

II. General Introduction/Background 1

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2.1 District Profile 1, Provide relevant social, economic, geographic, and demographic factors influencing the district implementation of technology.1

Student Facts 1

1 111,724 Students (SY 2008/2009)** 1 1 1

1 1 Free and Reduced Rate 71% (SY 2008/2009)** 1

1 1 Graduation Rate 78% (SY 2007/2008)** 1

1 1 Dropout Rate 5.7% (SY 2007/2008)* 1

1 1 58% White, 25% Black, 14% Hispanic, 3% Multi racial, 1% Asian, and less than 1% Indian (SY 2008/2009)** 1 1

1 1 Average expenditure per pupil \$7,588 (SY 2007/2008)* 1

* Data available from DOE Website based on state calculations 1

**Data available from District 1 1 1 1 1

School Facts 1

1 1 19 Schools with over 4,730 computers 1

1 1 All Schools and Centers are connected to the Internet 1

1 1 9 Elementary Schools 1

1 1 1 Intermediate School 1

1 1 4 Middle Schools 1

1 1 3 High Schools 1

1 1 1 Charter School 1

1 1 1 Exceptional Education School 1

1 1 1 Adult Education Center at 3 sites 1

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The Technology Advisory Council (TAC) through the North East Florida Educational Consortium provides our district with information on policy research and shares policies with NEFEC member districts. The NEFEC Technology Advisory Council meets quarterly to share information and address issues related to district technology needs. The meetings are to review district plans and identify specific support that could be provided by the NEFEC Instructional Team in the implementation of district technology plans.

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2.2a1 Develop partnerships with community, business and industry.

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The District realizes how important it is to form relationships with businesses so that everyone has a stake in the education of our children. The District utilizes and will continue to build partnerships with the community as well as parents.

The District is in its fifth year of developing a project which focuses on training and supporting a Web Master on each campus to disseminate information and share school news with the community.

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2.2b Integrate technology in all areas of the curriculum, ESOL, and Special Needs including students with disabilities.

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In order to prepare students to become productive citizens, Putnam County Schools will strive to provide an integrated curriculum, across

III. Needs Assessment/Goals

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3.1.1.1 A description of the information based processes used for determining district instructional and administrative telecommunication and technology needs.

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Under school based management, individual needs for the schools are determined on site by the staff of each school. In the process, the school will contact the district office for advice and direction. When possible, the district responds to the school requests by providing available funds for implementation of programs and purchasing of hardware and software. In some circumstances, the district will make a purchase for the county (such as software) so that it can be available for all schools. Three examples of such software are EdLine's Grade Quick, United Streaming and Grolier Encyclopedias online. Individual sites may also include goals in their School Improvement Plans which may be funded from other sources.

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The District uses a web based work order system to manage repair requests and to prioritize resources. Trends and needs are analyzed to facilitate a timely response.

Each school has a Technology Contact that maintains communication between the school and the district office. This contact collects and disseminates information in regard to the needs in technology. This information is supplied to the school administration as well as to the district offices.

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At the district and state level, surveys are sent to the schools to determine the use of technology and to focus on the needs of the schools. Personal interviews are also conducted with principals, media specialists, instructors, and other staff to gather information. When requests and needs reach the district level, information is compiled and analyzed so that an equitable distribution of funds, equipment, and software is instituted.

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Technology Plans

Each year schools are required to submit a School Improvement 10 1 4 1 2

engaging learning experiences is the desired objective. 1 1 1

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During meetings, the District Technology Committee discusses the specific needs as well as the successes of technology use and integration into instruction. The notes that are taken during these meetings are utilized to determine actions and strategies used to assist in filling those needs. 1

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The Technology Advisory Council is sponsored by the Northeast Florida Educational Consortium. The council has representatives from districts throughout northeast Florida. Discussions are conducted on the needs of each of the districts and how those needs could be met. Finding common ground promotes not only sharing of problems and concerns but offers solutions that can be utilized within the individual districts. 1 1 1

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3.2.1 Identification of key telecommunications services, technology infrastructure, equipment, assistive technology, programming, software, technical support, and training needs. 1

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As a result of the needs assessments previously mentioned, needs are identified in the following areas: 1

- 1 Telecommunications services
- 1 Technology infrastructure, equipment and programming
- 1 Training and support needs 1

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Telecommunications Services needs are reviewed both at the district and school level. The District's Technical staff along with the District's technology committee, The Northeast Florida Educational Consortium (NEFEC), State technical staff, and private consultants help provide the district/schools with viable services and solutions to their telecommunications needs. Once these needs are determined, each year the District applies for discounts for the telecommunications services for the upcoming school year through the E Rate Program. For a specific list of individual school and district needs, see E Rate Technology Plan Addendum (Essential Component 10). 1 1

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Technology infrastructure, equipment, and programming needs are reviewed both at the district and school level. The District's Technical staff, along with the District's technology committee, The North East Florida Educational Consortium (NEFEC), State technical staff, and private consultants help provide the district/schools with solutions to their technology infrastructure, equipment, and programming needs. 1

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The District will continue to monitor and expand bandwidth and expand our web based services to all employees as warranted. District personnel will collaborate to ensure technology infrastructure standards in new construction and will upgrade and continue to expand wireless capabilities throughout the district. 1 1 1

Training and support needs workshops are conducted in requested areas as well as areas of determined need. Those areas include instructional software administrative software and the First Class Collaborative Suite. Teachers are provided with information which will empower them to establish an atmosphere of active learning with the technology available on their campuses. Instructional practices which provide students with opportunities to gather and share 1

information electronically are emphasized. The content of the workshops vary to meet changing needs.

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Face to face instruction workshops will be offered throughout the year, with a concentration in the summer to meet the needs of those unable to participate during the school year as frequently as possible. Development of online content using a student management system (Moodle) will be utilized to deliver cost effective instruction.

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The Campbell Lab, a training laboratory is maintained in the district office building. In this staff development Lab the district, the North East Florida Educational Consortium and private consultants provide the opportunity for all personnel to receive direct instruction on equipment as well as software.

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Individual schools also provide workshops and individual tutoring for teacher and staff training. The North East Florida Educational Consortium, the District's Technology Specialist, and private consultants provided training for trainers. These trainers return to their schools to share their knowledge with their peers. Workshops occur after school, and during the summer months throughout the district. Workshops are offered online throughout the year.

