to schools to incorporate into the annual update of the parent involvement section of the School Improvement Plan and each individual school's Parent Involvement Plan.

conducting an annual meeting to inform parents of the school's participation in Title I. An annual meeting is held each spring in which all eligible schools and the public are invited. The Title I Grant and budget are presented at this meeting as well as a brief overview of the instructional and parental program that will be offered at each Title I school. Parents and the public are allowed time to submit comments about their schools participation in the Title I Grant.

developing and using school-parent compacts at each Title I school site. School-Parent Compacts are developed and reviewed on an annual basis by parent representatives of each Title I School. Compacts are presented to the parent during the first parent-teacher conference. The compact is referred to through out the school year during additional parent-teacher conferences. Principals of Title I School attest in writing that a compact has been implemented and a parent-teacher conference held with each Title I eligible student.

Parents of ELL students will be supplied with supplemental (bi-lingual materials when possible) to assist their students at home with reading,math and writing skills necessary to increase academic proficiency on standardized testing (FCAT). Heritage-language dictionaries will be provided for home use when needed.



providing district and school based teacher training on strategies for involving parents in their child's education, home-school communication, teacher-parent conferencing, and child development. Trainings will include face-to-face and online trainings for teachers to involve parents in Accelerated Reader programs, online learning communities, understanding materials available for home use - instructional materials, FCAT Explorer, and iSAFE, and training for teachers to incorporate home-school connections to strengthen math and reading instruction.

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**Reporting Student and Program Outcomes/Dissemination**

Please describe the methods and timelines the LEA utilizes to disseminate information about this application to the appropriate populations, and to report student and program outcomes to school staff, parents, and the community. Please include how the LEA will ensure that all home-school communications is in the parents' home language, unless clearly not feasible.

**Response:** Information about the application will be disseminated and marketed to appropriate populations, including, state, district, school staff, parents, and the community as follows:

The School District of Clay County website ([www.clay.k12.fl.us](http://www.clay.k12.fl.us)) (August-June) to disseminate information about the Project Application, Parent Involvement Policy, Annual Report Card, FCAT Report, Sunshine State Standards and Choice Options. Target audience: parents, school staff, and community.

Public School Television Broadcasting (Channel 29) (August-June) to disseminate contact information about the Application and Choice Options. Target audience: parents, school staff, and community.

Title I Handbook (August) to disseminate the Parent Involvement Policy, strategies for reading in the home, child development, adult and community education, and Title I complaint procedures. Target audience: distributed to all Title I Parents public and private.

School newsletters (monthly) "Right to Know" to disseminate information about School Improvement, identification of curriculum, parent involvement activities and school calendars.

School website (August-June) to disseminate links to Application information, the School Improvement Plan, Parenting Websites, Sunshine State Standards, Curriculum, etc.

School Annual Meetings (August) to disseminate information about the Title programs and parent involvement opportunities. Target audience: parents and school staff.

District Annual Meeting to disseminate to information about the Title I Project and schoolwide programs. Target audience: community members, Title I parents (public and private), and school staff.

Title I/Migrant District Parent Advisory Council (quarterly) to disseminate information on the Title I Project, Choice Options, school programs and parent involvement training.

District mailings and backpack information (5 times a year) to disseminate information about Choice Options.

All communications will be disseminated in a language (Spanish) other than English if needed.

The School District of Clay County will report the progress made in attaining the district's goals and objects for 2008-2009 using the following mechanisms:

The Annual Report Card, Adequate Yearly Progress Reports and Performance Indicators as required by the No Child Left Behind Act of 2001, are all available at the district and school websites on a continuing and updated basis targeting the community, parents, and school staff. In addition, the local paper and district newsletters make public these reports as soon as they are released by the Florida Department of Education also targeting the community, parents, and school staff.

Mid-year: submission of a midyear report to the State on reading and math achievement of all subgroups and their progress towards making adequate yearly progress, professional development activities and the status of highly qualified personnel, and parent involvement strategies used to increase student achievement. This report is available as a posting on the internet and targets the community, parents, and school staff.

Quarterly: Individual student progress reports to parents

August-June: Progress Monitoring Plans for students with reading, math and writing deficiencies notifying parents of student progress.

August-June: Individual parent conference, which will include initial screening, progress monitoring and evaluation assessments for each student.

All communications will be disseminated in a language (Spanish) other than English if needed.

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### 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 **2009-2010**. 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/equitableserviceguidance.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 timeline will be adhered to for the 08/09 school year:

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

January: Meeting is held with private school officials to review timeline and consultation process. Establish a procedure for collecting poverty data..

