



**Florida Council of Instructional Technology Leaders
Instructional Technology Leadership Award:
2016-17 Innovative Principal of the Year
Nomination Form**



District Name:

Nominating FCITL Voting Member Information

Nominating FCITL Member (must be voting member for district): Mike Cicchetti

Street Address: 200 North Clara Ave.

City/State/Zip: DeLand, FL 32720

County/Country: Volusia County/United States of America

Work Phone: (386)-734-7190

Cell Phone: NA

Fax: NA

FCITL Voting Member Email: macicche@volusia.k12.fl.us

Principal Nominee Information

Name: Jeff Reaves

Professional Title: Principal

School Name: Edgewater Public School

Work Address: 801 S. Old County Road

City/State/Zip: Edgewater, FL 32132

Work Phone: (386)-424-2573

Cell Phone: NA

Work Fax: NA

Work Email: jwreaves@volusia.k12.fl.us

All information described above needs to be organized into a single MS Word .doc electronic file. Completed nomination materials and are due by Friday, November 4, 2016. Nomination materials are to be sent via email to Gary Evans (gary.evans@audioenhancement.com).

Jeff Reaves

3738 Sunrise Oaks Dr
Port Orange, FL 32129
Cell: 386-547-1979
Office: 386-424-2573 Ext. 35208

Certification: VE Mild K-12,
Educational Leadership
Teacher's Certificate No: 972490
Jwreaves@volusia.k12.fl.us

Employment History

- 2013-present **Principal, Edgewater Public School, Edgewater Florida**
Develop vision and direction for school
Instructional leader of campus
Established faculty leadership team to collaborate for professional learning,
Create budget and manage finances for school
Develop master schedule
Hire staff
Established first Agriscience elementary program in Volusia County
Created one of the first *Introduction to Computer* courses for elementary in Volusia County
Initiated CTE Industry Computer Certification on the elementary school level in Volusia County
Reduced Least Restrictive Environment for students with disabilities by 35%
Increased student attendance from 93.08% to 95.37%
First elementary school in Florida to be certified by AdvancED for STEM
Instituted first Digitally Blended school in Volusia County
Launched two 4th and 5th grade robotics teams
Started Kindergarten through 2nd grade Coding club
Mentor and coach teachers aspiring educational leadership training
- 2012-2013 **Principal Intern, Assistant Principal, Data and Testing, Spruce Creek High School. Port Orange, FL**
Developed master schedule
Responsible for FTE surveys for the school
Supervised the PLAN, PERT, PSAT, FCAT Retakes and FCAT Writes testing
Oversaw the senior activities
Coordinated the graduation ceremony
Assisted with interviews and hire staff to fill vacancies
Oversight of clerical staff
- 2011- 2012 **Principal Intern, Assistant Principal, Exceptional Student Education (ESE). Spruce Creek High School, Port Orange, FL**
Managed crosschecks to ensure that school is in compliance for FTE
Organized training for ESE faculty regarding compliance issues
Administrator for Summer School
Organized response for seniors "At-Risk" of graduation
Assisted with interviews and hire staff to fill vacancies
Coordinated ESOL services for students
Supervised 504 compliance issues
Instituted the online process to load all 504w, FBAs, Eps, and IEPs to the I Drive
Provided oversight to the gift program
Supervised internship program with five different universities and colleges
- 2010- 2011 **Assistant Principal, Exceptional Student Education (ESE), New Smyrna Beach Middle School, New Smyrna Beach, FL**
Managed/research data for campus
Assisted in the development of the school security plan
Responsible for staff development for faculty
Supervised Summer School
Coordinated Open House
Oversaw Juvenile Justice Department response
Responsible for school-wide progress monitoring of students
Authored grant requests for school-wide tutoring program
Assisted with ensuring class size amendment compliance

- 2008-2010 **Assistant Principal, Curriculum and Testing Coordinator, New Smyrna beach Middle School, New Smyrna beach, FL**
 Testing Coordinator of state testing materials
 Facilitated curriculum department meetings
 Organized school Peer Review of Best Practices
 Organized school response to credit retrieval process
 Oversaw textbook inventory
 Administrative oversight of campus technology and communications
- 2007-2008 **Director of Alternative Education School, Storefront West School, Orange City, FL**
 Redesign of program to include additional courses and technology to increase student capacity
- 2005-2007 **Exceptional Student Education (ESE)- Teacher on Assignment, New Smyrna Beach Middle School, New Smyrna Beach, FL**
 Led the School Advisor Committee
 Facilitated School Volunteer Program that included 120 mentors