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Technical Support to the schools will be offered through the Department of Instructional Media/MIS Department (technology applications, software, hardware, various types of media, and training), and Curriculum and Staff Development (classes, conferences, etc). The county utilizes staff members, consultants and the North East Florida Educational Consortium to help support and maintain the school and district networks.

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Implementing the Goals 1

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The School District Will: 1

- Provide an infrastructure necessary to support present and emerging technology. 1 Utilize 1 Instructional Media/ Management Information Services Department to serve as the hub for 1 implementation of these goals. 1 Expand/reorganize the Instructional Media/MIS department 1 to include school based technology support personnel for the three district zones, South 1 Putnam, Central Putnam and West Putnam. 1
- 1
- Provide expertise that will assist the schools in the orderly acquisition of both the hardware 1 and the software needed to serve the schools' instructional technology goals. 1
- 1
- Include in the budget the costs of instructional technology, the acquisition of hardware and 1 software, its maintenance and replacement, additional personnel, and the education of 1 instructional and administrative personnel in its use. 1
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- Plan and develop policies for purchase and use of technology within the context of overall 1 school improvement strategies. Continue to standardize the purchase of equipment and 1 software. 1
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- Ensure equity of access to instructional technology. 1
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- Provide funds for additional instructional personnel to attend state and national conferences 1 on to increase the depth of knowledge required to successfully support and promote 1 technology integration. 1 1
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- Offer on going training for the pre professional, professional and the accomplished teacher in 1 the use of appropriate technology in the teaching and learning process. 1 1
- 1
- Involve parents and the community in the support of instructional technology. Develop and 1 distribute public relations components to encourage parent involvement. 1 1 1
- 1
- Provide for the repair and maintenance of equipment throughout the district. 1
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- The District will be implementing specific controls to regulate users and access to network 1 resources, primarily through Active Directory and the Intrusion Detection and Prevention 1 systems in the Cisco ASA firewall. The District will continue to move forward implementing 1 Active Directory on campuses. 1
- 1
- Recognize instructional technology is not limited to computers. 1
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- Maintain the ethical use of all present and future technology, as well as access to that 1 technology. Demonstrate knowledge of current changes in Informational Technology and 1 the effect those changes will have on the workplace and on society. 1 1
- 1 1 1
- Continue to promote and develop on line training for security standards for all district 1 employees. 1

District Technology Plan Putnam County Schools

2008-2011

IV. Funding Plan 1

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Identification of major sources of funding for district-wide technology needs. To the extent possible, funding sources should be categorized as recurring or nonrecurring and include real and projected dollar amounts for the technology plan period.

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Recurring	1	Real Dollars	1	Projected Dollars	1	1	Projected Dollars	1
District Budget	1	2008200911	1	2009201011	1	1	201020111	1
District Funds	1	\$145,000.00	1	\$100,000.00	1	1	?1	1
Entitlements	1	1	1					
Title II	1	90,000.001	1	90,000.001	1	1	?1	
Title II	1	69,500.001	1	69,500.001	1	1	?1	
Title V	1	20,084.001	1	20,000.001	1	1	?1	
EETT Part II	1	41,515.131	1	42,043.521	1	1	?1	
Federal Funds	1							
EETT Part II Competitive	1	750,000.00	1	0	11	1	?1	1
Carl Perkins Funds	1	100,000.00	1	77,000.0011	1	1	77,000.001	1

Note: Sources listed as non recurring are dependent upon action of the District School Board, State of Florida, and/or the Federal Government. 1

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4.2 1 A sufficient budget to acquire, support and maintain essential hardware, software, professional development opportunities, and other services needed to implement strategies identified for improved educational services. 1

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Projected Expenditure	1	1	Amount	Projected	1	Source of Funding	1
Computer Hardware/Software for Instruction	1	1	92,473.551	1	1	All available sources	1
Education Content Services	1	1	37,000.001	1	1	All available sources	1
Technology Resource Trainer	1	1	69,500.001	1	1	Title II	1
Data Circuits	1	1	80,000.0011	1	1	District Budget	1
Maintenance of Networks	1	1	43,000.001	1	1	All available sources	1
Antivirus Software District	1	1	18,789.001	1	1	All available sources	1
Training Support Services NEFEC	1	1	135,780.971	1	1	District Budget	1
Instructional Media/ITV	1	1	20,000.001	1	1	All available sources	1
Total	1	1	398,543.52	1	1		1

4.3 1 Specifically identify the District's Allocation and/or utilization of Public School Technology Funding. 1 1

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There are no state Public School Tech funds. 1

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V. Technology Acquisition Plan

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5.1.1 Identification of appropriate technologies to meet the goals of the District instructional programs as identified by the needs assessment procedures

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The District will continue to ensure all classrooms have the ability to connect to the resources available both on their Local Area Network and on the internet.

Appropriate hardware will be acquired by each school to enable applications of technology. Appropriate technologies include, but are not limited to, network systems, computers, video equipment, audio equipment, calculators, and projectors. Each school identifies its needs and priorities. The district will work toward the goal of equipping each classroom with a teacher station connected to an LCD projector and additional interactive white boards will be added when possible. The district will continue to seek funding to include placement of mobile learning labs on each campus. The district will continue to convert its Media Centers to the Destiny online electronic card catalog system.

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5.2.1 District Plans to acquire software and technology based educational materials which are usable by students with the widest range of abilities to deliver technology based instructional programs in support of the Sunshine State Standards

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Putnam County will develop learners proficient in the use of technology for the purpose of gathering, examining, and processing information.

Rigorous, engaging instruction aligned to state standards will be used to create a culture that ensures high student performance. The Response to Intervention Project and a curriculum framework which integrates technology across all subject areas will provide equitable instruction throughout the district.

The District's intention is to provide a relevant and technology rich learning environment, enabling students and teachers to excel academically.

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5.3.1 Timetable for acquisition of grade appropriate, up to date technologies in sufficient quantities to accommodate student and staff needs for instruction and assessment.

1

Each year schools assess their needs in an effort to provide all students in Putnam County access to grade appropriate and relevant technology.

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Through their school improvement plans, schools request and receive funds each year. This process allows the schools to acquire grade appropriate and relevant technologies in a timely manner.

