School District of Clay County
DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to provide a perspective on what the district considers being vital and critically important in relation digital learning implementation, the improvement of student performance outcomes, and how this progress will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by s.1011.62(12)(b), F.S.

Part I.   DIGITAL CLASSROOM PLAN - OVERVIEW

The District's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

1.1   District Mission and Vision Statements -
          Our Mission:

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

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

1.2   District Profile - Provide relevant social, economic, geographic and demographic factors influencing the district's implementation of technology.

> Clay County, FL is a rural/suburban county in Northeast Florida nestled along the bank of the St. Johns River. Clay County's population is 178,899, with 50,243 households, and 39,389 families residing in the County (43.1% have children under the age of 18 living with them). It is expected the County will experience a 47 percent population growth during the next 10 years.

Clay County, FL is bordered on the north by Jacksonville, FL (a large urban center) with the popular vacation sites of Daytona Beach and Orlando only 60 and 100 miles south of our community. The 3rd largest installation of the United States Navy, NAS Jacksonville, is adjacent to Clay County therefore our county is a popular choice of residence for military personnel. Located in the southwestern quadrant of Clay County is the Florida National Guard training base at Camp Blanding which can accommodate 3,000 personnel. The military plays an important role in Clay County and the community partnership with our School Liaison Officers at NAS Jacksonville, the Florida National Guard and the Florida Youth Challenge Academy at Camp Blanding are a valuable resource as we partner together in providing academic, social/emotional development and prevention services for our youth.

Clay County School District is one of 67 county school districts throughout the state of Florida. The demographics of Clay County's school population includes 26 elementary schools (PreK-6), 6 junior high schools (7-8), 6 high schools (9-12), 1 alternative school (7-12), and 1 combination school (7-12) housing 35,360 students grades PreK-12 with a racial makeup of 75.96% White, 12.30% Black or African American, 6.56% Hispanic and 5.18% other with 1.14% Limited English Proficient, 11.31% military dependent and 24.96% of the student population qualifying for Free and Reduced Lunch.

1.3   District Team Profile

Title/Role	Name:	Email/Phone:
Information Technology District	Carl Hendrick	cdhendrick@OneClay.net 904-284-6507
Curriculum District Contact	Kathleen Schofield	kmschofield@OneClay.net 904-529-4901
Instructional District Contact	Diane Kornegay	dkornegay@OneClay.net 904-529-2614
Finance District Contact	Sonya Findley	shfindley@OneClay.net 904-529-4894
District Leadership Contact	Denise Adams	dadams@OneClay.net 904-284-6500
Professional Development Contact	Linda Schriver	lschriver@OneClay.net 904-566-2744
Exceptional Student Education	Patricia Holland	pholland@OneClay.net 904-529-4932

1.4   Planning Process

The Digital Classroom Plan has been developed through a collaborative process. The committee was designed to include instructional and administrative leaders. Various sectors of the student populations, such as Exceptional Student Education, Title I and ESOL were either directly represented on the district committee, or were consulted for input on areas impacting those student populations.

Career and Technical Education (CTE) Programs have a long history of building partnerships

with business and industry. CTE Programs are grouped into academies based on a common interest or them and hold advisory board meetings for guidance and help. These meetings are held 3 to 4 times a year. Parents, business partners, post secondary institution representatives, students, school administration and CTE office staff are all asked to be a part of the advisory group.

The committee relied upon existing surveys, needs assessments, and technology inventories taken at the district's forty-one schools. The information contained in these instruments is current, and infrastructure needs have been updated to reflect all work completed prior to the opening of school for the 2014-2015 academic year.

1.5   Multi-Tiered System of Supports (MTSS) - Summarize the process used to write this plan including but not limited to:
- o   data-based problem-solving process used for the goals and need analysis established in the plan;
- o   the systems in place to monitor progress of the implementation plans; and
- o   the plan to support the implementation and capacity.