Education

- 2008 Masters of Science Educational Leadership, Nova Southeastern University, Ft Lauderdale, FL
 2005 Masters of Arts in Religion, Liberty University, Lynchburg, VA
 1997 Bachelor of Arts, Organizational Management, Warner Southern Collee, Lake Wales, FL

Additional Responsibilities and Experiences

- 2016- Present Member, AdvancED STEM Review Team
 2016 -Present Facilitator, STEM cadre for eight schools (middle and elementary) from Central Florida area
 2016 -Present Presenter, FETC (Future of Education Technology Conference)
 2015- Present Member, Central Florida STEM Education Council
 2015- Present Member, Volusia County Digital Learning Committee
 2015- Present Facilitator, STEM Advisory Committee for Edgewater Public School
 2015 Recognized by Florida Department of Education as a 4.0 STEM school (On a rubric scale of 1-4)
 2015 Networked with Lake County Kindergarten through 5th grade Science contact for STEM
 2015 Attendee, I/ITSEC (Interservice/Industry Training, Simulator Education Conference) 2015 Conference
 2015 Panel member, Day of Dialogue Bethune Cookman University
 2015 Member, Volusia County Building Naming Committee
 2014- Present Member, Volusia County Title 1 Steering Committee
 2012- Present Member, Bethune Cookman University Alliance Committee
 2013- Present Member, Daytona State College Principal Panel for Senior Interns
 2013- Present Member, Daytona State Education Committee
 2011- Present Member, Phi Delta Kappa
 2011- Present Member, AdvancED Review Teams

Community Activities

- 2016 Hosted Women's League of Voters for STEM Learning Walk
 Hosted STEM Career Day with Raydon Corporation
 2015 Hosted Family Technology Night with Boston Whaler
 2013-Present Member of Southeast Volusia Chamber of Commerce
 Member of Southeast Volusia Chamber Education Committee
 Presenter to City of Edgewater Council regarding Character Initiatives and STEM Accreditation
 2014-2015 Assisted with Southeast Volusia Chamber of Commerce 5K Run
 2013-2015 President for Sunrise Oaks PUD Homeowners Association
 2010-2012 Secretary for Sunrise Oaks PUD Homeowners Association
 2010 Organized school supplies project for Jamaican school

Outline of professional background and experience

1. How do you help reduce or remove barriers for effective technology use in your school or school system? (250 word limit.)

I actively pursued building capacity to create a sustainable system to support the vision of effective technology use and eliminate barriers along the way. This included hardware and software considerations, in addition to professional learning for everyone. A team was established that included students and staff to determine appropriate devices. A 3-year budget plan setting aside \$50,000 was established, securing funding sources through Title 1 federal monies, fundraising, harnessing revenue streams within the school, and grants through local business partners. Edgewater Public is now a 1: 1.25 *device to student* technology school.

This plan allowed us to focus on professional learning with an expectation of exploration and risk taking. As we pursued this instructional shift, we understood that failure was an acceptable option. The key to this was facilitating a partnership of trust, respect, and collaboration. By building and supporting educator-led teams, faculty backing was immediate. The rise of teacher and student voice started early in the process helping foster an environment where students and staff learned from each other. Funds were invested in our staff to give them the time to try and learn.

We learned an enormous amount our first year. Collaboration and respect allowed us to reinvigorate our mission and assist other schools and districts. We established a network within the southeast Volusia area to exchange ideas and create opportunities stretching across elementary schools, moving vertically through middle and high schools.

2. How do you evaluate the effectiveness of digital technology use in your school or district? (250 word limit.)

Edgewater Public does not rely solely on internal monitoring systems to gauge our effectiveness. Key to our success is our openness and transparency to outside organizations. In the spring of 2016, Edgewater Public was one of the first elementary schools in the nation to receive accreditation in STEM with AdvancED. Central to our digital blended learning plan was the integration of varied devices and a course 'Introduction to Computers' offered to all our Pre-K through 5th grade students. A quote from Jerry Cooper, director of Advanc-ED STEM, included in our summary review report: "*The use of technology has been very effectively assimilated into the classroom. Classroom observations routinely revealed the use of digital tools by students in collaboration with classroom teachers to create blended learning experiences for all students.*"

Additionally, I established a STEM Advisory Committee composed of parents, teachers, students, Daytona State College members, the Volusia Manufacturing Association, and local business partners. This committee meets three times a year to examine our processes, procedures and assists with *next steps* in keeping our school's vision on track. This team, including our Mayor and City Council members, participate in *learning walks* to observe our practices, and provide feedback for improvement. The Education Committee for the *Women's League of Voters* organization also participated in a school-wide learning walk. Their Chairperson, Dr. Nicki Junkins, affirmed our process and how impressed their committee was with the technology and the integration of STEM knowledge the students demonstrated. Their report may be found on their website.