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5.4.1 Appropriate technology acquisition policies or procedures that address the following areas:
, Consistency and interoperability with existing and planned technology delivery system.,
1 Upward migration to emerging technology standards.
, Support and maintenance requirements.

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Provisions include:

Support for emerging technologies, installation of networks (and other technologies),

maintaining the networks, providing expertise for schools to acquire hardware and software, maintenance and repair of equipment, personnel at school to expedite the day to day operations, technical support from the county level, planned expenditures of funds for technology, and training in the use of hardware and software. Continue to develop and update the IT Procedures Manual. 1 1

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The Department of Instructional Media/MIS, in cooperation with other county level departments, will purchase or guide schools in purchasing of equipment for connectivity. Compatibility of equipment to NEFEC operations as well as connecting to the Internet through Frame Relay technology will be supported. 1

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5.5 Provision for technical guidance to school and district personnel responsible for making strategic technology related purchasing decisions. 1 1

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Under school based management, schools are given flexibility in the expenditure of funds, but are encouraged to follow guidelines suggested by expertise from the county level as well as North East Florida Educational Consortium. Written recommendations and specifications for purchases that meet the district standards will continue to be updated and distributed. Wiring of schools and purchasing of specific equipment will be initiated from the county level in cooperation with the local school. Information is shared with the schools and principals through e mail, technology bulletins, at Technology Committee Meetings, and through personal contacts and interviews. 1

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VI. Access

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6.1.1 Equitable and effective access to telecommunication and other technologies to support teaching and learning by:

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- Providing for equitable distribution of resources to support achievement of the Sunshine State Standards; 1

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Putnam County will provide students with access to emerging technology and The school should enable every classroom, teacher or student to have access to and make effective use of appropriate and up to date instructional technology. 1

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- Providing access for teachers, parents, and students, to the best teaching practices and curriculum resources through technology; 1

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A technology portal for parents, teachers, administrators and students is provided by the district's website. Information and resources are made readily available through the use of this technology. First Class Collaborative Suite will be used district wide by all personnel. Intranet applications for data analysis, district forms and IEPs are utilized at every site. 1 1 1

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- Providing access for students with special needs including those with disabilities 1

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School Board Policy 6.04 states:

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(1) No person shall, on the basis of race, color, sex, national origin, marital status, disability, age, religion, or on the basis of the use of a language other than English by LEP students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law. 1 1

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(2) The School Board shall comply with the Americans with Disabilities Act of 1990 (ADA). This law makes it unlawful to discriminate against a qualified individual with a disability who can perform the essential functions of his/her job with reasonable accommodations. 1

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- Providing appropriate access to external instructional service and programming providers, such as public libraries, charter schools, remote teaching sites, home school connections, online products and other services 1 1

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Students, teachers, parents, and district staff have access to external instructional services and programming. The District currently provides these services through the following: 1

- Instructional Television System 1
- The Homebound Student Program 1 1
Places computers in the home to allow communication between teachers and student 1
- Adult Education 1
Provides internet access and curriculum for adult education. 1 1
- Internet Connectivity 1 1

Allows both teachers and students to learn high school or college credits. This connectivity also provides vast amounts of instructional resources.

- District Website

Serves as gateway to various instructional resources and programs such as: DataStar, ESEStar, KCard, First Class remote access, How To Master Tutorials, United Streaming and Hot Chalk video content, Grolier Online, and state supported online applications including FCAT Explorer and FOCUS.

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Home to School Telecommunications systems offer parents and patron access to information concerning the school and the classroom.

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The district provides staff members with an email account. This email account facilitates continuing education. It also facilitates collaboration and planning through the use of FirstClass.

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All of our district's schools are wired and capable of phone and internet connections.

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- Providing access to information for decisionmaking by teachers and administrators.

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Each school has school improvement meetings to distribute information to teachers and staff. In addition, communication is maintained through various forms such as e mail, website postings, Instructional Cable casting, hard copy mail, and presentations to district staff and parents. Monthly meetings with principals and assistant principals are used to gather feedback and disseminate information face to face.

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6.2 District acceptable policy for access to all systems including Internet/World Wide Web that:

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- ✓ Protection of the confidentiality of students
- ✓ Protects intellectual property rights, licensing agreements, and legal/ethical standards for sharing of resources with other educational entities
- ✓ Maintains the integrity of systems, programs, and information resources

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- Protection of the confidentiality of students.

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Student records are maintained on the mainframe system at NEFEC. Access to these records is secured through the use of a double password system. A user ID and password are required, first to access the mainframe system itself. Once a user has gained access to the system, then he/she is required to enter his/her user ID and a second password (different from the first) to gain access to the student records system. The first password is issued and maintained by the security officer at the NEFEC Regional Information Center. The second password allowing access to the student records system is issued and maintained by a separate security officer at the district office.

- Protects intellectual property rights, licensing agreements, and legal/ethical standards for sharing of resources with other educational entities.

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School Board policies protect the intellectual property rights of authors of materials that fall into the category of technology. School Board Policy states:

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1 4.221 1 1 1

COPYRIGHT 1

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POLICY: 1
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1. Copyrighted materials of any form will not be duplicated or reproduced in whole or in part without written authorization having been obtained from the copyright owner.
2. School personnel requesting duplication of copyrighted materials, or materials as to which copyright ownership is unclear, will be responsible for obtaining written authorization to duplicate from the producer/copyright holder prior to the processing of that request.
3. Even though an audiovisual program of any form is owned by the institution, it will be the policy of the District Resource Center not to duplicate that program without written authorization to do so from the producer.
4. Television broadcasts will not be copied onto video tape unless prior approval has been obtained from the copyright holder of that program.
5. Copying for persons other than school personnel for school purposes will not be permitted.
6. A copyrighted program taped at home and converted to school use is an infringement of the copyright law.

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STATUTORY AUTHORITY: 230.22(2), F.S.

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LAWS IMPLEMENTED: 1 1 1

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History: 1

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Adopted: June 16, 1997 Revision Date(s): Formerly: 14124

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The District, in cooperation with NEFEC, participates in the Regional Technology Committee meetings. These meetings are used for sharing of information and resources in the area of technology.

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Putnam County will share materials, where appropriate, with other educational entities.