February: Planning meetings are held with all interested non-public schools to design and develop equitable services for the 08/09 school year. Topics of consultations are addressed during this planning meeting. The consultation (see attachments) includes:

- The method or sources of data that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas
- how the children's needs will be identified
- what services will be offered
- how, where, and by whom the services will be provided
- how the services will be assessed and how the results of the assessment will be used to improve those services
- the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services
- how and when the district will make decisions about the delivery of services
- the districts provisions for disagreements regarding delivery of services
- the districts procedures for control of funds used to provide services, title to materials, equipment, and property purchased.
- consultation on district wide activities which will include professional development activities and the parent involvement ( District Parent Advisory Council) in which private school participation will be encouraged.
- consideration of the views of the private school officials on whether the LEA should contract with a third part provider.
- complaint procedures

May: Meet with Private School Officials to make any minor revisions to plans discussed in February in meeting the needs of eligible students.

August: Screening of eligible students and start of services

September-May: The District Parent Advisory Council of which the non-public schools are represented, meet on a regular basis to provide parental input of the Title I programs and project

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

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Uploaded File: [Click here to view the file](#)

Uploaded File: [Click here to view the file](#)

## Needs Assessment

**Briefly provide evidence of need for each of the selected NCLB programs** (i.e.: Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part A, Title II, Part D, Title III, Part A, Title IV, Part A, Title V, Part A, and/or Title VI, Part B, Subpart 2) that will be funded through this consolidated application. In the description, include reference to the method used to conduct the needs assessment for each of the NCLB programs included in the LEA's consolidated application. Summarize results.

### 1. Record ID: 311

(1) Identified need/required focus and target population:

- 18.0 subgroup is not meeting state proficiency targets in reading.
  - 18.0 subgroup is not meeting state proficiency targets in mathematics.
  - 25.0 Title I schools did not make adequate yearly progress.
- Other: students meeting state proficiency targets in science in 5th, 8th and 11th grade

(2) Strategic Imperatives:

2.1.a, 2.1.b, 2.2.a

(3) Performance Goal(s):

1.1, 1.2, 1.3

District-derived: All students will reach high standards, at a minimum attaining proficiency or better in Science

(4) Data Source:

Response: Florida Comprehensive Assessment Test

Adequate Yearly Progress Reports

(5) Actual Outcome:

Response: On the 2007 FCAT

67% of White Students scored in the proficient range in reading

48% of Black Students scored in the proficient range in reading

57% of Hispanic Students scored in the proficient range in reading

72% of Asian Students scored in the proficient range in reading

67% of American Indian Students

scored in the proficient range in reading

52% of Economically

Disadvantaged Students scored in the proficient range in reading

27% of Limited English Proficiency Students scored in the proficient range in reading

42% of Students with Disabilities scored in the proficient range in reading

73% of White Students scored in the proficient range in math

52% of Black Students scored in the proficient range in math

63% of Hispanic Students scored in the proficient range in math

82% of Asian Students scored in the proficient range in math

74% of American Indian Students

scored in the proficient range in math

56% of Economically

Disadvantaged Students scored in the proficient range in math

39% of Limited English Proficiency Students scored in the proficient range in math

45% of Students with Disabilities scored in the proficient range in math

94% of White Students scored in the proficient range in writing

91% of Black Students scored in the proficient range in writing

91% of Hispanic Students scored in the proficient range in writing

89% of Economically Disadvantaged students scored in the proficient range in writing

78% of Limited English Proficiency Students scored in the proficient range in writing

78% of Students with Disabilities scored in the proficient range in writing

51% of 5th grade students scored in the proficient range in science

44% of 8th grade students scored in the proficient range in science

41% of 11th grade students scored in the proficient range in science

(6) Performance Targets:

Response: By June 2009, students in subgroups Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase reading achievement to meet state proficiency targets. Sixty five percent (65%) of the students in each subgroup will score at or above a level 3 in reading on the Florida Comprehensive Assessment Test

By June 2009, students in subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase math achievement to meet state proficiency targets. Sixty eight percent (68%) of the students in each subgroup will score at or above a level 3 in math on the Florida Comprehensive Assessment Test

By June 2009, subgroups: Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase writing achievement by 1% to meet state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By June 2009, students in grades 4, 8 and 10 will increase proficiency in writing by 2%.

By June 2009, students in grades 5, 8 and 11 will increase proficiency in science by 2%.

