School Board of Clay County

Teacher Inservice Center - 2233 Village Square Parkway, Fleming Island, FL

May 4, 2023 - Regular School Board

Date: May 04 2023 (6:00 p.m.)

Student Showcase (McRae Elementary)

Invocation (Pastor Faith Parry, First United Methodist Church Green Cove Springs)

Pledge of Allegiance

Call to Order

Recognitions and Awards

1. Recognition of Winners of the Florida Federation of Color Guard Circuit State Competition

2. Recognition of Poster Contest Winners by Clay Soil and Water Conservation District

3. Recognition of 2023 Wes Whiddon Scholarship Recipients

4. Recognition of 2023 State Science & Engineering Fair Awards

5. Recognition of Career and Technical Education Student Award Winners

6. Recognition of 2022-2023 Superintendent's Student Advisory Council Members

Presenters

School Showcase (McRae Elementary, Tammy Winkler, Principal)

Presentations from the Audience (Public Comment)

Consent Agenda

Superintendent

7. C1 - Minutes of School Board Workshop on March 28, 2023; Student Discipline Hearings and Regular Meeting on April 6, 2023

   ⌧ 2023 Apr 6 - Student Hearings.pdf (Confidential)

   ⌧ 2023 Mar 28 Workshop.pdf

   ⌧ 2023 Apr 6 Regular Mtg.pdf

Human Resources

8. C2 - Personnel Consent Agenda

   ⌧ Personnel Consent Agenda 5.4.2023.pdf

Adoption of Consent Agenda

CCEA Update (Victoria Kidwell)

CESPA Update (Lonnie Roberts)

Superintendent's Update and Presentations

Discussion Agenda

  Human Resources

School Board Attorney Remarks

School Board Member Remarks

Adjournment

May 4, 2023 - Regular School Board

<u>Title</u>

Recognition of Winners of the Florida Federation of Color Guard Circuit State Competition

<u>Description</u>

<u>Gap Analysis</u>

<u>Previous Outcomes</u>

<u>Expected Outcomes</u>

<u>Strategic Plan Goal</u>

<u>Recommendation</u>

Recognition only.

<u>Contact</u>

Karen McMillan, Coordinator of School Choice and Fine Arts, karen.mcmillan@myoneclay.net

<u>Financial Impact</u>

None

<u>Review Comments</u>

<u>Attachments</u>

May 4, 2023 - Regular School Board

Title

Recognition of Poster Contest Winners by Clay Soil and Water Conservation District

Description

Each year, the Clay Soil and Water Conservation District holds an annual poster contest for all CCDS students in grades K - 12, as well as an annual speech contest for all CCDS students in grades 6 - 12. The winning posters and speeches reflect the National Association of Conservation District's annual stewardship theme and highlight the work of conservation districts and their state conservation associations, auxiliaries, and agencies to protect and enhance natural resources. The contest begins at the district level, winners advance to the area level, then to the state level, and then to the national level.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Recognition only.

Contact

Bonnie O'Nora, Board Assistant, bonnie.onora@myoneclay.net

Financial Impact

None

Review Comments

Attachments

May 4, 2023 - Regular School Board

Title
Recognition of 2023 Wes Whiddon Scholarship Recipients

Description
Recognition of the 2023 recipients of the Wes Whiddon Scholarship.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation
Recognition only.

Contact
Bonnie O'Nora, Board Assistant, bonnie.onora@myoneclay.net

Financial Impact
None

Review Comments

Attachments

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May 4, 2023 - Regular School Board

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<u>Title</u>

Recognition of 2023 State Science & Engineering Fair Awards

<u>Description</u>

Recognition of award recipients of the Clay County Awards 2023 State Science & Engineering Fair

Name	School	Award
Dylan Barclay	Orange Park High School	Recognition Award - Chemistry
Joshua Chun & Antonio Estrada	Orange Park Junior High	3rd Place - Intelligent Machines, Robotics, & Systems Software
Aliyah Davis	Clay High School	Special Awards - Florida Association of Science Supervisors (FASS) National Geographic That's Geography Earth Award
Angelo De La Rosa	Ridgeview High School	Recognition Award - Intelligent Machines, Robotics, & Systems Software
Emma Duong	Ridgeview High School	4th Place - Chemistry
Alexander Gordon	Ridgeview High School	Honorable Mention - Intelligent Machines, Robotics & Systems Software
Phoenix Ricketts	Ridgeview High School	Recognition Award - Cellular/Molecular Biology & Biochemistry

<u>Gap Analysis</u>

<u>Previous Outcomes</u>

<u>Expected Outcomes</u>

<u>Strategic Plan Goal</u>

<u>Recommendation</u>

Recognition only.

<u>Contact</u>

Jennifer Shepard, Director of Professional Learning, jennifer.shepard@myoneclay.net

Financial Impact

None

Review Comments

Attachments

May 4, 2023 - Regular School Board

<u>Title</u>

Recognition of Career and Technical Education Student Award Winners

<u>Description</u>

<u>Gap Analysis</u>

<u>Previous Outcomes</u>

<u>Expected Outcomes</u>

<u>Strategic Plan Goal</u>

<u>Recommendation</u>

<u>Contact</u>

Alice Paulk, Supervisor of CTE, alice.paulk@myoneclay.net

<u>Financial Impact</u>

None

<u>Review Comments</u>

<u>Attachments</u>

May 4, 2023 - Regular School Board

Title

Recognition of 2022-2023 Superintendent's Student Advisory Council Members

Description

Students participating in the 2022-2023 Superintendent's Student Advisory Council will be recognized.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Recognition only.

Contact

Kelly Watt. Chief of Staff, kelly.watt@myoneclay.net

Financial Impact

None

Review Comments

Attachments

May 4, 2023 - Regular School Board

Title
C1 - Minutes of School Board Workshop on March 28, 2023; Student Discipline Hearings and Regular Meeting on April 6, 2023

Description
Florida Statute 1001.42(1) requires the superintendent, as secretary, to keep such minutes and records as are necessary to set forth clearly all actions and proceedings of the school board. The minutes of each meeting shall be reviewed, corrected if necessary, and approved at the next regular meeting; provided that this action may be taken at an intervening special meeting if the board desires.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation
Approve minutes as submitted.

Contact
David S. Broskie, Superintendent of Schools, david.broskie@myoneclay.net; Bonnie O'Nora, Board Assistant

Financial Impact
None

Review Comments

Attachments

⌁ 2023 Apr 6 - Student Hearings.pdf (Confidential)

⌁ 2023 Mar 28 Workshop.pdf

⌁ 2023 Apr 6 Regular Mtg.pdf

School Board of Clay County

District Multi-Purpose Center, Corner of Walnut Street and Gratio Place, Green Cove Springs, FL

March 28, 2023 - School Board Workshop

Date: Mar 28 2023 (9:00 a.m.)

Invocation (Beth Clark)

Call to Order (Present: Erin Skipper, District 1; Beth Clark, District 3, Michele Hanson, District 4; Ashley Gilhousen, District 5; and Superintendent David S. Broskie. Not Present: Mary Bolla, District 2)

Workshop Items

1. Review Draft Agenda for Regular School Board Meeting on April 6, 2023

   April-6-2023-regular-school-board-meeting_agenda_packet (3).pdf

Minutes:

Recognitions and Presentations:

- Recognize Winner of Florida Juvenile Justice Association's Service Excellence Award - no discussion;
- Recognize Winners of Black History Month Essays - no discussion;
- Recognize President's Volunteer Service Award Recipients - no discussion;
- Recognition of FHSAA State Wrestling Champions - no discussion;
- School Library Month in Clay County - no discussion;

Consent Agenda:

- C1 Minutes of School Board Workshop on February 21, 2023; Student Discipline Hearings and Regular Meeting on March 2, 2023 - no discussion;
- C2 2023 Legislative Priorities - no discussion;
- C3 Personnel Consent Agenda - Superintendent Broskie noted that the job description for Director of Network Security will be revised and included on this agenda ;
- C4 Kelly Services Amendments - Substitutes - item will address the particular challenges of 10 schools, providing incentives for substitutes to work at these schools;
- C5 Proposed Supplement Allocations for 2023-24 - discussion included the calculation methods for academic and athletic supplements which are negotiated through contract and the FHSAA rules that deem students must participate in athletics at their zoned schools;
- C6 Reappointments of Instructional and Support Personnel 2023-2024 School Year - no discussion;
- C7 Ratification of the 2022-2025 Master Contract between the Florida State Lodge, Fraternal Order of Police, Inc. and the Clay County School Board - no discussion;
- C8 Appointment of Clay County School Board's CCEA and CESPA Bargaining Team Members for 2023-2024 - no discussion;
- C9 Proclamation #23-11 to Establish May 8 - 12, 2023 as Teacher Appreciation Week in Clay County, and Tuesday, May 9, 2023 as Teacher Appreciation Day - no discussion;
- C10 Proclamation #23-12 to Establish April 23 - 29, 2023, as Administrative Professionals' Week and Wednesday, April 26, 2023, as Administrative Professionals' Day in Clay County - no discussion;
- C11 Elementary Student Out of State Travel - no discussion;

- C12 K-12 Academic Services Out of State and Overnight Student Travel - no discussion;
- C13 Proposed PACE Employee and Student Calendar for 2023-2024 School Year - no discussion;
- C14 2023-24 Florida Youth Challenge Academy Calendar - no discussion;
- C15 Affiliation Agreement between Clay County District Schools and Florida State College of Jacksonville (FSCJ) - no discussion;
- C16 Proclamation #23-13 to Establish April, 2023 as School Library Month in Clay County - no discussion;
- C17 Proclamation #23-14 National School Nurse Week - no discussion;
- C18 Proclamation #23-15; Month of the Military Child, Purple Up Day April 19, 2023 - no discussion;
- C19 Proposed Allocation Changes for 2022-2023 - no discussion;
- C20 Proposed Allocation Changes for 2023-2024 - no discussion;
- C21 Monthly Financial Reports for February, 2023 - no discussion;
- C22 Budget Amendment Report for February 28, 2023 - no discussion;
- C23 Renewal of Employee Benefits for 2023-2024 - no discussion;
- C24 Deletion of Certain Items Report March, 2023 - no discussion;
- C25 BID Renewal - no discussion;
- C26 Prequalification of Contractors - no discussion;
- C27 Schematic/Preliminary/Final (Phase I, II, & III) Plans and Specifications for Ridgeview High School Roof Repair/Replacement Building 2 - no discussion;
- C28 Bannerman Learning Center Parking Lot Renovations/Security Lighting Replacement Contract Award - no discussion;
- C29 Change Order #1 (Direct Purchasing) for KHE New Cafe Classrooms - no discussion;
- C30 Acceptance of the Warranty Deed for Approximately 0.2543 Acres/11,077 Square Feet, More or Less, from Peters Creek Investments, Fronting Spring Park Elementary School - no discussion;
- C31 Clay County Utility Authority Easement Agreement for Spring Park Elementary - no discussion;
- C32 Clay Electric Easement Agreement for Spring Park Elementary School - no discussion;
- C33 Temporary Construction Easement (TCE) to Clay County, FL for the Spring Park Elementary CR 315 Right of Way (ROW) Improvements - no discussion;
- C34 Interlocal Agreement between the Clay County School Board and Clay County, FL related to the County Road 315 Right of Way Improvements - no discussion;
- C35 Conveyance of Approximately 0.757 acres, by Warranty Deed, of a Portion Lake Asbury Elementary and Lake Asbury Junior High Frontage to Clay County, Florida - no discussion;
- C36 License Agreement with Clay County, FL for the Lake Asbury Elementary School and Lake Asbury Junior High School Sandridge Road Improvements - brief discussion of the scope of these improvements;
- C37 Temporary Construction Easements to Clay County, FL for the Lake Asbury Elementary School and Lake Asbury Junior High School Sandridge Road Improvements - brief discussion to confirm the county will maintain safe working conditions, the school will inform parents of this construction, and the work is expected to be completed during the summer, prior to the start of the school year;
- C38 Conveyance of a Portion of Shadowlawn Elementary Bus Loop Blvd. to Clay County, Florida - work is expected to be completed during the summer;

Superintendent Broskie and Lance Addison, Coordinator of Facilities and Planning, advised the board that a citizen wishes to purchase property currently owned by the district adjacent to Montclair Elementary School and also adjacent to the proposed purchaser's property; land in question is beyond Montclair's fence line and not expected to be used or needed by the district. The board directed this option to be explored further.

Discussion Agenda:

- D1 Human Resources Special Action A - no discussion;
- D2 Human Resources Special Action B - no discussion;
- D3 Public Hearing to Approve as Advertised the Adoption of K-5 Math and 6-12 Social Studies Materials - no discussion;
- D4 Public Hearing to Approve as Advertised Amendment to School Board Procedures Manual for Library Media Services (Media Services) and Procedures Manual for Instructional Resources - no discussion;
- D5 Public Hearing to Approve as Advertised Amendments to School Board Policy 6.01 (B)1(a), Annual Architect/Engineer Selection -
- D6 County-Wide Architectural Services up to $4 Million Contract Award - no discussion;

2. Use of Facilities Presentation

Minutes:

John Sgromolo, Coordinator of District Athletics, presented some proposed revisions to the Use of Facilities & Grounds Manual. Adjustments will include the following:

- updating verbiage on page 6 to comply with FHSAA requirements
- removing COVID protocols that are no longer relevant
- expanding the definition of enrichment to include community partners that provide wraparound services beyond summer services
- updating risk management requirements

There was discussion of the successful assistance re the implementation of Facilitron, where that information is found on the website, and confirmation that revisions will include the removal of the COVID cleaning fee. An agenda item will be added to advertise the proposed changes to this policy.

3. Student and Family Handbook and Code of Student Conduct

Minutes:

Superintendent Broskie introduced Justin Jones and Kevin Staefe, Coordinators of Student Engagement, to review with the board proposed revisions to three areas of interest re the Student Code of Conduct. These areas are being reviewed now in anticipation of the entire document being brought back in the coming months for approved revisions prior to the start of the next school year.

Proposed Wireless Communications Policy

The revised policy provides for additional restrictions such as audio recordings, recordings of fights, and it restricts students from using their technology in areas of personal space as well as during standardized testing. Secondary students may use an electronic device before and after school, during lunch break, and during transitions between classes. In-depth discussion included the consideration of further restriction of cell phone usage, the difficulty of implementing a highly restrictive policy, the impact of cell phones on academic performance and social interactions, the need for consistent policy that involves administration, staff, parents and students, creating policy consistent for all grades, how infractions will be handled and the ability to better track technology-specific infractions, and the benefits of revising policy using a strategical, methodical approach so staff is not overburdened and students and parents understand.

Dress Code

Dress code referrals have decreased and there is currently more enforcement of the gender-neutral dress code policy. The board supports the goal of modesty and requested the proposed removal of language prohibiting pajamas and slippers to continue to be included in the policy. The standards should be enforced consistently, and attire distracting to the learning environment is not acceptable. This policy incorporates the creation of latitude for administrators to make dress code decisions.

Restroom Procedures

Mrs. Skipper proposed this policy and also would like the policy to be extended to adults - employees, parents, and visitors. Adult bathrooms are primarily single-stall facilities. Passes will be provided for students seeking the provision of alternate accommodations.

Questions from the Audience (None)

Superintendent Comments

4. Superintendent Comments

Minutes:

Superintendent Broskie noted the recent recognition by Florida Tax Watch of Becky Wilkerson, principal of Middleburg Elementary, and the awarding of a two-year scholarship to a Middleburg Elementary student. The recent visit to Clay County Schools by Governor DeSantis was noted and his recognition of teacher and student achievements in the area of civics was appreciated. Also noted was Clay County District Schools' low energy usage when compared to like-sized districts.

Mr. Broskie proposed the board consider adding an item to the agenda to rescind the resignation of Bruce Bickner, School Board Attorney. Mr. Bickner's resignation will take effect on April 14th and new counsel has not yet been retained. Brenda

Troutman, Assistant Superintendent of Human Resources, advised that the five attorneys in whom the board has expressed a desire to interview currently maintain interest in the position. Due to legal advertising requirements, interviews may not be held prior to April 13th. The board will hold interviews following the workshop on April 25th and will then decide if they wish to re-advertise to entertain more applicants.

Board members discussed the financial impact of having two attorneys for the potential period of April through December. The current opening was advertised as a full-time position with a specified salary range so the option of having that new hire join in a part-time capacity through December is not adviseable.

Mr. Bickner expressed his willingness to remain through the end of his entire contracted term only with the support and commitment of all five board members. The four board members present at the meeting confirmed support for Mr. Bickner to remain through the term of his contract.

Mr. Broskie indicated that an item would be added to the consent agenda to rescind Mr. Bickner's resignation.

School Board Attorney Comments (None)

School Board Comments (None)

Adjournment (11:44 a.m.)

Superintendent of Schools   **Board Chair**

Teacher Inservice Center, 2233 Village Square Parkway, Fleming Island, FL

April 6, 2023 - Regular School Board Meeting

Date: Apr 06 2023 (6:00 p.m.)

Student Showcase (Middleburg Elementary Chorus, Cassidy Williams, Teacher)

Invocation (Rev. Jeffrey Dove, St. James A.M.E. Church)

Pledge of Allegiance

Call to Order (Present: Erin Skipper, District 1; Mary Bolla, District 2, Beth Clark, District 3; Michele Hanson, District 4; Ashley Gilhousen, District 5; Superintendent David Broskie)

Recognitions and Awards

1. Recognize Winner of Florida Juvenile Justice Association's Service Excellence Award

   Minutes:

   Treasure Pickett, Director of K-12 Education, recognized Maria Przybylski, AMIKids, for her over two decades of experience working with AMIKids in many different roles in both day treatment and prevention models. Under Ms. Przybylski's leadership, students participate in service-learning activities including a reading program with HeadStart, family engagement opportunities are made accessible, and numerous grants have been secured and funds raised in the local community to support this body of work.

2. Recognize Winners of Black History Month Essays

   Minutes:

   Constance Higginbotham, Clay County Education Association (retired), recognized the following students for their essays written for Black History Month:

   - Ryan Galbraith, Argyle Elementary, 1st Place, (Ms. McCray, Teacher)
   - Miguel Sanchez, Orange Park Elementary, 2nd Place, (Ms. Stevens, Teacher)
   - Virginia Baxter, Keystone Heights Elementary, 3rd Place, (Ms. Carter, Teacher)
   - Naomi Palmer, Middleburg Elementary, Top 10% (Ms. Allen, Teacher)
   - Raven Bastin, Keystone Heights Elementary, Top 10% (Ms. Carter, Teacher)
   - Mackenzie Burgess, Argyle Elementary, Top 10%, (Ms. McCray, Teacher)
   - Uma Maples, Argyle Elementary, Top 10% (Ms. McCray, Teacher)
   - Leighton Eversole, Orange Park Elementary, Top 10% (Ms. Stevens, Teacher)

3. Recognize President's Volunteer Service Award Recipients

   Minutes:

Christine Jump, Orange Park High School, recognized student recipients of The President's Volunteer Service Award, a prestigious national honor that highlights students' commitment to serving the community and the nation:

- Chloe Crocker - Lake Asbury Junior High
- Cailyn Crocker - Doctors Inlet Elementary
- Stella Carter - Orange Park Elementary
- Caidyn Toney - Lake Asbury Junior High
- Clarissa Toney - Middleburg High
- Chloe Toney - Middleburg High
- Kaitlyn Konnick - Middleburg High
- Lyndsey Brown - Ridgeview High
- Isabelle Carter - Orange Park High
- Scott Logan - Fleming Island High
- Tyler Avery - Fleming Island High

4. Recognition of FHSAA State Wrestling Champions

Minutes:

John Sgromolo, Coordinator of District Athletics, recognized the following State Wrestling Champions:

- Cheyenne Cruce - Middleburg High
- Jayce Paridon - Fleming Island High

5. Recognition of Fine Arts Regional and National Awards Recipient

Minutes:

Karen McMillan, Coordinator of School Choice and Fine Arts, recognized Fleming Island High art student, Jaden Poole and his art teacher, Michael Green. Jaden, a ninth-grade sculptor, had four works of art recognized with Gold Key Awards at the N.E. Florida Scholastic Art Awards in February. He also won a silver medal at the National level with his work entitled "Sapphire Octopus."

Presenters

6. School Library Month in Clay County

Minutes:

Susan Gannon, Instructional Resources Library/Media Specialist, shared a brief visual presentation in celebration of School Library Month in Clay County.

School Showcase (Middleburg Elementary, Becky Wilkerson, Principal)

Presentations from the Audience (Public Comment)

7. Public Comment

Minutes:

Public speakers:

- Arvid Nelson
- Bruce Friedman
- Susan Callahan
- Carol Newbern
- Cody Nobles
- Christopher Trahan
- Constance Higginbotham
- Kenneth Francis
- Kyleigh Burghart

- Jenifer Burghart
- Courtney Williams
- Leilani Alleyne
- Roseann Cronister
- Tara Richardson
- Mariana De Anzo
- Justine Galbraith
- Jackie Cetnar
- Kathleen Chamless
- Joel Miller
- Sandy Goldman
- Victoria Tompkins
- Tanya Kacsan
- Riley Connor
- Leigh Ann Lunsford
- Charles Walsh
- Hailley Hutchens
- Skully Collins
- Neptune Terry
- Samantha Wernet
- Fred Peton
- Judith Chapple

Consent Agenda

Superintendent

8. C1 - Minutes of School Board Workshop on February 21, 2023; Student Discipline Hearings and Regular Meeting on March 2, 2023

    21 Feb 2023 Workshop.pdf

    2023 Mar 2 Student Hearings.pdf (Confidential)

    2023 Mar 2 Regular Mtg.pdf

9. C2 - 2023 Legislative Priorities

    2023 Legislative Priorities.pdf

School Board Member

10. C3A - Approval to Advertise Proposed School Board Policy 1.16, "Designation of User Gender for Bathrooms/Restrooms, Locker Rooms and Dressing Rooms" for Public Hearing and adoption by the School Board

    Proposed SB Policy 1.16 Use of Designated Accommodations.pdf

    Legal Adv Notice of PH for SB Policy 1.16 Designation of User Gender for Bathrooms etc..pdf

Human Resources

11. C4 - Personnel Consent Agenda

    Personnel Consent Agenda 4 6 2023 (2).pdf

12. C5 - Kelly Services Amendments - Substitutes

    Kelly Services Amendment.pdf

13. C6 - Proposed Supplement Allocations for 2023-24

    2023-2024 Supplements.pdf

14. C7 - Reappointments of Instructional and Support Personnel 2023-2024 School Year

Instruction-Academic Services

Instruction-Exceptional Student Education

Instruction-Instructional Resources

Instruction-Climate and Culture

Business Affairs

Adoption of Consent Agenda

Minutes:

Immediately following the adoption of the consent agenda, a recess was taken at 8:22 p.m. and the meeting reconvened at 8:33 p.m.

Motion

Motion to Adopt Consent Agenda

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Michele Hanson

Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Beth Clark	- Aye
Michele Hanson	- Aye

Erin Skipper   - Aye

CCEA Update (Victoria Kidwell)

CESPA Update (None)

Superintendent's Update and Presentations

[49. Superintendent's Update](#)

Minutes:

Superintendent Broskie shared the attached visual presentation highlighting the following:

- Schools of the Month
- Governor DeSantis Visits Clay
- Worksite Wellness
- Arts Education Month
- Principal Award
- Florida Prepaid
- Upcoming Events

Discussion Agenda

School Board Member

[50. C3 - Approve rescission of resignation of School Board Attorney James Bruce Bickner, which resignation was tendered in writing on December 6, 2022, effective on December 23, 2022, with a final date of employment of April 14, 2023 (112 days notice) and reinstate the preexisting contract of employment which is effective through December 30, 2023. (item pulled by Mrs. Clark)](#)

Minutes:

This matter was thoroughly discussed in great detail by the board members. Each concern regarding Mr. Bickner's contract, the hiring of a new school board attorney, and the likely creation of a staff attorney position was discussed in detail. No changes or modifications were made to the item as presented on the agenda.

Motion

Motion to approve rescission of resignation of School Board Attorney James Bruce Bickner, which resignation was tendered in writing on December 6, 2022, effective on December 23, 2022, with a final date of employment of April 14, 2023 and reinstate the preexisting contract of employment which is effective through December 30, 2023

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Beth Clark

Ashley Gilhousen   - Aye

Mary Bolla   - Aye

Beth Clark   - Aye

Michele Hanson   - Aye

Erin Skipper   - Aye

Human Resources

[51. D1 - Human Resources Special Action A](#)

Minutes:

There was no Human Resources Special Action A.

[52. D2 - Human Resources Special Action B](#)

Minutes:

There was no Human Resources Special Action B.

Instruction-Instructional Resources

[53. D3 - Public Hearing to Approve as Advertised the Adoption of K-5 Math and 6-12 Social Studies Materials](#)

> [2022-2023 6-12 Social Studies Adoption Information Packet.pdf](#)

> [2022-2023 K-5 Math Adoption Information Packet.pdf](#)

Minutes:

Chair Gilhousen opened the public hearing. With no one coming forward to speak to the item, the public hearing was closed.

Motion

Motion to Approve as Advertised the Adoption of K-5 Math and 6-12 Social Studies Materials

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Michele Hanson

Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Beth Clark	- Aye
Michele Hanson	- Aye
Erin Skipper	- Aye

[54. D4 - Public Hearing to Approve as Advertised Amendment to School Board Procedures Manual for Library Media Services (Media Services) and Procedures Manual for Instructional Resources](#)

> [INSTRUCTIONAL MANUAL PAGE 19.paragraph 21 FINAL (1).docx REDLINE.pdf](#)

> [INSTRUCTIONAL MANUAL PAGE 19.paragraph 21 FINAL (1).pdf](#)

> [CHALLENGED MATERIALS PROCEDURE.INSTRUCTIONAL.docx FINAL WITH REDLINE AND STRIKETHROUGH (3).pdf](#)

> [CHALLENGED MATERIALS PROCEDURE.INSTRUCTIONAL.docx FINAL WITH ALL MARKUP REMOVED (1).pdf](#)

> [LIBRARY MEDA SERVICES MANUAL CHANGE TO PAGE 18-23 (1) (4). REDLINE and strikethrough (2) (1).pdf](#)

> [LIBRARY MEDA SERVICES MANUAL CHANGE TO PAGE 18-23 (1) (4). ALL MARKUP REMOVED (2).pdf](#)

> [Legal Adv. Notice of PH Revisions to Proc. Manual for Library Media Services and Proc. Manual for Instructional Materials (2).pdf](#)

Minutes:

Chair Gilhousen opened the public hearing. Public speakers addressing this item were as follows:

- Bruce Friedman
- Joel Miller

Following the public speakers' comments, the public hearing was closed.