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District Technology Plan Putnam County Schools

2008-2011

Putnam County School District 1
Acceptable Use Policy 1

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Access to computer, network and Internet equipment and software at the Putnam County School District offers students an almost unlimited source of resources and information to support their educational development. Under staff supervision, students will have the privilege of searching the Internet for expert resources, communicating with other students from around the world and participating in various distance learning activities. But with the use of these powerful tools comes great responsibility. Access to these resources is a privilege not a right. Students are advised that some Internet sites may contain offensive or inappropriate information, messages and pictures for an educational setting. The Putnam County School District does not condone or permit the use of such material. Therefore, access to Internet is granted only on the condition that a student agrees to be accountable for appropriate use of these resources. In addition to all information and technology security policies, guidelines, and procedures that govern computer network use at the Putnam County School District, the following statements guide acceptable use Internet resources by all students: 1

1. Students may not use equipment or facilities in a way that is inconsistent with the general rules of conduct that govern student behavior at the Putnam County School District. 1 1 1
2. Students may not damage or mistreat equipment or facilities under any circumstances. 1
3. Students may not intentionally waste computer resources. 1
4. Students may not employ the network for personal financial gain or for commercial purposes. 1
5. Students may not violate regulations prescribed by the network provider. 1
6. Students may not engage in practices that threaten the integrity of the network (e.g., knowingly download files that contain a virus). 1
7. Students may not write, use, send, download or display obscene, threatening, harassing or otherwise offensive messages or pictures, including pornography. 1
8. Students may not use the equipment or network for any illegal activities, including the violation of copyright law and/or software piracy. 1
9. Students may not load or copy any software or other programs to or from organizational equipment without written authorization from the principal or his/her designee. 1
10. Students may not use anyone else's password, nor may they share their password with others. 1
11. Students may not trespass into or in any way alter anyone else's folders, documents or files. 1
12. Students may not disclose anyone's personal information (e.g., address, phone number or confidential information) including their own or that belonging to a fellow student, community members and families or staff member. 1

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Students should be advised that in an effort to maintain system integrity and to ensure responsible use, files and communications will be monitored. Students should not under any circumstances expect that messages or files that are created, modified, transmitted, received or stored on organizational equipment are private. Students who violate any of the above conditions will be subject to the suspension or termination of their Internet and computing privileges, as well as other disciplinary action as determined appropriate by school officials. 1 1 1

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STATUTORY AUTHORITY: 230.22(2), F.S. 1

LAWS IMPLEMENTED: 230.22(2), F.S. 1

HISTORY: 1 Adopted: June 16, 1998
Revision Date(s): May 8, 2000
Formerly: 1

Student: I have read these Student Guidelines for Acceptable Internet Use and Agree to use Internet and all associated equipment and information in a way that is consistent with these policies. I understand that failure to do so will result in the loss of my Internet privileges and/or other disciplinary action as deemed appropriate by school officials. 1

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Signature: _____ 1

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Printed Name: _____ Date: _____ 1

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*See Reverse side for Internet Permission Letter 1

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6.3 A Technology Protection Measure is a specific technology that blocks or filters internet access. It must protect against access by adults and minors to visual depictions that are obscene child pornography, , with respect to the use of computers with internet access by minors, harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. 1

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In addition to the Websense content filter which is provided by the state, the district provides an additional rules based content filter, utilizing the Websense engine through our Cisco ASA. 1
Access has been limited to shopping sites, gaming sites, radio and television streaming stations, 1
social networking sites and blogs which are not monitored for content or comments. When a 1
student or employee attempts to access a blocked page, they are directed to the district's "access 1
request" form which allows users to request the site be opened. Site content is reviewed and 1
when possible, the site is added to the list of exceptions in the Websense engine. The district 1
provides alternatives to blocked sites whenever possible. For example YouTube is blocked but 1
TeacherTube is not. The Apple Store is blocked in iTunes but iTunes U is not. Google's blogger 1
sites are blocked but edublogs are available and individual blogs that are reviewed may be 1
opened by request. The district will continue to make every effort to provide students and 1
employees with access to diverse and emerging web based resources while protecting users from 1
inappropriate and/or dangerous content. 1

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Putnam County School District restricts access to this web page.



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VII. User Support Plan

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7.1.1 Network Management and improved support for end users in classrooms

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An employee designated by the principal will manage Local Area Networks at each school. The administration shall make appointments with a consideration of the amount of time needed to maintain the network. District Staff from the following departments help support the schools in the area of technology Management.

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Instructional Media Services/Management Information Services

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North East Florida Educational Consortium Tech. Team

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Beginning in the 2009,10 SY, the Media Services department will add 3 additional employees. These employees will serve local schools to assist the Technology Contact with network management and PC repairs.

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The District employs personnel for servicing and maintaining technology equipment. Additionally, contracts may exist with outside providers for equipment repair, installation and maintenance of the physical networking in schools.

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7.2.1 Development of District technical support options for equipment maintenance and replacement

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Three year on site service warranties will be purchased as appropriate on all new computers. The IT Department has a web based work order system to facilitate more efficient software, hardware, and network troubleshooting. The district will continue working to foster a positive and respectful relationship between the IT staff and the end users.

Equipment which is not cost effective to repair is dispositioned to the Stores Warehouse for resale or disposal. If the equipment has no monetary value the Warehouse utilizes a free disposal service for technology equipment. Hard drives are removed by IT Staff and are destroyed prior to disposal as referenced in the district's IT Protocol Manual.

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The District employs personnel for servicing and maintaining technology equipment. Additionally, contracts may exist with outside providers for equipment repair, installation and maintenance of the physical networking in our schools.

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Equipment replacement will be an ongoing process as funding is available.

