Florida Department of Education
Project Award Notification

	Project A	AWARD NOTHICATION	
1	PROJECT RECIPIENT	2 PROJECT NUMBER	
	Clay County School District	100-96480-7S001	
3	PROJECT/PROGRAM TITLE	4 AUTHORITY	4 .4
	District Instructional Leadership and Faculty	LI 109 General Appropriation	
	Development Grant	USDE or Appropriate Agen	cy
-	TAPS 17A050	FAIN#:	
5	AMENDMENT INFORMATION	6 PROJECT PERIODS	
<u>[</u> -	Amendment Number		
	Type of Amendment:	Budget Period: 07/01/2016 - 0	06/30/2017
	Effective Date:	Program Period:07/01/2016 - 0	
-7	AUTHORIZED FUNDING	8 REIMBURSEMENT OPTIC	
	Current Approved Budget: \$90,460.00	Quarterly Advance to Public I	Entity
	Amendment Amount:		
ļ	Estimated Roll Forward:		
	Certified Roll Amount:		
<u> </u>	Total Project Amount: \$90,460.00		
9	TIMELINES		06/30/2017
	• Last date for incurring expenditures and issuing	purchase orders.	***************************************
	Date that all obligations are to be liquidated and		05/31/2017
1	Last date for receipt of proposed budget and pro December 1	Commencial 225 W Coines Street	
l	 Refund date of unexpended funds; mail to DOE 944 Turlington Building, Tallahassee, Florida 32 	Computater, 323 w. Cames Sueer, 3200 nano.	
Ì		2399-0400.	
	Date(s) for program reports:Federal Award Date:		07/01/ <u>2016</u>
10	DOE CONTACTS	-Comptroller Office	-Duns#: 017311168
10	Program: Morgan Higman	Phone: (850) 245-0401	FEIN#: -F596000552001
-	Phone: (850) 245-0537	2	
	Email: morgan.higman@fidoe.org	·	_
l	Grants Management: Unit A (850) 245-0496		
11	TERMS AND SPECIAL CONDITIONS		
	This project and any amendments are subject to the prod	cedures outlined in the Project Application	ion and Amendment Procedures
1	for Federal and State Programs (Green-Book) and the G	eneral Assurances for Participation in F	ederal and State Programs and
	the terms and requirements of the Request for Proposal	or request for Application, Kriticia, i	nereby imporporated by relatence.
١.	Any unexpended general revenue funds must be returne	d by check issued to the Florida Departs	nent of Education, with the final
-	expenditure report. The check must clearly identify the	project number for which funds are being	ng returned.
		* * * * * * * * * * * * * * * * * * *	t
•	In the event that the Governor and Cabinet are required. Agreement shall be amended to place in reserve the amounts of the company of the co	to impose a mandatory reserve on the ci	Aucation to be necessary because
	of the mandatory reserve in the appropriation.	that determined by the Department of E	education to be necessary because
	Of the minuteory reserve in the appropriation.		
	Project recipients are required to provide return on inve-	stment for program activities reports to	the Executive Office of the
ł	Governor (EOG)/Office of Policy and Budget (OPB), an	nd the department in accordance with th	e attached memorandum. This
	provision is hereby incorporated into the project award	by reference and detailed in the attached	return on investment
	memorandum.		
12	APPROVED:		FLORIDA DEPARTMENT OF
12	APPROVED:	9/22/11	FLORIDA DEPARTMENT OF
12	Edger 2 Milanul	9/20/14	Risonary
12	APPROVED: Zugen J Manul Authorized Official on behalf of Pam Stewart Commissioner of Education	9/20/14 Date of Signing	

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Prof. Development

INSTRUCTIONS PROJECT AWARD NOTIFICATION

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project, TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants Public Law or authority and CFDA number. State Grants Appropriation Line Item Number and/or applicable statute and state identifier number.
- Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount-of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:

Federal Cash Advance On-Line Reporting required monthly to record expenditures.

- Advance Payment Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
- Quarterly Advance to Public Entity For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.

Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.

- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 2 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

-DOE-200 Revised 07/15



Marke K. Astrony

State Board of Education

Marva Johnson, Chair John R.-Padget, Vice Chair Members Gary Chartrand Tom Grady Rebecca Fishman Lipsey Michael Olenick Andy Tuck Pam Stewart Commissioner of Education

MEMORANDUM

TO:

State Project Recipients

FROM:

Martha K. Asbury

DATE:

August 8, 2016

SUBJECT:

Return on Investment

Project recipients are required to provide return on investment for program activities reports to the Executive Office of the Governor, Office of Policy and Budget (EOG/OPB).

Your approved application should already contain information describing the projected positive returns the state will receive by providing funding for this grant. Returns on investment may vary from project to project, but should describe programmatic results that are consistent with the expected outcomes, tasks, objectives and deliverables as detailed in the approved application and subsequent award.

Beginning at the end of the first full quarter following execution of the Award, the sub-recipient shall provide a quarterly report directly to EOG/OPB and the department. This report shall document the positive return on investment to the state resulting from the project award and funds provided under the award agreement. These reports are requested so staff can review the project results throughout the year and develop a basis for budget review in the event subsequent funding is requested for future years.

These quarterly reports shall be provided to EOG/OPB and the department within 30 days after the end of each quarter and thereafter until the sub-grantee is notified that no further reports are necessary.

Reports should summarize the results achieved by the project for the preceding quarter and be cumulative for succeeding quarters. Although there may be some similarity between activity reports and deliverables submitted to the department as specified in the application for payment purposes, please note, that this return on investment report is separate and apart from those requirements.

All reports shall be submitted to Ashley Spicola @<u>Ashley.spicola@laspbs.state.fl.us</u> for the EOG/OPB with a copy to the designated project manager for the department. Questions should be directed to the project manager.

Martha K. Asbury
Assistant Deputy Commissioner, Finance and Operations

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

				-		en die en dien en dien
Please return to:	A) Program Name:		DOE USE (agree and the	
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-		uctional Leadership and Faculty relopment Grant —	Date R	eceived		
0400		TAPS NUMBER: 17A050 V			22	A STATE OF THE STA
Telephone: (850)-245-0496	l	The state of the s				- Ē.J
Cl	ay County Sc Dr. Emily W 900 Walnut	eiskopf	Proje	ct Number (Di	OE Assi	
C) Total Funds Request		D) Applicant Contact &	Busines	s Information	1	
\$90,460.00		Contact Name: Dr. Emily Weiskopf Fiscal Contact Name: -Dr. Susan Legutko	- Telephone Numbers: 904-284-6547 Fax Number: - 904-336-6532			
ĐOE USE ONL Total Approved Pro		Mailing Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043	eclay.net			
\$ 90,460.0	10	Physical/Facility Address: 800 Center Street Green Gove Springs, FL 32043		number: 01731 umber: 59-600		
		CERTIFICATION	_			
submitted in this application RFP and are consistent will project. I am aware that any me to-criminal, or administra statutes, regulations, and project. All records necessary	eby-certify to are true, com the the statem false, fictition tive penalties ocedures; adm will be imple try to substan	ase Type Name) as the official whithe best of my knowledge and belief the plete and accurate, for the purposes, nent of general assurances and specus or fraudulent information or the oministrative and programmatic requiremented to ensure proper accountabilitate these requirements will be availal penditures will be obligated on or after	nat all the and objectific progression of cotherwise nents; and ty for the ble for re	e information a ectives, set for rammatic assi any material f se. Furthermon of procedures e expenditure eview by appro	and attace th in the urances act may re, all ap for fiscal of funds opriate st	RFA or for this subject policable is control to this tate and

termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization

FLORIDA DEPARTMENT OF EDUCATION

for the submission of this application.

for matching funds on this or any special project, where prohibited.

parlie Van Zant

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FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

ð
Name
2
Eligible
Recipient/Fiscal
Agent:

B) DOE Assigned Project Number:

C) TAPS Number:

Clay County District School Board 100-96480-78001 17A050

6400	6400	6400	6400	FUNCTIO	(I)
			312	овјест	(2)
330 Travel Solution Tree PLC Institute	Substitutes for Teachers PD Training - 312 Kelly Services (non-district staff)	training for all Administrators School/District wide. Keynote speaker 310 TBA	Anterican Alliance for Innovative Systems LLC (AAIS) Training. Monthly training with leadership and teachers both onsite and districtwide. Implementation of 11th grade interdisciplinary isntructional planning teams in small learning teams. Process for high yield instrucation planning and delivery in a 21 century classroom. Planning with District Leadership on the systemic implementation of career academy systems within a comprehensive 312 curriculum and instructional framework.	ACCOUNT TITLE AND NARRATIVE	(3)
0.00 \$	0.00	0.00 \$	0.00	FTE POSITION	(4)
\$ 10,660.00	\$ 26,800.00	\$ 6,000.00	\$ 26,400.00	AMOUNT	(5)
100.00%	100.00%	100.00%	100.00%	% ALLOCATED to this PROJECT	(0)
				ATNO E T T TAYMOTTY	(7)
_				E DOE USE ONLY	(%)
-,				NECESSARY DOE USE ONLY	9

6400 6400 6400 6400 391 quarter 330 coaching and transforming schools. 510 trainings 590 of other professional materials/supplies Supplies materials for quarterly PD Professional Development training around Leadership, school improvement, Printing Handouts for the Learning TraveL Learning Forward Conference -Other Materials and Supplies - Purchase Walks Training to be conducted each Director of PD, 3 curriculum specialist. S TYLING (G 0.00 0.00 0.00 0.00 6/3 90,460.00 12,000.00 2,600.00 2,000.00 4,000.00 100.00% 100.00% 100.00% 100.00%

September 2011 DOE 101S- Print version - Page 1 of 2

200

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:	Morange Fromus
Signature:	
Title:	PLOGRAM SECURIST 111
Date:	9 14 16
DOE USE ONLY (I certify that the cost for e Documentation is on file	DOE USE ONLY (Grants Management) I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.
Printed Name:	TELICIA WILLIAMS
Signature:	Thing the same of
Title:	Decreem Specialist IV
Date:	377)16
DOE 1018- Print version - Page 2 of 2 July 2015	FLOWIDA DEPARTMENT OF EDUCATION

FLORIDA SINGLE AUDIT ACT CHECKLIST FOR NON-STATE ORGANIZATIONS RECIPIENT/SUBRECIPIENT VS. VENDOR DETERMINATION

This checklist and the standard contract audit language may be obtained electronically from the Department of Financial Services' website (https://apps.fldfs.com/fsaa).

If a Florida Single Audit Act State Project Determination Checklist-has not been previously completed, please complete it now. (Applies only to State agencies)

This checklist must be used by State agencies to evaluate the applicability of the Florida Single Audit Act (FSAA) to non-state organizations after a state program has been determined (using the Florida Single Audit Act State Project Determination Checklist) to provide state financial assistance (i.e. is a State Project as defined in 215.97 (2), F.S.). This checklist assists in determining if the nonstate organization is a vendor, recipient/subrecipient, or an exempt organization. Recipients and subrecipients of state financial assistance must also use this checklist to evaluate the applicability of the FSAA to nonstate organizations to which they provide State resources to assist in carrying out a State Project. County School District Name of Non-state Organization: _ Type of Non-state Organization: Local Educational Agency (i.e. nonprofit, for-profit, local government; if the non-state organization is a local government, please indicate the type of local government - municipality, county commission, constitutional officer, water management district, etc.) Awarding Agency: Florida Department of Education Title of State Project: District Instructional Leadership and Faculty Development Grant Catalog of State Financial Assistance (CSFA) Number: ___ Contract/Grant/Agreement Number: 100 _96480-7S001

CWV I W.		
YES	NO	
X),	1. Is the nonestate organization a district school board, charter school, community college, public university, government outside of Florida, or a Federal agency?
· ************ **	· 	2. Is the relationship with the non-state organization only to procure commodities (as defined in 287-012(5) F.S.)?