Motion

Motion to Approve as Advertised amendment to School Board Procedures Manual for Library Media Services and Procedures Manual for Instructional Resources

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Beth Clark

Ashley Gilhousen   - Aye

Mary Bolla   - Aye

Beth Clark   - Aye

Michele Hanson   - Aye

Erin Skipper   - Aye

Operations-Facilities

55. D5 - Public Hearing to Approve as Advertised Amendments to School Board Policy 6.01 (B)1(a), Annual Architect/Engineer Selection

   section-601-b1a-revision-1-1 (1).pdf

   notice-of-approval-to-adv-policy-601-docx (1).pdf

Minutes:

Chair Gilhousen opened the public hearing. With no one coming forward to speak to the item, the public hearing was closed.

Motion

Motion to Approve as Advertised Amendments to School Board Policy 6.01 (B)1(a), Annual Architect/Engineer Selection

Vote Results (*Approved*)

Motion: Michele Hanson

Second: Erin Skipper

Ashley Gilhousen   - Aye

Mary Bolla   - Aye

Beth Clark   - Aye

Michele Hanson   - Aye

Erin Skipper   - Aye

56. D6 - County-Wide Architectural Services up to $4 Million Contract Award

   County-Wide Architect Contract - Kasper Architects & Associates

   County Wide Architect Contract - Altman & Barrett

   County Wide Achitect Contract - Bhide & Hall.pdf

   County-Wide Architect - Brian Boatright Architect

   County-Wide Architect - Ebert Norman Brady Architects

   Paul Stresing Professional County-Wide Architectural Services Contract

   Harvard Jolly County Wide Architect Contract

Motion

Motion to Approve County-Wide Architectural Services up to $4 Million Contract Award

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Beth Clark

Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Beth Clark	- Aye
Michele Hanson	- Aye
Erin Skipper	- Aye

School Board Attorney Remarks (None)

School Board Member Remarks

57. School Board Member Comments

Minutes:

Mrs. Bolla noted the upcoming events of Clay Education's Spring for Education and Math Field Day, and encouraged additional support to allow expansion of the Dolly Parton Imagination Library. She also extended well wishes to all families celebrating Passover, Ramadan, and Easter.

Mrs. Skipper expressed gratitude to the administration at Fleming Island Elementary for the opportunity to tour the school and meet staff, noting FIE's involvement of parent volunteers to support teachers in various ways. She was able to attend the Clay County Agricultural Fair and observe the schools' involvement in the fair. She also voiced her support and backing for teachers but does not support the indoctrination or sexualization of students or putting inappropriate reading materials in their hands. She also stated that the proposed bathroom policy protects all students and wished all a happy Easter.

Mrs. Clark noted Holy Week and the importance of humility. She attended the fair and was impressed by students participating in the market steer show. She would like to explore a policy that would ensure there are no publishers putting books on shelves that should not be there. She stated that she is not into book banning but is following the policy from last year and that policy may continue to be revised as legislation changes.

Mrs. Hanson would like to add, to a workshop, discussion about moving student discipline hearings to a different day due to the length of the hearings followed by the monthly board meeting. She would also like to add to the workshop agenda some discussion on the board holding informal workshops that would allow the board, with required notice, an opportunity to have discussion on maintaining the direction on educating students. Each board member would bring their priorities to the informal workshop and discuss topics they desire to discuss. She also lamented the amount of time that has been spent on discussion of the book challenge policy and stated that policy was hurried and lacked guidelines and clarity as well as community involvement. She stated items important for discussion are students reading on grade level and how master teachers can be better compensated.

Mrs. Gilhousen clarified the items to be added to a workshop agenda are discussion of a policy requested by Mrs. Clark re purchasing of library books, a policy requested by Mrs. Skipper, consideration of holding student discipline hearings on an alternate day as requested by Mrs. Hanson, and discussion of holding informal workshops as requested by Mrs. Hanson. It was determined it was not feasible to move the interviews for school board attorney to an earlier date. The board agreed that the addition of the requested four (4) items to the April workshop was not feasible due to the interviews beginning at 10:30, and it was decided to add these items to the May workshop.

Adjournment (9:52 p.m.)

_____   _____
Superintendent of Schools   **School Board Chair**

May 4, 2023 - Regular School Board

Title
C2 - Personnel Consent Agenda

Description
Florida Statutes, State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters. Actions regarding personnel have been recommended by Supervisors, approved by the Superintendent and are being forwarded to the Board for action or, if appropriate, for information. Personnel Actions, Transfer Requests, Pre-employments, Leave Forms or Directives from the Superintendent are available for review in the Human Resources Division.

Gap Analysis
These personnel actions are necessary for the effective operation of the school district.

Previous Outcomes
The Clay County School Board has approved each month a Personnel Consent Agenda which contains appointments, re-appointments, transfers, redesignations, retirements, resignations, and conclude employments.

Expected Outcomes
Approval of the Personnel Consent Agenda.

Strategic Plan Goal
Goal 5: Develop and support great educators, support personnel, and leaders.

Initiative 5.1.1 - Recruit and retain highly skilled, qualified, and diverse educators, leaders, and support staff.

Recommendation
To approve the Personnel Consent Agenda.

Contact
Brenda G. Troutman, Assistant Superintendent for Human Resources. (904) 336-6701 Brenda.Troutman@myoneclay.net

Financial Impact
Personnel changes involving already-allocated positions will result in salary impact per the current Board-approved Salary Schedule. This also includes supplemental positions. See current backup for allocation changes for impact of new positions.

Review Comments

Attachments

    📎 Personnel Consent Agenda 5.4.2023.pdf

DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA
May 4, 2023
TABLE OF CONTENTS

I. Administrative Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
PARKER, LISA MARIE AREA MANAGER, TRANSPORTATION 12 MONTH	Transportation	Effective 2023-03-21 12 MONTH / Annual

I. Administrative Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract

I. Administrative Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignments

DRAFT

I. Administrative Actions

D. TRANSFER

Name/Assignment	Site	Contract

I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
BRADLEY, ANTHONY STEVEN POE ASST PRINCIPAL EL 12 MO 12 MONTH	Plantation Oaks Elementary	Effective 2023-04-07 RESIGNATION
PARKER, LISA MARIE TRN BUS DRIVER/ DR TRAINER 12 MO SU	Transportation	Effective 2023-03-20 RESIGNATION
REILLY, APRIL HEATHER BAF COORDINATOR, BUS AFF 12 MONTH	Business Affairs	Effective 2023-03-30 RESIGNATION

I. Administrative Actions

F. SUPPLEMENT

Name/Assignment	Site	
ALLISON III, ARTHUR GRAHAM OPJ DISCRETIONARY SUPPLEME	Orange Park Jr High	Appointment

I. Administrative Actions

A. APPOINTMENT

Name/Assignment	Site	Contract

I. Administrative Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract

2023-24

I. Administrative Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignments

I. Administrative Actions

D. TRANSFER

Name/Assignment	Site	Contract

I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action

I. Administrative Actions

F. SUPPLEMENT

Name/Assignment	Site	

II.   JOB DESCRIPTION ACTIONS

A.   Administrative - Approve the following job descriptions:

NEW:

I-1.1.40 - Director of Information and Network Security

To adequately provide for the District's ever increasing needs in the area of Network Security, there is a need to create a new job description to fulfill these needs. The new Director of Information and Network Security will serve alongside the current Director of Information Services to ensure that the District's security and network infrastructure assets are properly researched, evaluated, developed and implemented. The Director of Information and Network Security will maintain a secure and robust networking infrastructure and secure data management, to include protection of data integrity, student cyber protection and management of the school district police department's Criminal Justice Systems.

Job Locator: I-1.1.40
Title: Director of Information and Network Security
Position Grade: Director I
Evaluated By: Assistant Superintendent for Business Affairs

Job Description:

The Director of Information and Network Security is responsible to the Assistant Superintendent for Business Affairs and serves in a staff relationship with other Directors and executive leadership. This position will plan, organize, supervise, implement, monitor, and update all Information Systems security and network infrastructure assets. This includes the planning and implementation of cybersecurity training and testing for all human resources employed at the school district. These duties will include the research, evaluation, development, purchase, and implementation of all systems to maintain a secure and robust networking infrastructure and secure data management. Protection of data integrity, student cyber protection, and management of the school district police department Criminal Justice Systems.

Responsibilities and duties of this position include:

1. Provide strategic and tactical direction to the District for information security, ensuring that the information systems' infrastructure effectively supports and protects the District's mission and strategic plan.

2. Lead in the area of District Information and Network Security, including the planning, developing, and maintaining of a comprehensive, enterprise-wide information security program that provides protection against external and internal security breaches; ensure that security measures taken are in compliance with statutory and regulatory requirements regarding information access, security and privacy.

3. Direct and lead in architecting, implementing and documenting the information and network security infrastructure and oversight mechanisms for district applications.

4. Lead and assess reported security vulnerabilities and develop and propose technologically sound and robust countermeasures to emerging threats.

5. Manage the department budget and associated project budgets in a fiscally prudent manner for security and network related projects.

6. Assist in the development of the district technology plan for Board review and acceptance.

7. Conduct annual performance assessments, ensure appropriate professional development is pursued and make recommendations for appropriate employment action.

8. Develop and establish policies, standards, and practices that reflect and drive security requirements. Create mechanisms to lure attackers, leading to security policy improvements.

9. Interpret administrative rules and policies to security standards and modifications, install priorities and improvements, and recommend new and improved programs to effectively manage information and network security.

10. Develop, maintain and coordinate procedures that will ensure secure, reliable and well-supported technology systems and services.

11. Research and recommend emerging technologies which may improve the district's information and network security.

12. Exercise proactive leadership in promoting the vision and mission of the District.

13. Research, implement, and maintain applications/hardware as it relates to cybersecurity initiatives to protect and secure the district's network and digital resources.

14. Perform other duties/tasks consistent with the goals and objectives of this position.

Required Qualifications:

1. Bachelor's Degree with a focus on Information Systems, or minimum seven (7) years experience in information services and security in an educational setting.

2. Seven (7) years experience in administration or supervision in technology.

3. Knowledge of current information technology and security, student systems, network infrastructure, State testing requirements, voice/data systems, security systems, and desktop/mobile hardware & software.

4. Skills in human relations and customer service.

5. Knowledge of and experience in the education industry.

Desired Qualifications:

1. Master's Degree in Managing Information Security or ten (10) years experience supervising information services in an educational setting.

2. Certified Information Systems Security Professional (CISSP) or other Information System security oriented certifications.

Pending School Board Approval: 05/04/2023

II.   JOB DESCRIPTION ACTIONS

B.   Certificated - Approve the following job descriptions:

REVISED:

I-2.3.08 - Teacher Support Coach

The current job description has been updated to add the reading endorsement qualification to be both a required qualification and a desired qualification. Based on the focus of the teacher support coach role, a reading endorsement may not be applicable, such as in the case of the secondary math teacher support coach position.

Job Locator: I-2.3.08
Title: Teacher Support Coach
Position Grade: Teacher Salary Schedule
Evaluated By: Assigned Academic Services Administrator

Job Description:

The Teacher Support Coach will provide targeted side-by-side job-embedded support to all teachers, focusing on beginning teachers, by providing them coaching support as well as orient them to the roles and responsibilities of teaching in Clay County District Schools. The Teacher Support Coach is directly responsible to the assigned Academic Services Administrator.

Responsibilities and duties of the position include:

1. Provide in-service, timely communication, feedback, and support to assigned beginning teachers.

2. Engage in classroom visits and observations of beginning teachers and other teachers as needed.

3. Facilitate instructional coaching cycles with beginning teachers and other teachers as needed.

4. Model effective instruction and classroom management.

5. Collaborate with school leaders to support beginning teachers and other teachers as needed.

6. Support the classroom teacher in establishing a classroom environment conducive to learning.

7. Assist the classroom teacher in creating classroom systems and routines conducive to learning.

8. Aid the classroom teacher in utilizing District curriculum and resources.

9. Support the classroom teacher in implementing the instructional framework for elementary and/or secondary instruction.

10. Assist the classroom teacher in assessing, analyzing data, grouping, and making informed instructional decisions about teaching strategies.

11. Facilitate collaboration between the classroom teacher, families and all school stakeholders.

12. Assist the classroom teacher in identifying professional development needs.

13. Attend coaching institutes and other training opportunities.

14. Performs other duties as assigned.

Required Qualifications:

1. Currently possess, or eligible to receive a valid Florida Educator's Certificate.

2. Certification: Elementary - Certified in Elementary Education; Secondary - Certified in Secondary Education or Middle School Education.

3. All Elementary & K-12 Reading or ELA: Endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) inservice hours each, or six (6) semester hours of college coursework in reading per year. [FS 6A 6053(6) Comprehensive Reading-Based Plan].

4. Five years of highly effective teaching experience.

5. Experience in Differentiated Instruction.

6. Experience in cross-curricular integration.

7. Experience in data analysis.

Desired Qualifications:

1. Secondary (not including Reading or ELA)- Endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) inservice hours each, or six (6) semester hours of college coursework in reading per year. [FS 6A 6053(6) Comprehensive Reading-Based Plan].

2. Clinical Educator Trained

3. At least 1 year of instructional experience in Clay County District Schools.

Board Approved: 03/03/2022
Revised: 05/04/2023

III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
HALL, BRITTANY MONIQUE CHE TEACHER, SC, FIRST GR 10 MONTH	Clay Hill Elementary	Effective 2023-03-20 10 MONTH / interim
HOWE, ANDREA BELLE CEB TEACHER, VE/INCLUSION 10 MONTH	Charles E. Bennett Elementary	Effective 2023-03-24 10 MONTH / interim
JANKE, SHANNON NICOLE OLJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Oakleaf Junior High School	Effective 2023-03-20 10 MONTH / interim
ROBINSON, BRYAN JERMAINE DOE TEACHER, PHYSICAL ED EL 10 MONTH	Discovery Oaks Elementary	Effective 2023-03-23 10 MONTH / interim
TRIMM, TIFFANY MARIA RVE VE SELF-CONTAINED-IND 10 MONTH	Ridgeview Elementary	Effective 2023-03-20 10 MONTH / interim

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract

III. Instructional Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignment
HOCKERSMITH, KIMBERLY KAY ESE STAFFING SPECIALIST 11 MO 11 MONTH	Exceptional Student Education	Effective 2023-04-10 / redesignated from / ESE STAFFING SPECIALIST 10 MO / 10 MONTH

III. Instructional Actions

D. TRANSFER

Name/Assignment	Site	Previous Assignment
TOMPKINS, VICTORIA A RVE TEACHER, SC, SIXTH GR 10 MONTH	Ridgeview Elementary	Effective 2023-03-25 /transfer from / BLC TEACHER, INTENSIVE READING

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
AYERS, TIFFANY W PES TEACHER, SC, SIXTH GR 10 MONTH	Robert M. Paterson Elementary	Effective 2023-05-30 RESIGNATION
BUONOPANE, BARBARA ANN WEC TEACHER, SC, FIRST GR 10 MONTH	W.E. Cherry Elementary	Effective 2023-05-30 RETIREMENT
CLERGE, COURTNEY JEANETTE DIS TEACHER, VE/INCLUSION LNG TRM	Doctors Inlet Elementary	Effective 2023-03-20 RESIGNATION
CLOUTIER, MARY B WEC TEACHER, PHYSICAL ED EL 10 MONTH	W.E. Cherry Elementary	Effective 2023-05-30 RETIREMENT
COLON, ERIN LEIGH DOE COUNSELOR, ELEM 10 MONTH	Discovery Oaks Elementary	Effective 2023-05-30 RESIGNATION
CORDEL, STACY LEIGH WEC TEACHER, SC, FOURTH GR 10 MONTH	W.E. Cherry Elementary	Effective 2023-05-30 RESIGNATION
CRAFT, TABITHA L MRE TEACHER, SC, FIRST GR 10 MONTH	Mcrae Elementary	Effective 2023-05-30 RESIGNATION
DODSON, KRISTEN ELENA SBJ TEACHER, VE/INCLUSION 10 MONTH	S. Bryan Jennings Elementary	Effective 2023-05-30 RESIGNATION
EDWARDS, JACQUELIN RAE CHE TITLE I ASSISTANT 9 MON SU	Clay Hill Elementary	Effective 2023-03-08 RESIGNATION
FIELDS, TERESA G MRE TEACHER, PRE-KDG ESE 10 MONTH	Mcrae Elementary	Effective 2023-05-30 RETIREMENT
GRETTON, PAMELA ANN CVA TEACHER, ASSIGNMENT 10 MONTH	Clay Virtual Academy	Effective 2023-05-30 RETIREMENT
GUALANDI, CHELSAE NICHOLE DOE TEACHER, SC, SECOND GR 10 MONTH	Discovery Oaks Elementary	Effective 2023-05-30 RESIGNATION
HUNT, TARYN ELIZABETH WEC TEACHER, TITLE I, ELEM 10 MONTH	W.E. Cherry Elementary	Effective 2023-05-30 RESIGNATION
JACKSON, JHONABELL DOE TEACHER, SC, FIFTH GR 10 MONTH	Discovery Oaks Elementary	Effective 2023-05-30 RESIGNATION
JOHNSON, CHERYL L ESE STAFFING SPECIALIST 10 MO 10 MONTH	Exceptional Student Education	Effective 2023-05-30 RETIREMENT
KNOTTS, KRISTEN DANIELLE LES TEACHER, SC, FIRST GR 10 MONTH	Lakeside Elementary	Effective 2023-05-30 RESIGNATION
LONGO, MICHELE MARIE DOE COUNSELOR, ELEM 10 MONTH	Discovery Oaks Elementary	Effective 2023-05-30 RESIGNATION

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
LUDLAM, KELLY A RLA CURRICULUM SPEC. 12 MO 12 MONTH	READING AND EARLY LITERACY	Effective 2023-06-01 RETIREMENT
MCCOLLUM, DAVID FRED KHH TEACHER, SCIENCE, JH 10 MONTH	Keystone Heights High School	Effective 2023-05-30 RETIREMENT
MCCOLLUM, TINA ANNE KHH TEACHER, SCIENCE, JH 10 MONTH	Keystone Heights High School	Effective 2023-05-30 RETIREMENT
MILLER, MARCUS R OHS ATHLETIC DIRECTOR 11 MONTH	Oakleaf High School	Effective 2023-06-12 RESIGNATION
MORRIS, JENNIFER ANN RHS TEACHER ESE APP TECH 10 MONTH	Ridgeview High School	Effective 2023-05-30 RESIGNATION
MOSES, PHYLLIS MAXINE BLC TEACHER, READING, SH 10 MONTH	Bannerman Learning Center	Effective 2023-05-30 RETIREMENT
NETTLES, KYLA CARRON MBE TEACHER, GIFTED LNG TRM	Middleburg Elementary	Effective 2023-03-21 RESIGNATION
OVERY, NATALIE E OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	Effective 2023-04-27 RESIGNATION
PILKINTON, DEALVA FRANCES SLE TEACHER, VE/INCLUSION 10 MONTH	Shadowlawn Elementary	Effective 2023-05-30 RETIREMENT
POTTER, STEPHANIE KAYLA RVE TEACHER, SC, FIFTH GR 10 MONTH	Ridgeview Elementary	Effective 2023-05-30 RESIGNATION
POWERS, DAWN R SIP CURRICULUM COACH/TRAINER 10 MONTH	PROFESSIONAL DEVELOPMENT	Effective 2023-05-30 RETIREMENT
PREWITT, CARRIE A MHS TEACHER, PHYSICAL ED SH 10 MONTH	Middleburg High	Effective 2023-05-30 RETIREMENT
QUALLS, BEVERLY A INSTRUCTIONAL - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2023-04-14 RESIGNATION
RAMIREZ, ILENE LUELLEN DOE TEACHER, SC, FOURTH GR 10 MONTH	Discovery Oaks Elementary	Effective 2023-05-30 RESIGNATION
RIDDICK, JENNIFER EVANS DOE TEACHER, SC, SECOND GR 10 MONTH	Discovery Oaks Elementary	Effective 2023-05-30 RESIGNATION
ROGERS, PATRICIA YOUNG TBE TEACHER, SC, THIRD GR 10 MONTH	Thunderbolt Elementary	Effective 2023-05-30 RETIREMENT
SCHOENFELD, CONNIE JO RVE TEACHER, SC, SECOND GR	Ridgeview Elementary	Effective 2023-05-30 RETIREMENT

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action
	10 MONTH		
	SCHRIEBER, KAREN MARIE GCJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Green Cove Springs Junior High	Effective 2023-05-30 RETIREMENT
0.5	SEXTON, SHERRY S SLE TEACHER, SC, SECOND GR SPECIAL	Shadowlawn Elementary	Effective 2023-05-30 RETIREMENT
	SHAFFER, DEANNA GAIL POE TEACHER, SC, THIRD GR 10 MONTH	Plantation Oaks Elementary	Effective 2023-05-30 RESIGNATION
	SMITH, KAMRYN HOPE LAJ TEACHER, AGRICULTURE 11 MONTH	Lake Asbury Junior High School	Effective 2023-06-12 RESIGNATION
	SMITH, KATHY S KHH TEACHER, MATHEMATICS, SR 10 MONTH	Keystone Heights High School	Effective 2023-05-30 RETIREMENT
	SNOWBERGER, MATTHEW CALDWELL KHH TEACHER, VE/INCLUSION 10 MONTH	Keystone Heights High School	Effective 2023-05-30 RESIGNATION
	SODERHOLM, LAURA ANNE STS SCHOOL SOCIAL WORKER 10 MONTH	CLIMATE AND CULTURE	Effective 2023-05-30 RESIGNATION
	STALNAKER, SHANNON MARIE RVE TEACHER, SC, FOURTH GR 10 MONTH	Ridgeview Elementary	Effective 2023-05-30 RESIGNATION
	STONE, KRISTIE LYNNE WEC VE SELF-CONTAINED-ASD 10 MONTH	W.E. Cherry Elementary	Effective 2023-05-30 RESIGNATION
	THROOP, VICTORIA ELIZABETH CHS TEACHER, SCIENCE, SH 10 MONTH	Clay High	Effective 2023-03-30 RESIGNATION
	TRACHIM, JONATHAN MICHAEL CHS TEACHER, VE/INCLUSION 10 MONTH	Clay High	Effective 2023-05-30 RESIGNATION
	VALIENTE, CAMERYN KELLY TES TEACHER, MUSIC, ELEM 10 MONTH	Tynes Elementary	Effective 2023-05-30 RESIGNATION
	WALKER, SARAH KAITLIN SBJ TEACHER, SC, THIRD GR 10 MONTH	S. Bryan Jennings Elementary	Effective 2023-05-30 RESIGNATION
0.6	WEAVER, HEATHER GIBBS TEACHER, SPECIAL ASSIGNMENT LNG TRM	COUNTY-WIDE LEAVE	Effective 2023-05-30 RESIGNATION
	WELLS, PAMELA ANN KHH TEACHER, LANGUAGE ARTS, JH 10 MONTH	Keystone Heights High School	Effective 2023-05-30 RETIREMENT
	WHITAKER, SHANTELL OHS COUNSELOR, SH 11 MO 11 MONTH	Oakleaf High School	Effective 2023-06-12 RESIGNATION

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
WILLIAMS, FELICIA LANETTE OPJ COUNSELOR, JH 10 MONTH 10 MONTH	Orange Park Jr High	Effective 2023-04-14 RESIGNATION
WILSON, BRITTNEY D SPC TEACHER, COMBINATION, EL 10 MONTH	Swimming Pen Creek Elem	Effective 2023-05-30 RESIGNATION
WINDHAM, JORDAN PAIGE OHS TEACHER, SUPP FACIL 10 MONTH	Oakleaf High School	Effective 2023-05-30 RESIGNATION

III. Instructional Actions

F. SUPPLEMENT

	Name/Assignment	Site	Supplement Action
	AFLLEJE, ELIZABETH ANN LJH TRACK HD JH SUPPLEME	Lakeside Junior High	Appointment
0.5	BRESHEARS, BROCK VANCE MHS FOOTBALL ASST HS 25% SUPPLEME	Oakleaf Junior High School	Appointment
	BRYMER, JENNIFER D KHH DANCE TEAM SH SUPPLEME	Keystone Heights High School	Appointment
	BURGHART, LINDSAY ANN MHS TENNIS HD SH SUPPLEME	Middleburg High	Appointment
	COCHUYT, CAROL JEAN CVA DEPT HEAD (6-10) SUPPLEME	Clay Virtual Academy	Appointment
	CONNELLY, AMANDA MARIE LAJ DISCRETIONARY SUPPLEME	Lake Asbury Junior High School	Appointment
	CRAWFORD, AMY G GPE ESE INTERVENTION FAC. SUPPLEME	Grove Park Elementary	Appointment
	HOLDREN, BRANDEN KYLE RHS FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Resignation
0.5	KNOFF, MICHELLE D LAJ DISCRETIONARY SUPPLEME	Lake Asbury Junior High School	Appointment
0.5	LIGHTSEY, CHRISTOPHER MACKINZIE MHS FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Appointment
	LIGHTSEY, CHRISTOPHER MACKINZIE RHS FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Resignation
	MANN, KIMBERLY LYNN KHH DISCRETIONARY SUPPLEME	Keystone Heights High School	Appointment
0.5	SHILLINGS, ELIZABETH JOAN LAJ DISCRETIONARY SUPPLEME	Lake Asbury Junior High School	Appointment
0.1	TOMPKINS, VICTORIA A BLC (.128) SIXTH PERIOD SUPPLEME	Ridgeview Elementary	Resignation
	TOMPKINS, VICTORIA A BLC DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Resignation
	WALKER, AMY JO FIH TRACK HD SH SUPPLEME	Fleming Island High School	Appointment
0.5	WEISKOPF, CHASE MICHAEL MHS FOOTBALL ASST HS 25% SUPPLEME	Middleburg High	Appointment
	ZANER, BRADLEY ALBERT INST APPLICATION FACILITATOR	Orange Park Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

Name/Assignment	Site	Supplement Action
SUPPLEME		
ZANONE, JAMES DOUGLAS RHS FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Resignation

III. INSTRUCTIONAL ACTIONS   2022-2023

G. PENDING APPOINTMENTS

Last Name	First Name	Site	Subject	OOF Subject

None

III. INSTRUCTIONAL ACTIONS   2022-2023

H. OUT OF FIELD

Last Name	First Name	Site	Subject	OOF Subject

None

III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
ADAMS, TERESA ANN SBJ TEACHER, SC, FIFTH GR 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Professional Services
ANDREWS, ABBIE L MHS TEACHER, SUPP FACIL 10 MONTH	Middleburg High	10 MONTH / Professional Services
ARMELE, LISA MARIE STS STUD SERV PSYCH 12 MO 12 MONTH	CLIMATE AND CULTURE	12 MONTH / Annual
BAILEY, DOROTHY V GPE TEACHER, SC, SIXTH GR 10 MONTH	Grove Park Elementary	10 MONTH / Annual
BERRY, JASON PAUL LAJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lake Asbury Junior High School	10 MONTH / Professional Services
BOWMAN, MICHELLE L OLJ MEDIA SPECIALIST, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
BYRD, MARGARET ELIZABETH OLJ TEACHER, SCIENCE, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
BYRD, ZACHARY JAMES OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
CARVER, LAURIE ANN DIS TEACHER, SC, KINDERGARTEN 10 MONTH	Doctors Inlet Elementary	10 MONTH / Professional Services
CARVER, RYAN MASON GCJ TEACHER, SCIENCE, JH 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual
CHANEY, MARCIA H OPJ TEACHER, CURRICULUM COACH 10 MONTH	Orange Park Jr High	10 MONTH / Annual
COOK, JOHN CALVIN CHS TEACHER, ART, SH 10 MONTH	Clay High	10 MONTH / Annual
COSTON, KATHERINE MORGAN RHS VE SELF-CONTAINED-IND 10 MONTH	Ridgeview High School	10 MONTH / Annual
CUDA, KATHERINE ELIZABETH MCE TEACHER, MUSIC, ELEM 10 MONTH	Montclair Elementary	10 MONTH / Annual
DAIGLE, CASIE NAN MHS TEACHER, READING, SH 10 MONTH	Middleburg High	10 MONTH / Annual
DAVIS, LORI ANN CHS TEACHER, PHYSICAL ED SH 10 MONTH	Clay High	10 MONTH / Professional Services
DECK, JULIE LYNN CGE TEACHER, SC, KINDERGARTEN 10 MONTH	Coppergate Elementary	10 MONTH / Professional Services