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VIII. Professional Development Plan 1

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8.1.1 Provisions for increasing the use of technology in the classroom and media center by: 1

- Development and acquisition of new programs and software that promote the integration of technology into everyday curricular needs 1

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The Success for All Reading and Math curriculum which was implemented in 2009 district wide contains technology components in multimedia and computer assisted tutoring. Small clusters of computer workstations will be made available to implement these strategies which include embedded multimedia and tutorials. This computer assisted tutoring model will enable effective use of tutoring sessions to help at risk children while providing easy assessment and diagnosis. A professional development benefit is also a component of this product which includes video segments demonstrating instructional strategies for tutors. 1 1 1

Individual instruction on the use of these components will be provided. 1 1

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Through Title III Funding the District has implemented and continues to support a staff development program, which encourages the effective use of current technology in the classroom. Funds are used to employ a Technology Resource Specialist to facilitate and teach technology integration. This employee also manages projects to support the development of digital educators in Putnam County. Technology instruction designed to link state standards and curriculum to research proven instructional practices has been incorporated into the district's EETT projects. Through these projects and state wide initiatives the Technology Integration Matrix, the ST2L 8th grade assessment tool and the Teacher Inventory of Technology Skills have been utilized. Online tools to gather action research, lesson plans, and digital artifacts have all been used as well. Increasing awareness of the availability of all of these resources is a focused goal. 1 1 1

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The district will expand opportunities for staff development and technical assistance with support from the NEFEC Instructional Technology Team and through the use of online courses. 1 1 Workshops will be offered throughout the year in the Campbell Lab and on school campuses after school hours or during the school day when funding is available for substitutes. 1 1 Consultants from the district, NEFEC, NEFLIN, vendors, and the state will be utilized. Schools in the district will offer workshops in technology for their staff. Information on workshops available in the region is shared through flyers, e mail, PCTV television, web postings, and meetings. 1

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- The integration of technology as a meaningful component within all curriculum training 1

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Training in the curriculum developed by Johns Hopkins University integrates technology into Math and Reading. The district intends to provide every teacher in Putnam County with this instruction. Our Wellness Plan incorporates online resources which are shared through the district's website and Discovery Health. Textbook series which include digital content, as well as online resources and assessments are also used. Resources available include: 1 1

Alphie's Alley 1

Read 180 1

SRI 1

First Class Collaborative Suite 1

United Streaming's Video Library 1
Hotchalk with NBC News Archives 1
Grolier Online Encyclopedia 1 1
Thinkfinity 1 1
ThinkQuest 1 1
Education City 1 1
Study Island 1
FOCUS 1 1
FCAT Explorer 1
Destiny 1

District Web Site for Teacher Resources—Information on blogging, project based learning, 1
Technology Clearinghouse at FCIT, assessment, research, Exceptional Education, Web 2.0 tools 1
and other resources for emerging technologies. 1 1

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Staff development for instructional and administrative personnel in the effective use of 1
technology will be offered in the following areas:1

- Technology operations and concepts 1 1
- Planning and designing learning environment and experiences 1
- Methods and strategies to implement technology in the curriculum 1
- Evaluation, Assessment and Data Analysis 1
- Professional Practices to increase productivity and communication skills 1
- To promote an understanding of the social, ethical, legal, and human 1
issues surrounding the use of technology and to apply that 1
understanding in practice ^{ITSE} 1

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- District level coordination of training and support. 1 1 1

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The District Technology Resource Specialist will act as the district coordinator to provide 1
training. Coordination between the Director of Staff Development, and the North East Florida 1
Educational Consortium will provide the framework for curriculum needs. 1 1 1

Foreseen needs: 1 1

1. Enterprise software & extensive training to facilitate a smooth transition to a new SMS 1
2. First Class collaborative suite, each user will attend one hour of training on collaborative 1
features, ethical issues and security awareness 1
3. Versitrans, transportation scheduling and tracking application 1
4. Destiny & online catalogs and inventory tracking. 1 1 1
5. Success for All, technology components for tutoring, multimedia delivery support in 1
classrooms 1
6. Response to Intervention, support for web based resources, IEP Star and assessment 1
tools 1
7. PBS Positive Behavior Support at USF 1
8. DataStar 1 1 1
9. IEP Star 1 1
10. GradeQuick & (continued support for the standalone version until the enterprise 1
software's networked gradebook comes on line) 1
11. Classroom Walk through Training support 1

1

12. Using the District's REPS model (web based resources to disseminate information on creating a district philosophy for a culture that ensures high student performance) 1 1
13. Webpage Design for teachers 1
14. Webpage Design for site based webmasters 1
15. Project based / Challenged based Learning 1
16. Webquest.com 1
17. ThinkFinity.com 1
18. First Year Teacher Resources 1
19. Moodle 1
20. Administrative Courses on line 1
21. Continued support for older programs (Read 180, SuccessMaker, SRI) 1 1 1
22. Choices 1
23. EPEP 1

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- Ensuring adequate facilities, instructors, materials, equipment, and funding for staff development. 1

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Currently the District funds a Technology Resource Specialist to assist in training. Through various funding sources such as Title II and District funds adequate resources are made available to perform effective in service training. Additional personnel are needed to support and train the district's staff to maximize the impact of instructional technology and technology integration strategies. Additional staff and contracted services will be considered as funding is available. 1 1

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- Identification and acquisition of technology based professional development delivery systems that minimize teacher time away from the classroom and delivery of training in the most cost effective manner. 1

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The District continues to introduce various modes of delivering training including: teleconferencing, online curriculum, Adobe Connect and WebX sessions, and computer video conferencing. 1 1

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The District will utilize the funding to provide opportunities for teachers and students to develop essential 21st century skills through project based learning, challenge based learning and authentic technology supported instructional methods. Instructional strategies will be promoted which focus on engaging students in solving real world problems and the creation of student generated digital content. Resources available from the state will be utilized, including professional development offered by Florida Digital Educators through Teaching and Learning Institutes. The district will use tools which have been developed by the Department of Education for assessment and to promote state wide collaboration of educators. These applications will include the Inventory of Teacher Technology Skills, the Student Tool for Technology Literacy and the Florida Educational Technology Clearing House the Florida Innovates Survey. Additional content will be developed and delivered through a Moodle server. How to Master tutorials and digital content at USF/FCIT in iTunes is used to provide opportunities for teachers and students to acquire information easily. 1 1 1

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IX. Program Evaluation 1

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9.1 A description of the process for the ongoing evaluation of how technologies acquired are: 1 1

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- Being integrated into the school curriculum. 1

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The district utilizes EETT Funding to promote project based learning and challenge based learning activities and to encourage development of student created digital content in all curriculum areas. Title II grants applications include technology integration strategies including reading and math remediation. 1

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- Are affecting student achievement and progress toward meeting the educational goals of the Sunshine State Standards. 1 1

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The Putnam County School District will continue to appraise the success of the technology programs offered in our county by identifying student achievement and progress toward meeting the educational goals of the Sunshine State Standards. We are using software that has online tracking for evaluation, placement and assessment. Examples of current applications are: FCAT Explorer, SuccessMaker, On line Assessment, United Streaming, Think Link, Grolier, Discovery Health Education, and this year two schools piloted the ST2L for 8th graders.. 1

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Each school has specific software to support their textbook series and instructional content. 1

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9.2 A description of a process used to facilitate midcourse corrections in response to new developments and opportunities as they arise. 1

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The Department of Media Services will meet with the Management Team to respond to new developments and opportunities which may become available at any time. Ongoing evaluations of the technology plan will facilitate need for midcourse corrections. 1

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X. E rate Planning Criteria 1

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10.11 Clear goals and a realistic strategy for using the requested telecommunications and information technology to improve education or library services; 1 1

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In order for the district to carry out their technology plan, see goals 1.5, Section 3.3, the district must have the connectivity that will be provided by the requested telecommunications services.