- 3. Does the relationship with the non-state organization consist of only Federal resources, State matching resources for Federal Programs or local matching resources for Federal Programs?
- 4. Does the relationship with the non-state organization consist of only State maintenance of effort (MOE)1 resources that meet all of the following criteria?
 - A. Do Federal Regulations specify the requirements for the use of the State MOE resources and are there no additional State requirements?
 - B. Do-centracts contain sufficient language to identify the State MOE resources and the associated Federal Program?
 - C. Do A-133 audit requirements apply to the State MQE resources and do contracts stipulate that the State MOE resources should be tested in an A-133 audit in accordance with Federal Program requirements?

If any of 1-4 above is yes, the recipient/vendor relationship determination does not need to be completed because the FSAA is not applicable to the non-state organization.

¹ MOE refers to the Federal maintenance of effort/level of effort requirements as defined by OMB Circular A-133 Compliance Requirement G (Matching, Level of Effort, Earmarking).

PART	B		
The fo	ollowin ate pr on th	ng : ogi ne c	dor Relationship Determination: should be analyzed for each relationship with a non-state organization where it has been determined that ram provides state financial assistance (i.e. is a State Project) and the non-state organization is not exempt questions above. This relationship may be evidenced by, but not limited to, a contract, agreement, or
YES		1. 2.	Does State law or legislative proviso create the non-state organization to carry out this State Project? Is the non-state organization required to provide matching resources not related to a Federal Program? Is the non-state organization required to meet or comply with specified State Project requirements in order to receive State resources? (State Project requirements include laws, rules, or guidelines specific to the State Project such as eligibility guidelines, specified types of jobs to be created, donation of specified assets, etc. Specified State Project requirements do not include procurement standards, general guidelines, or general laws/rules.)
**************************************	<u>X</u>	4,	Is the non-state organization required to make State Project decisions, which the State agency would otherwise make? (e.g. determine eligibility, provide case management, etc.)
to code obligation was	X	5.	Is the non-state organization's performance measured against whether State Project objectives are met? (e.g. number of jobs to be created, number of patients to be seen, number of disadvantaged citizens to be transported, etc. Performance measures may or may not be related to State performance-based budgeting.)
			ove is yes , there is a recipient/subrecipient relationship and the non-state organization is subject to the ise the non-state organization is a vendor and is not subject to the FSAA.

PART C

Based on your analysis of the response above and discussions with appropriate agency personnel, state your conclusion regarding the non-state organization.

(Check one)

Recipient/Subrecipient: Yes

Vendor

Exempt Organization:

Comments:

Print Name: Morgan Higman

Telephone Number: 850-245-0537

Title: Program Specialist III

Signature:

Date:

2016

Note it is the program personnel's responsibility to notify Finance and Accounting of which non-state organizations have been determined to be recipients and are receiving state financial assistance (i.e. disbursements must be coded as 7500 object code in FLAIR).

Note it is possible to have a contractual agreement with a non-state organization-under Chapter 287, Florida Statutes, and still consider the non-state organization a recipient under the Florida Single Audit Act.

If a recipient/subrecipient relationship exists the standard contract audit language, including Exhibit 1 (DFS-A2-CL), must be included in the document that established the State's, recipient's, or subrecipient's relationship with the non-state entity.

Questions regarding the evaluation of a non-state organization or if it has been determined that the non-state organization is a recipient and a CSFA number has not been assigned, contact your FSAA State agency liaison or the Department of Financial Services, Bureau of Auditing at (850) 413-3060 or Suncom 293-3060. Reference may be made to Rule 69i-5, FAC.

DFS-A2-NS July-2005 Rule 69I-5.006, FAC .

and thus eligible for review: listed below in the following order. The requirements listed below must be met for applications to be considered in substantially approvable form Grant applications submitted to the Department of Education must by tied to one or more Scope(s) of Work above and include the items