**2. Record ID: 312**

(1) Identified need/required focus and target population:

- 10.0 percent of teachers did not participate in high quality professional development activities.
- 5.0 percent or number of not HQTs, Survey III, SPARs for those teachers needing PD to get HQ; FCAT, LEA data for other PD offered, etc.
- Teacher Technology Integration Professional Development

(2) Strategic Imperatives:

1.1.b, 1.3.b

(3) Performance Goal(s):

3.1, 3.2, 3.3

(4) Data Source:

Response: District Survey 5 Report

District professional development records

District Paraprofessional Report

Florida Innovates Survey

(5) Actual Outcome:

Response: District Survey 5 report for 07/08 indicated 5.1% of classes were taught by non-highly qualified teachers

The 07/08 district professional development records indicated that 91% of teachers and 96% of administrators participated in high quality of professional development

The District Paraprofessional Report for 2007/2008 indicated that all classroom paraprofessionals were qualified

Results of the 2007 Florida Innovates Survey indicate 40% of elementary schools, 25% of middle schools, and 50% of high schools have effectively and fully integrated technology according to the state's definition. This represents a 24%, 13%, and 33% increase for each level.

(6) Performance Targets:

Response: By June 2009, 100% of classes will be taught by highly qualified teachers

By June 2009, the percentage of teachers and administrators who participate in high quality professional development will increase by 15%

By June 2009, 60% of elementary schools, 50% of middle schools, and 70% of high schools will have effectively and fully integrated technology according to the state's definition.

**3. Record ID: 354**

(1) Identified need/required focus and target population:

- Student Technology Literacy Evaluation/Assessment
- Teacher Technology Skills Evaluation/Assessment

(2) Strategic Imperatives:

1.3.b, 2.1.a, 2.1.b, 2.2.a, 3.1.a, 3.1.b, 3.2.a

(3) Performance Goal(s):

6.1, 6.2

(4) Data Source:

Response: Student Tool for Technology Literacy

Inventory of Teacher Technology Skills

(5) Actual Outcome:

Response: By May 2008, all current teachers have successfully completed the Inventory of Teacher Technology Skills. No 8th grade students have been assessed.

(6) Performance Targets:

Response: By June 2009, 100% of teachers, including new teachers, will have successfully completed the inventory. By June 2009, all 8th grade students will complete the Technology Literacy Tool with scores of 80% or higher.

**4. Record ID: 355**

(1) Identified need/required focus and target population:

- Increase the number of ELLs who attained proficiency in listening, speaking, reading, and writing on CELLA. (Must address all four language domains).
- Increase the number or percent of ELLs who attained proficiency in reading/language arts on FCAT.
- Increase the number or percent of ELLs who attained proficiency in math.

(2) Strategic Imperatives:

3.1.a

(3) Performance Goal(s):

2.1, 2.2, 2.3, 2.4

(4) Data Source:

Response: Florida Comprehensive Assessment Test

CELLA Test

(5) Actual Outcome:

Response: On the 2007 Florida Comprehensive Assessment Test (FCAT) 78% of limited English Proficient students scored in the proficient writing range, 39% of limited English proficiency students scored in the proficient range in mathematics, and 27% of limited English students scored in the proficiency level in reading.

CELLA Results: 2007

Total average scale score for the district is as follows:

K - 1803

1 - 1932

2 - 2085

3 - 2092

4 - 2160

5 - 2134

6 - 2188

7 - 2022

8 - 2201

9 - 2186

10 - 2180

11 - 2207

12 - 2216

(6) Performance Targets:

Response: By June 2009, the ELL population will increase the number of students proficient in math and reading by 2% on the FCAT. The goal is to increase the average CELLA score in each grade level by 10 points from 2008-2009.

**5. Record ID: 356**

(1) Identified need/required focus and target population:

- Fighting incidents among students
- Alcohol use among students
- Marijuana use among students

(2) Strategic Imperatives:

4.1.a

(3) Performance Goal(s):

4.1, 4.2

(4) Data Source:

Response: 2006-07 SESIR

2006 FYSAS

(5) Actual Outcome:

Response: Based on the 2006-07 SESIR report, Clay County had 7.24 per 1000 incidents of fighting reported for grades k-12.

2006 FYSAS revealed that alcohol was the most commonly used drug with 33.7% of students grades 6-12 reporting past 30-day use and 10.3% of students grades 6-12 reporting past 30-day use of marijuana.

(6) Performance Targets:

Response: By June 2012, decrease by 10% the number of incidents per 1,000 students, of fighting among students K-12.

By June 2012, decrease by 10% past 30-day alcohol and marijuana use among 6-12 grade students in our district.

**6. Record ID: 514**

(1) Identified need/required focus and target population:

- Increase parental involvement beyond what is required in state law.

(2) Strategic Imperatives:

other

Other: Strengthen parental and community involvement

(3) Performance Goal(s):

1.4\_d

District-derived: Schools will increase parental and community involvement

(4) Data Source:

Response: Parent/Community Survey data and participation reports

(5) Actual Outcome:

Response: 2007 data indicates that some schools have excellent involvement of parents and communities, while other schools indicate very little parental or community involvement

(6) Performance Targets:

Response: By June 2009, all schools will report at least one parent/community activity relating to curriculum and technology.