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Strategies are to maintain this connectivity at a level to support district initiatives. 1 1 1

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10.2 A professional development strategy to ensure that staff know how to use these new technologies to improve education or library services; 1 1

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Putnam County School District will provide staff development for instructional and administrative personnel to promote exemplary use of technology in instructional delivery, productivity, assessment and data analysis.

Online classes offered by the North East Florida Educational Consortium and delivery of direct instruction, will ensure that teachers and administrators receive ongoing training to promote awareness and curriculum integration of emerging technologies. Information will also be delivered through Instructional Television, the Internet and through the district's website, which will serve as an educational portal to standards based teaching resources.

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10.31 An assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education or library services; 1

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Our assessment of the telecommunication services will be based on how well it supports the strategies implemented to meet our goals. An ongoing evaluation of these telecommunication services as well as how the new technologies services will be integrated into the curriculum will be monitored through online usage reports, regional, district and local committee meetings, reviews and by written surveys.

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District Technology Plan Putnam County Schools

2008-2011

10.41 A sufficient budget to acquire and support the non discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy; and

Below is a table showing projected telecommunication costs the District has requested and has budgeted for:

PUTNAM	Total Cost Per Month	Rate Discount Per Month	Cost To District Per Month	Cost To District Per Year
Crescent City Jr./Sr. HS	\$ 111,403.18	111,231.06	180.77	969,119
Windstream	\$ 111,284.46	111,122.75	156.89	1,682,701
Interlachen HS	\$ 111,403.18	111,231.06	180.77	1,969,119
Windstream	\$ 111,279.36	111,122.49	155.87	1,670,461
Palatka HS	\$ 111,433.93	111,303.75	130.18	1,562,115
C.H. Price Middle	\$ 111,403.18	111,231.06	180.77	969,119
Windstream	\$ 111,169.39	111,135.51	133.88	1,406,154
Eleanor H. Miller School	\$ 111,433.93	111,389.31	44.62	535,148
George C. Miller Jr. Int.	\$ 111,403.18	111,363.45	40.38	484,160
Windstream	\$ 111,240.18	111,121.67	124.08	1,289,101
Robert H. Jenkins Middle	\$ 111,433.93	111,347.14	186.79	1,041,143
W. H. Beasley Middle	\$ 111,433.93	111,347.14	186.79	1,041,143
Browning Pearce Elem.	\$ 111,433.93	111,347.14	186.79	1,041,143
Middleton/Burney Elem.	\$ 111,403.18	111,363.45	40.38	1,484.60
Windstream	\$ 111,240.18	111,121.67	124.08	1,288,194
Interlachen Elem.	\$ 111,403.18	111,296.73	189.23	1,070,195
Windstream	\$ 111,235.36	111,118.29	147.07	1,564,186
James A. Long Elem.	\$ 111,433.93	111,384.54	143.39	520,172
Kelley Smith Elem.	\$ 111,433.93	111,303.75	130.18	1,562,151
Mellon Elem.	\$ 111,433.93	111,368.30	147.16	571,601
Melrose Elem.	\$ 111,895.04	111,171.61	179.01	2,148,110
Windstream	\$ 111,421.18	111,113.74	128.44	1,341,231
Ochwilla Elem.	\$ 111,433.93	111,126.89	165.03	11,980,341
River Breeze Elem.	\$ 111,433.93	111,390.54	143.39	1,520,721
William D. Mosley #2	\$ 111,433.93	111,390.54	143.39	1,520,721
Q. H. Roberts Middle	\$ 111,403.18	111,231.06	180.77	969,119
Windstream	\$ 111,525.57	111,142.46	1105.11	1,281,132
DISTRICT T3 SRVS	\$ 11,352,485	12,855.131	1669.721	18,036.661
* Total Putnam	\$1114,137.931	\$ 111480.661	\$ 2625.42	\$ 31,504.901
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Putnam

FLORIDA DEPARTMENT OF EDUCATION
Project Application

TAPS Number

09A056

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399- 0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program Project Applications	<i>DOE USE ONLY</i> Date Received
B) Name and Address of Eligible Applicant: Putnam, 200 S 7TH ST, PALATKA, FL 32177		Project Number (DOE Assigned) 540-1219A-9CE01
C) Total Funds Requested: \$ 36,828.33 Estimated Roll Forward: \$ 4,686.80 _____	D) Applicant Contact Information	
DOE USE ONLY	Contact Name: First Name: Marsha MI: B Last Name: Cruce	Mailing Address: Address 200 South Seventh Street City: Palatka State: FL Zip: 32177
Total Approved Project: \$	Telephone Number: 386-329-0541 Ext:	SunCom Number:
	Fax Number:386-329-0540	E-mail Address: mcruce@putnamschools.org

CERTIFICATION

I **David Buckles** 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 av

Dr. 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 Putnam 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.

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/BII/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.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title II Part D: Enhancing Education through Technology (EETT) - Entitlement Program**

TAPS Number
09A056

B. NAME OF ELIGIBLE RECIPIENT: **Putnam**

C. Project Number (DOE USE ONLY): **540-1219A-9CE01**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6200	113	Stipends paid to twenty educators, one from each school, for training and digital product creation including school web sites	0.000	10,000.00
6200	210	Retirement benefits	0.000	1,019.00
6200	220	FICA	0.000	620.00
6200	221	Medicare	0.000	145.00
6200	390	purchased services, Typepad blogs	0.000	3,629.00
6200	513	Office Supplies	0.000	833.82
6200	643	Capitalized,Computers	0.000	17,497.70
6200	644	Computers, noncapitalized	0.000	7,193.85
7200	790	Indirect Cost 3.55%	0.000	576.76
			TOTAL:	41,515.13

DOE 101



Eric J. Smith, Commissioner

Activities

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

Describe the major activities to be carried out by the LEA and how these activities will be aligned with the needs assessment. Please describe how these activities will contribute to closing the achievement gap and are based on scientific research.