Needs Analysis

education leaders need to be more than building managers. most challenging schools. As pressure has increased to have all children in every school succeed as learners, there is broad acceptance that high-quality learning environments without a skilled and committed leader to help shape teaching and learning. That's especially true in the Effective leadership is vital to the success of a school. Research and practice confirm that there is slim chance of creating and sustaining

challenges when it comes to leading schools and creating career and college ready students. Clay County's school and district leadership teams are made up of 75% of the leaders with under 3 years of experience. This creates many

struggling, and collaboration in small learning communities. coaches to increase their skills in interdisciplinary planning, facilitating academy meetings, providing interventions to students who are The Academies of Clay Implementation in secondary schools requires administrative teams, counselors, academy team leaders and academy

documented, and is further backed by research indicating that leadership is second only to teaching among school-based factors in influencing work on leading teaching and learning in their schools. "This shift from building managers to learning leaders first and foremost is well With the implementation of the new FL Standards as well as a new FL Assessment system, leaders are challenged with truly refocusing their learning. (Wallace Foundation, 2009)

Professional Leaning Need # 1:

contracted time for teachers to collaborate around essential standards and develop common assessments. For leaders to understand how to support this work, it is with leadership expectations that require them to review and rethink those traditional practices that may not allow all students to have access to high levels of focus on student learning outcomes. key that they receive training and support themselves. Funding from this grant will allow for training on how to develop a collaborative culture where teachers Learning states that, "Teachers must work collaboratively rather than in isolation." For the first time, Clay County has committed an hour a week during learning and success. With these new expectations, we know that a collaborative culture for adults is central to all schools. John Hattie in his book, Visible With the expectations for teaching and learning shifting to a more student-centered, collaborative approach for high levels of learning, administrators are faced

Professional Learning Need #2:

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allow for schools to send leadership teams to these schools for onsite, job-embedded professional learning. the Collaborative Classroom. Clay utilizes 6 model schools to help administrators and teachers leaders see this work in action. Funding from this grant will At the same time schools work on an adult collaborative culture, one of Clay County's major initiatives for improving student learning is the implementation of

Professional Learning Need #3

a new level of understanding around instructional coaching and teacher leadership is vital to our success. Participation in the Learning Forward Annual our county. These specialists oversee the instructional coaches in schools. With the addition of new teacher coaches as well as collaborative classroom coaches. Conference in December of 2016 will allow several district teacher leaders and administrator leaders to gain insight into current issues in schools. While we know that school leaders are vital to a school success, Clay County utilizes our best teachers as district curriculum specialists to be teacher leaders in

Professional Learning Need #4:

connect learning to 21st century skills as well as understanding how to provide systems of support for struggling students. Funding from this grant will provide themed learning communities for students. This shift to small communities in our high schools requires training for leaders on both supporting teachers to Another one of Clay County's major initiatives is the Academies of Clay. Clay County is committed to restructuring our secondary schools into small academy leadership coaching to both the administrators and teacher leaders

Project Goals and Project Design:

project implementation. Grant Funding, Michelle Larson, will be responsible for the day-to-day managerial responsibilities for the project and assist in the ongoing monitoring of the Mrs. Diane Kornegay. The Director of Professional Development, School Improvement, and Assessment, Dr. Emily Weiskopf as well as the Coordinator of This project will be implemented under the guidance of the Instructional Division. The executive sponsor for this project will be the Deputy Superintendent,

are targeted around support activities to enhance both the Learning Walks that will continue to take place as well as fostering the growth mindset. the Commissioner's Leadership Academy work. Because the work of the CLA has become part of the "way we do business" in Clay, the goals in this grant (FIT), will ensure the alignment between these leadership opportunities for learning as well as ensure that best practices from both the grant opportunities and Dr. Emily Weiskopf who participated in the Commissioner's Leadership Academy during the 14-15 as a participant and 15-16 as a facilitator in traning

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Pam

Strategies #1 Build capacity to support instructional leadership at both the district and school level.	Activities #1 Two principals will attend the Commissioner's Leadership Academy institutes and 5 learning walk sessions.
	#2 LEA District and School Leaders will be provided opportunities for professional development focused on deepening skills and knowledge in identifying high quality instruction, the professional learning needed to support teacher professional growth and development, and deepening their feedback skills. Opportunities for school leaders to do Learning Walks around the implementation of the Clay County Framework for Intentional Teaching will be provided 4 times throughout the year. New knowledge on facilitating learning walks and providing effective feedback to teachers will be the focus of these trainings. The Director of PD, SI and Assessment will facilitate these learning opportunities.
#2 Train district and school leaders in	District and school leaders and teacher leaders will
communities that foster collaborative	Jacksonville, Florida.
teams to support learning for all students.	