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
DEFALCO, DANIELLE C SBJ TEACHER, SC, THIRD GR 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
DEL RIO, MADELINE ESE BEHAVIOR SITE COACH 10 MONTH	Tynes Elementary	10 MONTH / Annual
DENAPOLI, CHARLOTTE RAE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
DINKINS, KENNETH D TES TEACHER, PHYSICAL ED EL 10 MONTH	Tynes Elementary	10 MONTH / Annual
DREW JR, HUGH EDWARD OPH TEACHER, INDUSTRIAL ED 10 MONTH	Orange Park High	10 MONTH / Annual
DRYDEN, KATHARINE L SPC MEDIA SPECIALIST, ELEM 10 MONTH	Swimming Pen Creek Elem	10 MONTH / Professional Services
EPPS, ELIZABETH A AES TEACHER, VE/INCLUSION 10 MONTH	Argyle Elementary	10 MONTH / Annual
ETHERIDGE, LAURA E SPS TEACHER,PRE-K/ BEHAVIOR ESE 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
FITZGERALD, BETHANY JANE OPH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Orange Park High	10 MONTH / Annual
FRANCESCONE, CHRISTEN DENISE GCJ TEACHER, BUSINESS ED 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual
GAETANO, DANIEL J RHS TEACHER, VE/INCLUSION 10 MONTH	Ridgeview High School	10 MONTH / Annual
GEMMILL, MELISSA BETHEA ESE STAFFING SPECIALIST 10 MO 10 MONTH	Exceptional Student Education	10 MONTH / Professional Services
GENERAZIO, ASHLEY R RHS TEACHER, ART, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual
GORHAM, SUSAN DALE MRE TEACHER, VE/INCLUSION 10 MONTH	Mcrae Elementary	10 MONTH / Professional Services
GOTTSCHALK, CAROL ELAINE MRE TEACHER, SC, SECOND GR 10 MONTH	Mcrae Elementary	10 MONTH / Annual
GRAY, ANNETTE TBE TEACHER, PHYSICAL ED EL 10 MONTH	Thunderbolt Elementary	10 MONTH / Professional Services
GRIGGS JR, UNDRE	Fleming Island High School	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
FIH TEACHER, SOC STUD, SH 10 MONTH		
HAENSLY, REBECCA A AES TEACHER, SC, FIRST GR 10 MONTH	Argyle Elementary	10 MONTH / Professional Services
HAYES, AUBREY ELYSE CGE TEACHER, DRAMA, ELEM 10 MONTH	Coppergate Elementary	10 MONTH / Annual
HAYNES, KAITLYN NICOLE RHS TEACHER ESE APP TECH 10 MONTH	Ridgeview High School	10 MONTH / Annual
HELLRUNG, AMANDA RUTH SBJ TEACHER, SC, FIRST GR 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
HERRERA, ADOLFH OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
HILTON, TERESA G KHE TEACHER, SC, SECOND GR 10 MONTH	Keystone Heights Elementary	10 MONTH / Annual
JOHNSON, FELICIA YOUNG BLC TEACHER, SOC STUD, SH 10 MONTH	Bannerman Learning Center	10 MONTH / Annual
JONES, JENNIFER BRINKLEY KHE TEACHER, SC, THIRD GR 10 MONTH	Keystone Heights Elementary	10 MONTH / Annual
KAISER, CHRISTOPHER J MCE VE SELF-CONTAINED-EBD 10 MONTH	Montclair Elementary	10 MONTH / Annual
KENDRICK, JULIE ANNE FIH TEACHER, SUPP FACIL 10 MONTH	Fleming Island High School	10 MONTH / Professional Services
KINGSTON, JOAN LOUISE STS SCHOOL SOCIAL WORKER 12 MO 12 MONTH	CLIMATE AND CULTURE	12 MONTH / Annual
KINSEY, BRITTANY LOUISE WES TEACHER, SC, SECOND GR 10 MONTH	Wilkinson Elementary	10 MONTH / Annual
KITTRELL, JESSICA SEMONICH OVE TEACHER, SC, FIRST GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
LANCASTER, MEGAN ELIZABETH DIS TEACHER, SC, THIRD GR 10 MONTH	Doctors Inlet Elementary	10 MONTH / Annual
LEE, LINDSEY ALLISON MBE TEACHER, PHYSICAL ED EL 10 MONTH	Middleburg Elementary	10 MONTH / Annual
LENDVAY, JEFFREY D RVE TEACHER, SC, FOURTH GR 10 MONTH	Ridgeview Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
	LEYIMU, AYOMIDE A CHS TEACHER, SOC STUD, SH 10 MONTH	Clay High	10 MONTH / Annual
0.5	LIVINGSTONE, JEANINE CHANTAL CHS TEACHER, READING, SH 10 MONTH	Clay High	10 MONTH / Annual
	MASON, TAMARA DAWN AES TEACHER, PRE-KDG ESE 10 MONTH	Argyle Elementary	10 MONTH / Annual
	MCINTOSH, LETICIA CROCKETT MRE VE SELF-CONTAINED-ASD 10 MONTH	Mcrae Elementary	10 MONTH / Annual
	NESTOR, JORDAN ALEXANDRA SBJ TEACHER, SC, THIRD GR 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
	NOLAN, DARYAN BROOKE WJH TEACHER, BUSINESS ED 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
	PADGETT, TIFFANY K SLE TEACHER, SC, KINDERGARTEN 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
	PALMER, GLENEISHA LAVELLA DIS TEACHER, PRE-KDG ESE 10 MONTH	Doctors Inlet Elementary	10 MONTH / Annual
	PENN, CARNELL LEBRON DEAN-JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
	POE III, JOHN D OHS TEACHER, MATHEMATICS, SR 10 MONTH	Oakleaf High School	10 MONTH / Annual
	QUIROS GAETAN, EDIELY MARIE WJH TEACHER, MATHEMATICS, JH 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
	RASHAD, SHA REFF ABDUL RHS TEACHER, ROTC/MILITARY SH 11 MONTH	Ridgeview High School	11 MONTH / Professional Services
	REPPER, KIMBERLI DAWN FIH TEACHER, MATHEMATICS, SR 10 MONTH	Fleming Island High School	10 MONTH / Professional Services
0.4	RICH, SASHA J STS SCHOOL SOCIAL WORKER SPECIAL	CLIMATE AND CULTURE	SPECIAL / Annual
	RIDDLE, JAMES PAUL OPJ TEACHER, BUSINESS ED 10 MONTH	Orange Park Jr High	10 MONTH / Annual
	RIVERA, JAMES MATTHEW CGE TEACHER, MUSIC, ELEM 10 MONTH	Coppergate Elementary	10 MONTH / Annual
	ROBERTS, PEGGY SUE MHS TEACHER,	Middleburg High	10 MONTH / Professional Services

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
FAMILY/CONSUMER 10 MONTH		
ROSS, JOSHUA MICHAEL OLJ TEACHER, VE SELF-CONTAINED 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
SADSARIN, JAMES RICHARD OHS TEACHER, MATHEMATICS, SR 10 MONTH	Oakleaf High School	10 MONTH / Annual
SAMSON, DAVID A GCJ TEACHER, SOC STUD, JH 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual
SCHMIDT, BARBARA A SLE MEDIA SPECIALIST, ELEM 10 MONTH	Shadowlawn Elementary	10 MONTH / Professional Services
SPENCER, THLEIA ROBYN LES TEACHER, SC, FIFTH GR 10 MONTH	Lakeside Elementary	10 MONTH / Annual
STEVENS, ANDREA MARIE LAJ TEACHER, FAMILY/CONSUMER 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
SWITANEK, LILLIE ELAINE STS SCHOOL SOCIAL WORKER 10 MONTH	CLIMATE AND CULTURE	10 MONTH / Annual
TATE, BRITTANY MARIE RHS TEACHER, VE SELF-CONTAINED 10 MONTH	Ridgeview High School	10 MONTH / Annual
TAYLOR, TYKERA SHYNICE WJH COUNSELOR, JH 11 MONTH 11 MONTH	Wilkinson Jr High	11 MONTH / Annual
TUFANO, JAMIE MARIE RVE TEACHER, SC, FIFTH GR 10 MONTH	Ridgeview Elementary	10 MONTH / Annual
UNDERWOOD, LINDSEY KATHRYN LAJ TEACHER, MATHEMATICS, JH 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
UPDEGRAFF, HOLLY HAMMONS OPJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Orange Park Jr High	10 MONTH / Annual
WEAVER, KRISTEN MARIE SPS TEACHER SC KINDERGARTEN 10 MONTH	Robert M. Paterson Elementary	10 MONTH / Annual

III. Instructional Actions

C. RE-DESIGNATION

Name/Assignment	Site	Previous Assignment
HOCKERSMITH, KIMBERLY KAY ESE STAFFING SPECIALIST 11 MO 11 MONTH	Exceptional Student Education	EFFECTIVE 08/02/2023 / REDESIGNATE FROM ESE STAFFING SPECIALIST / 10 MONTH

DRAFT

III. Instructional Actions

D. TRANSFER

Name/Assignment	Site	Previous Assignment
GRAHAM, PAULA MARIE SPS TEACHER SC SECOND GR 10 MONTH	Charles E. Bennett Elementary	EFFECTIVE 08/02/2023 / TRANSFER FROM CEB TEACHER, SC, SECOND GR / 10 MONTH

DRAFT

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action

III. Instructional Actions

F. SUPPLEMENT

Name/Assignment	Site	Supplement Action

DRAFT

III. INSTRUCTIONAL ACTIONS   2023-2024

G. PENDING APPOINTMENTS

Last Name	First Name	Site	Subject	OOF Subject

None

III. INSTRUCTIONAL ACTIONS   2023-2024

H. OUT OF FIELD

Last Name	First Name	Site	Subject	OOF Subject

None

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
NONE		

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2022-2023

B. COMMUNITY EDUCATION

Appointments

NONE

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2022-2023

C. ADULT EDUCATION

<u>Appointments</u>

NONE

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
NONE		

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2023-2024

B. COMMUNITY EDUCATION

Appointments

NONE

IV.   INSTRUCTIONAL MISCELLANEOUS ACTIONS 2023-2024

C.   ADULT EDUCATION

Appointments

NONE

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2023-2024

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2022-2023

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
0.9	BEDDOE, JOSHUA MICHAEL RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2023-03-21 9 MON SU / Annual
	BELL, LINDSEY DANIELLE ITS DATA BASE SPECIALIST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2023-04-03 12 MO SU / Annual
	BOWMAN, SARALEE C TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-09 TRANSPOR / Annual
0.9	BRAND, SHANNON NOEL LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	Effective 2023-03-30 9 MON SU / Annual
	BRANDON, AMBER ROSE WES CAFE ASSISTANT 3 HOURS 9 MON CA	Wilkinson Elementary	Effective 2023-04-06 9 MON CA / Annual
	BROCK, SAMANTHA ELIZABETH WES CAFE ASSISTANT 5.5 HOURS 9 MON CA	Wilkinson Elementary	Effective 2023-03-09 9 MON CA / Annual
0.9	CACERES ACOSTA, MARIA ALEJANDRA OHS GENERAL HEALTH ASSISTA 9 MON SU	Oakleaf High School	Effective 2023-03-23 9 MON SU / Annual
	CENTENO, RYAN ALFONSO RHS REGISTERED NURSE 10 MONTH	Ridgeview High School	Effective 2023-03-06 10 MONTH / Annual
	DE JESUS, NOEL AGUILAR OPJ CAFE ASSISTANT 3.5 HOURS 9 MON CA	Orange Park Jr High	Effective 2023-04-03 9 MON CA / Annual
	DEETS, REBECCA MARIE OLJ LICENSED PRAC NURSE 10 MONTH	Oakleaf Junior High School	Effective 2023-03-20 10 MONTH / Annual
	FERGUSON, TAMMY DARNELL PES CUSTODIAN 12 MO SU	Robert M. Paterson Elementary	Effective 2023-03-14 12 MO SU / Annual
	GASID, RYAN TORIO TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-30 TRANSPOR / Annual
0.8	GRANT, YVETTE AES ESOL CLASSROOM ASSISTANT 9 MON SU	Argyle Elementary	Effective 2023-03-21 9 MON SU / Annual
	GREENFIELD, KENYUTTA HONORE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-04-03 TRANSPOR / Annual
0.9	GREY, REYNALDO EXZAVIER MHS BEHAVIORAL HEALTH ASST 9 MON SU	Middleburg High	Effective 2023-03-30 9 MON SU / Annual
	HASSELD, DAVID L TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-04-03 TRANSPOR / Annual

VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	HERRERA, DULCE MARIA SPC CAFE ASSISTANT 5.5 HOURS 9 MON CA	Swimming Pen Creek Elem	Effective 2023-04-06 9 MON CA / Annual
	HILL, VICTORIA MARY TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2023-03-21 TRANSPOR / Annual
	HILT, GERALDINE LAJ CAFE ASSISTANT 3.75 HOURS 9 MON CA	Lake Asbury Junior High School	Effective 2023-04-03 9 MON CA / Annual
	ISOM, SHANNON DIONNE TRN TRAN TECHNOLOGY SPEC 12 MO SU	Transportation	Effective 2023-04-10 12 MO SU / Annual
0.9	JACKSON, ISAIAH LEMETRICE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2023-03-28 9 MON SU / Annual
	LAFORTUNE, DAMOCLES TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-21 TRANSPOR / Annual
0.9	LICKLITER SPAIN, JOANNA V RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2023-03-07 9 MON SU / Annual
	MONROE, TOMMIE O BRIAN TES CUSTODIAN 12 MO SU	Tynes Elementary	Effective 2023-04-03 12 MO SU / Annual
	MUHLEMAN, STEPHANIE RUTH PES SCHOOL SECRETARY 10 MONTH 10 MONTH	Robert M. Paterson Elementary	Effective 2023-04-11 10 MONTH / Annual
	NAU, PRECIOSA F TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-14 TRANSPOR / Annual
	NELSON, SAVANNAH MARIE MNT CUSTODIAN 12 MO SU	Division of Support Srvcs	Effective 2023-03-21 12 MO SU / Annual
	O NEILL, KEVIN PAUL MNT CUSTODIAN 12 MO SU	Division of Support Srvcs	Effective 2023-04-06 12 MO SU / Annual
	PERKINS, DERNELL TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-23 TRANSPOR / Annual
	PERRY, SCOTT JAMES MNT PLUMBER 12 MO SU	Division of Support Srvcs	Effective 2023-04-04 12 MO SU / Annual
0.9	RIOS, DIANE ELIZABETH PES GENERAL ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2023-03-09 9 MON SU / Annual
0.9	SABLE, TANIA SABINE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2023-03-07 9 MON SU / Annual
	SEELEY, JEFFREY CHARLES TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-21 TRANSPOR / Annual

VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	Action/Effective
	SMITH, RUTH RENEE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-22 TRANSPOR / Annual
	SPENCER, SAVANNAH MICHELLE TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2023-04-03 TRANSPOR / Annual
0.9	STEWART, RONDA KATHYN KHH GENERAL HEALTH ASSISTA 9 MON SU	Keystone Heights High School	Effective 2023-03-30 9 MON SU / Annual
0.9	SUBER, DEIDRA RAQUEL SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	Effective 2023-03-21 9 MON SU / Annual
	SWEAT, SUMMER ROSE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-21 TRANSPOR / Annual
0.9	VAZQUEZ HERNANDEZ, PERLA NICOLE RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2023-04-10 9 MON SU / Annual
	WEAVER, BELINDA KAY TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-04-03 TRANSPOR / Annual
0.9	WHITE, ORBORA S RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2023-04-04 9 MON SU / Annual
	WILSON, JUDY LEE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-22 TRANSPOR / Annual

VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
0.9	BURRIS, SEBRINA S WJH GENERAL ASSISTANT 9 MON SU	Wilkinson Jr High	9 MON SU / Annual

VI. Support Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Previous
0.9	DUVERGE, CARVIN JUNIOR MHS BEHAVIORAL HEALTH ASST 9 MON SU	Middleburg High	Effective 2023-04-10 / redesignated from / MHS BEHAVIORAL HEALTH ASST / 9 MON SU

VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	Previous
0.9	ADIPIETRO, SHANNON LYNN LAJ GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Junior High School	Effective 2023-03-27 /transfer from / RVE CAFE ASSISTANT 3 HOURS
0.9	CHAMPEN, CARL ROGER RHS BEHAVIORAL HEALTH ASST 9 MON SU	S. Bryan Jennings Elementary	Effective 2023-03-29 /transfer from / SBJ CUSTODIAN
	FAIRCHILD, PATRICE ELLEN RVE PRINCIPAL SECRETARY CONFIDEN	Ridgeview Elementary	Effective 2023-03-31 /transfer from / PES SECRETARY 11 MO
	GORALCZYK, JOSHUA PATRICK CAFE/KITCHEN EQUIP TECH 12 MO SU	Division of Support Srvcs	Effective 2023-03-27 /transfer from / MNT HVAC TECH
0.9	MILLIGAN, TAYLOR MACKENZIE CHS COMPUTER LAB ASSISTANT 9 MON SU	Clay High	Effective 2023-04-04 /transfer from / CHS COMPUTER LAB ASSISTANT
	MURRAY, CHRISTIE M TRN BUS DRIVER/ DR TRAINER 12 MO SU	Transportation	Effective 2023-03-23 /transfer from / TRN BUS DRIVER
	OBASUYI, MARIE HUBERTA RVE LICENSED PRAC NURSE 10 MONTH	Ridgeview Elementary	Effective 2023-03-23 /transfer from / RHS BEHAVIORAL HEALTH ASST
	PALLADINO, PEGGY DELANE TRN ESE ASST/BUS MONITOR TRANSPOR	Wilkinson Jr High	Effective 2023-04-24 /transfer from / WJH CUSTODIAN
	PENN, DERRICK HOLLISTER MNT LEAD HVAC TECHNICIAN 12 MO SU	Division of Support Srvcs	Effective 2023-03-27 /transfer from / MNT HVAC TECH
	RINERE, JENNY LYNN LJH CUSTODIAN 12 MO SU	Lake Asbury Junior High School	Effective 2023-03-13 /transfer from / LAJ GENERAL HEALTH ASSISTA
	SUMMERS, CRYSTAL RAE PES SECRETARY 11 MO 11 MONTH	Robert M. Paterson Elementary	Effective 2023-04-03 /transfer from / PES SCHOOL SECRETARY 10 MONTH
0.9	TEMPLE, NIXSA E FYA COMPUTER LAB ASSISTANT 9 MON SU	Plantation Oaks Elementary	Effective 2023-05-08 /transfer from / POE BEHAVIORAL HEALTH ASST
0.9	TRUMP, PAULA MARIE MHS INSTRUCTIONAL ASSISTANT 9 MON SU	Middleburg High	Effective 2023-03-28 /transfer from / LAJ GENERAL HEALTH ASSISTA
	WHITE, CAITLYN MARIE SLE ST RECORD SEC 12 MO 12 MO SU	Middleburg High	Effective 2023-04-28 /transfer from / MHS SECRETARY 11 MO
	YOUMANS, MICHELLE ELAINE SIP ADMINISTRATIVE SECRETARY 12 MO SU	PROFESSIONAL DEVELOPMENT	Effective 2023-03-27 /transfer from / SLE ST RECORD SEC 12 MO

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	BANGI, ROBERT BALADAD KHH CAFE ASSISTANT 3.75 HOURS 9 MON CA	Keystone Heights High School	Effective 2023-03-30 RESIGNATION
	BARRIE, NICOLE L CEB MEDIA TECHNICAL ASST 10 MONTH	Charles E. Bennett Elementary	Effective 2023-04-07 RESIGNATION
0.9	BARRIOS, ROSARIO OVE BEHAVIORAL HEALTH ASST 9 MON SU	Oakleaf Village Elementary	Effective 2023-04-06 RESIGNATION
0.9	BERRY, ELLEN J CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	Effective 2023-03-07 RESIGNATION
	CARMAN, KATHLEEN A OPJ CAFE ASSISTANT 3.5 HOURS 9 MON CA	Orange Park Jr High	Effective 2023-03-30 RESIGNATION
0.9	CHAMPAGNE, LYNNE P SLE GENERAL ASSISTANT 9 MON SU	Shadowlawn Elementary	Effective 2023-05-26 RETIREMENT
	CHAPMAN, TIFFANY ANNE OPJ CAFE ASSISTANT 3.5 HOURS 9 MON CA	Orange Park Jr High	Effective 2023-03-07 RESIGNATION
0.9	CROSBY, REBECCA V CHS COMPUTER LAB ASSISTANT 9 MON SU	Clay High	Effective 2023-03-10 RESIGNATION
	DAVIS, WILLIAM V TRN TRAN TECHNOLOGY SPEC 12 MO SU	Transportation	Effective 2023-04-03 RETIREMENT
0.9	DECK, MARY-MARGARET JASMINE TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2023-02-28 RESIGNATION
	DEETS, REBECCA MARIE OLJ LICENSED PRAC NURSE 10 MONTH	Oakleaf Junior High School	Effective 2023-04-03 RESIGNATION
0.9	DOOLEY, MELISSA A LES GENERAL ASSISTANT 9 MON SU	Lakeside Elementary	Effective 2023-05-26 RETIREMENT
0.9	DVORAK, MARIE K SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	Effective 2023-05-26 RESIGNATION
0.9	FRY, PAUL G GCJ BEHAVIORAL HEALTH ASST 9 MON SU	Green Cove Springs Junior High	Effective 2023-03-10 RESIGNATION
0.9	GAY, EBONI RAE PES GENERAL ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2023-01-16 RESIGNATION
	GIBSON, KATHY R WES CAFE ASSISTANT 3 HOURS	Wilkinson Elementary	Effective 2023-03-10 RESIGNATION

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	9 MON CA		
	GONZALEZ, JIMMY OLJ HEAD CUSTODIAN 12 MO SU	Oakleaf Junior High School	Effective 2023-05-31 RESIGNATION
	HAEHNEL, ROSEMARY ANN FIH CAFE ASSISTANT 3.5 HOURS 9 MON CA	Fleming Island High School	Effective 2023-05-25 RETIREMENT
	HARGROVE, STEPHEN WAYNE TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2023-02-24 RESIGNATION
0.8	HICKMAN, VICKI C CEB GENERIC CLASSROOM ASSISTAN 9 MON SU	Charles E. Bennett Elementary	Effective 2023-05-26 RESIGNATION
0.9	HIGBEE, MEGAN ANGELIQUE LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	Effective 2023-03-31 RESIGNATION
	HIGHTOWER, KATHY DARLENE CHS CAFE ASSISTANT 4.5 HOURS 9 MON CA	Clay High	Effective 2023-03-09 CONCLUDE EMPLOYMENT
	ISOM, SHANNON DIONNE OPJ MEDIA SPECIALIST, JH 10 MONTH	Transportation	Effective 2023-04-06 RESIGNATION
	KAUFFMAN, BETTY J FIH CAFE ASSISTANT 7.5 HOURS 9 MON CA	Fleming Island High School	Effective 2023-05-25 RETIREMENT
	KREIER, JERI LYNN ITS DATA BASE SPECIALIST 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2023-03-24 RESIGNATION
	LATNER, LORRIE A SPC CAFE ASSISTANT 7 HOURS 9 MON CA	Swimming Pen Creek Elem	Effective 2023-05-26 RESIGNATION
0.9	LAYTON, LAUREN NICOLE SUPPORT - CWL 9 M0 188 LNG TRM	COUNTY-WIDE LEAVE	Effective 2023-05-26 RESIGNATION
0.9	MACARI, JENNIFER E FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	Effective 2023-03-24 RESIGNATION
	NATION, MACAYLA KAREN SPC GENERIC CLASSROOM ASSISTAN LNG TRM	Swimming Pen Creek Elem	Effective 2023-05-26 CONCLUDE EMPLOYMENT
	PASILLAS, BRONWYN C RVE SECRETARY 11 MO 11 MONTH	Ridgeview Elementary	Effective 2023-06-12 RESIGNATION
0.9	PONTORE, FRANK J FIH GENERIC CLASSROOM ASSISTAN 9 MON SU	Fleming Island High School	Effective 2023-05-26 RETIREMENT
	PRINCE, ANN ELVIRA TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2023-03-10 RESIGNATION

Personal Consent Agenda, VI. Support Actions,p. E- 2 ,**2023-05-04**

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	REVIS, JOHN DAVID SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2023-06-01 RETIREMENT
0.9	RICH, DEBRA L PES GENERAL ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2023-05-26 RETIREMENT
	ROBINSON JR, SCOTTY LEE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2023-03-21 RESIGNATION
	SALGADO, ZORAIDA DOE CAFE ASSISTANT 6.25 HOURS 9 MON CA	Discovery Oaks Elementary	Effective 2023-04-14 RESIGNATION
	SEAY, LAWRENCE OPJ CUSTODIAN 12 MO SU	Orange Park Jr High	Effective 2023-03-30 CONCLUDE EMPLOYMENT
	SUERO, YVELISSE V OPH CUSTODIAN 12 MO SU	Orange Park High	Effective 2023-03-02 RESIGNATION
0.9	TOMACELLI, KAREN NICOLE MHS GENERAL HEALTH ASSISTA 9 MON SU	Middleburg High	Effective 2023-03-10 RESIGNATION
0.9	TYNDALL, MELONY GLADYS VIAU CGE BEHAVIORAL HEALTH ASST LNG TRM	Coppergate Elementary	Effective 2023-03-10 RESIGNATION
	TYSON, JEFFREY TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-10 RESIGNATION
	VANVACTOR, BRIAN E MNT LOCKSMITH 12 MO SU	Division of Support Srvcs	Effective 2023-03-24 RESIGNATION
	VILLAR, SARAH NICOLE OVE ST RECORD SEC 12 MO 12 MO SU	Oakleaf Village Elementary	Effective 2023-04-07 RESIGNATION
0.9	VINSON, RILEY K MRE CLASSROOM ASSISTANT PREK 9 MON SU	Mcrae Elementary	Effective 2023-03-24 RESIGNATION
	WEAVER, BELINDA KAY TRN BUS DRIVER TRANSPOR	Transportation	Effective 2023-03-23 RESIGNATION
	WILLIAMS, KYMBERLYN MICHELLE MNT CUSTODIAN 12 MO SU	Division of Support Srvcs	Effective 2023-04-05 RESIGNATION
0.8	WRENN, LORI BRIANNE LAJ IN SCHOOL SUSPENSION 9 MON SU	Lake Asbury Junior High School	Effective 2023-03-30 RESIGNATION

VI. Support Actions

F. SUPPLEMENT

	Name/Assignment	Site	Previous
0.8	ISOM, SHANNON DIONNE INST APPLICATION FACILITATOR SUPPLEME	Transportation	Resignation
	ISOM, SHANNON DIONNE OPJ ANNUAL STAFF JH SUPPLEME	Transportation	Resignation
0.7	ISOM, SHANNON DIONNE OPJ DISCRETIONARY SUPPLEME	Transportation	Resignation
	NICHOLSON, CORY JACOB RHS FOOTBALL HD JV 25% SUPPLEME	Ridgeview High School	Resignation
	VIDA, ALLISON NICOLE POE DISCRETIONARY SUPPLEME	Plantation Oaks Elementary	Appointment

A. SUMMER SCHOOL

No Data Available

VI. Support Actions

A. APPOINTMENT

Name/Assignment	Site	

VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
	DAVIS, ANGELA JILL CHS REGISTERED NURSE 10 MONTH	Clay High	10 MONTH / Multi-Year Conditional
	HINGSON, LAURA JO RVE REGISTERED NURSE 10 MONTH	Ridgeview Elementary	10 MONTH / Multi-Year Conditional
	MARAGH PERRY, SHARMILA D LES REGISTERED NURSE 10 MONTH	Lakeside Elementary	10 MONTH / Annual
0.9	MOODY, JESSICA L LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	9 MON SU / Annual
0.9	TEMPLE, NIXSA E FYA COMPUTER LAB ASSISTANT 9 MON SU	Plantation Oaks Elementary	9 MON SU / Annual

VI. Support Actions

C. RE-DESIGNATION

Name/Assignment	Site	

VI. Support Actions

D. TRANSFER

Name/Assignment	Site	

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Action/Effective
DIFOLCO, SARA R ITS DATA SERVICES ASSISTANT 12 MO SU	INFORMATION AND TECH SERVICES	Effective 2023-07-13 RETIREMENT

VI. Support Actions

F. SUPPLEMENT

Name/Assignment	Site	

May 4, 2023 - Regular School Board

Title
C3 - Renewal of 2023-2024 List of Physicians and Medical Facilities authorized to conduct physical examinations required for certain groups of employees.