District policies and procedures for integrating a data-based, problem-solving process within a multi-tiered system of supports are outlined in the district philosophy, *Innovate ~ Engage ~ Empower,* as well as the district focus on the Fisher and Frey's framework for instruction to support all district schools in helping teachers meet the needs of all students in their classrooms and the *Multi-Tiered System of Supports Handbook.*

Clay County policies and procedures for the operation and membership of school-based teams are outlined in the *Multi-Tiered System of Supports Handbook* and the *Professional Development System* manual. Teams analyze school-wide data as well as district-wide data, when appropriate, to meet the needs of all students, including the struggling as well as advanced level students. Parents are engaged via membership on School Advisory Committees to provide input for the overall improvement of the school. They are also engaged through Parent-Teacher Association meeting, and on an individual level through parent-teacher conferences. Student progress is shared, at a minimum, eight times per year through hard copies of interim progress reports and report cards, and more frequently, through parent access to the online grade portal.

Classroom, grade-level, district, and state-based assessments, both formative and summative, as well as *Focus,* the district electronic data system, provide academic and behavioral information that are used as universal screening tools and progress-monitoring devices. Data collected clearly depicts those in need of advanced, moderate, and low level supports to increase performance. Interventions are then designed to meet the academic and behavioral needs with progress monitored anywhere from several times per week for the most intensive interventions to monthly for the more basic supports.

The documentation of the problem-solving cycle is accomplished using the procedures, district electronic data system, forms, and web-based resources outlined in the district *Multi-Tiered*

System of Supports Handbook. The instructions delineate the process for analysis of data, the selection and implementation of evidence-based interventions, the supports available for effective implementation with fidelity through school and district level personnel, and documentation of students' response to interventions.

The frequency of monitoring student progress varies based on the intensity of intervention. For all levels, progress is monitored, at minimum, three times per year via district-based assessments and online data collection tools. For the most advanced levels, progress is monitored within the classroom at least every four weeks while the progress of those needing moderate intervention are monitored at least weekly. For those requiring the greatest intensity of services, progress monitoring is several times per week. The decision to intensify or fade interventions is based on this progress and the progress of the class and grade level at the school and district levels. When progress is significantly below the class and grade level at the school and district levels, the Student Services Team convenes to discuss whether to initiate an evaluation.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify current district needs based on student performance outcomes and other key measurable data elements for digital learning.

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessment

Highest Student Achievement - Student Performance Outcomes (A)

Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

	Student Performance Outcomes (Required)	Baseline	Target	Date for Target to be Achieved (year)
1.	ELA Student Achievement	65%	83%	2017
2.	Math Student Achievement	67%	82%	2017
3.	Science Student Achievement	63%	80%	2017
4.	ELA Learning Gains	Y	Y	-
5.	Math Learning Gains	Y	Y	-
6.	ELA Learning Gains of the Low 25%	65%	83%	2017
7.	Math Learning Gains of the Low 25%	63%	82%	2017
8.	Overall, 4-year Graduation Rate(2013)	77.9%	85%	2017
	Student Performance Outcomes (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved** (year)
1.	Writing Achievement	53%	82%	2017

Quality Efficient Services - Technology Infrastructure (B)

Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

	Infrastructure Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved *(year)*
1.	Student to Computer Device Ratio	3.88	2.5	2015
2.	Count of student instructional desktop computers meeting specifications	8327	8500	2015
3.	Count of student instructional mobile computers (laptops) meeting specifications	1152 laptops	1000 laptops 1000 netbooks (Chromebooks)	2015
4.	Count of student web-thin client computers meeting specifications	1552	2500	2015
5.	Count of student large screen tablets meeting specifications	625	1800	2015
6.	Percent of schools meeting recommended bandwidth standard	28%	57%	2015
7.	Percent of wireless classrooms (802.11n or higher)	28.6%	40%	2015

Skilled Workforce and Economic Development - Professional Development (C)

Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

	Professional Development Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved *(year)*
1.	Average Teacher technology integration via the TIM	Adoption	Adaptation	2015
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Adoption	Adaptation	2015
3.	Average Teacher technology integration via the TIM (Middle Schools)	Adoption	Adaptation	2015
4.	Average Teacher technology integration via the TIM (High Schools)	Adoption	Adaptation	2015
5.	Average Teacher technology integration via the TIM (Combination Schools)	Adoption	Adaptation	2015

Seamless Articulation and Maximum Access - Digital Tools(D)

Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

	Digital Tools Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved *(year)*
1.	Implementation status a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Partially implemented	Will work to implement and employ	2015
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially implemented	Will work to implement and employ	2015
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	2015
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Partially implemented	Will work to implement and employ	2015

5.	Implementation of a system that includes comprehensive student information that is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	Fully implemented	Will continue to support and employ in classrooms	2015
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Fully implemented	Will continue to support and employ in classrooms	2015

7.	Implementation status of a system that houses documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	Partially implemented	Will work to implement and employ	2015
8.	Implementation status of a system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.	Partially implemented	Will work to implement and employ	2015
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Will continue to support and employ in classrooms	2015

Quality Efficient Services - Online Assessment Readiness (E):

Districts shall work to reduce the amount time used for the administration of computer-based assessments.

	Online Assessments Needs Analysis (Required)	Baseline	Target	Date for Target to be Achieved (year)
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	2015
2.	Computers/devices required for assessments (based on schedule constraints)	2,500	3,500	2015
	Online Assessments Needs Analysis (District Provided)	**Baseline**	**Target**	**Date for Target to be Achieved (year)**
3.	Administrator Completes Technology Needs Assessment	100% Principal / Designee Completion	100% Principal / Designee Completion	Each School year starting with 2014-15

Goal:

Highest Student Achievement: All schools will meet Federal AMO benchmarks and meet expected growth on state assessments.

This goal aligns with both the mission and vision of the School District of Clay County, and will prepare students to be life-long learners providing the opportunity for success in a global and competitive workplace and in acquiring applicable life skills. By meeting growth expectations across all student groups, we will ensure that students are maximizing their potential for success.

The project will allow the district to build the necessary infrastructure to continue build capacity toward enabling all students access to 21st century technologies, skills, and curriculum. This includes the movement toward digital resources, which will allow for the individualization and differentiation of instruction for all learners. Through this approach, teachers will be able to meet students where they are, close gaps in prior content knowledge, and meet high standards.

Further, through this project, the base will be provided to move students towards a curriculum rich in high quality materials, leveraging state created resources, such as C-Palms.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Create an infrastructure that supports the needs of digital learning and online assessments	Bandwidth Capacity Wireless Access Core & Edge Infrastructure	2015 and ongoing
Highest student achievement	Supply teachers and students with high quality digital content aligned to Florida standards	All instructional materials in digital format	2014 and ongoing
Skilled Workforce and Economic Development	Provide teachers with In-Service on the new CAPE Digital Tools. Teachers not only learn how to teach the content but are also given the opportunity to take the test themselves.	Junior High CTE Business teachers take and pass one of the CAPE Digital Tools Exams. Then take students through the process One Elementary School teacher take and pass one of the CAPE Digital Tools Exams. Then take students through the process.	2015 and ongoing 2016 and ongoing
Highest student achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Purchase Instructional Materials in digital format	50% of purchases in 2014-2015
Highest Student Achievement	Leverage state resources, such as CPALMS mapping website to provide digital planning and alignment to vetted content resources for teacher use.	Creation of content area curriculum maps using utilizing CMAPS.	2014 - 15 and ongoing