Title I eligible schools will report at least one parent/community activity for each of the following areas: communication, parenting, student learning, volunteering school decision making and advocacy, and collaborating with the community.

## Activities

Describe major activities to be carried out by the LEA in 2008-2009 (Column three) and how these activities will be aligned with the stated LEA need (Column two). State the target populations being served by the activity (Column six) and the baseline data for the specified target population (Column seven). Include the timelines and frequency of the activity (Column eight), any outside community partner (Column nine) and/or other federal title (Column ten) that is assisting in implementing each activity. Anticipated outcomes for the target population should be developed based on the activity being implemented (Column 11). List all title programs providing funding (Column twelve) for each activity. Correspond the activity letter (Column one) to appropriate title budget line items (DOE101).

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [311](#)

2. Outline All Activities to be Implemented from Programs Included

- 1 - Other
- 2 - Tutorials Title I Part A
- 3 - Implement the following scientifically-based reading software programs (Explain)
- 5 - Provide professional development in the areas the school did not make AYP. Specific professional development will focus on XX domains.
- 6 - Implement the Continuous Improvement Model.
- 8 - Provide the following scientifically -based supplemental reading materials (Explain)
- 9 - Implement the following progress monitoring activities (Explain - provide instrument, frequency, and how results are monitored)
- 10 - Implement the following scientifically-based mathematics software programs (Explain)
- 11 - Provide the following scientifically -based supplemental mathematics materials (Explain).
- 12 - Implement the following scientifically-based software programs in the area(s) the schools did not make AYP (Explain)
- Other: Provide scientifically-based supplemental science materials.

3. Activity is a Reading Initiative

response: 3:yes; 5:yes; 6:yes; 8:yes; 9:yes 10:no; 11:no; 12:yes; Other-Science: no

4. Activity is scientifically based research

response: 2: Yes

3: Yes, Waterford and Successmaker (Title I eligible schools)

5: Yes, Specific professional development will focus on research based reading, math, writing, and science instructional strategies.

6: Yes

8: Yes, Materials will be purchased for the sole support of instructing in the five research based areas of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency).

9: Yes, Thinklink Online assessment reading and math (6 times/yr.), Dibels-reading (3times/yr.), Math Benchmark Assessments (3 times/yr), Clay Writes (3 times/yr.). Results are monitored through an online system (Data Star).

10: Yes, Successmaker-Pearson Digital Learning (Title I eligible schools).

11: Yes, Materials will be purchased for the sole support of instructing the Florida standards for mathematics (math manipulatives, children's literature relating to math).

12: Yes, Successmaker and Waterford (computer assisted instruction for reading, writing, and math).

Other: Yes, Materials will be purchased for the sole support of instructing the Florida standards for science.

5. Target Population

response: K-12 students not proficient in reading, math, writing, and science.

6. Baseline for the target population

response: On the 2007 FCAT

67% of White Students scored in the proficient range in reading

48% of Black Students scored in the proficient range in reading

57% of Hispanic Students scored in the proficient range in reading

72% of Asian Students scored in the proficient range in reading

67% of American Indian Students scored in the proficient range in reading

52% of Economically Disadvantaged Students scored in the proficient range in reading



27% of Limited English Proficiency Students scored in the proficient range in reading

42% of Students with Disabilities scored in the proficient range in reading

73% of White Students scored in the proficient range in math

52% of Black Students scored in the proficient range in math

63% of Hispanic Students scored in the proficient range in math

82% of Asian Students scored in the proficient range in math

74% of American Indian Students scored in the proficient range in math

56% of Economically Disadvantaged Students scored in the proficient range in math

39% of Limited English Proficiency Students scored in the proficient range in math

45% of Students with Disabilities scored in the proficient range in math

94% of White Students scored in the proficient range in writing

91% of Black Students scored in the proficient range in writing

91% of Hispanic Students scored in the proficient range in writing

89% of Economically Disadvantaged students scored in the proficient range in writing

78% of Limited English Proficiency Students scored in the proficient range in writing

78% of Students with Disabilities scored in the proficient range in writing

51% of 5th grade students scored in the proficient range in science

44% of 8th grade students scored in the proficient range in science

41% of 11th grade students scored in the proficient range in science

#### 7. Timeline and Frequency

response: Instructional strategies are provided on a daily basis from August to June during the school day with a minimum of 90 minutes for reading instruction, 60 minutes for math instruction, 60 minutes for writing instruction, and 30 minutes for science instruction. After-school tutorials are offered a minimum of two times per week.