3. What is your vision of how digital learning can prepare today's students to be successful in attaining college and career readiness and what have you done to move your school towards this vision? (250 word limit.)

My vision for Edgewater Public School recognizes that collaboration and creativity are necessary for our students' success. This can be achieved by providing connections that effectively infuse college and career readiness options through the utilization and integration of technology in the instructional setting. I am committed to increasing student engagement and academic performance to close achievement gaps by promoting a learning environment that allows students to accelerate in core subjects at an individualized pace. My vision includes fostering relationships with all stakeholders, providing students with varied modality practices that promote real world applications, and making the connections with our community. The assimilation of technology involves the stakeholders working as team to create a seamless digital journey into blended learning.

Students are increasingly assuming greater responsibilities with other students in varied grade levels supporting student and teacher groups with professional learning opportunities with software such as *Seesaw*. I formed the *Bobcats of Technology Services* (BOTS) program this year in which trained students complete technical service requests for teachers. This provides real world application that aligns with our school's mission statement. "*All stakeholders at Edgewater Public will affect positive change in our school, community, and beyond as we develop our skills in communication, creativity, critical thinking and collaboration.*"

Culminating results of this vision include the school achieving AdvancED STEM accreditation, students earning computer industry international certification in IC3 Spark, students prepared for advanced middle school Microsoft Office requirements, and our students competing and winning against secondary students in 3-D art design projects.

4. How is the use of technology assisting your school's endeavors for monitoring student academic progress? (250 word limit.)

This element of monitoring student academic progress has been one of the most fascinating and meaningful parts to our digital blended plan. We utilize a wide range of platforms such as *WEO.IO*, *GoFormative*, *Seesaw*, and *Popplet* to solicit and review student data, which in turn, impacts classroom instruction.

The essential goal of digital blended learning becomes the driving force where data is explored on various levels and defines areas where instruction is differentiated while addressing academic gaps and supporting the acceleration of students who exhibit content mastery. It is **not** the technology station where students complete drill work on a device.

Because many of our teachers follow the digital blended learning 'station rotation' model, we utilize *student choice* menus for weekly work assignments, whereas students not only set their pace but also can access and monitor their own academic progress. Through varied platforms, students can examine and modify their work as needed and seek teacher feedback. Students become active participants in their own instruction. This has helped tremendously in the classroom. They can print their own reports and how the teachers their progress through the cloud.

Other indicators that we utilize to gauge success include: 52% passing rates of tested students for IC3 Spark certification demonstrating mastery compared to 37% in middle schools and the Florida Standards Assessments (FSA) scores demonstrate a 24-point increase in proficiency in reading and math, with 60% learning gains in math.

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

Principal Reaves recognizes that the commitment, collaboration, and creativity necessary for our changing world encompass the utilization and integration of technology in the instructional setting. He is committed to increasing student engagement and academic performance to not just close achievement gaps but to foster a learning environment that allows students to accelerate in core subject areas at an individualized pace. As an example, this includes STREaM based project learning experiences that are designed to equip and engage students. Mr. Reaves' vision is to collaborate with all stakeholders to provide his students with varied modality practices that promote real world applications through their STREaM Advisory Committee making the connections to the community and beyond. The assimilation of technology into the classroom and beyond involves the classroom teacher collaborating with administration to create a seamless digital journey into blended learning. At Edgewater Public they understand it is important to equip and instill in their students the core knowledge skills necessary to prepare them for secondary education and beyond. Through the means of tracking and the use of data, Principal Reaves has invested the time to follow his student's successes through their middle school years to help reflect and tailor Edgewater's technology integration practices to ensure academic gains are at the forefront. Principal Reaves exudes positivity and fosters a professional learning environment that promotes creative growth in teaching & learning.