The District shall utilize other funding sources from both competitive and noncompetitive grants to increase access to technology for targeted subgroups within the overall student population. The district has been awarded funding through the Department of Defense Education Activity (DoDEA) to focus on the needs of the military connected students residing in our district. With a focus on STEM, multiple devices, such as iPads and Thin Client labs have been purchases and installed at schools with a population of 15% or greater military-connected students. This funding opportunity currently impacts 20 of the districts' 41 schools. Additionally, Title I

funding has been used to implement a 1:1 iPad initiative at various grade levels at the districts 8 Title I schools. These funding sources have allowed for a more rapid procurement of devices.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by s.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

A) Student Performance Outcomes
B) Digital Learning and Technology Infrastructure
C) Professional Development
D) Digital Tools
E) Online Assessments

This section of the DCP will document the activities and deliverables under each component. The section for each component includes, but are not limited to:

o Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.

o Evaluation and Success Criteria – For each step of the implementation plan, describe process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In s. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in s. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in s. 1011.62(12)(c), F.S.

A) Student Performance Outcomes

The following student performance outcomes for 2014-15 that will be directly impacted by the School District of Clay County's DCP Allocation below:

Student Performance Outcomes	Baseline	*Target
A.1. ELA Student Achievement	65%	67%
A.2. Math Student Achievement	67%	69%
A.3. Science Student Achievement	63%	65%

*Baseline data is FCAT 2.0 Assessment, and Target will be based on FSA Assessment.
Growth projections may not align due to change in State Assessment.

B) Digital Learning and Technology Infrastructure

Implementation Plan for B) Digital Learning and Technology Infrastructure:

Infrastructure Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1. Purchase 12 Cisco 4503-Series switches	July 2015	$156,000	District-Wide	A.1., A.2., A.3.
B.2. Purchase 335, 8-Port Gigabit PoE+ Switches	July 2015	$135,000	District-Wide	A.1., A.2., A.3.
B.3. Purchase 300, 802.11ac Wireless Access Points	July 2015	$135,000	District-Wide	A.1., A.2., A.3.
	Total	$426,000		

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid- year) corrections in response to new developments and opportunities as they arise.

Infrastructure	Evaluation and Success Criteria	
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.1. Purchase 12 Cisco 4503-Series switches	Core switches installed, connected, and verified	Availability of 1 gig LAN connection from Core to Edge
B.2. Purchase 486, 8-Port Gigabit PoE+ Switches	Portable classrooms (Edge) switches installed, connected, verified	Availability of 1 gig LAN connection from Edge to Core. PoE provided to AP
B.3. Purchase 300, 802.11ac Wireless Access Points	Wireless Access Points installed, connected, and verified	Provide 802.11 AC capable speed connections to mobile devices

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, s.1011.62(12)(b), F.S. requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

District Master Inservice Plan is located at:
http://www.oneclay.net/wp-content/uploads/2013/10/prof_develop_masterplan.pdf

Implementation Plan for C) Professional Development:

No district DCP Allocation funding will be spent in this category, please see

Appendix: *Professional Development for Digital Learning Grant.*

Brief description of other activities	Other funding source
District Professional Development Grant	$75,000 Grant Funding (Race to the Top Funds)

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Professional Development	Shifts in Teacher Practice
C.2.	TIM Matrix	Growth from Established Baseline

D) Digital Tools

Implementation Plan for D) Digital Tools:

Digital Tools Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School / District	Outcome from Section A)
D.1. Microsoft Office - Word or Excel Certification - CAPE	May 2015	$42,000 (7 sites)	Junior High	A.1
	Total	$42,000		

Evaluation and Success Criteria for D) Digital Tools:

Evaluation and Success Criteria

Digital Tools		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	Provide teacher professional development Provide the opportunity for teachers to take and pass the test Provide curriculum and practice tests for student use prior to sitting for the test	Students will take and pass one of the offered tests (D.1. or D.2.)
D.2.	Provide teacher professional development Provide the opportunity for teachers to take and pass the test Provide curriculum and practice tests for student use prior to sitting for the test	Students will take and pass one of the offered tests (D.1. or D.2.)
Other Activitiy	Purchase instructional materials in digital format	Monitor percent of total instructional materials purchased that meet digital requirements