Response: Strategic Imperative 3 which focuses on improving students' rate of learning will be incorporated into this project as we continue to promote student and parent involvement and increase communication about instructional technologies offered through our web sites and on our campuses. This project will assist teachers and students in becoming communicators, collaborators, publishers and producers. It will create and promote on line learning communities to improve community awareness, parent involvement and student learning. The sites created will provide easy access to resources for our students and parents and for our district's population. Additionally, this year, we will be able to include student created content developed through project based learning. These projects will include podcasts, videos, and other digital content.

xx

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/equitableserguidance.doc>

Response:

A certified letter was sent to all private school principals inviting them to attend the Federal Programs Title 11 Meeting. One school responded. Hillcrest Academy expressed interest in learning more about online resources offered through the district's website. An invitation to attend training offered for web masters was extended. Accounts for How To Master on line training for instructional personnel will be created as requested. Services, including awareness training for online resources will be scheduled. Additionally the principal from The Central Academy of Excellence attended the Title 1 meeting and was invited to participant in this project.

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

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

Collaborative Partners

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

Response: The projects created from the EETT grant will include information on the LEA's departments including Federal Programs, Career and Technical Education and The Succeed Academies. Other resources and organizations including Safe and Drug Free Schools, Communities in School, North East Florida Library Information Network (NEFLIN), and the local media specialist's organization (PALMS) will also be included. Presentations will be given at meetings and workshops to promote the use of the online resources. Advertisement will include use of the local educational television station, newsletters and featured spots on the district's web site.

Access to Instructional Technology

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]

Response: All of our schools will participate in this project. This project will impact students, teachers, administrators and parents from each campus.

Ongoing Sustained Professional Development

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

Response: This project is in it's fourth year in our district. A participant from each school is provided with the software, equipment and training needed to build,maintain and promote their school websites. Last year we added additional functionality to their sites with shared calendars, shared photos albums and ten of the twenty schools elected to add Typepad blogs. Each person also shared their sites at community and school meetings. This year Web Masters will attend a series of after hours workshops through out the year. Additionally training and support will be provided in one on one sessions. Web Masters will be instructed in adding wikis, blogs, video and audio files and/or podcasts to their sites. Student created content will be featured.

Evaluation Strategies/Accountability Measures

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

Response: By encouraging teachers, administrators, parents, and students to use technology to facilitate learning we expect to see improvement in learning gains. This project will increase community awareness, parent involvement, and facilitate effective communication through various means including web pages, student created digital content, and the advertisement of readily available online resources.

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:

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: At least two of our Middle Schools will use the ST2L this year.

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: Through our partnership with the North East Florida Educational Consortium, and through the local LEA’s offerings all teachers will have an opportunity to take online learning courses

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: We will build school web sites that will include student created digital content, as well as resources for students and parents. Online collaboration will occur through wikis and blogs and learning communities will be fostered.

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:

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: Resources and training provided by this funding will be offered equally to all schools in our district.

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: The LEA will provide instruction and help sessions to support the grant participants. Instruction will be provided to administrators and teachers involved in EETT projects in Putnam. Resources from FCIT and the Clearinghouse will be showcased on

sites and shared at meetings and other workshops. Classes will be offered at the Campbell Building Lab and NEFEC.

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: A technology specialist will coordinate the web master project to facilitate the continued addition of web 2.0 resources and to foster the growth of a learning community for web masters. Student projects will be added to school sites this year.

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: "Mini"technology awareness sessions will be included at principal and assistant principal meetings monthly. Web masters will attend after hours training throughout the year. Web sites will include student created content from classrooms which are participating in the district's EETT project.

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: The district will advertise the distance learning programs available

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: Each webmaster will provide links to instructional resources as well as current information for parents on school related activities. Most sites will include electronic newsletters. A blog about current events will be added to web sites.

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: The district will include a web site for adult education which will link to instructional resources including test prep materials, career planning resources, and classes offered through the LEA's adult education program.

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: The twenty web masters participating in the grant will complete the Inventory of Teacher Technology Skills. Awareness training will be conducted at principal meeting. Eighty teachers participating in the LEA's EETT Project have completed Form A

of the ITTS and will complete Form B as post assessment.

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: Typepad licenses will be renewed as well as anti-virus software on the laptops provided to web masters. Additional software updates will be purchased to facilitate web development.

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: This project will support the current EETT project in our county. The projects created by students will be shared on websites. Digital content including web sites, videos, photographs and podcasts created through project based learning will be added to our schools' web sites. Resources shared through school sites will include games, research pages, internet safety information and curriculum links, including thinkquest.com, thinkfinity, FCIT, FCAT Explorer and Focus.

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: Typepads accounts, virus protection software, digital cameras, computers and stipends paid to web masters will be funded through this source.

COST AREA CHART

COST AREA CHART (EETT Part I) [If a different resource category is needed, please use “Other” to identify the type of resource or program activity proposed for support. NOTE: Specific resources and activity costs summarized in this cost area chart should be specifically documented using the “Account Title and Narrative” column on the DOE 101 Budget Narrative Form.]	PROJECTED ACQUISITION DATE (if practical)	PROJECTED ALLOCATION
1. TECHNOLOGY RESOURCES COST SUMMARY		
Tool-based Software [graphic organizers, presentation tools, web or multimedia authoring software, digital video recording/editing software, word processing/spreadsheet/database software, etc.]		
Digital Content Delivery System(s) and/or Subscription (s)	November 2008	\$3,629.00
Video Conferencing Equipment and/or Software		
Projectors, Smartboards, and/or other Presentation Support Equip.		
Technology Infrastructure Improvements and/or Wireless Access Enhancements		
Service and Maintenance Contract(s)/Agreement(s)		
Assistive Adaptive Devices and/or Systems		
Computers [desktop]	November 2008	\$17,497.70
Computers [portable/tablet]		
Printers, Storage Devices, and Digital Cameras	November 2008	\$7,193.85
Handheld/PDA/Small Form Factor Devices		
Other		
TECH RESOURCE SUBTOTAL (as read from database)		\$28,320.55
2. PROFESSIONAL DEVELOPMENT COST SUMMARY		
[Document all professional development related expenditures as indicated below. The total must equal at least 25 percent of the funding request, unless the applicant is seeking a formal waiver of this EETT funds use directive.]		
Technological Proficiency/Literacy Measurement System Training		
Technology Integration Training Specialist(s)/Coach (s)/Mentor(s) [local district staff]		
Special Training Consultants and/or Facilitators		
Online Training Services/Fees		