#### 8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Pearson Digital (professional development)

Schulz Center for Teaching and Leadership

Clay County Education Foundation

Clay County Kids Council

Clay County Chamber of Commerce

#### 9. Specify Resources Provided by Title Program(s) to implement the activity

response: Instruction Personnel (Title I)

Administrative Personnel (Title I)

Instructional materials, equipment, and software to support the teaching of reading, math, writing, and science (Title I)

Postage, Printing, Parent Outreach (Choice and SES) (Title I)

#### 10. Anticipated Outcome Based on Activities Being Implemented

response: By June 2009, students in subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase reading achievement to meet state proficiency targets. Sixty five percent (65%) of the students in each subgroup will score at or above a level 3 in reading on the Florida Comprehensive Assessment Test.

By June 2009, Students in subgroups: Black, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase math achievement to meet state proficiency targets. Sixty eight percent (68%) of the students in each subgroup will score at or above a level 3 in math on the Florida Comprehensive Assessment Test.

By June 2009, Students in subgroups: Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities will increase writing achievement by 1% to meet state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By June 2009, students in grades 4, 8, and 10 will increase proficiency in writing by 2%.

By June 2009, students in grades 5, 8, and 11 will increase proficiency in science by 2%.

11. List all Funding Source(s)Used to Address the Need

- Title I Part A: Basic

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [354](#)

2. Outline All Activities to be Implemented from Programs Included

- 1 - Other
- 38 - Student Technology Literacy Evaluation Activities/Strategies Description
- 39 - Teacher Technology Skill Evaluation Activities/Strategies Description
- Other: ITTS and ST2L orientation/awareness workshop to be held for teachers prior to start of school

3. Activity is a Reading Initiative

response: No

4. Activity is scientifically based research

response: Yes

5. Target Population

response: Classroom teachers; students, grade 8

6. Baseline for the target population

response: 100% of current teachers have completed the Technoloty Inventory; 0% of 8th grade students have completed the inventory.

7. Timeline and Frequency

response: All new teachers and all 8th grade students will complete the inventory during the 2008-2009 school year.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: DOE

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Instructional personnel

10. Anticipated Outcome Based on Activities Being Implemented

response: By June 2009, 100% of all teachers and 8th grade students will have completed a technology skills inventory with scores 80% or higher.

11. List all Funding Source(s)Used to Address the Need

- Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [312](#)

2. Outline All Activities to be Implemented from Programs Included

- 1 - Other
- 5 - Provide professional development in the areas the school did not make AYP. Specific professional development will focus on XX domains.
- 13 - Provide tuition reimbursement for non-highly qualified teachers.
- 14 - Online courses
- 15 - Provide test preparation courses.
- 16 - Provide inservice to teachers to help them meet the highly-qualified requirements (Explain)
- 18 - Provide the following high-quality professional development activities (Explain)
- 36 - Development/implement of stratgies (LEA selected) to get teachers HQ
- 37 - Professional development based on aggregated needs (for example reading for secondary, math for grade specific)
- 40 - Technology Integration Professional Development Activities/Strategies Description
- 44 - Teacher/administrator training(s).
- Other: Parent-Community Involvement trainings

3. Activity is a Reading Initiative

response: 5: Yes; 13: No; 15: No; 16: Yes; 18: Yes; 36: Yes; 37: Yes; 40: Yes; 44: Yes 1: Yes

4. Activity is scientifically based research

response: 5: Yes (outside educational consultant, Pearson Digital Learning, will provide professional development in areas where schools did not make AYP)

13: Yes

15: Yes

16: Yes - certification test preparation and all training listed in activity 18.

18: Yes - reading training in phonemic awareness, phonics, vocabulary, comprehension and fluency; instructional strategies to support the teaching of the math standards, expository and narrative writing strategies, integrating math and reading into science content areas.

36: Yes

37: Yes

40: Yes

44: Yes

5. Target Population

response: Non-highly qualified teachers

Education degree-seeking paraprofessionals

Administrators and instructional personnel (including Title I eligible schools)

6. Baseline for the target population

response: 5% of 2007-2008 classes were taught by non-highly qualified teachers

91% of teachers and 96% of administrators participated in high quality professional development

According to the 2007 Florida Innovates Survey, 40% of elementary school, 25% of middle school, and 50% of high school teachers have effectively and fully integrated technology according to the state's definition.

7. Timeline and Frequency

response: Activities will be offered throughout the 2008-2009 school year and will be posted on [www.my-points.org](http://www.my-points.org), [www.clay.k12.fl.us/ttc](http://www.clay.k12.fl.us/ttc), and <http://claycounty.hosted.webevent.com/cgi-bin/webevent.cgi>.