E) Online Assessments

Implementation Plan for E) Online Assessments:

Online Assessment Implementation				
Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1. Prioritizing bandwidth to support testing sites through content filtering appliance and wireless access points using application layer filtering	November 2014	$0.00	Junior and Senior High School Wireless areas	A.1., A.2., A.3.
E.2.Increase external bandwidth capacity from 1Gb to 2Gb to support the use of mobile/wireless devices for state assessments	February 2015	$64,000	District-wide	A.1., A.2., A.3.
	Total	$64,000		

Evaluation and Success Criteria for E) Online Assessments:

Online	Assessment Evaluation and	Success Criteria
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1. Prioritizing bandwidth	Utilization of iBoss to prioritize bandwidth accessibility and utilization for assessment sites	iBoss reporting tools display network traffic prioritization for assessment sites as preferential over non-assessment sites / streaming media.
E.2.Increase external bandwidth	Utilization of Solarwinds and iBoss monitoring to ensure availability of bandwidth	Bandwidth utilization reports during assessment windows

Appendix I: *Professional Development for Digital Learning Grant.*

Project Narrative

As modern day trailblazers, the School District of Clay County (SDCC) recognizes the need to not only discover new trails but to leave markers for future 21st century digital learners to follow. In order to accomplish both of these goals SDCC proposes a three part walkabout. The Professional Development Grant for Digital Learning will allow our county to **survey** the current conditions on the trail, to **explore** new paths, and to leave **trail markers** behind for others to follow.

The School District of Clay County will use current county initiatives to act as a vehicle for this grant money. These initiatives are already in place and are well known with Students, Teachers, and Administrators. Therefore, structures are already in place to implement this three part plan.

Part One

To **survey** the trail ahead the district plans to use the Technology Integration Matrix (http://fcit.usf.edu/matrix.php) in order to provide baseline data for all county educators. This intent to survey is currently included in the SDCC District Technology Plan. The data will act as a framework for technology integration and provide a clear vision for professional development.

Part One Project Specifications **(Survey)**:

- Purchase Technology Integration Matrix evaluation Tools.
- Administer the <u>Technology Uses and Perceptions Survey (TUPS)</u> to all educators and leadership.
- Established an application process to identify a group of *Digital Trail Guides*, to include such people as,
- Elementary Technology Coaches
- Select Junior High and High School technology-savvy Teachers and Media Specialist.
- Leadership: Instructional Materials Representatives, Select technology-savvy Administrators.
- Collect and sort data with the *Guides*.

Part Two

To **explore** the trail ahead the already established *Digital Trail Guides* will work together in Collaborative Communities (CC). The framework for these CC's is currently in place and works to strengthen district schools by building community among educators. The Elementary Technology Coaches and other tech-savvy individuals have expressed an interest in creating additional CC's that focus on student achievement and technology integration. The district

vision and commitment to a weekly collaborative planning time for all schools and all instructional staff will be realized by the creation of *these Digital Trail Guide* Collaborative Communities. This part of the project will require the most time and attention

Part Two Project Specifications **(Exploration)**:

- Introduce the Digital Trailblazer concept at the regularly scheduled Tech coaches meeting, Curriculum Council and Leadership Meeting.
- By way of the District's Framework for Intentional Teaching initiative allow Trail Guides to meet as a group and explore CC formation.
- Create CC's allowing the data collected from the Technology Integration Matrix to drive the conversation.
- Allow CC's to participate in Lesson Studies by providing time and structures for the book study teams to meet and implement findings.
- Maintain a district work group to coordinate the Digital Trailblazer concept.
- Provide "expert conversations" for classroom teachers, school administrators, and district staff both online and face to face.
- Equip *Trail Guides* with a backpack, three ring binder, jump drive, books from PD Toolkit for Digital Learning, a device (from another funding source), an online portal for a virtual learning environment (discussion board, document sharing, virtual meeting space), and other sources.
- Provide ongoing, quality professional development that focuses on thinking and acting not on lecture and presentation-style.
- Allow for Collaborative Community meeting time at various times and places.