Description
School Board Policy and Florida Statutes require Physical Examinations for certain employees and job candidates. Physicians/Facilities used in administering physical examinations of employees and fees charged for those services must be approved by the School Board. The District received nine (9) authorizations and selected six (6) facilities to maintain fiscal responsiblity and to fulfill the requirement for physical examinations for selected groups of employees. The attached six (6) facilities agreed to conduct the district physical exams for the established pricing listed. They are considered reasonable and are recommended for approval.

Gap Analysis
The district currently has an active list of participating physicians for the 2022-2023 school year. The services must be approved by the School Board annually with updated bids.

Previous Outcomes
The current list of participating and approved physicians consisted of eight facilities for the 2022-23 fiscal year.

Expected Outcomes
The School Board will approve the list of current bids for the 2023-2024 school year so that we can use the physicians on the list beginning on 7/1/2023.

Strategic Plan Goal
Overall Function of Human Resources.

Recommendation
Approve the Physicians/Facilities and costs presented.

Contact
Brenda G. Troutman, Assistant Superintendent for Human Resources. brenda.troutman@myoneclay.net 904.336.6701

Financial Impact
Approximately $50,000 has been budgeted for physical examinations for certain employees and job candidates. The quotes received and recommended are considered reasonable.

Review Comments

Attachments

🔗 Approved Physicians, Facilities, Fees - Sheet1 (1).pdf

Approved Physician Facilities for Physical Examinations
(for certain groups of employees)
Pending School Board Approval: 05/04/2023

Physicians/Facilities are recommended at the rates shown effective July 1, 2023 through June 30, 2024.

Physician/Facility	Bus Driver Exam	Other Employee
ClayMed of North Florida 705 Ferris Street Green Cove Springs, FL 32043	$100.00	$70.00
CareSpot Express Healthcare Middleburg 1708 Blanding Blvd. Middleburg, FL 32068	$85.00	$50.00
CareSpot Express Healthcare Orange Park 2140 Kingsley Avenue Orange Park, FL 32073	$85.00	$50.00
CareSpot Urgent Care of Fleming Island 1544 County Rd. 220, Suite 100 Fleming Island, FL 32003	$85.00	$50.00
Ascension St. Vincent's 7963 Normandy Blvd. Jacksonville, FL 32221	$85.00 $30.00 - audiometric	$75.00
Ascension St. Vincent's 6488 103rd Street Jacksonville, FL 32210	$85.00 $30.00 - audiometric	$75.00

May 4, 2023 - Regular School Board

<u>Title</u>

C4 - K-12 Academic Services Out of State and Overnight Student Travel

Description

The School Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips supplement and enrich classroom instruction by providing learning experiences that will enhance mastery of the curriculum standards of the State of Florida. A field trip is defined as any planned, student-travel activity which is approved as part of the district's educational program and is under the direct supervision and control of an instructional staff member or any advisor as designated by the Superintendent.

Field Trips Details

School	Date	Destination	Group	Purpose
Orange Park Junior and Ridgeveiw High School	5/7 -5/9/23	Tallahassee, FL	Delegates to Florida History Day	Students are representing Clay County at the State History Day competition.
Orange Park Junior High	2/14 - 2/18/24	Washington, DC	Pre AICE 8th graders	Civics/History trip to increase understanding and appreciation for both content areas.
Clay High School	7/17 - 7/19/23	Babson Park, FL	Football Team	Football Camp
Fleming Island High School	4/7 - 4/8/23	Live Oak, FL	Boys Weightlifting	Qualified for State Regionals
Fleming Island High School	4/14 - 4/16/23	Lakeland, FL	Boys Weightlifting	Qualifed for State Meet
Keystone Heights Jr/Sr High School	6/20 - 6/22/23	Orlando, FL	Yearbook	Workshops for photography, yearbook design and marketing
Keystone Heights Jr/Sr High School	4/15 - 4/16/23	Lakeland, FL	Boys Weightlifitng	Qualified for State Meet
Middleburg High School	9/13 - 9/14/23	Orlando, FL	Varsity Volleyball	Volleyball tournament
Middleburg High School	7/14 - 7/16/23	Gainesville, FL	Volleyball Team	Volleyball Camp
MIddleburg High School	8/31 - 9/2/23	Tampa, FL	Varsity Volleyball	Volleyball tournament
Oakleaf High School	4/15 - 4/16/23	Columbia, SC	Football Team	College football experience
Oakleaf High School	3/24 - 3/25/23	Tallahassee, FL	Track Team	Athletes qualified for FSU meet
Oakleaf High School	3/31 - 4/1/23	Gainesville, FL	Track Team	Athletes qualified for meet

Gap Analysis

Field trips provide students with a window to the real world that they don't get in the classroom, and they can help students understand real-world applications to abstract concepts.

Previous Outcomes

All out of county activity trips are selected, planned, evaluated, and approved or rejected in conformity with written district policy.

Expected Outcomes

It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes. Exposing students to new experiences and can increase interest and engagement in academics regardless of prior interests.

Strategic Plan Goal

Ensure that every classroom provides a quality and rigorous instructional experience in order to elevate student outcomes.

Recommendation

That the Clay County School Board approve out of county student travel.

Contact

Roger Dailey, Assistant Superintendent of Curriculum & Instruction; roger.dailey@myoneclay.net; 904-336-6904

Treasure Pickett, Director of K-12 Academic Services; treasure.pickett@myoneclay.net; 904-336-6918

Financial Impact

None

Review Comments

Attachments

📎 May Student Travel.pdf

SCHOOL DISTRICT OF CL

FIELD TRIP REQUEST

1. School Requesting: #Orange Park Jr. H
   #Ridgeview High School

2. Transportation (Check One): School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other ✓
   If Commercial Carrier or Other, please state type: _____

3. Trip(s) Overnight: Yes ✓ No _____   Trip(s) Out-of-State: Yes _____ No ✓

4. Dates of Field Trip*: 5/7 - 5/9   Destination*: Tallahassee

5. Group Taking Trip: delegates to @ Florida History Day

6. If using private vehicles, list approved driver(s): Cynthia Cheatwood

7. Educational Value of Field Trip: interaction with judges to critique
   interpretation of theme/prove thesis/defend
   research. Represent county at state level competition

8. Supporting Florida Standards Benchmark(s) with Narrative(s): See attached

9. Number of Students*: 10   Number of Chaperones*: 1 teacher + parents

10. Cost Per Student: own meal money   Budget Code or Source to be charged: _____
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 11 am 5/7   Returning Time*: 4 pm 5/9

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

Cynthia Cheatwood   3/21/2023
Teacher, Team Leader, Department Head, Etc.   Date

_____   3/23/23
Principal   Date

_____   5/30/23
Assistant Superintendent   Date

_____   3/30/23
Superintendent   Date

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Standards in History Day

Standard	Description
SS.8.A.1.1	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2	Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7	View historic events through those there as shown in art, writings, music, and artifacts.
SS.8.G.6.2	Illustrate places/events in U.S. history through narratives & graphic representations.
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. strong>
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of Internet resources.
SS.912.A.1.6	Use case studies to explore social, political, and economic relationships in history.
SS.912.A.1.7	Describe various sociocultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.W.1.1	Use timelines to establish cause and effect relationships of historical events
SS.912.W.1.3	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4	Explain how historians use historical inquiry and sciences to understand the past.
SS.912.W.1.5	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography)

Standards in History Day

SS.912.W.1.6 — Evaluate the role of history in shaping identity and character.

SS.912.G.1.4 — Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, and a broad variety of maps.

SS.912.G.4.7 — Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9 — Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.2 — Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

Arts

VA.B.1.3.1 — Knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings for ideas in works of art.

VA.E.1.3.1 — Understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.

VA.A.1.4.1 — Uses two- and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, and imagination.

VA.B.1.4.2 — Understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.

VA.E.1.3.1 — Understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.

TH.A.1.3.1 — Develops characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).

TH.A.3.3.1 — Selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.

TH.D.1.3.1 — Understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress).

SCHOOL DISTRICT OF

FIELD TRIP REQUE

1. School Requesting: Orange Park Jr. High

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier ✓ Other _____
   If Commercial Carrier or Other, please state type: Jr. Tours

3. Trip(s) Overnight: Yes ✓ No _____ Trip(s) Out-of-State: Yes ✓ No _____

4. Dates of Field Trip*: Feb. 14-18, 2024 Destination*: Washington, D.C.

5. Group Taking Trip. Pre Aice 8th Grader's

6. If using private vehicles, list approved driver(s): _____

7. Educational Value of Field Trip: Making connections between Civics content learned in 7th with History content in 8th creates a more refreshed understanding and appreciation for both content areas

8. Supporting Florida Standards Benchmark(s) with Narrative(s): See attached

9. Number of Students*: 40 - 50   Number of Chaperones*: 5 - 10

10. Cost Per Student: $ 1000   Budget Code or Source to be charged: _____
    (Example: Internal Accounts, 5100.0331 Athletic Departments)

11. Departure Time*: 5 PM   Returning Time*: 9 Am

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

C. Cheatwood
Teacher, Team Leader, Department Head, Etc.   Date: 4/10/2023

signature
Principal   Date: 4/4/23

signature
Assistant Superintendent   Date: 4/4/23

signature
Superintendent   Date

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Washington, DC trip   History/Social Studies » Standards

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic

Code	Standard
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
SS.8.E.2.2	Explain the economic impact of government policies.
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.
SS.8.E.3.1	Evaluate domestic and international interdependence.
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

SCHOOL DISTRICT OF CLAY COUNTY

FIELD TRIP REQUEST

1. School Requesting: _Orange Park Jr. High_

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _✓_ Other _____
   If Commercial Carrier or Other, please state type: _School Wheels_

3. Trip(s) Overnight: Yes _____ No _✓_   Trip(s) Out-of-State: Yes _____ No _✓_

4. Dates of Field Trip*: _3/28 (or 4/11) 2024_   Destination*: _Tallahassee_

5. Group Taking Trip: _Pre-AICE 7th Graders_

6. If using private vehicles, list approved driver(s): _____

7. Educational Value of Field Trip: _Students will visit the capitol where they_
   will meet/greet local representative who will share how they
   conduct gov. business. Students will tour the historic capitol and new,
   noting changes. They will tour MagLab/Mission San Luis. See attached.

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: _100_   Number of Chaperones*: _12_

10. Cost Per Student: _$100_   Budget Code or Source to be charged: _____
    (Example: Internal Accounts, 5100.0331 Athletic Departments)

11. Departure Time*: _6:30 AM_   Returning Time*: _6:30 PM_

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

C. Cheatwood   _4/10/2023_
Teacher, Team Leader, Department Head, Etc.   Date

Jennifer Caughnet   _4/11/23_
Principal   Date

_____   _____
Assistant Superintendent   Date

_____   _____
Superintendent   Date

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NGSSS Applied

SS.7.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.

SS.7.C.2 Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system

SS.7.C.2.10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.12 Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

SS.7.C.2.13 Examine multiple perspectives on public and current issues

SS.7.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.7.C.3.3 Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

SS.7.C.3.4 Identify the relationship and division of powers between the federal government and state governments.

SS.7.C.3.9 Illustrate the law making process at the local, state, and federal levels

SS.7.C.3.13 Compare the constitutions of the United States and Florida.

SS.7.C.3.14 Differentiate between local, state, and federal governments' obligations and services.

SS.7.E.2.1 Explain how federal, state, and local taxes support the economy as a function of the United States government.

SCHOOL DISTRICT O

FIELD TRIP REQU

1. School Requesting: _Clay High School_

2. Transportation (Check One):
   School Bus(s) _✓_ Private Vehicle(s) _✓_ Commercial Carrier _____ Other _____
   If Commercial Carrier or Other, please state type: _____

3. Trip(s) Overnight: Yes _✓_ No _____ Trip(s) Out-of-State: Yes _____ No _✓_

4. Dates of Field Trip*: _7/17/23 - 7-1/9/23_ Destination*: _Webber International University_

5. Group Taking Trip: _Football Team_

6. If using private vehicles, list approved driver(s): _N/A_

7. Educational Value of Field Trip: _Students will learn how to become a team, the value of hard work, time management, and personal responsibility as they compete in football camp._

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _N/A_

9. Number of Students*: _45_ Number of Chaperones*: _8_

10. Cost Per Student: _$ 250_ Budget Code or Source to be charged: _Internal Account_
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: _8:00 AM_ Returning Time*: _2 pm_

For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

_____ Date _3/10/23_
Teacher, Team Leader, Department Head, Etc.

_____ Date _3/10/23_
Principal

_____ Date _3/30/23_
Assistant Superintendent

_____ Date _3/30/23_
Superintendent

SEC-1-2723 E. 10/06/2023

ADMINISTRATIVELY APPROVED
Received too late for April, 2023
Board Meeting
Received for information: May 4, 2023

SCHOOL DISTRICT C[...]

FIHS FIELD TRIP REQU[...]

1. School Requesting: __FIHS__

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier __✓__ Other _____ ✓
   If Commercial Carrier or Other, please state type: __Rental Vans__

3. Trip(s) Overnight: Yes __✓__ No _____ Trip(s) Out-of-State: Yes _____ No __✓__

4. Dates of Field Trip*: __4/14 - 4 -/5 -4/16__ Destination*: __RP Funding Center, Lakeland Fl__

5. Group Taking Trip: __Boys Weightlifting__

6. If using private vehicles, list approved driver(s): _____

7. Educational Value of Field Trip: __State Meet.__ __Goodwood__

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: __10__ Number of Chaperones*: __3__

10. Cost Per Student: __0__ Budget Code or Source to be charged: __8__
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: __10:00 am__ Returning Time*: __4:00 pm__

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

_____
Teacher, Team Leader, Department Head, Etc.   Date __4-4-23__

_____
Principal   Date __4/4/23__

_____
Assistant Superintendent   Date __4/10/23__

_____
Superintendent   Date __4/13/23__

SEC-1-2723 E. 10/06/2023

ADMINISTRATIVELY APPROVED
Received too late for April, 2023
Board Meeting
Received for information: May 4, 2023

SCHOOL DISTRICT C[...]

FIELD TRIP REQU[...]

1. School Requesting: Fleming Island Hy

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier ✓ Other _____
   If Commercial Carrier or Other, please state type: Rental Vans ✓

3. Trip(s) Overnight: Yes ✓ No _____   Trip(s) Out-of-State: Yes _____ No ✓

4. Dates of Field Trip*: 4/7-48   Destination*: Suwannee High School

5. Group Taking Trip: Boys Weightlifting

6. If using private vehicles, list approved driver(s):

7. Educational Value of Field Trip: State Regionals Meet qualified

8. Supporting Florida Standards Benchmark(s) with Narrative(s):

9. Number of Students*: 18   Number of Chaperones*: 3

10. Cost Per Student: 0   Budget Code or Source to be charged: _____
    (Example: Internal Accounts, 5100.0331.Athletic Departments)

11. Departure Time*: 3:00 pm   Returning Time*: 11:00 pm

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s):

Damonynum Spings Dunn   4-4-23
Teacher, Team Leader, Department Head, Etc.   Date
Thom 3 Math   4/4/23
Principal   Date
                                          4/10/23
Assistant Superintendent   Date
                                          4/12/23
Superintendent   Date

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SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUE[ST]

SEC-1-2723; E. 2/13/2019

1. School Requesting: KHHS

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) X Commercial Carrier _____ Other _____
   If Commercial Carrier or Other, please state type: Enterprise

3. Trip(s) Overnight: Yes X No _____ Trip(s) Out-of-State: Yes _____ No X

4. Dates of Field Trip*: 6/20/23 – 6/22/23 Destination*: Leonard's Press Pass Summer workshop @ Universal Orlando

5. Group Taking Trip: Yearbook

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. Sally Jackson

7. Educational Value of Field Trip: Students will attend training workshops to develop skills in photography, yearbook design, and Marketing

8. Supporting Florida Standards Benchmark(s) with Narrative(s): ELA 9 C 5.2 "Use online collaborative platforms to create and export publication ready quality worths." Tailored to a specific audience. VA 912. F.3.1. Create a body of collaborative work to show artistic cohesiveness. team building, respectful compromise and time management skills.

9. Number of Students*: 6 Number of Chaperones*: 1

10. Cost Per Student: 350.00 Budget Code or Source to be charged: Yearbook 3700
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 6:30 am on 6/20/23 Returning Time*: 9:00 pm on 4/22/23

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

_____
Teacher, Team Leader, Department Head, Etc.

_____ Date 4/3/23
Principal

_____ Date 4/3/23
Assistant Superintendent

_____ Date 4/5/23
Superintendent

_____ Date 4/5/23

ADMINISTRATIVELY APPROVED
Received too late for April, 2023
Board Meeting
Received for information: May 4, 2023

SCHOOL DISTRICT O

FIELD TRIP REQU

1. School Requesting: _KHHS_

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other _____ ✓
   If Commercial Carrier or Other, please state type: _RENTAL VANS_

3. Trip(s) Overnight: Yes _X_ No _____   Trip(s) Out-of-State: Yes _____ No _X_

4. Dates of Field Trip*: _04/15 - 16/23_   Destination*: _LAKELAND_

5. Group Taking Trip: _BOYS WEIGHTLIFTING_

6. If using private vehicles, list approved driver(s):

7. Educational Value of Field Trip:

8. Supporting Florida Standards Benchmark(s) with Narrative(s):

9. Number of Students*: _18_   Number of Chaperones*: _5_

10. Cost Per Student: _____   Budget Code or Source to be charged: _____
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: _10:00 AM_   Returning Time*: _6:00 PM_

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established.
This form should be submitted to the appropriate Instructional Division supervisor. If school buses
are being used, the transportation request form should be attached. School bus requisition
numbers for each request form are to be list below.

Bus Requisition Number(s):

_____   Date _6/14/23_
Teacher/Team Leader, Department Head, Etc.

_____   Date _4/14/23_
Principal

_____   Date _4/13/23_
Assistant Superintendent

_____   Date _4/13/23_
Superintendent

SEC-1-2723 E. 10/06/2023

SCHOOL DISTRICT

FIELD TRIP REQ

1. School Requesting: Middleburg HS

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier ✓ Other _____
   If Commercial Carrier or Other, please state type: _____

3. Trip(s) Overnight: Yes ✓ No _____   Trip(s) Out-of-State: Yes _____ No ✓

4. Dates of Field Trip: 9/13/23 - 9/14/23 Destination*: Orlando, FL / Bishop Moore
   see req.   see req.

5. Group Taking Trip: Varsity Volleyball

6. If using private vehicles, list approved driver(s): Meredith Fortkm, Kay Cobb, Tony Valentine

7. Educational Value of Field Trip: _____

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 12-14   Number of Chaperones*: 2-3 Coaches

10. Cost Per Student: Ø   Budget Code or Source to be charged: _____
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: See req   Returning Time*: see req

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

Teacher, Team Leader, Department Head, Etc. _____ Date 2/1/23

Principal _____ Date 2/1/23

Assistant Superintendent _____ Date 4/10/23

Superintendent _____ Date 4/13/23

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SEC-1-2723 E. 10/06/2023

SCHOOL DISTRICT OF

FIELD TRIP REQUE...

1. School Requesting: Middleburg High School

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) ✓ Commercial Carrier _____ Other _____
   If Commercial Carrier or other, please state type: _____

3. Trip(s) Overnight: Yes ✓ No _____   Trip(s) Out-of-State: Yes _____ No ✓

4. Dates of Field Trip: July 14th - 16th   Destination*: University of Florida Volleyball Camp / Gainesville

5. Group Taking Trip: Middleburg Volleyball

6. If using private vehicles, list approved driver(s): Meredith Fortun, Tony Valentine, Tanya Wah

7. Educational Value of Field Trip: Volleyball

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 30   Number of Chaperones*: 3

10. Cost Per Student: $100.00   Budget Code or Source to be charged: Internal
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: TBD   Returning Time*: TBD

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

Meredith Fortun   3/30/23
Teacher, Team Leader, Department Head, Etc.   Date

[signature]   2/30/11
Principal   Date

[signature]   4/11/23
Assistant Superintendent   Date

B. Orr   4/17/23
Superintendent   Date

SEC-1-2723 E. 10/06/2023

FLORIDA™
V O L L E Y B A L L

HOW DO I REGISTER MY TEAM?

- To reserve a space in team camp, return the second page of this document to CK (Caroline Knop), Director of Team Camp Enrollment, via email at **VolleyballCamp@gators.ufl.edu** or fax at **(352) 375-7807**. Teams must have at least 8 players and a maximum of 12 players
- You may register as many teams as you would like (Varsity, JV, Freshmen, etc.).
- Please specify which session you will to attend: Orange or Blue.

WHAT ARE THE PAYMENT OPTIONS FOR TEAM CAMP?

- There are two payment options available for team camp
  - o **Option 1** – Each athlete pays in FULL online with a credit / debit card.
  - o **Option 2** – High School pays in FULL for each athlete with school check.
    - ▪ School check MUST be *received by June 23rd*
    - ▪ Each athlete still MUST register ONLINE and select the option: check-out w/o payment.
- The same payment option (1 or 2) must be used by the entire group.
- For teams choosing housing option, one coach per team is included in the cost. Additional coaches: $120 for housing and meals. Female coaches who wish to be housed on the same floor as their team, must complete a <u>background check and affidavit</u>. Male coaches will be housed on a separate floor, possibly a separate building.

HOW DO MY ATHLETE'S REGISTER?

- **EACH ATHLETE ATTENDING CAMP, MUST REGISTER ONLINE BY *JUNE 23rd*!**
- The registration process for your athletes is outlined in detail in the "Team Camp 2023 – Coaches Guide" you will receive after returning the form below.
- It is your responsibility to oversee the completion of registration and medical/insurance requirements for all campers on the team. Monthly emails (near the first of each month) are sent with updates on the status of each team member.

WHO COACHES MY TEAM AT CAMP?

- A Florida Volleyball Camp Coach will be assigned to work with you and your team
- Should you wish to coach your own team, there is an option to do so as a member of the Florida Volleyball Camp Staff, and be paid as such. As a staff member, you are required to complete all pre-camp paperwork, including the required background check and fingerprinting. Please note the UAA hiring process is extensive and will take additional time by you. If paperwork is not complete **30 days prior to camp**, you will NOT be allowed to work as a Florida Volleyball Camp Staff member, and a coach will be assigned to your team.

YOU WILL RECEIVE A COACHES GUIDE AFTER REGISTERING YOUR TEAM. THE GUIDE WILL ANSWER QUESTIONS YOU MIGHT HAVE CONCERNING CAMP.

SCHOOL DISTRICT OF

FIELD TRIP REQUEST

1. School Requesting: Middleburg HS

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) ✓ Commercial Carrier _____ Other _____
   If Commercial Carrier or Other, please state type: _____

3. Trip(s) Overnight: Yes ✓ No ⟲ Trip(s) Out-of-State: Yes _____ No ✓

4. Dates of Field Trip*: 8/31/23 - 9/2/23 Destination*: Tampa, FL

5. Group Taking Trip: Varsity Volleyball

6. If using private vehicles, list approved driver(s): Meredith Forkin, Cory Cobb, Tony Valentin

7. Educational Value of Field Trip: _____

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 12-14 Number of Chaperones*: 2-3 Coaches

10. Cost Per Student: 0 Budget Code or Source to be charged: See reg.
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: See reg. Returning Time*: See reg.

*For School Buses, if more than one bus is requested, reference bus request form.

**All county policy and school directives have been reviewed and compliance has been established.
This form should be submitted to the appropriate Instructional Division supervisor. If school buses
are being used, the transportation request form should be attached. School bus requisition
numbers for each request form are to be list below.**

Bus Requisition Number(s): _____

Meredith Forkin

Teacher, Team Leader, Department Head, Etc.

[signature] Date 2/1/23

Principal

[signature] Date 4/10/23

Assistant Superintendent

D. Broskie Date 4/13/23

Superintendent

SEC-1-2723 E. 10/06/2023

Dear Girls Volleyball Coach,

Congratulations!

We are pleased to extend to you this invitation to compete in the Fourth Annual NIKE Tournament of Champions scheduled for September 1st and 2nd, 2023 in Tampa, Florida. You are among a small group of coaches from around the United States selected to receive this invitation.

OVERVIEW

For more than two decades, the Tournament of Champions has produced the most competitive and prestigious high school sporting events in North America and the world. Since its inception, the Tournament of Champions has hosted more than 50,000 student athletes from all 50 states, Canada and Australia. Publications from the USA Today to ESPN have used words like "staggering" and "unparalleled" to describe its events.