Title I Curriculum Specialist will provide daily professional development to administrators, teachers, and aides at Title I eligible schools.

Pearson Digital Learning Consultant will provide 35 days of professional training to Title I eligible schools with priority given to schools in "restructuring".

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Schultz Center for Teaching and Leadership

Computrac

Houghton Mifflin Harcourt Technologies

Macmillan/McGraw Hill

Voyager

SRA

National Geographic/Hampton Brown

Pearson Digital Learning

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Training materials, equipment, and software (Title I and Title II)

Instructional personnel (Title I and Title II)

Stipends (Title I)

Outside Consultant-Pearson Digital Learning (Title I eligible schools)

10. Anticipated Outcome Based on Activities Being Implemented

response: By June 2009, 99% of teachers and 99% of administrators will have participated in high quality staff development.

By June 2009, 99% of all classes will be taught by highly-qualified teachers.

By June 2009, 75% of elementary and high school teachers and 50% of middle school teachers will have effectively and fully integrated technology according to the state's definition.

11. List all Funding Source(s)Used to Address the Need

- Title I Part A: Basic
- Title II Part A: Teacher and Principal Training & Recruiting Program
- Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

1. Indicate the need(s) addressed by the activity  
(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

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2. Outline All Activities to be Implemented from Programs Included

- 1 - Other
- Other: Parent-Community Involvement

3. Activity is a Reading Initiative

response: Other: Yes

4. Activity is scientifically based research

response: Other: yes

5. Target Population

response: Parents of K-12 Students and community members

6. Baseline for the target population

response: 2007 data indicates that some schools have excellent involvement of parents and community, while others indicate very little parental or community involvement

7. Timeline and Frequency

response: At least one activity will be scheduled by all schools during 2008-2009

During 2008-2009, Title I eligible schools will schedule one activity for each of the following: communication, parenting, student learning, volunteering school decision making and advocacy, and collaborating with the community.

8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Houghton Mifflin Harcourt Technologies

Blackboard

Clay County Kids Council

9. Specify Resources Provided by Title Program(s) to implement the activity

response: Administrative Personnel

Instructional Personnel

Training materials, equipment, and software

10. Anticipated Outcome Based on Activities Being Implemented

response: During the 2008-2009 school year, all Title I eligible schools will report at least one parent/community activity for each of the following areas: communication, parenting, student learning, volunteering school decision making and advocacy, and collaborating with the community.

By 2009, all schools will report at least one parent/community activity relating to curriculum and technology.

11. List all Funding Source(s)Used to Address the Need

- Title I Part A: Basic
- Title II Part A: Teacher and Principal Training & Recruiting Program
- Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program

1. Indicate the need(s) addressed by the activity  
(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [356](#)

2. Outline All Activities to be Implemented from Programs Included

- 43 - Met with Safe and Drug-Free Schools Local Advisory Council (council should include at least one parent) to review needs assessment data, review program evaluation reports, and select programs for implementation.

3. Activity is a Reading Initiative

response: No

4. Activity is scientifically based research

response: Yes - Too Good for Drugs

5. Target Population

response: Students grades 6-7

6. Baseline for the target population

response: Pretest score to be determined at the beginning of each 6 or 10 week lesson during the 2008-2009 school year.

## 7. Timeline and Frequency

response: One lesson per week will be taught for 10 weeks by trained health educators in Jr. High 7th grade science classes.

One lesson per week will be taught for 6 weeks by school resource officers in 6th grade science class.

## 8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: Clay County Sherrifs Office

## 9. Specify Resources Provided by Title Program(s) to implement the activity

response: Too Good for Drugs Curriculum workbooks and facilitator manuals

Health Educators and/or school resource officers trained to teach the curriculum

AV Equipment, printing costs, materials, and supplies

## 10. Anticipated Outcome Based on Activities Being Implemented

response: Increase knowledge by 20% among 6th and 7th grade students participating in the program of the harmful effects of alcohol, tobacco, and other drugs (ATOD).

Increase by 10% the prosocial attitudes about the harmful effects of ATOD among 6th and 7th grade students participating in the program.

## 11. List all Funding Source(s)Used to Address the Need

- Title IV Part A: Safe and Drug-Free Schools - Entitlement Program

## 1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [356](#)

## 2. Outline All Activities to be Implemented from Programs Included

- 43 - Met with Safe and Drug-Free Schools Local Advisory Council (council should include at least one parent) to review needs assessment data, review program evaluation reports, and select programs for implementation.