Goal #2: Further administrator and teacher leader understanding of the collaborative classroom and student-centered instruction.

Strategies	Activities
#1 Build capacity to implement the	#1 School leaders and teams of teacher
collaborative classroom student centered	leaders will conduct learning walks in the
instruction in all schools.	model schools. These learning walks will be
	focused on the collaborative classroom
-2	principles that allow for student centered
	instruction. There will also be time for
77	planning for next steps as a result of their
	learning from the day.

Goal #3: Further understanding of how to support teacher leaders/coaches from the district level.

			-							#1 Leadership professional development
teams, workshops, conferences, etc.	not limited to facilitated lesson study, collaborative	identifying high quality instruction through the use	focused on deepening skills and knowledge in	opportunities for professional development	#2 Leaders and teachers will be provided	meetings, school based-visits, etc in January.	shared through their district Leadership PLC team	Conference in Dec 2016. Learnings will be	administrators will attend the Learning Forward	#1 District teacher leaders as well as district

Goal #4: Improve district and secondary school administrators and teachers understanding of how to implement small academy themed learning communities.



						meeting training.	#1 Provide on-site leadership coaching and	Strategies
students.	how to provide systems of support for struggling	of Carol Dweck and Growth Mindset as well as	sessions will include conversations around the work	Systems, LLC consultants. These coaching	training from American Alliance for Innovative	intensive leadership coaching and teacher leader	#1 Provide on-site leadership coaching and academy #1 Each of the 7 high school administrative teams	Activities

Baseline data against which performance will be measured

district with the new grading system. Standardized test scores indicate that we score consistently above the state average in all content areas. Clay County ranks in the top 10 for student performance in several of the district grade indicators. However, we have struggled to remain an A rated However, with the state averages in the 50s, we still have a long way to go to meet the needs of all students.

connection to how to utilize this time to improve student achievement. Leader feedback indicates that still struggle with creating a true professional The 15-16 PLC survey data indicated that over 75% of the teachers valued collaboration, teachers commented that they still struggled with the learning community at their school sites.

Teaching. Our instructional coaches indicated they want more support with setting the conditions for supporting change in teachers' practice. The 15-16 PD surveys indicate that teachers still want support with the collaborative classroom principles, as well as our Framework for Inentional

The plan to evaluate project outcomes both qualitatively and quantitatively.

With the implementation of the 2015-16 ILFD grant, the following outcomes resulted:

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- same learning walks in the district on a regular basis. non-judgmental notes while observing and provide feedback through the frames from the summer training. The Director now leads these The two principals and Director of PD's participation in the Commissioner's Leadership Academy furthered the learning of how to take
- County's Framework for Intentional Teaching. Through the implementation of the monthly learning walks, both district and school leaders now have a common understanding of Clay
- Leaders have a common understanding of the growth mindset research by Carol Dweck and model school leaders now have facilitative skills to lead a book study.
- our field. One piece of evidence from this conference is the improvement of how district specialists lead teacher teams. Elena Aguilar's Learning Forward 2015 conference allowed both district and school leaders to learn school improvement strategies from national leaders in session on Coaching Teacher Teams has had a profound impact on our work in the professional development department

Describe how actual implementation of 2016-2017 project goals will be monitored and the impact determined

deliverables are implemented. deliverables and the reports. The Director of Professional Development will work closely with this Coordinator to ensure that all activities and Funding. This district administrator will allow for both the coordination of grant funding but also the monitoring of the funds, the activities, the Several methods will be used to monitor implementation of project activities. Clay County has allocated funding for a Coordinator of Grant

Evidence of implementation and/or impact that will be is included in the Deliverables/Evidence stated in the following section. Below are a few

- Surveys from teachers on PLC collaborative teams
- Reflection and Feedback forms from monthly learning walk trainings as well as model school visits
- Handouts from all conferences attended
- Consultant summary reports from each visit to the 7 high schools.
- Leaders evaluation school survey results
- Consultants will work side by side with administrator teams at least quarterly. These consultants will provide a summary report of the professional learning done each visit and provide any handouts given to the admin teams. Surveys will be done in quarter 4 to assess leadership skills gained from this on-site leadership support.