2023 HIGHLIGHTS

- 96 teams Six matches guaranteed (all best of three)
- Teams divided into divisions 24-32 team divisions
- All matches played at the RAADSports Wiregrass Ranch Sports Complex, which hosts 16 wood courts under one roof
- Divisional awards for 1st, 2nd, 3rd
- Opening night social
- All head coaches receive NIKE swag

2023 SCHEDULE

Thursday, August 31	All teams arrive in Tampa
	Opening Night Social
Friday , September 1	Matches begin
	NIKE Coaches Party
Saturday, September 2	Matches continue
Sunday, September 3	All teams depart Tampa

SANCTION AND SPONSORSHIP

The Tournament of Champions is sponsored by Oviedo High School and is sanctioned by the Florida High School Athletic Association (FHSAA) and the National Federation of High Schools (NFHS). All participating teams must be a member of their state athletic association.

CONTRACT

If you wish to compete in the 2023 Nike Tournament of Champions, please return the enclosed contract no later than June 1, 2023. Entry fee is $600 for six matches guaranteed. Entry fee is not due at this time.

QUESTIONS

For questions concerning this invitation, please visit our website at www.niketournamentofchampions.com, or send an email to us at info@thetoc.org.

Thanks and we hope to see you in Tampa.

Chad Sutton	**Lauren Sopak**	**Ashleigh Picci**	**Steve Kozaki**
Director of Volleyball Events	Senior Director of Events	VP of Operations	Executive Director
NIKE Tournament of Champions	NIKE Tournament of Champions	NIKE Tournament of Champions	NIKE Tournament of Champions

DRAFT

OVIEDO VOLLEYBALL

2023 Tournament of Champions SOUTHEAST Volleyball Contract

Tournament of Champions Volleyball Contract for Participation

CONTRACT FOR PARTICIPATION IN AN INTERSCHOLASTIC ATHLETIC EVENT

Tournament of Champions September 1 and 2.

Please read the following terms and conditions carefully before signing this contract.

ARRIVAL AND DEPARTURE DATES AND TIMES

All players and coaches associated with the above named high school must arrive in Tampa, Florida before 3:00 P.M. Eastern Time on Thursday, August 31st, 2023 and may depart anytime on Sunday, September 3rd, 2023.

HOTEL ACCOMMODATIONS

The Tournament of Champions is a stay-to-play event. Coaches and administrators associated with the above named high school agree to secure overnight hotel accommodations using the Tournament of Champions preferred housing company, Traveling Teams. Teams located in the Tampa Metro Area are not required to secure overnight accommodation.

GAME GUARANTEE AND SCHEDULE

The below named high school is guaranteed and agrees to compete in six matches. All matches and games will be conducted in strict accordance with National Federation of High Schools (NFHS) Rules and Guidelines.

SANCTIONING

The NIKE Tournament of Champions is sanctioned by the NFHS and FHSAA. All participating teams must be members of their state athletic association which is recognized and accepted by the NFHS.

PARTICIPATION FEE

The below named high school agrees to submit an entry fee of $600 payable to Tournament of Champions, Inc., 817 Garden Street Suite 201 Santa Barbara, CA 93101 no later than August 15th, 2023. This participation fee is non-refundable and will be forfeit if for any reason the above named school breaks any of the terms of this contract.

MEDIA AND COLLEGIATE REPORTING REQUIREMENTS

Coaches or administrators associated with the above named high school agree to provide online a complete roster of all participating student athletes including name, uniform number, height, position, graduation year, home address, home telephone, and email address. Contact information is disseminated only to collegiate volleyball coaches for the purpose of recruiting student athletes and is not made available to the public in any way.

The above information must be received no later than August 15th, 2023.

DRAFT

ADMINISTRATIVELY APPROVED
Received too late for April, 2023
Board Meeting
Received for information: May 4, 2023

SCHOOL DISTRICT OF CI

FIELD TRIP REQUEST

1. School Requesting: _Oakleaf High School_

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) _✓_ Commercial Carrier _____ Other _____
   If Commercial Carrier or Other, please state type: _____

3. Trip(s) Overnight: Yes _____ No _✓_   Trip(s) Out-of-State: Yes _✓_ No _____

4. Dates of Field Trip*: _4-15-23_ Destination*: _University of South Carolina_

5. Group Taking Trip: _Oakleaf Football Team_

6. If using private vehicles, list approved driver(s): _Christopher Foy, Wendy Foy, William Horne, Devin Wilson_

7. Educational Value of Field Trip: _To expose our Student-Athletes to a College Football_ _experience and to see a former Player in the Springtime_

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: _5_   Number of Chaperones*: _4_

10. Cost Per Student: _$50.00_   Budget Code or Source to be charged: _____
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: _8am (4-15-23)_   Returning Time*: _2pm (4-16-23)_

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

Christopher L. Foy
Teacher, Team Leader, Department Head, Etc.

[signature]   Date _3-8-23_
Principal

[signature]   Date _3/16/23_
Assistant Superintendent

[signature]   Date _3/30/23_
Superintendent   Date _3/30/23_

SEC-1-2723 E. 10/06/2023

ADMINISTRATIVELY APPROVED
Received too late for April, 2023
Board Meeting
Received for information: May 4, 2023

SCHOOL DISTRICT OF C___

FIELD TRIP REQUES

1. School Requesting: _Oakleaf H.G._

2. Transportation (Check One):
   School Bus(s) ___ Private Vehicle(s) _X_ Commercial Carrier ___ Other ___
   If Commercial Carrier or Other, please state type: _____

3. Trip(s) Overnight: Yes _X_ No ___ Trip(s) Out-of-State: Yes ___ No _X_

4. Dates of Field Trip*: _3/24/23 - 3/25/23_ Destination*: _Tallahassee FSU_

5. Group Taking Trip: _Track Team_

6. If using private vehicles, list approved driver(s): _Shams' Moose_

7. Educational Value of Field Trip: _____

8. Supporting Florida Standards Benchmark(s) with Narrative(s):
   Athletes county qualifying state

9. Number of Students*: _11_ Number of Chaperones*: _1_

10. Cost Per Student: _____ Budget Code or Source to be charged: _____
    (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: _11:30 AM_ Returning Time*: _6:47 PM_

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

[signature]
Teacher, Team Leader, Department Head, Etc.

[signature]
Principal   Date _3/24/23_

[signature]
Assistant Superintendent   Date _3/30/23_

[signature]
Superintendent   Date _3/30/23_

_3/31/23_

SEC-1-2723 E. 10/06/2023

FSU RELAYS/ Pepsi Relays

1 message

Mensie, Shanae <shanae.mensie@myoneclay.net>
To: Shanae Mensie <shanae.mensie@myoneclay.net>
Cc: "Boyack, Matthew" <matthew.boyack@myoneclay.net>, Marcus Miller <marcus.miller@myoneclay.net>

Thu, Mar 23, 2023 at 5:12 PM

Hello,

I have attached the 2 out of county meets that the athletes have to qualify for. The deadline for them to enter was March 20 and many of them hit their mark either within the last few meets.

The list of athletes who hit the qualifying marks for FSU is also attached. The Pepsi Relays we will not find out till tomorrow if and who made the top spots. If you have any questions please let me know.

This is the list of athletes attending the FSU meet:

Ladies:
Kaymin Sales: 4x100
Rayna Lawson 4x100
Nya Russell 4x100
Keira Smalls 100H 4x100
Kiyanni Ledgister 4x400
Chrisitna Lewis 4x400
Katelyn Mariki 4x400
Sierra Barrera 800, 1600, 4x400

Men:
Duane Lee Jr. 1600 4x800
Lincoln Morales 1600 4x800
Anthony Rackley 4x800
Randy Morton II 4x800 4x400

Boyack, Matthew <matthew.boyack@myoneclay.net>

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4 attachments

Screenshot_20230323_170858.jpg
484K

Screenshot_20230323_170955.jpg
595K

Area Summer Games Volunteer Opportunity.pdf
905K

HS_Meet_Info_Pepsi_Florida_Relays (1).pdf
491K

ADMINISTRATIVELY APPROVED
Received too late for April, 2023
Board Meeting
Received for information: May 4, 2023

SCHOOL DISTRICT OF

FIELD TRIP REQUE[ST]

1. School Requesting: Oak Leaf High

2. Transportation (Check One):
   School Bus(s) _____ Private Vehicle(s) __X__ Commercial Carrier _____ Other _____
   If Commercial Carrier or Other, please state type: _____

3. Trip(s) Overnight: Yes __X__ No _____ Trip(s) Out-of-State: Yes _____ No __X__

4. Dates of Field Trip*: 3/31/23 - 4/1/23 Destination*: Gainesville

5. Group Taking Trip: Track Team

6. If using private vehicles, list approved driver(s): Shawn Music

7. Educational Value of Field Trip: (Qualified.)

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 35 Number of Chaperones*: 3

10. Cost Per Student: SM Budget Code or Source to be charged:
    (Example: Internal Accounts, 5100.0331, Athletic Departments)
    113

11. Departure Time*: 6:00 AM Returning Time*: 6:00 PM

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

Teacher, Team Leader, Department Head, Etc. _____ Date 3/24/23

Principal _____ Date 3/30/23

Assistant Superintendent _____ Date 3/30/23

Superintendent _____ Date _____

SEC-1-2723 E. 10/06/2023

May 4, 2023 - Regular School Board

Title
C5 - Proposed AMIkids - Clay County Employee and Student Calendar for 2023-2024 School Year

Description
AMIkids - Clay County developed an employee and student calendar for the 2023-2024 school year. Because AMIkids has a year round program they would like the 2023 - 2024 employee and student calendar approved prior to the renewal of their contract which is not due until June of 2023.

Gap Analysis
N/A

Previous Outcomes
None

Expected Outcomes
All student/employee calendars require School Board approval to establish school/work schedules for students and employees.

Strategic Plan Goal
N/A

Recommendation
That the Clay County School Board will approve the recommended PACE Employee and Student Calendar for the 2023-2024 school year.

Contact
Treasure Pickett, Director K12 Secondary Ed., treasure.pickett@myoneclay.net

Financial Impact
None

Review Comments

Attachments

☍ AMIkids 23-24 School Calendar.pdf

AMIkids – Clay County

2023-2024 School Calendar

July 2023

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

August 2023

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 2024

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2024

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Legend:

- 🟥 School Closed/ Holidays
- 🟨 FTE WEEK
- 🟥 Staff Training Day (no school for students) =10
- 🟩 Teacher Training Day (no school for students) =10
- ⬜ Home School Workday

May 4, 2023 - Regular School Board

Title
C6 - 2023-24 Professional Learning Catalog (Master In-service Plan)

Description
The Florida legislature recognizes the importance of planning for developing human potential and requires each district to develop a comprehensive Professional Learning Catalog, which was formerly known as the Master In-service Plan. Each district is required to annually update, revise, and submit a Professional Learning Catalog to provide a detailed description of each professional learning component, to include the name of the component, general description, primary purpose, evaluation methods for staff and students, implementation method, learning methods and participation hours. Each unique type of professional learning experience requires a corresponding component. The updates to the Professional Learning Catalog are developed in collaboration with stakeholders, and based on data in response to student and educator needs in alignment with the CCDS Professional Learning System.

Gap Analysis
During this annual review, the Professional Learning Catalog, the content of each component was reviewed by the appropriate department and updates were made to reflect current terminology and the most up-to-date professional learning requirements and expectations. Professional Learning Standards were updated on most components to reflect the most current PL standards. Additionally, components were added to reflect the additional professional learning opportunities and online learning formats now available, and components that are no longer needed were removed.

Previous Outcomes
The CCDS Professional Learning Catalog was last revised and approved in April 2022.

Expected Outcomes
The CCDS 2023-2024 Professional Learning Catalog will include the most up-to-date information and include the professional learning components available for the 2023-2024 school year.

Strategic Plan Goal
Goal: Goal 1: Develop a High Quality & Aligned Instructional System
Strategy: 1.1.2 Provide support for effective professional development necessary to assist teachers with providing high quality instruction.

Recommendation
That the Clay County School Board approve the CCDS 2023-2024 Professional Learning Catalog.

Contact
Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact
$0.00

Review Comments

Attachments

- ⌀ _2023-2024 Professional Learning Catalog_MIP_Summary of Changes.pdf

- ⌀ 2023-2024 Professional Learning Catalog (MIP) for Board Agenda - 2023 Revisions - Pending Approval (1).pdf

Summary of Changes
2023-2024 Professional Learning Catalog (Master In-Service Plan)

The following changes were made:

- Front cover- Title and Board Members updated
- Page 16- Required documentation for out-of-county professional learning updated to allow for a statement of impact in multiple formats

Component Additions and Deletions	
The following components were ADDED to reflect professional learning needs:	*Linked Page 19* • 1-013-019 Developmental Literacy (DL) *Linked Page 20* • 1-013-020 Florida Center for Reading Research (FCRR) Literacy Coach Endorsement Program • 1-013-021 University of Florida (UF) Lastinger Center Literacy Coach Endorsement Program • 1-016-003 Florida Civics Seal of Excellence Course *Linked Page 21* • 4-415-001 MTSS Training for School Level Problem Solving Teams *Linked Page 22* • 7-409-002 Mentorship and Instructional Coaching • 8-005-001 Food and Nutrition Services Training • 8-005-002 Nurses Health Services Training • 8-014-001 Transportation Services Training
The following components were REMOVED:	• 2-400-004 Elementary Education ○ *This component is no longer needed. Elementary sessions are added under content specific components.*
Updates to Existing Components	
*Title **updated***	• 1-013-018 LETRS for Administrators (Bankable/DL)
*Primary purpose **updated***	• 1-013-018 LETRS for Administrators (Bankable/DL)
*Description **updated***	• 1-004-001 Foreign Language Learning • 1-013-009 Reading Competency 1: Foundations of Reading Instruction (Bankable/DL) • 1-013-010 Reading Competency 2: Application of Evidence-Based Instructional Practices (Bankable/DL) • 1-013-011 Reading Competency 3: Foundations of Assessment (Bankable) • 1-013-012 Reading Competency 4: Foundations & Applications of Differentiated Instruction (Bankable/DL) • 1-013-013 Reading Competency 5: Demonstration of Accomplishment (Bankable/DL) • 1-013-014 Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices • 1-013-018 LETRS for Administrators (Bankable/DL) • 2-013-014 Job Embedded LETRS Course (Bankable/DL/SWD) • 2-404-001 Culture of Learning • 2-408-023 Professional Learning Communities

	• 6-414-002 Basic Life Saving Training (ESE) • 8-103-102 ESE Procedures and Practices Workshop
Link(s) to Priority Initiatives **updated**	• 2-100-006 Exceptional Student Education Learning Workshop (Bankable) • 2-100-007 Exceptional Student Education Learning Virtual/Interactive (Bankable) • 2-100-008 Exceptional Student Education Learning PLC (Bankable) • 2-100-009 Instruction of Students with Disabilities (Bankable) • 3-007-008 General Technology • 3-422-001 Synergy
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David S. Broskie
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

Clay County District Schools

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Professional Learning Protocol System

Introduction

Clay County District Schools, through a comprehensive professional learning system, provides all personnel with inservice opportunities that lead directly to the improvement of student achievement and promote a climate of self-renewal for all.

This Professional Learning Catalog (catalog) is one element of a comprehensive system designed to enhance classroom instructional practices and job skills to improve student performance. The intent of the Professional Learning Catalog is to achieve national, state and local goals through the provision of a framework for professional growth in the knowledge, attitudes, skills, attributes and behaviors of all district employees. Through the application of this continuous improvement model, Clay County District Schools' students benefit from a safe, technology rich environment and effective instruction that meets their needs.

The law requires that certain areas of need be addressed through planned inservice: subject content and teaching methods for standards adopted by the state of Florida, and appropriate implementation of instructional materials, classroom management, technology, school safety, assessment and data analysis, and family involvement.

Inservice opportunities are developed in response to the district strategic plan, school improvement plans, an annual professional learning survey, professional learning evaluations, and individual professional learning plans.

State Board of Education Rules

6A-4.0051, Renewal of a Professional Educator's Certificate beginning July 1, 1988.

Defines requirements to renew a professional certificate, via college credit, inservice training, subject area tests and summer work programs. Provides information on active or inactive status of professional certificates. Describes procedures for retention of certification of one or more coverages. Describes general requirements including validity periods, submission of application, approval procedure by superintendent, and special provisions for extensions.

6A-5.071, Professional Learning Catalog Requirements.

Describes the Professional Learning Catalog (catalog) including the contents, format, approval process, and updating procedures, the requirements for a component, how to convert college credit to inservice points, what constitutes in-field and out-of-field components, the minimum length of component, and evaluation requirements. Provides the requirements and procedures for record keeping, component and participant files, and reports.

Florida Statutes

Section 1011.62 (3), FS, Inservice Education Personnel Training Expenditures – Directs that a district shall expend a portion of the unweighted FTE for educational training.

Section 1012.22 (i), FS, Comprehensive Program of Professional learning – Provides that the board shall develop a comprehensive program of professional learning and make adequate provision for proper funding.

Section 1012.42 (1) (2), FS, Teacher Teaching Out of Field: Assistance – Provides that each district school board shall adopt and implement an inservice plan for teachers out of field.

Section 1012.52, FS, Teacher Quality – Provides a comprehensive approach to increase student's academic achievement and improve teaching quality by requiring demonstration of the sixteen Professional Education Competencies (PEC).

Section 1012.54, FS, Purpose of Instructional Personnel Certification – Protects the educational interests of students, parents, and the public by assuring that teachers are professionally qualified.

Section 1012.56 (1) (2) (3) (4) (5) (6), FS, Certificates Granted on Application to Those Meeting Prescribed Requirements – Provides requirements, regulations and provisions for certification; and academic and subject area skills tests.

Section 1012.56, FS, Educator Certification Requirements – Provides for a cohesive, competency-based preparation program by which … instructional staff may satisfy the mastery of professional preparation and education competence.

Section 1012.56(8), FS, Alternative Certification – Provides authority for the board to develop programs for certified teachers to add additional coverage.

Section 1012.585, FS, Renewal of Certificate – Provides direction for professional certificate renewal. Includes certification procedures via inservice training.

Section 1012.795 (2), FS, Professional Ethics – Establishes authority to enforce the Code of Ethics and Professional Conduct.

Section 1012.98, FS. School Community Professional Development Act – Provides for a continual evaluation of professional development methods and programs.

Section 1012.985, FS, Statewide System for Professional Development – Establishes a network of professional development academics.

Section 1012.72, FS, Dale Hickam Excellent Teaching Program – Provides for incentives and rewards for teachers participating in the National Board process.

Section 1012.986, FS, William Cecil Golden Professional Development Program for School Leaders Provides high standards and sustained support for principals as instructional leaders.

Professional Learning System

Rationale

Clay County's Professional Learning Department provides a comprehensive system for professional growth rooted in a common vision of effective performance for all personnel. Our vision directs the school community in providing stimulating, research and evidence-based educational activities that encourage and motivate students to achieve at the highest levels and to become active, lifelong learners. Our system is based upon the work of prominent researchers who have guided us to understand that the accomplishment of this vision of high academic achievement for all students is dependent upon the effective use of data in the context of a community of learners.

The commitment to high quality professional learning, as an integral part of school improvement, has important implications for the content, process and context of professional learning activities. This Professional Learning System is based upon Learning Forward Standards for Professional Learning and the William Cecil Golden Program for School Leaders. Florida's Professional Learning Evaluation Protocol also provides a framework for the methods and protocols needed to conduct ongoing assessments of the quality of professional learning in our schools. The purpose is to increase student achievement by enhancing classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

This Professional Learning System fulfills the requirements of Florida Statute 1012.985 and SB Rule 6A-5.081 and includes:

- alignment with student and personnel needs determined through multiple data sources;

- professional learning activities that focus on professional growth in:

- analysis of student data; ongoing formal and informal assessment of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance and reading in the content area; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety;

- professional learning for school leaders using lesson study, and related protocols to focus and support teacher work on improving instructional and assessment practices;

- a comprehensive plan to facilitate professional learning for teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction;

- collaboratively developed school improvement plans that focus on methods, strategies, and the conceptual background appropriate to differentiated instruction to engage students in rigorous and relevant curriculum, based on national, state and local standards;

- increased opportunities to provide meaningful relationships between teachers and students;

- the use of formative assessment and the principles of professional learning communities to guide instruction;

- increased opportunities for professional collaboration, including effective use of common planning time to focus on the relationship between teaching and student learning;

- the use of data systems involving assessment information on student learning;

- effective beginning teacher support programs based on evaluation data of student learning and teacher performance;

- professional learning activities for administrative personnel as addressed in the district's Pathway to School Leadership that update skills for effective school management and instructional leadership;

- training for administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement;

- an individual professional learning plan for teachers and administrators that provide for needs related to specific student performance data, clearly defined learning objectives, specific measurable improvements in student performance resulting from professional learning activities, and an evaluation component.

Management

In order to impact student achievement, professional learning must be focused on a common vision of professional growth. Thus Clay County District Schools has clearly defined the action and communication responsibilities for district level employees, school-based leadership and all other employees.

Role of the District:

The responsibility for the management of professional learning activities lies primarily with the district Professional Learning department. The Supervisor of Professional Learning, working collaboratively with other department directors, is responsible for:

- the development and updating of the Professional Learning System, including the district Professional Learning Catalog, and

- the coordination, communication, and recording of all professional learning activities, including but not limited to:

  - review of training needs of teachers and administrators as identified by district needs assessment and school improvement plans

  - identification and provision of inservice activities for school administrative personnel

  - development and monitoring of Professional Learning Catalog components focused on subject content and teaching methods as related to the national, state, and local standards, assessment and data analysis, classroom management, school safety, family involvement, technology, instructional methodology, management leadership planning, and general support activities

- fidelity of implementation of instructional materials

- development and continual updating of the online catalog of all professional development opportunities offered by the district

- monitoring of updated Add-on Endorsements, and requesting approval from the Bureau of Educator Recruitment, Development and Retention

- provision for a record keeping system that insures all employees professional growth is recorded and communicated as needed

- provision of structures for the development, monitoring and evaluation of professional learning initiatives that are aligned with Florida's Professional Learning Evaluation Protocol

- distribution of inservice information to all school and district-level personnel, via the OneClay portal

- dissemination of research based practices and other professional learning opportunities for all employees that are aligned with Florida'sProfessional Learning Evaluation Protocol

- implementation and coordination of a formal Coaching and Mentoring Plan to insure high fidelity

- development and monitoring of a budget appropriate to meeting professional learning needs

- provision of training and support for evaluation efforts through Florida Continuous Improvement Model (FCIM) and Classroom Learning Walks data and other evaluation training

- training administrators and other school leaders on methods for classroom observation, feedback and coaching for improvement

- training for school leaders in using collaborative and related protocols to focus and support teacher work on improving instructional and assessment practices

- collaboration and coordination of technology integration efforts to promote high student engagement

- support of the William Cecil Golden website utilization by school leaders;

- the provision of field experience to develop competencies for school leadership

- compliance with requirements for the completion of Florida Department of Education reports regarding professional learning

- collaboration and communication with universities/colleges/communitycolleges serving Clay County in order to develop and implement programs leading to certification and other professional growth experiences

- collaboration with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs

- a comprehensive plan to deliver professional learning to teachers, principals, and

administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction

Role of the School-based Leadership:

Principals are responsible for a school-wide professional learning plan allowing for job embedded learning that addresses the needs of instructional and support personnel at the school. This should be integrated as an essential component of the overall school improvement process. In collaboration with school leadership, principals should facilitate and support a culture that embraces the elements of professional learning communities and action research.

- Principals, or their designees work with each professional employee in developing a Learning Target Plan that:

    - relates to specific student performance data for those areas to which the teacher is assigned;

    - contains clearly defined professional learning objectives;

    - specifies measurable improvement in student performance resulting from professional learning activity;

    - includes an evaluation component documenting the expected student performance gains;

    - involves participation in on-going teams/professional learning communities;

    - relates to the individual's career goals and, if appropriate, provides for professional learning of the individual as a school leader;

    - provides school-based structures that support and monitor the implementation of each instructional employee's Learning Target Plan and career goals; and conducts individual evaluation conferences that document that the LTP was implemented as written or revised, and faculty members applied the newly learned knowledge and skills in the classroom.

- Principals or their designees use data systems involving assessment information on student learning.

- Principals plan for the effective use of common planning time to focus on teaching and learning improvements.

- Principals implement additional effective beginning teacher support programs based on on-going evaluation data of student learning and teacher performance. Principals or their designees monitor the implementation of effective instructional practices that target high needs students through the use of Classroom Learning Walks and other methods.

- Principals or their designees monitor the implementation of effective instructional strategies, formative and summative assessments, and teacher content knowledge that focuses on the national, state, and local standards (including Florida State Standards) through the use of teacher assessment, Classroom Learning Walks, and other methods.

School-based designees receive training on professional learning procedures and the Florida Protocol Standards. They are responsible for guidance and assistance to site-based professional

developers in order to ensure that the planning, implementing, learning and evaluating of training is aligned with national, state and local (including state standards) expectations.

Role of Each Employee:

Each instructional level person acts as a model of lifelong learning by demonstrating an attitude of openness to innovation and a willingness to continually grow in their professional practice by:

- developing and implementing a Learning Target Plan that is directly related to specific student performance data for those areas to which the teacher is assigned. The LTP contains clearly defined professional learning goals and objectives; specifies measurable improvement in student performance resulting from the professional learning; and includes an evaluating component documenting the expected student performance gains;

- the use and implementation of instructional practices that target high-needs students; effectively using common planning time to focus on teaching and learning improvements;

- implementing newly learned strategies with students and participating with other members within professional learning communities to continually refine this implementation so that student achievement is increased;

- implementing effective instructional strategies, formative and summative assessment, and content knowledge focused on national, state, and local standards;

- monitoring student achievement related to professional learning and documenting results;

- using all available technology to improve instructional delivery and expand personal professional learning;

- evaluating professional learning to determine the effectiveness of training in terms of student performance; and

- utilizing knowledge and opportunities for school and district coaching, mentoring, and leadership.

Each classified (non-instructional) employee acts as a role model for lifelong learning by demonstrating a willingness to continually grow in job-related skills and techniques by:

- participating in job-related professional learning;

- learning new uses for current technology as it relates to job assignments;

- evaluating professional learning experiences as related to their job performance/improvement; and

- collaborating with other employees in job-like roles in an effort to share knowledge and talent.

Organization

Needs Assessment:

The district conducts needs assessment processes that include:

1) a school-by-school analysis of disaggregated student standardized test scores and data from other

sources, (using FCIM strategies) including, but not limited to:

- additional student achievement data

- school attendance data

- school discipline data

- school environmental surveys

- School Improvement Plans

- School Professional Learning Plans

- district priorities

- personnel and parent surveys (school environment), annual performance appraisals and Federal, state and local mandates.