## 3. Activity is a Reading Initiative

response: No

## 4. Activity is scientifically based research

response: Yes - Too Good for Drugs and Violence

## 5. Target Population

response: Targeted students in grades 7-12 that violate a student code of conduct rule relating to drugs, alcohol, and/or violence

## 6. Baseline for the target population

response: To be determined by presurvey data at the beginning of the program

## 7. Timeline and Frequency

response: 6-week program offered as an alternative to suspension/expulsion for secondary students. Program is conducted on evening per week (1.5 hours per night) for six weeks.

## 8. Collaborative Partners and/or Resources outside of LEA (if appropriate)

response: None listed

## 9. Specify Resources Provided by Title Program(s) to implement the activity

response: Curriculum Workbooks

Printing and material costs for delivery of program

Prevention educators for program delivery

## 10. Anticipated Outcome Based on Activities Being Implemented

response: Increase student academic achievement and reducing number of suspensions, absences, and referrals due to Alcohol, Tobacco, and other Drugs (ATOD) and violence incidences among students participating in the program.

## 11. List all Funding Source(s)Used to Address the Need

- Title IV Part A: Safe and Drug-Free Schools - Entitlement Program

## 1. Indicate the need(s) addressed by the activity

(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)

- [356](#)

## 2. Outline All Activities to be Implemented from Programs Included

- 43 - Met with Safe and Drug-Free Schools Local Advisory Council (council should include at least one parent) to review needs assessment data, review program evaluation reports, and select programs for implementation.
3. Activity is a Reading Initiative  
response: No
  4. Activity is scientifically based research  
response: Yes - Project Success & Adventure Based Counseling
  5. Target Population  
response: Targeted secondary students
  6. Baseline for the target population  
response: Student Assistance Program pre and post student surveys to be determined at beginning of program
  7. Timeline and Frequency  
response: Project Success consists of 45 minute sessions delivered weekly and continuing for 8 weeks.  
  
Adventure Based Counseling Program is conducted weekly for 12 weeks during a 90-minute session.
  8. Collaborative Partners and/or Resources outside of LEA (if appropriate)  
response: Clay Behavioral Health Services will provide Student Assistance Program Counselors to deliver the program
  9. Specify Resources Provided by Title Program(s) to implement the activity  
response: Student Assistance Program Counselor  
  
Curriculum Manuals  
  
Trained Facilitator in the ABC program  
  
Evaluation Summary of program effectiveness
  10. Anticipated Outcome Based on Activities Being Implemented  
response: Minimum of 80% of the students participating and completing the program will experience an improvement in school attendance, grade point average, and/or discipline referrals.
  11. List all Funding Source(s) Used to Address the Need
    - Title IV Part A: Safe and Drug-Free Schools - Entitlement Program

1. Indicate the need(s) addressed by the activity  
(The numbers to the right represent the IDs for the needs entered on the need form. Click on the ID to view record from the Needs form.)
  - [356](#)
2. Outline All Activities to be Implemented from Programs Included
  - 44 - Teacher/administrator training(s).
3. Activity is a Reading Initiative  
response: No
4. Activity is scientifically based research  
response: Yes - Foundations, Safe and Civil Schools
5. Target Population  
response: Teachers and Administrators from 24 participating schools
6. Baseline for the target population  
response: Number of discipline referrals resulting in out of school suspensions among the participating schools
7. Timeline and Frequency  
response: Four 2-day trainings will occur throughout the 2008-2009 school year to develop plan and strategies. Monthly meetings and training of staff will occur at each participating school site throughout the year.
8. Collaborative Partners and/or Resources outside of LEA (if appropriate)  
response: None
9. Specify Resources Provided by Title Program(s) to implement the activity  
response: CHAMPS materials
10. Anticipated Outcome Based on Activities Being Implemented  
response: Increase school connectedness;

Decrease number of discipline referrals resulting in out-of-school suspensions

11. List all Funding Source(s)Used to Address the Need

- Title VI, Part B, Subpart 2: Rural & Low Income Schools Program
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**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>



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**Clay - Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program**

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program**  
 B. NAME OF ELIGIBLE RECIPIENT: **Clay**  
 C. Project Number (DOE USE ONLY): **100-1219A-9CE01**

TAPS Number 09A056
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(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6400	330	Travel to attend or deliver technology workshops/conferences and on-line trainings (includes private schools) #354 & 312	0.000	7,031.41
6400	370	Communication charges for web conferencing and collaborative training sessions #354 & 312	0.000	4,200.00
6400	390	Web conferencing and on-demand collaborative training sessions and Other purchased services for consultants and contracted training #354 & 312	0.000	15,600.00
7200	790	Indirect cost	0.000	363.39
			<b>TOTAL:</b>	<b>27,194.80</b>

DOE 101



Eric J. Smith, Commissioner

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## EETT Project Focus Identification / Alignment with Florida Instructional Technology Goals

### 1. INSTRUCTIONAL LEADERSHIP – Invest in strong leadership essential to promoting the development of technology savvy personnel at all levels of the educational system.