Stipends, Appropriate Training Incentives, Release Time for Teachers, Substitutes	March 2009	\$11,784.00
Technology-Enhanced Lesson Plan Development Assistance		
Appropriate Workshop/Session/Seminar Registration(s) [research, measurement, methods]		
Travel to DOE Sponsored Project Coordinators Meeting (s)		
Materials and Supplies [PD]	November 2008	\$534.03
Other		
PD SUBTOTAL (as read from database)		\$12,318.03
3. ADMINISTRATIVE/OVERHEAD COST SUMMARY [Expenditures proposed in this component of the budget should be reasonable and necessary for effective and efficient project implementation, monitoring, and evaluation.]		
Project Coordination, Records Management, and/or Reports Preparation [not technology integration training]		
Project Evaluation		
Indirect Cost Estimate [must be calculated using approved rate for LEA]		\$876.55
Materials and Supplies [ADMIN]		
Other		
ADMIN SUBTOTAL (as read from database)		\$876.55
PROJECT TOTAL (as read from database)		\$41,515.13

2008-09 EETT Program Planning Snapshot

<p>EETT PROGRAM GOALS:</p> <ul style="list-style-type: none"> To improve student academic achievement through the use of technology in elementary and secondary schools. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the 8th grade, regardless of race, ethnicity, gender, family income, geographic location, or disability. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state educational agencies and local educational agencies. 		
<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 (http://www.flinnovates.org/)</p>		
<p>CORE EETT PROGRAM PLANNING AREAS</p>	<p>IMPLEMENTATION PLAN [Document specific 2008-09 implementation objectives. Include specific timelines when possible.]</p>	<p>MONITORING CHECK [Check appropriate box for each core planning area.]</p>
<p>Utilization of Florida’s Student Tool for Technology Literacy web-based evaluation tool http://www.flinnovates.org/sttl/ Performance Goal: All students will be technology literate by the end of the 8th grade</p>	<p>We will pilot the ST2L at two of our schools this year. If available we will use the tool for pre and post assessment completing Form A before the end of the first semester and completing Form B before the end of the second semester.</p>	<p>EXPECT TO TEST TOOL</p>
<p>Utilization of Florida’s Inventory of Teacher Technology Skills (ITTS) web-based evaluation tool http://www.flinnovates.org/info/index.htm Performance Goal: Personnel skilled in technology</p>	<p>Eighty teachers who are participating in our EETT project have completed Form A of the Florida ITTS. We will use form B as a post assessment instrument in April 2009. Additionally we will use the Inventory with the twenty web master/ teachers who will be participating in this project. The ITTS will also be shared at principal meetings and assistant principals meetings this year. Schools will be encouraged to use the tool with their faculty.</p>	<p>LIMITED TEST IN PROGRESS</p>
<p>Intensive and sustained technology integration professional development, mentoring, and modeling</p>	<p>The Technology Matrix will be shared at principal meetings and assistant principal meetings this year. It will also</p>	<p>IN PLACE - ALL SCHOOLS</p>

	<p>be used for professional development with the 100 teachers in our combined EETT projects. Participants will be conducting action research, using project based learning and on line resources that were introduced at FDE Teaching and Learning Institutes. AR Mentors will be assisting participants and each teacher will "adopt" one other teacher on their campus to mentor on project based learning and integration strategies. The twenty web masters who will be included in this project will provide support and collaborate with the 80 EETT teachers, helping them showcase digital content on district web pages.</p>	
<p>Technology –enhanced lesson plan development and identification of effective strategies to encourage exemplary practice infusion</p>	<p>Teachers will create and implement two lessons plans which use project based learning and submit them to the district. Lessons plans will be shared on an EETT wiki locally and will be submitted to FCIT's digital asset database if available.</p>	<p>APX. 25% OF SCHOOLS</p>
<p>Educational Technology Clearinghouse utilization (http://etc.usf.edu/)</p>	<p>Clearinghouse resources will be shared at principal and assistant principal meetings, on district web sites and during training.</p>	<p>APX. 50% OF SCHOOLS</p>

Support for Reading/Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives. URL:

http://www.fldoe.org/Strategic_Plan/StratImp.asp

Response: Strategic Imperative 3 which focuses on improving students` rate of learning will be incorporated in this project. This project will assist teachers in creating engaging instruction for students. This instruction will foster the development of communicators, collaborators, publishers and producers of digital content. It will promote creativity and the use of higher order thinking skills.

Dissemination/Marketing

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

Response: We will use our local instructional television station, the district`s web sites, school newspapers, principal and assistant principal meetings, technology contacts and Media Specialist to disseminate and market information about our goals and progress. Web masters will be encouraged to present at parent and staff meetings.

Reporting Outcomes

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

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

Response: The project will be monitored through monthly observations. A rubric will be used to ensure goals have been met. The promotional campaign will be documented through the use of sign in sheets, agendas, and presentations. The initial student projects and digital assets should appear on sites within the first four months of school.

Additional Planning Information for Consultation with Private Schools

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the local education agency (ies) service area. For details, refer to URL:
<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

EETT program participants are expected to notify non-public schools in their district about program participation opportunities. Such notification should be completed as early as possible in the application development cycle to be effective. Inclusion of interested parties in the preliminary project planning and vision stages is critical to achieving program intent. Information about the nature of arrangements between the applicant and any non-public schools (scheduled to participate in the project) can be indicated below. That information will be considered as one component of the detailed plan requested. Identifying projected training and/or resource delivery dates could also be an appropriate component of the district's plan (if non-public schools will be participating). A clear and meaningful discussion of the formal process used to notify potential non-public school participants is also recommended as a plan component.

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

Response: Two private schools have indicated they would like to utilize limited services. Resource awareness training is planned and professional development through on line training in the district's How to Master classes may be utilized.