2) an individual electronic needs assessment designed to collect data on individuals' perception of the effectiveness of training taken and anticipated needs

3) based on this needs assessment, the Professional Learning and Leadership Department and other departments generate inservice components that are research-based and aligned with Florida's Professional Learning Protocol and national standards.

Specific professional learning activities are also determined by the following data sources:

- district, state and federal requirements

- Learning Target Plan results

- School Improvement Plans

- final performance appraisal results and

- Protocol Reviews and other state and federal audits.

Inservice Components:

All professional learning activities must be related to an inservice component and focus on: analysis of student data; on-going formal and informal assessment of student achievement; identification and use of enhanced and differentiated instructional strategies; emphasis on rigor, relevance and reading in the content area; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety. In addition, delivery of professional learning by distance learning and other technology based delivery systems should reach more educators, decreasing costs while maintaining teacher presence in the classroom. Continuous monitoring of the quality and effectiveness of professional learning programs through Classroom Learning Walk observations and other monitoring and evaluative methods are required.

Components are developed using the state Protocol Strands of Planning, Learning, Implementing and Evaluating. The criteria:

- Links to state, district and/or school improvement goals;

- Targets the knowledge, attitude, skills, aspirations and/or behaviors of employees related to the professional learning content areas designated in Florida Statute 1012.98;

- details specific, measurable objectives related to professional performance and /or student achievement;

- includes activities that use current research and learning strategies appropriate to the intended goal, applies knowledge of adult learning and change, and models effective teaching strategies, practice and feedback;

- provides for professional learning that is sufficient in length and depth to ensure mastery of needed skills;

- provides for implementation strategies to ensure support and assistance are provided;

- provides web-based resources, assistance and discussion groups related to the training when appropriate; and

- provides for the evaluation of effectiveness linking to student achievement gains where viable and appropriate.

New components will be developed and must be submitted to the Supervisor of Professional Learning for approval. All approved components become part of the Professional Learning Catalog. The Clay County School Board approves the Professional Learning Catalog and any additions, deletions or changes on an annual basis.

Credit for Professional Learning Inservice Points:

Employees are awarded inservice points (one point per hour of training) for participation in a successfully completed professional learning activity. The Supervisor of Professional Learning gives final approval for inservice points awarded.

In order for component inservice points to be recorded for an employee, the appropriate survey must be completed and submitted via the professional learning management system.

The district maintains up-to-date records for all professional learning including certification and inservice points for school faculty, staff and administrators through the district's professional learning management system.

Inservice points may be used for add-on certification, Florida educator certification renewal, other certificate/license renewal, professional skill building, and incentive programs.

Monetary Compensation:

Instructional and classified employees may be compensated for professional learning activities occurring outside of regular work hours according to their collective bargaining agreements.

Implementation of the System

Planning:

The Learning Target Plan (LTP) is the foundation for the planning and implementation of

meaningful professional learning that impacts student achievement. Therefore, school-based and district administrators meet with every faculty/staff member individually to determine training needs based on disaggregated classroom level student achievement data, performance appraisal data, summaries and analyses of end of course evaluations, and school or grade level priorities. Additionally, school and district leadership work diligently to ensure that the objectives of the professional learning delivered directly reflect the objectives specified in the professional learning plans.

Learning:

In seeking to be sensitive to multiple learning styles and preferences, delivery models for professional learning include:

- workshops

- interactive electronic learning

- non-interactive electronic learning

- professional learning communities

- study groups

- action research

Implementing:

Classroom learning walk data and other formal and informal observations are used to ensure that teachers and administrators use what they have learned through professional learning in their classrooms and schools. All professional learning programs include implementation. Participants are provided support and help as they implement their new skills and knowledge through coaching and mentoring where appropriate. Web-based resources and assistance are also offered as follow-up support.

Implementation documentation and follow up may include:

- structured coaching/mentoring

- action research

- collaborative planning

- participant products

- study groups

- interactive electronic communication

- non-interactive electronic communication

Follow-up:

For each component for which inservice points will be awarded, the catalog shall also include a description of any follow-up activities that will be required and support that will be provided to ensure successful completion of the component. All professional learning programs include follow-up via an electronic survey generated

through the professional learning management system. Completion of this survey is required for in-service points to be awarded.

Evaluating:

As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional learning in order to expand effective programs and strategies and eliminate ineffective ones. Evaluation methods may include:

- results of district developed/standardized tests

- results of school/teacher constructed student tests

- portfolios of student work

- observation of student performance

- other performance assessment

Quantitative and qualitative data is collected on three levels based on the following evaluation questions:

- Did individual participants learn and implement effective teaching strategies aligned with program objectives?

- Were professional learning activities aligned and delivered in such a way that identified needs were effectively addressed?

- Did the professional learning component/initiative contribute to increases in student achievement?

Data is gathered in a variety of ways including assessment of student achievement data, end of course evaluations, formal performance assessment data, and evidence of student learning.

Additionally, the District monitors professional learning data to make certain that all activities are aligned with Florida's Professional Learning Protocol and in support of the Learning Forward Standards for Professional Learning.

Professional Certificate Renewal Information

A State of Florida, Department of Education, Professional Educator's Certificate can be renewed with component credit, college credit, a passing score on the subject area exam of a certification area listed on the certificate, instructing a college level course, or a combination of these options. These options must be completed within the 5-year validity period of the current certificate.

Options Available for Meeting Renewal Requirements

- *Component Credit*- Each staff member who wishes to have his/her/their teaching certificate renewed using only component points must have earned at least one hundred twenty (120) points during his/her current validity period of the certificate. Twenty (20) points of the required 120 must be in Teaching Students with Disabilities (ESE-SWD). Forty (40) of the 120 points must be in Developmental

Literacy(DL) beginning in 2025 to renew certificates in the specific subject areas listed in the Developmental Literacy section below.

- *College Credit, College Teaching Experiences, and/or Subject Area Exam*-For renewal methods other than inservice credit, please refer to the [FLDOE Renewal](#) documentation from the Human Resources Department.

Required Credits for Renewal

- *Exceptional Student Education – Students with Disabilities (ESE - SWD) Credit*- The Florida State Legislative group approved a law, effective July 1, 2014, requiring all those who hold a valid Florida Professional Certificate to complete 1 semester hour of college credit or 20 hours of professional development credit in teaching students with disabilities during the last validity period of the Professional Certificate.This requirement may be met through the completion of online and/or face-to-face training opportunities that meet the state requirements listed below. ESE renewal credit will be tracked in the district's professional learning management system. Certificated staff can check their status toward meeting this requirement at any time by accessing their professional learning transcript.

  One (1) Semester Hour in Teaching Students With Disabilities (SWD)

  Unacceptable College Courses

  - Courses in Gifted Education are NOT acceptable.
  - American Sign Language courses are NOT acceptable (exception - teaching American Sign Language to the Hearing Impaired).

  Acceptable College Courses
  - Courses with ESE or Special Education prefixes
  - Introduction to Exceptional Student Education
  - Nature and Needs of the various disabilities
  - Teaching Students with Disabilities
  - Educating the Learning Disabled
  - Assessment in Exceptional Education
  - Assessing Students with Disabilities
  - Varying Exceptionalities
  - Individualized Instruction for Exceptional Students
  - Management Strategies for Students with Disabilities
  - Special Education Curriculum

  Twenty (20) Hours of Professional Development Credit in Teaching Students with Disabilities (SWD)

  Unacceptable MIP (Master In-service Plan) ESE Component Areas
  - Procedural/Legal Requirements
  - Working with Aides/Volunteers/Mentors
  - Gifted Training

  Acceptable MIP (Master In-service Plan) ESE Component Areas
  - Instructional Strategies
  - Classroom/Behavior Management
  - Assessment

- Curriculum

- *Developmental Literacy – Effective for renewal beginning July 1, 2025-* As a component of the credit requirements specified under paragraph (1)(a) of rule 6A-4.0051, an educator whose application for renewal of a certificate with a beginning validity date of July 1, 2020, or thereafter, must have earned at least two (2) college credits, forty (40) inservice points, or a combination thereof, in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

  The requirement applies to anyone with the following areas of certification:
  - Elementary Education (K-6)
  - Prekindergarten/Primary Education (age 3 through grade 3)
  - Elementary Education (grades 1-6)
  - Primary Education (grades K-3)
  - English (grades 1-6)
  - Middle Grades English (grades 5-9)
  - Middle Grades Integrated Curriculum (grades 5-9)
  - English (6-12)
  - Reading (K-12)
  - Reading (Endorsement)
  - English for Speakers of Other Languages (ESOL) (grades K-12)

  Renewal Timeframes
  - If a teacher with one of those coverages renewed in 2020, the 40 hours must be earned by 2025.
  - If a teacher with one of those coverages renews in 2021, the 40 hours must be earned by 2026.
  - If a teacher with one of those coverages renews in 2022, the 40 hours must be earned by 2027.
  - If a teacher with one of those coverages renews in 2023, the 40 hours must be earned by 2028.
  - If a teacher with one of those coverages renews in 2024, the 40 hours must be earned by 2029.

  Hours and Coursework
  - Points earned within ten years of renewal may be used for the requirement.
  - Coursework used to earn a certificate or endorsement may also be used to renew it.
  - Courses must address the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.
  - Approval of coursework is at the discretion of districts within their professional learning catalog.

Bankable Points

Per the Florida Department of Education, the only professional development points that can be categorized as "bankable" are ESOL, Reading, Developmental Literacy, and ESE-SWD (Students with Disabilities). The objective and/or focus of the training must be instructional in nature to meet the requirements for ESOL, Reading, Developmental Literacy or Students with Disabilities.

A temporary certificate holder who earns bankable in-service points during the validity period of the temporary certificate must use those points toward renewal of the first 5-year professional certificate. The temporary and

professional certificates must be issued for consecutive school years and such training must not have been included within the degree program.

Reading Credit

- Reading training completed prior to July 1, 1999 cannot be banked.
- A professional certificate holder who completes bankable in-service points in the teaching of reading in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.
- English and Language Arts points are not bankable.
- Only professional development points that directly relate to Reading standards will be banked.

To request approval for bankable professional development points in Reading, In-service Coordinators must receive approval from the district reading designee.

Developmental Literacy

- Developmental Literacy points earned within ten years of renewal may be used for the requirement. If they are not used within 10 years for Developmental Literacy renewal, they can be banked as reading credit.
- Only professional development points that directly relate to the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies will be banked as Developmental Literacy.

English for Speakers of Other Languages (ESOL) Credit

- A professional certificate holder who completes bankable in-service points in the teaching of ESOL in excess of the 120 in-service points needed for renewal may bank the excess points for renewal of professional certificates during subsequent renewal periods.

Exceptional Student Education - Students with Disabilities (ESE - SWD) Credit

- The banking of ESE - SWD credit will be administered as directed by the FLDOE's Bureau of Certification.

Schools of Excellence Renewal Credit

The 2017 Florida Legislature created section 1003.631, Florida Statutes, establishing the Schools of Excellence Program.

Beginning in 2017-2018, instructional personnel employed at a designated School of Excellence may receive 20 in-service points for each year of employment at the school (up to 60 points) as long as the school maintains the School of Excellence distinction.

"An individual who changes employment only earns credit for a year of employment at a School of Excellence if she/he/they works a minimum of ninety-nine (99) days at the designated school. Credit earned for teaching at a School of Excellence may be used only to satisfy general renewal credit. It cannot be used to satisfy credit for subject specialization or for teaching students with disabilities." (Florida Department of Education)

Earning Inservice Points

All in-service offerings must be approved by the Professional Learning Department and led by an approved facilitator.

All inservice points will be awarded on the basis of one point per hour of class attendance provided the participant successfully completes the class requirements as established by the facilitator and/or contact. All professional learning must include follow-up activities. Successful completion is determined by the facilitator. No points will be awarded without completion of all activities required in the course. Additional points may be awarded for follow-up activities at the discretion of the facilitator.

Out-of-County Professional Technical Assistance, Conferences, and Workshops

Up to 120 points (per 5- year validity period) will be awarded on the basis of one point per hour of attendance in out-of-county professional learning activities. (Lunch hours, registration times, travel time, evening social activities, etc., are not included as inservice.) Required documentation must be submitted within the professional learning management system. Conference participants will be expected to implement strategies in the classroom, conduct faculty presentations, provide conference materials, or conduct other activities that ensure the school or department benefits from conference attendance.

The required documentation includes:

1. description of the event
2. statement of impact 2-3 paragraph impact report
3. evidence of attendance (i.e. agendas, certificates of completion, verification letters— leave forms are not acceptable), and
4. a pdf file of an email providing evidence of approval from your supervisor

Activities That Do Not Earn Points:

- Writing teams (not approved as "action research" or professional learning communities)

- Meetings (regularly scheduled faculty or department meetings)

- Viewing videos outside an organized in-service or action research project

- School or classroom visits outside an organized in-service project

Protocol for Offering an Inservice Activity

All inservice training offered for points and/or pay must fall under the objectives of a current Professional Learning Catalog component as outlined in this catalog.

Writing an Inservice Training Component

Why?

Rules require that a component contain specified information. Components are included in the district's Professional Learning Catalog that is reviewed by the Professional Development Advisory Committee and approved by the Clay County School Board. Assurance of Board approval is required by the Department of Education.

How?

When designing and writing a component, think of it as an outline for a course. It should be written to indicate the specific competencies the participant can expect to gain upon successful completion, the type of training activities they will be involved in, and how many points they can expect to earn. Instructors should be able to peruse components and understand what they are to present, the types of in class and follow-up activities to plan, the objectives for evaluation, and the competencies which participants will be expected to gain. Therefore, a component should be exact, concise, and informative.

All components are required to include nine criteria (SB 6A-5.071):

1) **Component Title** - The component title should be descriptive and unique for the component.

2) **Component (State Identifier) Number** - This is assigned by the Professional Learning Department.

3) **Assignment and Distribution of Points** - Number of points to be awarded (an hour of instruction equals one point). Points should be calculated and stated for either the total number of hours or a range of hours. One point may be awarded for each actual hour of participation, and additional points may be awarded for outside activities as valued by the coordinator/facilitator. Upon successful completion of the inservice, outside activities and follow-up, participants may receive all or a portion of the available points.

Planning

4) **Target Audience –** List the audience for which the component is intended (i.e.secondary Language Arts, P. E. K-12).

5) **General Objective Statement of the Purpose of Component** - The purpose should describe for whom the component is designed and what content the component will address. (Example: The purpose of this component is to introduce elementary teachers to updated concepts of biosystems by teaching them the latest terminology used in describing life interrelationships and showing them how to teach bio-system concepts to elementary students via demonstration and discovery approaches.)

6) **Specific Objectives** - Specific objectives are behaviorally written statements indicating the competencies to be gained by a participant upon successful completion of the component. Specific objectives must be:

   ● sufficient in number to warrant the number of points being awarded,

   ● comprehensive and detailed to indicate to the presenter and the participant the competencies to be gained, and

   ● measurable.

Delivery

7) **Description of Activities** – In seeking to be sensitive to multiple learning styles and

preferences, delivery modes for professional learning include:

- workshop;

- electronic; interactive

- electronic; non-interactive;

- study groups and learning communities;

- action research

Follow-Up

8) **Description of Activities** – Classroom learning walks, and other formal and informal observations are used to ensure that teachers and administrators use what they have learned through professional learning in their classrooms and schools. All professional learning programs include follow-up via an electronic survey generated through the professional learning management system. Completion of this survey is required for in-service points to be awarded. Participants should be provided support and help as they implement their new skills and knowledge through coaching and mentoring where appropriate. Web-based resources and assistance may also be offered as follow-up support.

Implementation documentation may include:

- coaching/mentoring

- action research

- collaborative planning

- study group/learning communities

- electronic interactive

- electronic non-interactive

Evaluation

9) **Description of Activities** – As per Florida Statute 1012.98, the District provides for the continuous evaluation of the quality and effectiveness of professional learning in order to expand effective programs and strategies and eliminate ineffective ones. Each component should include one method of evaluation listed below:
- results of district standardized tests

- results of school constructed student tests

- portfolios of student work

- checklist of student performance

- charts, graphs of student progress

- other performance assessment

Professional Learning Components

Component 1 – Subject Content

Component Number	Name of Component
1-000-001	Learning with Art (Visual)
1-000-002	Learning with Art (Visual): Self-Paced
1-002-001	CTE (Career & Technical Education) Learning
1-002-002	CTE (Career and Technical Education) Digital Learning
1-004-001	Foreign Language Learning
1-008-002	Learning with K-5 ELA (English Language Arts)
1-008-003	Learning with K-5 ELA: Self-Paced
1-008-004	Learning with 6-12 ELA (English Language Arts)
1-008-005	Learning with 6-12 ELA: Self-Paced
1-009-001	Learning with Math
1-009-002	Learning With Math: Self-Paced
1-010-001	Performing Arts
1-010-002	Performing Arts: Self-Paced
1-011-001	Athletic Coaching Endorsement - Instruction and Coaching Specific Sport
1-011-002	Learning Through Physical Education
1-012-001	Pre-Kindergarten
1-013-008	Learning with Reading
1-013-009	Reading Competency 1: Foundations of Reading Instruction
1-013-010	Reading Competency 2: Application of Research-Based Instructional Practices
1-013-011	Reading Competency 3: Foundations of Assessment
1-013-012	Reading Competency 4: Foundations & Applications of Differentiated Instruction
1-013-013	Reading Competency 5: Demonstration of Accomplishment
1-013-014	Reading Competency 1 and 2: Reading Foundations and Research-Based Instructional Practices
1-013-015	Exploring Structured Literacy (ESL)
1-013-016	PDA Differentiating Reading Instruction for Students: Making It Explicit
1-013-017	Emergent Literacy
1-013-018	LETRS for Administrators (Bankable/DL)~~The Language Essentials for Teachers of Reading and Spelling (LETRS)~~

1-013-019	Developmental Literacy (DL)
1-013-020	Florida Center for Reading Research (FCRR) Literacy Coach Endorsement Program
1-013-021	University of Florida (UF) Lastinger Center Literacy Coach Endorsement Program
1-015-001	Learning with Science
1-015-002	Learning with Science: Self-Paced
1-016-001	Learning with Social Studies
1-016-002	Learning with Social Studies: Self-Paced
1-016-003	Florida Civics Seal of Excellence Course
1-017-001	Learning Through K-5 Writing
1-017-002	Learning Through K-5 Writing: Self-Paced
1-017-003	Learning Through 6-12 Writing
1-017-004	Learning Through 6-12 Writing: Self-Paced
1-103-001	Athletic Coaching Endorsement - Sport Specific Rules and Procedures
1-106-001	Gifted Competency 2 - Curriculum and Instruction
1-407-001	Information Literacy
1-700-001	ESOL Endorsement: Methods of Teaching ESOL
1-701-001	ESOL Endorsement: Testing and Evaluation
1-702-001	ESOL Endorsement: Applied Linguistics
1-703-001	ESOL Endorsement: Curriculum and Materials Development
1-704-001	ESOL: Enriching Content Knowledge
1-704-002	ESOL: For Category III Teachers
1-705-001	ESOL Endorsement: Cross Cultural Communications
1-705-004	ESOL: For Administrators and School Counselors

Component 2 - Instructional Methodology

Component Number	Name of Component
2-007-002	Best Teaching Practices
2-011-001	Athletic Coaching Endorsement - Coaching Theory & Practice
2-011-002	Athletic Coaching Endorsement - Injury Care and Prevention
2-013-014	Job Embedded LETRS Course
2-100-001	Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience
2-100-006	Exceptional Student Education Learning Workshop (Bankable)
2-100-007	Exceptional Student Education Learning Virtual/Interactive (Bankable)

2-100-008	Exceptional Student Education Learning PLC (Bankable)
2-100-009	Instruction of Students with Disabilities (Bankable)
2-106-013	Gifted Competency 5 - Theory of Creativity
2-106-014	Gifted Competency 4 - Special Populations
~~2-400-004~~	~~Elementary Education~~
2-404-001	Culture of Learning
2-408-023	Professional Learning Communities

Component 3 - Technology

Component Number	Name of Component
3-003-003	Computer Science/Technology Education
3-003-004	Computer Science/Technology Education: Self-Paced
3-007-005	Technology - Integration into the Curriculum
3-007-006	Technology - Integration into the Curriculum: Self-Paced
3-007-007	Technology Backpacks
3-007-008	General Technology
3-100-003	Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3-422-001	Synergy
3-422-002	Synergy: Self-Paced

Component 4 - Assessment and Data Analysis

Component Number	Name of Component
4-102-005	Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
4-106-006	Gifted Competency 1 - Nature and Needs of the Gifted
4-106-007	Gifted Competency 3 - Guidance and Counseling
4-401-002	Data Analysis/Assessment
4-415-001	MTSS Training for School Level Problem Solving Teams

Component 5 - Classroom Management

Component Number	Name of Component

5-404-003	Classroom Management

Component 6 - School Safety/Safe Learning Environment

Component Number	Name of Component
6-103-005	Safe Crisis Management
6-404-001	Student Services - A Safe Learning Environment
6-409-001	Student Services - Social, Counseling, Psychological and Health
6-409-001	Youth Mental Health First Aid
6-414-002	Basic Life Saving Training
6-414-002	Basic Life Saving Training (ESE)

Component 7 - Management/Leadership/Planning

Component Number	Name of Component
7-409-001	Clinical Educator Training
7-409-002	Mentorship and Instructional Coaching
7-507-001	Athletic Leadership Best Practices
7-507-016	Administrator Development
7-517-001	Instructional Leadership

Component 8 - General Support

Component Number	Name of Component
8-005-001	Food and Nutrition Services Training
8-005-002	Nurses Health Services Training
8-014-001	Transportation Services Training
8-103-102	ESE Procedures and Practices
8-410-503	Face to Face Ethics for Instructional Personnel
8-410-513	Virtual Ethics Training for Instructional Personnel
8-413-001	Family Involvement
8-510-004	Support Services Training
8-521-001	Schools of Excellence

Specialized Professional Learning Opportunities

The MIP must pay special attention to beginning teachers, leadership development, and intensive course work for learning new instructional strategies and designs. Legislation recognizes this fact and expects the MIP to address these three areas in the following ways:

Areas	Programs
Beginning Teachers	Professional Learning Facilitators for Beginning Teachers Support Program Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers
Leadership Development	Level II Principalship Certification Aspiring APs Program
Course Work	Various Colleges & Universities

These three areas are not included in this publication due to their size and complexity. Complete documentation may be examined in the following locations:

Programs	Location and Person to Contact
Professional Learning Facilitators for Beginning Teachers Support Program Resident Clinical Faculty for Pre-Intern and Pre-Service Teachers	Professional Development Department Contact: Jennifer Shepard, Director of Professional Development
Level II Principalship Certification Aspiring APs Program	Professional Development Department Contact: Jennifer Shepard, Director of Professional Development
Various Colleges & Universities	Human Resources Division Contact: Brenda Troutman, Director, Instructional Personnel

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning with Art (Visual)

   Component Number: 1-000-001

   Function: 1 Subject Content/Academic Standards

   Focus Area: 000

   Local Sequence Numbers: 001

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   To enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices,
   1. Identify and implement research-based practices to enhance student learning in art.
   2. Demonstrate knowledge of current copyright procedures and policies in art.
   3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
   4. Develop knowledge and implement techniques for motivating students in art.
   5. Develop and implement techniques that will teach students how to analyze information in art.
   6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator-Learning 2.2: Content Focused,~~
   ~~School- Learning 2.3: Learning Strategies,~~
   ~~District- Learning 2.8: District Support~~
   2.1 Learning- Learning Outcomes
   2.2 Learning- Learning Designs
   3.1 Implementing- Implementation of Learning
   4.1 Evaluating- Evaluation of Professional Learning
   ~~2.1 Learning Outcomes~~
   ~~2.2 Learning Designs~~

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking

improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Identify and implement research-based practices to enhance student learning in art.
   2. Demonstrate knowledge of current copyright procedures and policies in art.
   3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
   4. Develop knowledge and implement techniques for motivating students in art.
   5. Develop and implement techniques that will teach students how to analyze information in art.
   6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. **LEARNING PROCEDURES (Methods):**

   A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

   WHAT will occur during this professional learning opportunity?

   - Lecture
   - Discussion
   - Demonstration
   - Audio-visual aids
   - Laboratory activities (role-playing)
   - Conferences and Seminars (with proper documentation)

   HOW will the experiences be provided to participants during this professional learning opportunity?

   - Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in visual arts.
   - Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to students in visual arts.

   KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

   - Each participant will complete one or more of the following:
     - Develop an action plan for demonstrating the objectives in the workplace.
     - Maintain a journal/folder of activities supporting the objectives.
     - Other as determined by the instructor.
   - Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

   N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded

implementation of targeted learning)

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

   - Changes in instructional or learning environment practices.
   - Changes in observed educator proficiency in implementing targeted standards or initiatives.
   - Results of school/ teacher constructed student growth measure(s) that track student progress.
   - Observation of student performance.

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

   Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7/1/2010
Date(s) Revised:	May 2021 May 2023 (pending board approval
Department:	Professional Development
Name(s) of Component Author(s):	Unknown Revised by: ▪Sharon Walsh 2021 Tiffany Bazemore 2023

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning with Art (Visual): Self-Paced

   Component Number: 1-000-002

   Function: 1 Subject Content/Academic Standards

   Focus Area: 000

   Local Sequence Numbers: 002

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   To enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices,
   1. Identify and implement research-based practices to enhance student learning in art.
   2. Demonstrate knowledge of current copyright procedures and policies in art.
   3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
   4. Develop knowledge and implement techniques for motivating students in art.
   5. Develop and implement techniques that will teach students how to analyze information in art.
   6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator-Learning 2.2: Content Focused,~~ ¶
   ~~School- Learning 2.3: Learning Strategies,~~ ¶
   ~~District- Learning 2.8: District Support~~

   2.1 Learning- Learning Outcomes
   2.2 Learning- Learning Designs
   3.1 Implementing- Implementation of Learning
   4.1 Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,

Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in art.
2. Demonstrate knowledge of current copyright procedures and policies in art.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
4. Develop knowledge and implement techniques for motivating students in art.
5. Develop and implement techniques that will teach students how to analyze information in art.
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Distance learning activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in visual arts.
- Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to students in visual arts.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

- Each participant will complete one or more of the following:
  - Develop an action plan for demonstrating the objectives in the workplace.
  - Maintain a journal/folder of activities supporting the objectives.
  - Other as determined by the instructor.
- Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

*Changes in instructional or learning environment practices.
*Changes in observed educator proficiency in implementing targeted standards or initiatives.
*Results of school/ teacher constructed student growth measure(s) that track student progress.
*Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021

Date Revised: May 2023~~N/A~~

Department: Professional Development

Name(s) of Component Author(s):   Sharon Walsh
Revised by: Tiffany Bazemore

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	CTE (Career and Technical Education)
Component Number:	1-002-001
Function:	1 Subject Content/Academic Standards
Focus Area:	002
Local Sequence Numbers:	001
Points to be Earned:	120 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable all CTE teachers to improve student learning and create more efficient and effective classrooms.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Digital Learning/Technology Infusion, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Implementing Standard: 3.1: Implementation of Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement research-based practices to enhance student learning in CTE.
2. Participants will demonstrate competencies related to planning between Regular Education, Exceptional Student Education and CTE.
3. Participants will research, evaluate, and implement models that promote work force readiness.
4. Participants will acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE classroom.
5. Participants will identify and implement reading and math strategies within the CTE classroom.
6. Participants will develop, participate and implement Cross-curricular lessons and labs.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will acquire knowledge to improve student learning and create more efficient and effective CTE classrooms. Methods could include Lecture, Discussion, Demonstration, Audio-Visual, Laboratory Activities, Conferences and Seminars or Distance Learning Activities.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will be provided learning materials, handouts and the opportunity to discuss best practices with fellow CTE teachers.   Participants will develop and implement activities for students that are targeted at increasing the academic and CTE achievement of students.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will take knowledge acquired from the training back to the classroom and develop an action plan to put knowledge into practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Administrators will observe a change in practice based on classroom walkthroughs, lesson plans, enrollment in programs, and Industry Certifications reported.