Part Three

To **leave trail markers** for 21st century digital learners to follow we must gather and evaluate data, work collaboratively to allow teachers to discoverer authentic reading, talking, and writing throughout their day and set expectations of for future trailblazers. Ralph Waldo Emerson said it best, *"Do not go where the path may lead, go instead where there is no path and leave a trail."*

The School District of Clay County would like to leave trail markers by facilitating an unconference. An unconference is a participant driven function. SDCC will focus on creating time and space for peer-to-peer learning, collaboration and creativity. Teachers will take responsibility for their own learning. The *Digital Trailblazer Unconference* will be both face to face and virtual. Teachers will work to earn a Trailblazer badge to display outside their classroom and online for all to see. Earning the Digital Trailblazer title will signify to others that this teacher works to create a meaningful learning environment to include the Technology Integration Matrix's five classroom characteristics: active, constructive, goal directed, authentic, and collaborative.

Part Three Project Specifications **(Leave Trail Markers)**:

- Form conference planning committee with Trail Guides, and representatives from Instructional Department and Information Services.
- Use the Teacher Leadership Center as a showcase for the conference.
- Market the unconference to all educators.
- Document, Document, Document
- Debrief over the summer with Trail Guides and District Staff.
- Set expectations for Digital Trail Guides and future program growth.
- Trail Guides will lead site trainings in their area of expertise.
- Summer Event for Trail Guides to prepare for Fall Trailblazer rollout.
- Use the Teacher Leadership Center as a showcase for the conference.
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DIGITAL CLASSROOM PLAN 3RD PARTY EVALUATION

DISTRICT DIGITAL CLASSROOM PLAN UNDER REVIEW

District Name	Clay County School District	Review Date	11 Sept 2014
District POC	Carl Hendrick, Director of Information Services	Other District DCP team members present	Sabrina Thomas, ARD, Information Services Eddie Adams, Supervisor, Information Services

EVALUATION PROCESS

An evaluation team from the St. Johns County School District conducted a 3rd party evaluation of the Clay County School District's 2014-2015 Digital Classroom Plan as it relates to hardware, software, infrastructure, digital tools, online assessment and implementation strategy. St. Johns County School District is a neighboring district with a student enrollment, network infrastructure, and wireless environment comparable to Clay County Schools.

DIGITAL PLAN AREAS UNDER REVIEW AND EVALUATION

The Clay County School District Digital Classroom Plan contains the following:

Digital Learning and Technology Infrastructure planned Deliverables:
- Upgraded Cisco Gb Core switching
- Upgraded AeroHive 802.11ac High Speed Wireless Access Points
- HP POE switching (to support wireless AP's)

Digital Tools planned Deliverables:
- Cape certifications in MS Word and Excel

Online Assessments planned Deliverables:
- Increase in Internet bandwidth

EVALUATION FINDINGS

Clay County School District has identified DCP allocation expenditures that are well planned and aligned with the FDOE Wireless Technology Guidelines and the FDOE Technology Guidelines. Their DCP to expand network switching, Internet bandwidth and new wireless equipment (802.11ac) is a continuation from the District Bandwidth support plan that began in 2013-2014. The Cape certifications being sought in their DCP comply with statutory requirements.

3RD PARTY EVALUATORS

Organization	St. Johns County School District	Evaluation Team Members and Titles	Bruce Patrou, CIO Justin Forfar, Director of Network Services Beth Sweeny, Coordinator of Governmental Relations
Lead Evaluator	Bruce Patrou, CIO	Signature	*B. M. Patrou*

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- Collect and sort data with the *Guides*.