assessment of the impact of the project on Clay County's instructional leadership capacities. data and artifacts collected and compare that data with the leaders' evaluations and their school's student achievement results to provide a summary The Coordinator of Grant Funding, the Director of Professional Development and the Deputy Superintendent will collaboratively analyze all of the

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to be taken to move both leaders and schools forward with student achievement. school sites will be shared during weekly Instructional Division meetings. Collaboration during these meetings will facilitate action steps that need Matters will serve as the project evaluation measures and assist the district in the adjustments to the scope of work as needed. Data gathered at Data collected from learning walks, summary reports, faculty surveys and the ongoing monitoring of student assessment results in Performance

Any other information that might be necessary to determine that the applicant can implement the plan

approach for conversations around improving our own leadership practices. the cornerstone on which we base the upcoming year's learning. School and distict leaders are initating their own learning utilizing our book study Learning Forward has enhanced our learning around leadership. The summer training around best practices in feedback with JoEllen Killion will be teachers. Each year the work has been growing and the culture of collaboration has increased. The participation in national conferences such as Academy learnings around how to observe in a non-judgmental way and how to implement feedback cycles around best practices instruction with For the last two years, district and school leaders and teacher leaders have been learning about and implementing the Commissioner's Leadership

collaboration for both adults and students growth of all leaders in the implementation of true professional learning communities that change the culture to one of isolation to one of This proposal continues to support the district initiatives of implementing the collaborative classroom and the Academies of Clay. It also supports the

Project performance accountability form

Complete the Project Performance Accountability form on the last page of this document.

Project Performance Accountability Form

This chart should align with the information documented in the Activity/Status Report. Directions: The requirements listed below must be met for applications to be considered in substantially approvable form and thus eligible for review.

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Deliminons

- Scope of Work: The scope of work clearly documents the project requirements including rationale, project design, tasks/activities, deliverables, and evidence to be provided by the grantee.
- Tasks/Activities: The specific activities performed to complete the Scope of Work
- measurable, and verifiable. Deliverables: The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable.
- Evidence: The tangible proof, artifacts that document the tasks/activities.
- Due Date: Date for completion of tasks
- Unit Cost: Dollar value of deliverables

	Build capacity to support instructional leadership at both the district and school level.		Provide on-site leadership coaching and academy meeting training.	Build capacity to support instructional leadership at both the district and school level.	Scope of Work	
	4-1/4 day Learning Walk Trainings			4-½ day Learning Walk Trainings	Tasks/Activities	
	At least I learning walk training will be held first and 2nd quarter. Two learning walk trainings will be held 3rd quarter.	QUARTER TWO	At least 1 training will occur each quarter at each high school	At least 1 learning walk training will be held first and 2nd quarter. Two learning walk trainings will be held 3rd quarter.	Deliverables (product or service) "Minimum service levels must be established for each quarter that are quantifiable, measurable, and verifiable.	QUARTER ONE
	Agenda from local learning walk trainings Sign in Sheets Schedule of school sites for learning walks		Agenda from each support session Consultant summary of side-by-side coaching visit.	Agenda from local learning walk trainings Sign in Sheets Schedule of school sites for learning walks	Evidence (artifacts)	•
	December 31st, 2016		September 30, 2016	September 30th 2016	Due Date (within the quarter)	
-	\$6		\$11,000.00	\$0	Unit Cost	