- 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:** Administrators will be trained during a summer bootcamp.

### 2. DIGITAL LEARNING ENVIRONMENT – Engage students in their education in ways never before possible.

- 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:** Technology integration specialists will work with ESE specialist to deliver instruction via distance learning for hospital and homebound students. Blackboard domain administrators for every school have been trained to assist teachers in developing online course sites.

### 3. FLORIDA'S DIGITAL EDUCATORS – Empower educators with the skills necessary to integrate technology to improve students' rates of learning.

- 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:** A variety of online courses and webinars are offered at various times to encourage teachers to participate in staff development.

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

- 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:** Technology integration specialists will work with elementary technology coaches and secondary network specialists to provide access for online learning, webinars, and learning village.

### 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.

- 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:** Technology Integration Specialists work with elementary technology coaches, secondary network specialists, peer coaches, digital educators, and domain administrators to provide support as teachers integrate technology into the curriculum.

## 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. [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, and curriculum maps 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, 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 Individual Training plan with a technology component related to areas of need identified by a technology inventory or Florida Innovates survey.

**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, tech coaches, and network specialists 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](http://www.clayschools.net) will improve communication with parents. A traveling "poster session" training will be utilized at schools to increase parental awareness of technology use by students.

**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:** Adult and Community Education and the Clay County Literacy Coalition will maintain community services via Blackboard.

**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:** Technology Integration Specialists will analyze teacher and student inventory results, FloridaInnovates survey, and a district developed survey.

**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:** Maintenance and server upgrade for Blackboard server will facilitate effective technology integration. Training and software resources will be provided.

- 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:** Activities will be coordinated with Title II, part A, Title I, and ESE to provide ongoing professional development activities to develop the skills of K-12 teachers and administrators in integrating technology and information literacy into the curriculum. Parent/community awareness sessions will also be coordinated with these 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:** Approximately \$19,000 will be allocated for web conferencing and point of need webinars.

**2008-09 EETT Program Planning Snapshot**

<p><b>EETT PROGRAM GOALS:</b></p> <ul style="list-style-type: none"> <li>To improve student academic achievement through the use of technology in elementary and secondary schools.</li> <li>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.</li> <li>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.</li> </ul>		
<p>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 (<a href="http://www.flinnovates.org/">http://www.flinnovates.org/</a>)</p>		
<p><b>CORE EETT PROGRAM PLANNING AREAS</b></p>	<p><b>IMPLEMENTATION PLAN</b> [Document specific 2008-09 implementation objectives. Include specific timelines when possible.]</p>	<p><b>MONITORING CHECK</b> [Check appropriate box for each core planning area.]</p>
<p>Utilization of <b>Florida's Student Tool for Technology Literacy</b> web-based evaluation tool (<a href="http://www.flinnovates.org/sttl/">http://www.flinnovates.org/sttl/</a>) <b>Performance Goal:</b> All students will be technology literate by the end of the 8th grade</p>	<p>All 8th grade students will complete the evaluation tool during the 2008-2009 school year.</p>	<p><b>IN PLACE - ALL STUDENTS BY END OF 8TH GRADE</b></p>
<p>Utilization of <b>Florida's Inventory of Teacher Technology Skills (ITTS)</b> web-based evaluation tool (<a href="http://www.flinnovates.org/info/index.htm">http://www.flinnovates.org/info/index.htm</a>) <b>Performance Goal:</b> Personnel skilled in technology</p>	<p>Teachers have completed the inventory of skills and new teachers will continue to use the inventory to develop Individual Professional Training Plans.</p>	<p><b>IN PLACE - ALL TEACHERS</b></p>
<p>Intensive and sustained <b>technology integration professional development, mentoring, and modeling</b></p>	<p>District training and mentoring is offered for all schools. Curriculum specialists have been trained to model technology integration in the classroom.</p>	<p><b>IN PLACE - ALL SCHOOLS</b></p>
<p>Technology –enhanced lesson plan development and identification of effective strategies to encourage <b>exemplary practice infusion</b></p>	<p>A digital repository of lesson plans with technology integration strategies and resources is in place at all schools.</p>	<p><b>IN PLACE - ALL SCHOOLS</b></p>
<p><b>Educational Technology Clearinghouse</b> utilization (<a href="http://etc.usf.edu/">http://etc.usf.edu/</a>)</p>	<p>Limited funding has delayed the ability to add links to lesson plans in Clay's digital repository.</p>	<p><b>LIMITED IMPLEMENTATION</b></p>