Part Two

To **explore** the trail ahead the already established *Digital Trail Guides* will work together in Collaborative Communities (CC). The framework for these CC's is currently in place and works to strengthen district schools by building community among educators. The Elementary Technology Coaches and other tech-savvy individuals have expressed an interest in creating additional CC's that focus on

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	**Professional Development for Digital Learning** TAPS NUMBER: 15T63	Date Received

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

C) Total Funds Requested:	D) Applicant Contact & Business Information	
$ 75,000.00	Contact Name: Kathleen Schofield Fiscal Contact Name: Sonja Findley	Telephone Numbers: **904-529-4901 Mrs. Schofield's Office** **904-529-2608 Mrs. Findley's Office**
	Mailing Address: School District of Clay County 900 Walnut Street Green Cove Springs, Florida 32043	E-mail Addresses: kmschofield@oneclay.net shfindley@oneclay.net
	Physical/Facility Address: School District of Clay County 900 Walnut Street Green Cove Springs, Florida 32043	DUNS number: 017311168 FEIN number: 59-6000552

CERTIFICATION

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

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

By

Instructions for Completion of DOE 100A

A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS) number requirement is explained on page A-2 of the Green Book. The Physical/Facility address and Federal Employer Identification Number (FEIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.

E. The original signature of the appropriate agency head is required. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.

- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

student achievement and technology integration. The district vision and commitment to a weekly collaborative planning time for all schools and all instructional staff will be realized by the creation of *these Digital Trail Guide* Collaborative Communities. This part of the project will require the most time and attention.

Part Two Project Specifications **(Exploration)**:

- Introduce the Digital Trailblazer concept at the regularly scheduled Tech coaches meeting, Curriculum Council and Leadership Meeting.
- By way of the District's Framework for Intentional Teaching initiative allow Trail Guides to meet as a group and explore CC formation.
- Create CC's allowing the data collected from the Technology Integration Matrix to drive the conversation.
- Allow CC's to participate in Lesson Studies by providing time and structures for the book study teams to meet and implement findings.
- Maintain a district work group to coordinate the Digital Trailblazer concept.
- Provide "expert conversations" for classroom teachers, school administrators, and district staff both online and face to face.
- Equip *Trail Guides* with a backpack, three ring binder, jump drive, books from PD Toolkit for Digital Learning, a device (from another funding source), an online portal for a virtual learning environment (discussion board, document sharing, virtual meeting space), and other sources.
- Provide ongoing, quality professional development that focuses on thinking and acting not on lecture and presentation-style.
- Allow for Collaborative Community meeting time at various times and places.

Part Three

To **leave trail markers** for 21st century digital learners to follow we must gather and evaluate data, work collaboratively to allow teachers to discoverer authentic reading, talking, and writing throughout their day and set expectations of for future trailblazers. Ralph Waldo Emerson said it best, *"Do not go where the path may lead, go instead where there is no path and leave a trail."*

The School District of Clay County would like to leave trail markers by facilitating an unconference. An unconference is a participant driven function. SDCC will focus on creating time and space for peer-to-peer learning, collaboration and creativity. Teachers will take responsibility for their own learning. The *Digital Trailblazer Unconference* will be both face to face and virtual. Teachers will work

to earn a Trailblazer badge to display outside their classroom and online for all to see. Earning the Digital Trailblazer title will signify to others that this teacher works to create a meaningful learning environment to include the Technology Integration Matrix's five classroom characteristics: active, constructive, goal directed, authentic, and collaborative.

Part Three Project Specifications **(Leave Trail Markers)**:

- Form conference planning committee with Trail Guides, and representatives from Instructional Department and Information Services.
- Use the Teacher Leadership Center as a showcase for the conference.
- Market the unconference to all educators.
- Document, Document, Document
- Debrief over the summer with Trail Guides and District Staff.
- Set expectations for Digital Trail Guides and future program growth.
- Trail Guides will lead site trainings in their area of expertise.
- Summer Event for Trail Guides to prepare for Fall Trailblazer rollout.