DOE 100A
Revised July 2015
Stewart, Commissioner



QUARTER THREE	Agenda from each support session Consultant summary of side-by-side coaching visit.	5 days of national training including preconference and conference quarter Handouts from sessions Registration receipts Summary of Major Learnings Google Doc	implement the collaborative collaborative classroom student centered instruction in all schools. At least 1 school based collaborative classroom learning in action day. At least 1 school based collaborative classroom learning in action day will be done in first semester. Agenda from local learning in action day Sign in sheets Schedule for classroom visits	Attend the Solution Tree PLC Institute in Jacksonville, FL November 9-11, 2016 Attend the Solution Tree PLC Institute in Jacksonville, FL Summary of Major Learnings Google Doc		
ER THREE	Agenda from each support session Consultant summary of side-by-side coaching visit.	Handouts from sessions Registration receipts Summary of Major Learnings Google Doc	Agenda from local learning in action day Sign in sheets Schedule for classroom visits	Handouts from sessions Registration receipts Summary of Major Learnings Google Doc		
	December 31, 2016 11,000.00	December 31, 2016 \$12,000	December 31, 2016 \$6,400.00	December 31, 2016 10,660.00		

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Build capacity to support instructional leadership at both the district and	Provide on-site leadership coaching and academy meeting training.		Provide on-site leadership coaching and academy meeting training.	Build capacity to implement the collaborative classroom student centered instruction in all schools.	Build capacity to support instructional leadership at both the district and school level
Summer Leadership Training			ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ ਜ	School leaderfteacher leader teams will visit model schools for learning in action day.	4-½ day Learning Walk Trainings
3 days of training will be provided for district and school leaders.	At least 1 training will occur each quarter at each high school	OUARTER FOUR	At least 1 training will occur each quarter at each high school	At least 1 school based collaborative classroom learning in action day will be done in first semester.	At least 1 learning walk training will be held first and 2nd quarter. Two learning walk trainings will be held 3rd quarter.
Agenda from trainings Sign in Sheets Handouts from presentations	Agenda from each support session Consultant summary of side-by-side coaching visit.		Agenda from each support session Consultant summary of side-by-side coaching visit.	Agenda from local learning in action day Sign in shects Schedule for classroom visits	Agenda from local learning walk trainings Sign in Sheets Schedule of school sites for learning walks
June 30, 2017	March 31, 2016		March 31, 2016	March 31, 2016	March 31st, 2017
\$10,000	11,000.00		11,000.00	\$6,400.00	\$1,000

school level.

Note: Add additional lines if necessary.



DOE 100A Revised July 2015



Williams, Felicia

From:

Williams, Felicia

Sent:

Friday, September 16, 2016 12:31 PM

To:

Emily Weiskopf

Cc:

'susan.legutko@myoneclay.net'; Higman, Morgan; McDaniel, Eileen; Graham, Jason

Subject:

-Budget Review: Clay County's District Instructional Leadership and Faculty

(100-96480-7S001; 17A050)

Attachments:

REDBOOK.pdf

Importance:

High

Greetings,

The Florida Department of Education (FDOE) received Clay County's District Instructional Leadership and Faculty Development project application on 8/8/2016. Please make the following updates to the DOE 101S so the FDOE may complete the review process and proceed with awarding this project. You may email your updates and the designee letter to Morgan Higman and me.

Function	tion Object Account Title and Narrative		. Feedback		
6400	- 310	Training AAiS	Please provide the type of training and spell out the acronym (is this the provider?). Who will be receiving the training, when and how frequently,		
	- -	-	Please change the object code to 312 since the amount is over \$25,000.00.		
- 6400	310	Training Summer Leadership	Who is providing the training? Who will be receiving the training, when and how frequently.		
- 6400 -	3 13	- Substitutes for Teacher PD Trainings	Please use object code 3.12; 313 is not valid. The Red Book is attached for your convenience. Are these substitutes' non-district staff?		
6400	330 Travel Learning Forward Conference		Who will be attending this conference? How many and what type of PD is associated with the conference.		

In addition, please provide an e-copy of the designation letter for this fiscal year. Such a letter must accompany each application/amendment regardless of previous receipt. You may review Section A of the Green Book for this information which is on page eight (8) of 93. The language below is the reason I am requesting this information from you. We will need this letter to complete the award process.

Ensure that the appropriate person(s) signs the application and other documents/assurances as required. If the application is signed by a person other than the district superintendent or agency head, a signed letter from the district superintendent or agency head authorizing the person to sign for him or her must accompany the application.

Feel free to contact me if you have questions/concerns and thank you for this well-developed budget! @

Regards,

Felicia A. Williams, FCCM, FCPM