Who will use the evaluation impact data gathered?

Participants will use the data gathered to evaluate their program and make changes for improvement.

Administrators will use data for discussion for program improvement plans including industry certification pass rates.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will use the findings to evaluate their program and methods of instruction to make improvements that lead to student success.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	May 2021
Department:	Career and Technical Education (CTE)
Name(s) of Component Author(s):	revised by Alice Paulk

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: CTE (Career and Technical Education) Digital Learning

   Component Number: 1-002-002

   Function: 1 Subject Content/Academic Standards

   Focus Area: 002

   Local Sequence Numbers: 002

   Points to be Earned: 240 points maximum

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   Participants will participate in online learning provided by FACTE (Florida Association for Career and Technical Education) to improve student learning and create more efficient and effective classrooms.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Digital Learning/Technology Infusion, Instructional design and lesson planning

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Implementing Standard: 3.1: Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Participants will identify and implement research-based practices to enhance student learning in CTE. 2. Participants will demonstrate competencies related to planning between Regular Education, Exceptional Student Education and CTE. 3. Participants will research, evaluate, and implement models that promote workforce readiness. 4. Participants will acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE classroom. 5. Participants will identify and implement reading and math strategies within the CTE classroom. 6. Participants will develop, participate and implement Cross-curricular lessons and labs.

7. **LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will acquire knowledge to improve student learning and create more efficient and effective CTE classrooms through an online portal and self paced activities.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will join online classes for learning and discussion. Participants will also be required to complete reading(s) and activities on their own to complete the course.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will take knowledge acquired from the training back to the classroom and develop an action plan to put knowledge into practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Administrators will observe a change in practice based on classroom walkthroughs, lesson plans, enrollment in programs, and Industry Certifications reported.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered to evaluate their program and make changes for improvement. Administrators will use data for discussion for program improvement plans including industry certification pass rates.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will use the findings to evaluate their program and methods of instruction to make improvements that lead to student success.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	N/A
Department:	CTE (Career and Technical Education)
Name(s) of Component Author(s):	Alice Paulk

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Foreign Language Learning
Component Number:	1-004-001
Function:	1 Subject Content/Academic Standards
Focus Area:	004
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

~~The Office of World Languages has collaborated with the Office of Professional Development to deliver high quality instruction as it pertains to world language instruction.~~ Participants will receive explicit instruction on strategies to facilitate foreign language learning through comprehensible input. Participants will have opportunities to plan the implementation of instructional strategies with the support of facilitators. This professional learning opportunity is specifically geared towards teachers of World Languages.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources
2.1 Learning Outcomes
2.2 Learning Designs
~~Educator- Domain: Planning 1.2: Administrator Review, Educator- Domain: Planning 1.3: Professional Development Plan, Educator- Domain: Learning 2.1: Learning Communities~~

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
1. Identify and implement research-based practices to enhance student learning on World Languages
2. Participate in the process to select textbooks for adoption in World Languages
3. Demonstrate knowledge of current copyright procedures and policies in World Languages
4. Develop knowledge and implement techniques for motivating students to learn World Languages
5. Develop and implement techniques that will teach students to use and analyze information in World Languages
6. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend either in-person or virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Coach participants will have opportunities to model, observe implementation and provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to share and gain deeper knowledge as it pertains to literacy instruction in the early learning classrooms.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented through either in-person or virtual meetings. Participants will receive professional learning materials and access to online resources, if necessary. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will:
1. Actively participate in discussions.
2. Implement new learning each week, and will share the results of implementation of plans with colleagues during the learning session.
3. Bring other materials specific to their classroom students, when needed.
4. Complete all assignments, in which strategies are implemented, with grade appropriate standards, evidence-based instructional practices, and activities that promote World Language learning. These lessons will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will:
1. Use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching foundational reading skills to support reading for understanding in kindergarten through third grade.
2. Interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of World Languages and the evaluation of assessments to inform future instruction.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will:
1. Provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	May 2021
	May 2023
Department:	Department of Assessment, Accountability and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Learning with K-5 ELA (English Language Arts)
Component Number:	1-008-002
Function:	1 Subject Content/Academic Standards
Focus Area:	008
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   1.1 Needs & Planning- Professional Learning Needs

   1.2 Needs & Planning- Professional Learning Resources
   2.1 Learning- Learning Outcomes

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   ~~Educator- Domain: Learning 2.2: Content Focused, Educator- Domain: Learning 2.3: Learning Strategies, District- Domain: Implementing 3.2 Coaching and Mentoring~~¶

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered literacy strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common standards-based assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
6. Participating and implementing distance learning English Language Arts activities.
7. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing appropriate language arts teaching strategies such as close reading techniques and higher order questioning.
10 .Creating thematic units which integrate English Language Arts with other content areas.
11. Serving on the district or state ELA textbook adoption committee to ensure alignment with the Florida B.E.S.T. standards.
12. Developing and implementing systems to monitor student progress, conduct data chats and provide remediation for students.
13. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
14. Developing and implementing systems to provide differentiation and/or small group instruction based on the Florida B.E.S.T. standards.
15. Engaging in student work protocols to identify students' strengths and weaknesses and create a plan based on those student needs.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will plan quarterly common assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly formative assessments aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common lesson plans and/or tasks based on quarterly mentor texts and/or the Florida B.E.S.T. standards.
4. Participants will implement high impact strategies and reflect on student work in weekly PLCs.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 English Language Arts.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, April 2022, May~~January~~ 2023
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with K-5 ELA: Self-Paced
Component Number:	1-008-003
Function:	1 Subject Content/Academic Standards
Focus Area:	008
Local Sequence Numbers:	003
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs
2.1 Learning- Learning Outcomes
3.1 Implementing- Implementation of Learning

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~~Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Implementing 3.2 Coaching and Mentoring~~¶

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
2. Developing and creating student-centered lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
3. Developing an understanding of systems to monitor student progress, conduct data chats and provide remediation for students.
4. Developing an understanding of standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in ELA.
5. Reviewing methods, resources, curriculum and research that enhance student learning in ELA.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may design lessons and tasks that allow students to reach proficiency of the benchmarks.
3. Participants may analyze student performance data to determine students' needs remediation

strategies.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of English Language Arts to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was

planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	April 2022, May~~January~~ 2023
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with 6-12 ELA (English Language Arts)
Component Number:	1-008-004
Function:	1 Subject Content/Academic Standards
Focus Area:	008
Local Sequence Numbers:	004
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered literacy strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common standards-based assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
6. Participating and implementing distance learning English Language Arts activities.
7. Developing, participating in, and implementing cross-curricula English Language Arts lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Developing and implementing appropriate language arts teaching strategies such as close reading techniques and higher order questioning.
10 .Creating thematic units which integrate English Language Arts with other content areas.
11. Serving on the district or state ELA textbook adoption committee to ensure alignment with the Florida B.E.S.T. standards.
12. Developing and implementing systems to monitor student progress, conduct data chats and provide remediation for students.
13. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
14. Developing and implementing systems to provide differentiation and/or small group instruction based on the Florida B.E.S.T. standards.
15. Engaging in student work protocols to identify students' strengths and weaknesses and create a plan based on those student needs.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will plan quarterly common assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly formative assessments aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common lesson plans and/or tasks based on quarterly mentor texts and/or the Florida B.E.S.T. standards.
4. Participants will implement high impact strategies and reflect on student work in weekly PLCs.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 English Language Arts.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the

professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning with 6-12 ELA: Self-Paced

   Component Number: 1-008-005

   Function: 1 Subject Content/Academic Standards

   Focus Area: 008

   Local Sequence Numbers: 005

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of English Language Arts. It will also enable administrators to recognize and evaluate the characteristics of evidence-based curriculum and high-impact teaching strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

   1. Participants will identify and implement evidence-based practices to enhance student learning in English Language Arts.
   2. Participants will demonstrate deep learning of the Florida B.E.S.T. standards and instructional strategies that will allow students to reach proficiency.
   3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. standards and resources to support these standards.
2. Developing and creating student-centered lessons aligned to the Florida B.E.S.T. standards and the framework for intentional teaching.
3. Developing an understanding of systems to monitor student progress, conduct data chats and provide remediation for students.
4. Developing an understanding of standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in ELA.
5. Reviewing methods, resources, curriculum and research that enhance student learning in ELA.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants may actively participate in ongoing planning sessions with other educators.
2. Participants may design lessons and tasks that allow students to reach proficiency of the benchmarks.
3. Participants may analyze student performance data to determine students' needs remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of English Language Arts to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: April 2022

Date Revised: N/A

Department: Academic Services

Name(s) of Component Author(s):   Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning With Math

   Component Number: 1-009-001

   Function: 1 Subject Content/Academic Standards

   Focus Area: 009

   Local Sequence Numbers: 001

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   This professional learning opportunity is specifically geared towards classroom teachers, coaches, assistants, and school based administrators. Upon completion of this component, participants will leave with a deeper understanding of grade level mathematics standards. Participants will broaden their skillset with best practices for delivering rigorous, individualized, standards based instruction to their population of students in order to improve student learning. Participants will also gain a deeper understanding of how to use a variety of assessments to drive math remediation and instruction. School based administrators will increase their ability to identify and evaluate effective instructional strategies as well as recognize classroom content as grade level appropriate.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   1.1 Needs & Planning- Professional Learning Needs
   1.2 Needs & Planning- Professional Learning Resources
   2.1 Learning- Learning Outcomes
   2.2 Learning- Learning Designs
   3.1 Implementing- Implementation of Learning

   ¶

   ~~Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning~~¶

5. **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

Participants will gain knowledge of the facets of mathematics standards to include their present grade levels as well as vertical grade levels in order to deepen their understanding of student learning trajectories.
Participants will engage in understanding and practice with facilitating effective instructional techniques in order to identify student needs and deliver rigorous grade level appropriate instruction.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

While attending sessions relating to mathematics standards and instructional methodology, participants will collaborate with team members, review curriculum materials, analyze student work/data, and engage in practice with teaching methods.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will engage in sessions face to face or via a virtual meeting. Relevant materials will be delivered digitally to participants participating virtually. Participants are expected to participate in collaborative discussions related to the content of the session.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will bring relevant materials to include but not limited to student work samples, curriculum materials, access to technology.
Participants will collaborate with peers to include participants at/from different school sites and grade levels.
Participants will actively engage with teaching methods via role playing, video examples, and scholarly articles.
Participants will read and interact with text relevant to the session.
Participants may analyze student performance data.
Participants may be asked to serve on district textbook adoption committees to be aligned with B.E.S.T standards.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded

learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.
Participants will use the data gathered as part the Professional Learning Community designed to increase teacher capacity in the area of teaching mathematics in grades K-12.
Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the area of mathematics.
District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	December 2020, May 2021, April 2022, May 2023
Department:	Instructional
Name(s) of Component Author(s):	Revised by: Kevin Leary and Kerri Walsh (2021) Jamie Randall, Govinda Poor (2022, 2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning With Math: Self-Paced
Component Number:	1-009-002
Function:	1 Subject Content/Academic Standards
Focus Area:	009
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

This professional learning opportunity is specifically geared towards classroom teachers, coaches, assistants, and school based administrators. Upon completion of this component, participants will leave with a deeper understanding of grade level mathematics standards. Participants will broaden their skillset with best practices for delivering rigorous, individualized, standards based instruction to their population of students in order to improve student learning. Participants will also gain a deeper understanding of how to use a variety of assessments to drive math remediation and instruction.School based administrators will increase their ability to identify and evaluate effective instructional strategies as well as recognize classroom content as grade level appropriate.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs
1.2 Needs & Planning- Professional Learning Resources
2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning¶

Educator- Domain: Planning 1.1 Needs Assessment, Educator- Domain: Planning 1.3: Professional Development Plan, Educator- Domain: Learning 2.2: Content Focused, School- Domain: Learning 2.2: Content Focused, District- Domain: Learning 2.2: Content Focused, ¶
Educator- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.3: Learning Strategies, District- Domain: Learning 2.3: Learning Strategies, Educator- Domain: Learning 2.4: Sustained Professional Learning, School- Domain: Learning 2.4: Sustained Professional Learning, District- Domain: Learning 2.4: Sustained Professional Learning, Educator- Domain: Learning 2.5: Use of Technology, School- Domain: Learning 2.5: Use of Technology, District- Domain: Learning 2.5: Use of Technology, Educator- Domain: Implementing 3.1 Implementation of Learning, Educator- Domain: Implementing 3.3 Web-based Resources and Assistance, School- Domain: Implementing 3.3 Web-based Resources and Assistance, District- Domain: Implementing 3.3 Web-based Resources and Assistance¶

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the facets of mathematics standards to include their present grade level's as well as vertical grade levels in order to broaden their understanding of student learning trajectories.
Participants will engage in understanding and practice with facilitating effective instructional techniques in order to identify student needs and deliver rigorous grade level appropriate instruction.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

While interacting with self-paced sessions relating to mathematics standards and instructional methodology, participants will engage with related videos, audio clips, and scholarly articles and websites as well as analyze student work/data.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will engage in digital self-paced sessions. Relevant materials will be made available to participants through the digital platform. Participants will be expected to engage with the content through watching videos, reading scholarly articles and websites, listening to audio clips, and through interacting with digital content asking them to reflect and comment on the content.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will read and interact with text relevant to the session.
Participants will listen to audio clips.
Participants will watch video clips.
Participants will be expected to demonstrate engagement with session content through interaction with digital questions and activities delivered in the session.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	A- Results of national, state or district-developed/standardized student performance measure(s)

   Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students' results of instruction.

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.
   Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching mathematics in grades K-12.
   Participants will interact with digital content to increase understanding of differentiating instruction in the area of mathematics.
   District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

    Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May 2023~~N/A~~
Department:	Instructional
Name(s) of Component Author(s):	~~Kevin Leary, Kerri Walsh~~Kevin Leary & Kerri Walsh, Revised by Govinda Poor, Jamie Randall

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Performing Arts
Component Number:	1-010-001
Function:	1 Subject Content/Academic Standards
Focus Area:	010
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies of performing arts teachers in the knowledge of instruction and effective skills in teaching performing arts to students.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning
Educator- Learning 2.2: Content Focused, ¶
School- Learning 2.3: Learning Strategies, ¶
District- Learning 2.8: District Support

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate instructional strategies for performing arts.
2. Outline the development of performing arts program philosophy, including goals and objectives.
3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.
4. Distinguish characteristics of teaching performing arts.

5. List feedback methods used in performing arts.
6. Define methods used to evaluate students in performing arts and program effectiveness.
7. Analyze and utilize evaluated data when redesigning programs.
   Identify available and suitable professional resources for performing arts instructors.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

- Lecture
- Discussion
- Demonstration
- Audio-visual aids
- Laboratory activities (role-playing)
- Conferences and Seminars (with proper documentation)

HOW will the experiences be provided to participants during this professional learning opportunity?

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in performing arts.
- Teachers will engage in self-paced electronic notebooks, focused on instructional improvement and student achievement pertaining to students in performing arts.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

- Each participant may complete one or more of the following:
    - Develop an action plan for demonstrating the objectives in the workplace.
    - Maintain a journal/folder of activities supporting the objectives.
    - Other as determined by the instructor.
- Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on

educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/ teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 12/10/2020

Date Revised: May 2021, May 2023

Department: Professional Development

Name(s) of Component Author(s): Ann Yaros, Revised by Sharon Walsh (2021), Tiffany Bazemore (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Performing Arts: Self-Paced
Component Number:	1-010-002
Function:	1 Subject Content/Academic Standards
Focus Area:	010
Local Sequence Numbers:	002
Points to be Earned:	1-10
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies of performing arts teachers in the knowledge of instruction and effective skills in teaching performing arts to students.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning

~~Educator- Learning 2.2: Content Focused, School- ¶~~
~~Learning 2.3: Learning Strategies, ¶~~
~~District- Learning 2.8: District Support~~

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate instructional strategies for performing arts.
2. Outline the development of performing arts program philosophy, including goals and objectives.
3. Recognize the importance of pre-assessment/formative assessment in establishing instructional

levels.
4. Distinguish characteristics of teaching performing arts.
5. List feedback methods used in performing arts.
6. Define methods used to evaluate students in performing arts and program effectiveness.
7. Analyze and utilize evaluated data when redesigning programs.
   Identify available and suitable professional resources for performing arts instructors.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Distance learning activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

- Participants will develop and implement activities for students that are developmentally appropriate pertaining to the instruction of students in performing arts.
- Teachers will engage in self-paced electronic notebooks, focused on instructional improvement and student achievement pertaining to students in performing arts.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

- Each participant may complete one or more of the following:
  - Develop an action plan for demonstrating the objectives in the workplace.
  - Maintain a journal/folder of activities supporting the objectives.
  - Other as determined by the instructor.
- Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method *Student:*	F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/ teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	N/A
Department:	Professional Development
Name(s) of Component Author(s):	Sharon Walsh, Revised by: Tiffany Bazemore

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Athletic Coaching Endorsement- Instruction and Coaching Specific Sport

   Component Number: 1-011-001

   Function: 1 Subject Content/Academic Standards

   Focus Area: 011

   Local Sequence Numbers: 001

   Points to be Earned: 60

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION:**

   To broaden professional competencies of athletic coaches in the knowledge of instruction and physiological principles applied to coaching a specific sport.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   To provide Clay County students with the highest quality teaching and learning processes available

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Domain: Learning 2.2: Content Focused, School- Domain: Learning 2.3: Learning Strategies, District- Domain: Implementing 3.2 Coaching and Mentoring~~
   2.1 Learning- Learning Outcomes
   3.1 Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

   1. Select appropriate instructional strategies for athletic coaching.
   2. Outline the development of athletic program philosophy, including goals and objectives.
   3. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.

4. Distinguish characteristics of coaching an activity or sport.
5. List feedback methods used in athletic coaching.
6. Define methods used to evaluate student athletes and program effectiveness.
7. Analyze and utilize evaluated data when redesigning programs.
8. Identify available and suitable professional resources for coaching.
9. Identify basic training principles (e.g. overload, progression, specificity).
10. Identify the variables by which overload can be modified.
11. Evaluate and interpret the results of pre-physical fitness and motor assessments.
12. Using evaluated data, apply principles of training to formulate individual and group conditioning programs.
13. Explain body composition factors related to athletic performance potential including body weight as it affects performance and the percentage body fat related to conditioning.
14. Identify environmental conditions and their effects on personal health, safety, and learning (e.g. temperature, humidity, lighting, etc.)

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will develop and implement activities for students that are developmentally appropriate pertaining to the coaching of a specific sport.
Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to the coaching of a specific sport.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

i. Develop an action plan for demonstrating the
objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the
objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what
participants will do in the follow-up portion of the
component (implementation) may be developed by
participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	D- Observation of student performance

Changes in instructional or learning environment practices. "A"
Changes in observed educator proficiency in implementing
targeted standards or initiatives. "F"
Results of school/teacher constructed student growth
measure(s) that track student progress. "B"
Observation of student performance. "D"

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in
professional practice and student performance as a result of engaging
in the professional learning. These measures will include
documentation of changes in instructional practices related to the
component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the
component is impacting teachers' mastery of the focus area goals and

objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	December 2020
Date Revised:	May 2020, May 2023
Department:	Academic Services K-12- Athletics
Name(s) of Component Author(s):	John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning Through Physical Education

   Component Number: 1-011-002

   Function: 1 Subject Content/Academic Standards

   Focus Area: 011

   Local Sequence Numbers: 001

   Points to be Earned: 120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   To broaden professional competencies of physical education teachers in the knowledge of instruction and effective skills in teaching physical education to students.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Continuous Improvement practices, Instructional design and lesson planning

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Educator-Learning 2.2: Content Focused, District-Learning 2.8: District Support

   2.1 Learning- Learning Outcomes
   2.2 Learning- Learning Designs
   3.1 Implementing- Implementation of Learning
   4.1 Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Identify and implement research-based practices to enhance student learning in physical education, athletic coaching, health, physical science, and NJROTC.
   2. Recognize the importance of pre-assessment/formative assessment in establishing instructional levels.
   3. Demonstrate knowledge of current copyright and legal procedures and

policies in physical education, athletic coaching, health, physical science, and NJROTC.

4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.

5. Develop knowledge in and implement techniques for motivating students in physical education, athletic coaching, health, physical science, and NJROTC.

6. Develop and implement techniques that will teach students how to analyze information in physical education, athletic coaching, health, physical science, and NJROTC.

7. Distinguish characteristics of teaching physical education.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Learning opportunities may include:

1. Participating in professional learning communities that reflect on 21st century skills that could be taught using art to advance student learning.

2. Serving on District or State textbook adoption committee to insure alignment with the Florida State Standards and Next Generation Sunshine State Standards (NGSSS).

3. Developing, participating in, and implementing a physical education/athletic coaching copyright or tort liability in athletics presentation.

4. Developing, participating in, and implementing research-based workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), or lectures or role-playing pertaining to physical education/athletic coaching in school.

5. Participating in distance learning physical education/athletic coaching activities.

6. Developing, participating in, and implementing a community physical education awareness program, such as a Health and Physical Fitness Fair.

7. Developing, participating in, and implementing cross-curricula physical education, health, and NJROTC lessons.

8. Developing, participating in, and implementing a physical education/athletic coaching/NJROTC program involving parents and children in physical education/athletic coaching.

9. Developing and implementing programs that enhance student and parent knowledge of rules, safety regulations, skills, and social opportunities found in selected interscholastic sports and NJROTC programs.

10. Participating in and implementing District/school curriculum articulation in physical education.

11. Developing and implementing the District Health and Physical Fitness curriculum.

12. Developing and implementing programs that enhance awareness of the social, motivational, psychological, physiological, and maturational advantages of participation in interscholastic sports and NJROTC programs

HOW will the experiences be provided to participants during this professional learning opportunity?

Professional Learning Communities~~LC Meetings~~/Workshops

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant may complete one or more of the following:
Participants will be active members of the PE department learning team and Professional Learning Community. ~~actively participate in PE department PLC Meetings~~
Develop an action plan for demonstrating the objectives in the workplace.
Maintain a journal/folder of activities supporting the objectives.
Other as determined by the instructor.
Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and the component providers.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

   O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

   Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

   Evaluation Method Student: D- Observation of student performance

   Changes in instructional practices and teacher efficacy as measured by lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
   Results of student growth measure(s) that track student progress. Observation of student performance.

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching physical education skills to support all levels of PE.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	April 2022, May 2023
Department:	Academic Services K12
Name(s) of Component Author(s):	Sharon Walsh and John Sgromolo, Revised by Tiffany Bazemore

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Pre-Kindergarten
Component Number:	1-012-001
Function:	1 Subject Content/Academic Standards
Focus Area:	012
Local Sequence Numbers:	001
Points to be Earned:	1-60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to prepare early childhood educators to learn and expand upon their skills and knowledge in the delivery of high quality instruction and implementation of developmentally appropriate curriculum to support and improve the learning experience within the structure of school-based and contractual pre-kindergarten programs providing services to students with disabilities and other varying exceptionalities. It will also enable administrators to recognize and evaluate the delivery of high quality instruction and implementation of developmentally appropriate curriculum within the structure of school-based and contractual pre-kindergarten programs providing services to students with disabilities and other varying exceptionalities.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator-Implementing 3.1 Implementation of Learning, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, School-Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District-Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District-Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures~~
   2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will engage in interactive learning that connects professional knowledge to daily practice through practical strategies that bolster best instructional approaches.
2. Participants will observe best practice in action and have meaningful opportunities for reflection and discussion.
3. Participants will develop best practice and quality environments for children in pre-kindergarten education settings to improve learning outcomes.
4. Participants will learn how to create inclusive environments and learning experiences that support the development of diverse learners.
5. Participants will demonstrate the ability to balance the "what" (standards, curriculum, and assessment) and the "how" (instructional and assessment practices) in classrooms designed to meet the developmental and academic needs of pre-kindergartners.
6. Participants will learn how to balance knowledge about how young children learn and develop with the numerous curricula, assessments, and growing performance expectations—for teachers and for children.
7. Participants will develop deep learning of the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP) and developmentally appropriate instructional strategies for preschool age children.
8. Participants will learn how to use the Florida Early Learning and Developmental Standards to determine each child's skill sets and levels of functioning to drive explicit small group instruction (specialized techniques) for diverse learners and students with disabilities and other varying exceptionalities ("age anchoring").
9. Participants will learn how to use individual classroom data to guide and inform practice in the pre-kindergarten learning environment.
10. Participants will identify and implement evidence-based practices to enhance student learning in pre-kindergarten through the implementation of universal supports, targeted/specialized supports, and intensive intervention.
11. Participants will develop instructional practices that promote the development and learning in areas that predict positive outcomes for children—for example, in oral language and vocabulary, collaboration, small and gross motor coordination, dramatic play, and higher-order thinking.
12. Participants will increase their knowledge of the five domains of early learning and development: approaches to play and learning, emotional and social development, health and physical development, language development and communication, and cognitive development.
13. Participants will learn about the research and data that support evidence-based practices to provide children with developmentally appropriate learning experiences.
14. Participants will develop knowledge in, and implement techniques for motivating students in pre-kindergarten elementary classrooms.
15. Participants will learn how to effectively implement morning meetings, circle time, center time, outside time, and small group instruction.
16. Participants will develop deep knowledge and understanding of how to implement and advocate for developmentally appropriate practices in the early learning environments.
17. Participants will demonstrate competencies related to cooperative consultations and planning between regular pre-kindergarten education and pre-kindergarten exceptional student education staff.
18. Participants will learn how to promote children's social and emotional development to reduce challenging behaviors in the pre-kindergarten learning environment.
19. Participants will learn how to establish positive partnerships with children's families and the community to promote early childhood education and the development of the whole child.
20. Participants will learn how to promote collaboration across the pre-K–K community to ensure smooth, efficient, and seamless transitions between pre-K and kindergarten.

21. Participants will demonstrate knowledge of current copyright procedures and policies in pre-kindergarten elementary education.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members, and hold discussions with colleagues concerning the content presented. The facilitator of each professional learning session will model, demonstrate, or provide direct,explicit instruction to present the content. Participants will engage in a variety of activities designed to meet the objectives of each training session, including skill practice exercises, small and large group activities, multimedia presentations, discussions/questions/handout analysis, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, coaching/data collection activities, cooperative learning experiences, project design, or interactive role-playing. The facilitator will provide teacher participants opportunities to share and gain deeper knowledge as it pertains to the specific content learning targets of the professional learning session. *The intensity and duration will vary depending on the content and learning targets of the professional learning session and the individual learning needs of participants.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented through various platforms: live, face-to-face training onsite at your school or educational organization, live, virtual training using Zoom or Google Meets, hybrid-online training that combines online courses with live, virtual facilitated sessions using Zoom or Google Meets, asynchronous online courses completed by teachers at their own pace. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in conversations and learning activities during each face-to-face, virtual, or hybrid-online training session. Participants are expected to support each other throughout the professional learning opportunity in a collaborative fashion.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will create lesson plans based on new learning, and will share those lesson plans and the results of implementation of plans with colleagues and the school leadership team.
2. Participants will implement model lessons based on new learning for colleagues or the school leadership team.
3. Participants will audiotape or videotape lessons based on new learning to self-reflect and grow their instructional practices.
4. Participants will collect samples of student work resulting from planned lessons and model lessons to form connections between their instruction and student learning.
5. Participants will implement the new learning and produce a written reflection on lessons learned.
6. Participants will train their colleagues on the new learning.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

    What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

    Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

    Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

    Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

    Who will <u>use</u> the evaluation <u>impact</u> data gathered?

    1. Participants will use the data gathered as part of each professional learning session designed to increase teacher capacity in the area of implementing best practice and quality environments for children in pre-kindergarten education settings to improve the learning outcomes for diverse learners, English language learners, students with disabilities and other varying exceptionalities.
    2. The school leadership team and the teacher will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for the participant based on the school leader evaluation system indicators and student progress in response to instruction from the new learning.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

    1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
    2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
    3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: Submitted October 2009, Effective 7/1/2010

Date Revised: May 2021, May 2023

Department: Elementary Education-ESE

Name(s) of Component   Bianca Montoro
Author(s):

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning With Reading (Bankable)
Component Number:	1-013-008
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	008
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to use best practices in reading instruction to teach content for improving students' literacy skills across the curriculum. Upon successful completion of the component, all participants will have an understanding of a variety of strategies to use in order to explicitly instruct in reading while simultaneously teaching content in the subject areas to extend and build discussions of text in order to deepen understanding. It will also assist administrators with recognizing and evaluating effective implementation of evidence-based instructional strategies in the content areas.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Implementing 3.1 Implementation of Learning, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Planning 1.1 Needs Assessment, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4 Generating a School-wide Professional Development Plan, School- Learning 2.1: Learning Communities, School- Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Evaluating 4.2 Changes in Educator Practice, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School- Evaluating 4.5 Use of Results, District- Planning 1.1 District Needs Assessment, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.1: Learning Communities, District- Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning,

~~District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based reading instructional practices to enhance student learning in the content areas (e.g., guided reading, interactive read alouds, close reading).
2. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. Participants will learn how to incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
4. Participants will develop a variety of evidence-based reading strategies to use in order to explicitly instruct in reading while simultaneously teaching content to prepare students for college and career readiness.
5. Participants will gain in-depth knowledge of how to deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
6. Participants will demonstrate the ability to balance the "what" (B.E.S.T. standards, curriculum, and assessment) and the "how" (instructional and assessment practices) in classrooms designed to meet the developmental and academic needs of all learners.
7. Participants will learn how to regularly assess their students' reading skills to inform their lesson planning for students at different levels (differentiated instruction).
8. Participants will become knowledgeable about the structure of oral and written language, language and literacy skill development, and related pedagogy.
9. Participants will become familiar with the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) and the B.E.S.T. standards strand (reading, communication).
10. Participants will learn how to support their students' language and literacy development to improve student achievement in the content areas.
11. Participants will learn the importance of providing equitable learning opportunities by anticipating gaps in students' background knowledge and designing instruction to address those gaps so that diverse learners have the ability to thoroughly understand academic texts.
12. Participants will learn that building literacy skills across the curriculum increases retention and comprehension and fosters better critical and analytical skills.
13. Participants will develop knowledge and implement techniques for increasing student interest and motivation in reading.
14. Participants will identify what causes reading difficulties while simultaneously gaining a deeper understanding of how to assist students with overcoming reading difficulties through direct, explicit systematic, and intensive instruction using domain specific content with supports and scaffolds for struggling readers (e.g., Gradual Release of Responsibility (GRR) framework, Responsive Teaching).
15. Participants will learn how to create inclusive environments and learning experiences that support the development of diverse learners, English language learners, and students with disabilities and other

varying exceptionalities.

16. Participants will learn how to teach strategies for supporting English Learners in reading across the content areas (e.g., multidimensional instruction, backfilling, frontloading, graphic organizers).

17. Participants will learn how to teach strategies for supporting students with disabilities and other varying exceptionalities in reading across the content areas (e.g., read aloud directions and written materials, provide extended time to complete reading assignments, embed reading strategies in the content instruction, build in frequent breaks).

18. Participants will learn how to routinely include close reading, rereading, and use of text dependent questions to deepen student understanding of text by incorporating writing in response to text and text-based discussions with students.

19. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs.

20. Participants will develop and implement techniques that will teach students how to analyze student data from formative, summative, and benchmark assessments to increase student ownership and accountability and to measure the instructional impact on student learning.

21. Participants will describe the process used to select textbooks for adoption in reading and participate in the district curriculum adoption for literacy.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members, and hold discussions with colleagues concerning the content presented. The facilitator of each professional learning session will model, demonstrate, or provide direct, explicit instruction to present the content. Participants will engage in a variety of activities designed to meet the objectives of each training session, including skill practice exercises, small and large group activities, multimedia presentations, discussions/questions/handout analysis, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, coaching/data collection activities, cooperative learning experiences, project design, or interactive role-playing. The facilitator will provide teacher participants opportunities to share and gain deeper knowledge as it pertains to the specific content learning targets of the professional learning session. *The intensity and duration will vary depending on the content and learning targets of the professional learning session.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented through various platforms: live, face-to-face training onsite at the school or educational organization, live, virtual training using Zoom or Google Meets, hybrid-online training that combines online courses with live, virtual facilitated sessions using Zoom or Google Meets, asynchronous online courses completed by teachers at their own pace. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in conversations and learning activities during each face-to-face, virtual, or hybrid-online training session. Participants are expected to support each other throughout the professional learning opportunity in a collaborative fashion.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will create lesson plans based on new learning, and will share those lesson plans and the results of implementation of plans with colleagues and the school leadership team.
2. Participants will implement model lessons based on new learning for colleagues or the school leadership team.
3. Participants will audiotape or videotape lessons based on new learning to self-reflect and grow their instructional practices.
4. Participants will collect samples of student work resulting from planned lessons and model lessons to form connections between their instruction and student learning.
5. Participants will implement the new learning and produce a written reflection on lessons learned.
6. Participants will train their colleagues on the new learning.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of each professional learning session designed to increase teacher instructional capacity in the area of reading across the content areas to ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments for diverse learners, English language learners, students with disabilities and other varying exceptionalities.
2. The school leadership team and the teacher will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for the participant based on the school leader evaluation system indicators and student progress in response to instruction from the new learning.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Submitted October 2009, Effective 7/1/2010
Date Revised:	May 2021, May 2023
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 1: Foundations of Reading Instruction (Bankable/DL)
Component Number:	1-013-009
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	009
Points to be Earned:	60 points maximum
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

This course will provide the opportunity for educators to develop, increase, and demonstrate knowledge of evidence-based instructional and intervention strategies grounded in the science of reading. This course addresses the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The element's of Florida's Formula for Success are integrated throughout the course by focusing on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core interventions for students substantially below grade level in reading (Tier 3). This course will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

~~The purpose of this component is for participants to develop substantive understanding of the six components of reading as a process: (comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary). Participants will build their capacity to use and apply explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies aligned with the science of reading for teaching children how to read while addressing the individual learning needs of students including English language learners, students with dyslexia, and students with disabilities and other varying exceptionalities. This component meets the 40-hour in-service DL requirement identified in Florida Statute s. 1012.585(3) F.S.~~

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities,~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES: Based upon the component's specific indicators, participants will:

Performance Indicator A: Oral Language
1.A.1 Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.
1.A.2 Understand the differences between social and academic language.
1.A.3 Understand that writing enhances the development of oral language.
1.A.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.
1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.
1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.
1.A.8 Understand the role of informal and formal oral language assessment, including documentation of results to inform instruction determined by individual student strengths and needs.

~~1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.~~
~~1.A.7 Understand the reading demands posed by domain specific texts.~~
~~1.A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.~~
~~1.A.9 Understand how English language learners' linguistic and cultural background will influence their comprehension.~~
~~1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.~~

Performance Indicator B: Phonological Awareness

1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.
1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.
1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).
1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).
1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).
1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.
1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.
1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.
1.B.9 Understand the role of informal and formal phonological awareness assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.
~~Oral Language~~
~~1.B.1 Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.~~
~~1.B.2 Understand the differences between social and academic language.~~
~~1.B.3 Understand that writing enhances the development of oral language.~~
~~1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated~~
~~instruction.~~
~~1.B.5 Recognize the importance of English language learners' home languages, and their significance for learning to read English.~~
~~1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.~~

Performance Indicator C: Phonics

1.C.1 Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.
1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.
1.C.3 Understand structural analysis and morphology of words.
1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).
1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.
1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.
1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

~~Phonological Awareness~~
~~1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).¶~~
~~1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset rimes and phonemes).¶~~
~~1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.¶~~
~~1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).¶~~
~~1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.¶~~
~~1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.¶~~
~~1.C.7 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.~~

Performance Indicator: D: Fluency
1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.
1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.
1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text
1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.
1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.
1.D.7 Understand the role of informal and formal fluency assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

~~Phonics~~
~~1.D.1 Understand that phonological units (words, syllables, onset rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.¶~~
~~1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).¶~~
~~1.D.3 Understand structural analysis of words.¶~~
~~1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.¶~~
~~1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.¶~~

~~Performance Indicator E: Fluency~~¶
~~1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.¶~~
~~1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.¶~~
~~1.E.3 Understand the relationships among fluency, word recognition, and comprehension.¶~~
~~1.E.4 Understand that both oral language and writing enhance fluency instruction.¶~~
~~1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.~~

Performance Indicator E~~F~~: Vocabulary
1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.
1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.

1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).

1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.

1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.

1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.

1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).

1.E.9 Understand the role of informal and formal vocabulary assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator F: Comprehension

1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.

1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).

1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.

1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.

1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.

1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.

1.F.7 Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.

1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).

1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.

1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.

1.F.11 Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia.

1.F.12 Understand the role of informal and formal comprehension assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

1.F.1 Understanding the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.¶

1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).¶

1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).¶

1.F.4 Understand the domain specific vocabulary demands of academic language.¶

1.F.5 Understand that writing can be used to enhance vocabulary instruction.¶

1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Performance Indicator G: Integration of the Reading Components

1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.

1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).

1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.

1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.

1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.

1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.

1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics,vocabulary, schema and text structures required for comprehension.

1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.

1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.

1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.

1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.

~~1.G.1 Identify language characteristics related to social and academic language.~~

~~1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.~~

~~1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.~~

~~1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.~~

~~1.G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.~~

~~1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.~~

7. **LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

The course consists of nine modules with nine one hour live webinar training sessions (for a total of 60 hours), which explicitly address the Florida Reading Endorsement Performance Indicators. The modules are designed to be delivered in order and are as follows:

1. Bridging the Theory to Policy to Practice Gap
2. Oral Language
3. Phonology
4. Understanding Dyslexia and Other Reading Disorders
5. Phonics
6. Fluency
7. Vocabulary
8. Comprehension
9. Writing (Encoding)

~~Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation, and provide guided feedback to~~

~~participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of explicit, systematic, and sequential reading instruction and implementing multisensory intervention strategies. *Face-to-face meetings may be required throughout the course.~~

HOW will the experiences be provided to participants during this professional learning opportunity?

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, module pre and post assessments, reflective assignments, and self-evaluations required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Reading Endorsement Matrix Performance Indicators..~~All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.~~

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage in the following to meet the goals of the course:
1. Complete 9 comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, and collaboratively participating in relevant professional learning sessions related to the Reading Endorsement Matrix Performance Indicators.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
~~1. Participants will engage in on-line learning through the Reading Competency 1: Foundations of Reading Google Classroom.~~
~~2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.~~
~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.~~
~~4. Participants will bring other materials specific to their classroom students, when needed.~~
~~5. Participants will complete weekly reflections.~~
~~6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

1. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
2. Participants will complete an end-course reflection essay and survey.
~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.~~
~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.~~

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. District Reading and Professional Learning Departments

2. The Participants
~~1. Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.~~
~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~
~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments and module post assessments.

2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.

3. End-of-Course Survey data will be used by the District's Reading and Professional Learning Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

4. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met Competency 1 of the 5 Reading Endorsement Competency Courses.

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Reading Competency 2: Application of Evidence-Based Instructional Practices (Bankable/DL)

   Component Number: 1-013-010

   Function: 1 Subject Content/Academic Standards

   Focus Area: 013

   Local Sequence Numbers: 010

   Points to be Earned: 60

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

   This course will provide the opportunity for educators to apply their knowledge of evidence-based instructional and intervention strategies grounded in the science of reading by implementing evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The element's of Florida's Formula for Success are integrated throughout the course by focusing on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core interventions for students substantially below grade level in reading (Tier 3). This course will provide K-12 educators the opportunity to apply their knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

   ~~The purpose of this component is for participants to develop substantive understanding of the five essential elements of teaching reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency to apply effective reading instruction to native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. Upon successful completion of the component, all participants will have an understanding of the formative assessment process, six components of reading and Florida's formula for effective approaches to teaching reading. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.~~

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities,~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Based upon the components specific indicators, participants will:

Performance Indicator A: Oral Language
2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.
2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).
2.A.4 Differentiate instruction to account for variation in students' oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.
2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.
2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.
2.A.8 Administer and document appropriate informal and formal oral language assessments to inform instruction determined by individual student strengths and needs.

Performance Indicator B: Phonological Awareness~~Oral Language~~

2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.
2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.
2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).
2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.
2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).
2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.
2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.
2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.
2.B.9 Administer and document appropriate informal and formal phonological awareness assessments to inform instruction to meet individual student strengths and needs.

2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
2.C.6 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.

Performance Indicator: C~~D~~: Phonics

2.C.1 Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllabic word reading, including orthographic mapping for regular and irregular words.
2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.
2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.
2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).
2.C.6 Apply an English learner's home language as a foundation and strength to support the development of phonics in English.
2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.
2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme grapheme level through the multisyllabic word level.
2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English
2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator D~~E~~: Fluency

2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).
2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.
2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.
2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.
2.D.7 Administer and document informal and formal fluency assessments to inform instruction to meet individual student strengths and needs.

2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.
2.E.2 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator E~~F~~: Vocabulary

2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.
2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.
2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic

mapping, etc.).

2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain specific vocabulary.

2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.

2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.

2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).

2.E.9 Administer and document appropriate informal and formal vocabulary assessments to inform instruction to meet individual student strengths and needs.

~~2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).~~

~~2.F.2 Provide for continuous integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.~~

~~2.F.3 Incorporate vocabulary instruction through analogies (e.g. cognates, Greek and Latin roots).~~

~~2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literacy, to enhance vocabulary.~~

~~2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.~~

~~2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).~~

~~2.F.7 Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations, etc.).~~

~~2.F.8 Recognize, describe, and incorporate vocabulary assessments to guide instruction.~~

Performance Indicator F: Comprehension

2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.

2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).

2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.

2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension.

2.F.5 Use the interaction of readers' characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.

2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.

2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.

2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).

2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.

2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.

2.F.11 Use knowledge of English learners' linguistic and cultural background to support comprehension, including English learners with characteristics of reading difficulties and dyslexia.

2.F.12 Administer and document appropriate informal and formal comprehension assessments to inform instruction determined by individual student strengths and needs.

Performance Indicator G: Integration of the Reading Components

2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.

2.G.2 Employ appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).

2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.

2.G.4 Use oral language and an information intensive environment to impact reading and writing development.

2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.

2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.

2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.

2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.

2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.

2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.

2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.

~~2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.~~

~~2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).~~

~~2.G.3 Use resources and evidence based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).~~

~~2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).~~

7. **LEARNING PROCEDURES (Methods):**

    B- Electronic, Interactive (includes facilitation supporting development/application on the job)

    WHAT will occur during this professional learning opportunity?

    The course consists of nine modules with nine one hour live webinar training sessions (for a total of 60 hours), which explicitly address the Florida Reading Endorsement Performance Indicators. The modules are designed to be delivered in order and are as follows:

    1. Bridging the Theory to Policy to Practice Gap
    2. Oral Language
    3. Phonology
    4. Understanding Dyslexia and Other Reading Disorders
    5. Phonics
    6. Fluency
    7. Vocabulary
    8. Comprehension
    9. Writing (Encoding)
    ~~Participants will attend virtual professional learning sessions, during which time they will receive content~~

~~information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the application of evidence-based instructional practices. *Face-to-face meetings may be required throughout the course.~~

HOW will the experiences be provided to participants during this professional learning opportunity?

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, module pre and post assessments, reflective assignments, self-evaluations, and theory to practice performance tasks required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.~~1. All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources in the Reading Competency 2: Application of Research-Based Instructional Practices Google Classroom. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.~~

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage in the following to meet the goals of the course:
1. Complete 9 comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, and theory to practice performance tasks related to the Reading Endorsement Matrix Performance Indicators.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
~~1. Participants will engage in on-line learning through the Reading Competency 2: Application of Research-Based Instructional Practices.~~
~~2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.~~
~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the five elements of reading and the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.~~
~~4. Participants will bring other materials specific to their classroom students, when needed relating to the formative assessment process.~~
~~5. Participants will complete weekly reflections.~~
~~6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~

8.   IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9.   IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

1. Participants are expected to complete seven theory to practice performance tasks to demonstrate knowledge of the Reading Endorsement Matrix Performance Indicators, and their ability to apply that knowledge.
2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
3. Participants will complete an end-course reflection essay and survey.
~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.~~
~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of the formative assessment process, evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.~~

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. District Reading and Professional Learning Departments

2. The Participants
~~1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.~~
~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~
~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance

tasks.

2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.

3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

4. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met Competency 2 of the 5 Reading Endorsement Competency Courses.

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Reading-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 3: Foundations of Assessment (Bankable)
Component Number:	1-013-011
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	011
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is for participants to learn how~~to how~~ to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students by engaging in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, providing appropriate interventions and conducting effective progress monitoring. ~~develop skills and knowledge in using the results of screening, diagnosis, progress monitoring and outcome reading assessments to guide instructional decision making in grades K-12.~~ Upon successful completion of the component, ~~all~~ participants will have an understanding of formal and informal assessments necessary for the implementation of quantitative and qualitative instructional assessment to respond to the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.1 Implementing the Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4 Generating a School-wide Professional Development Plan, School- Planning 1.5 Individual Leadership Development Plan, School- Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.2 Coaching and Mentoring, School- Evaluating 4.3~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Based upon the component's specific indicators, participants will:

3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.

3.2 Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.

3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.

3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.

3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests.

3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.

3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia.

3.8 Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.

3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.

3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia.

3.11 Analyze data to identify trends that indicate adequate progress in student reading development.

3.12 Identify appropriate assessments and accommodations for progress monitoring all students.

3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.

3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.

3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.

3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

3.1 Understand and apply measurement concepts and characteristics of reading assessments.
3.2 Understand the purposes of various informal assessments(e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching the reader to text.
3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
3.6 Analyze data to identify trends that indicate adequate progress in student reading development.
3.7 Develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for systematic problem-solving and decision-making to differentiate instruction, intensify intervention and meet the needs of all students. (e.g.,
grouping practices, appropriate curriculum materials).
3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.
3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of assessment. *Face-to-face meetings may be required throughout the course.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion. The facilitation will support the participants with on the job implementation of assessments with students to collect data to identify appropriate instruction, interventions, and accommodations for monitoring reading progress of all students.
All content is delivered virtually using a highly engaging format that includes videos, interactive activities,

handouts, module pre and post assessments, reflective assignments, self-evaluations, and theory to practice performance tasks required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will engage in on-line learning through the Reading Competency 3: Foundations of ~~Assessment.~~
~~2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.~~
~~3. Participants will engage in weekly and bi-weekly interactive and job embedded activities relating to administering various informal assessments(e.g., informal reading inventories, analyzing writing samples) as well as administering and interpreting both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures). Additional activities may include, creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused types of assessments, data collection, interpreting data, and responding to data, engaging in scenario-based learning, posting responses and responding to other participants' posts.~~
~~4. Participants will bring other materials specific to their classroom students, when needed.~~
~~5. Participants will complete weekly reflections based on new learning.~~
~~6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~
Participants will engage in the following to meet the goals of the course:
1. Complete the comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, and theory to practice performance tasks related to the Reading Endorsement Matrix Performance Indicators.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school

level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction through the formative assessment process.~~
~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of the various types of assessments through the implementation of screening, progress monitoring, diagnosis and outcome measures.~~
1. Participants are expected to complete theory to practice performance tasks to demonstrate knowledge of the Reading Endorsement Matrix Performance Indicators, and their ability to apply that knowledge.
2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
3. Participants will complete an end-course reflection essay and survey.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

~~1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.~~
~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~
~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~
1. District Reading and Professional Learning Departments

2. The Participants

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

~~1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.~~
~~2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.~~
~~3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.~~
1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance tasks.

2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.

3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

4. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met Competency 3 of the 5 Reading Endorsement Competency Courses.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Reading-Professional Development
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: Reading Competency 4: Foundations & Applications of Differentiated Instruction (Bankable/DL)

Component Number: 1-013-012

Function: 1 Subject Content/Academic Standards

Focus Area: 013

Local Sequence Numbers: 012

Points to be Earned: 60

Primary Purpose: A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is for participants to gain broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product and context. Participants will learn how to engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. to enable participants to prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically-based reading research to address prevention, identification, and remediation to plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re- teaching when necessary for individuals and small groups in all subject areas. Upon successful completion of the component, all participants will use evidence-basedbest practices in reading instruction to meet the learning needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Foundation Standard: 0.1: Leadership, Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.

4.2 Understand the stages of English acquisition for English Language Learners and differentiate reading instruction for students at different levels of English language proficiency.

4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English Language Learners of diverse backgrounds and various levels of prior education.

4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.

4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.

4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.

4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.

4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.

4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re- teaching when necessary for individuals and small groups.

4.10 Differentiate reading instruction of English Language Learners with various levels of first language literacy.

4.11 Differentiate reading instruction of English Language Learners with various levels of first language literacy.

4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.

4.13 Plan for instruction that utilizes increasingly complex print and digital text, embeds

4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension, ranging from enrichment practices to intensifying interventions.

4.2 Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.

4.3 Understand and apply current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.

4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on informal and formal assessments.

4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.

4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.

4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.

4.8 Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction.

4.9 Plan for differentiated instruction that utilizes increasingly complex text, embeds assessment, includes scaffolding and provides reteaching when necessary for individuals and small groups.

4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.

4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia.

4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.

4.13 Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

4.14 Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

4.15 Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.

4.16 Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.

4.17 Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text.

4.18 Implement appropriate and allowable instructional accommodations, including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia.

7. **LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations and applications of differentiated instruction. *Face-to-face meetings may be required throughout the course.

HOW will the experiences be provided to participants during this professional learning opportunity?

~~All content will be presented via Google virtual meetings. Participants will receive professional learning materials and access to online resources through the Reading Competency 4: Foundations & Applications of Differentiated Instruction Google Classroom. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion.~~

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, module pre and post assessments, reflective assignments, self-evaluations, and theory to practice performance tasks required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

~~1. Participants will engage in on-line learning through the Reading Competency 4: Foundations & Applications of Differentiated Instruction.~~
~~2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.~~
~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.~~
~~4. Participants will bring other materials specific to their classroom students, when needed.~~
~~5. Participants will complete weekly reflections .~~
~~6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts, and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary with native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~

Participants will engage in the following to meet the goals of the course:
1. Complete the comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection

assignments, self-evaluations, analyzing exemplar videos, and theory to practice performance tasks related to the Reading Endorsement Matrix Performance Indicators.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.~~
~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate his/her learning of evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction while meeting the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.~~
1. Participants are expected to complete theory to practice performance tasks to demonstrate knowledge of the Reading Endorsement Matrix Performance Indicators, and their ability to apply that knowledge.
2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
3. Participants will complete an end-course reflection essay and survey.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

~~1. Participants will use formative, diagnostic, and summative data as part of the professional learning designed to increase teacher capacity in the area of foundations and applications of differentiated instruction.~~
~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~
~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~
1. District Reading and Professional Learning Departments

2. The Participants

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance tasks.

2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.

3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

4. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met Competency 4 of the 5 Reading Endorsement Competency Courses.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022, May 2023
Department:	Reading-Professional Development
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Reading Competency 5: Demonstration of Accomplishment (Bankable/DL)
Component Number:	1-013-013
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	013
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is to enable participants to demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students through a culminating practicum. Teachers will engage in the systematic problem solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. ~~demonstrate their ability to use scientifically based research and evidence-based instructional practices to address prevention, identification, and remediation of reading difficulties in real-time to increase student performance and close achievement gaps.~~ Upon successful completion of th~~is~~e component, ~~all~~ participants will have an understanding of how to administer assessment and perform data analysis to differentiate instruction for learners from diverse backgrounds. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Learning 2.6 Time Resources, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Implementing 3.3 Web-based Resources and Assistance, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Planning 1.1 Needs Assessment, School- Planning 1.2: Reviewing Professional Development Plans, School- Planning 1.3: Reviewing Annual Appraisal Data, School- Planning 1.4 Generating a School-wide Professional Development Plan, School- Planning 1.5~~

~~Individual Leadership Development Plan, School- Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, School- Learning 2.4: Sustained Professional Learning, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.2 Coaching and Mentoring, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School- Evaluating 4.5 Use of Results, District- Planning 1.2: Generating a District-wide Professional Development System, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning Organization, District- Implementing 3.2 Coaching and Mentoring, District- Evaluating 4.3 Changes in Students, District- Evaluating 4.4 Evaluation Measures, District- Evaluating 4.5 Use of Results, District- Evaluating 4.6 Fiscal Resources~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

~~5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.~~

~~5.2 Demonstrate evidence-based instructional practices for facilitating reading comprehension.~~

~~5.3 Demonstrate evidence-based instructional practices for developing oral/aural language development.~~

~~5.4 Demonstrate evidence-based instructional practices for developing students' phonological awareness.~~

~~5.5 Demonstrate evidence-based instructional practices for developing phonics skills and word recognition.~~

~~5.6 Demonstrate evidence-based instructional practices for developing reading fluency and reading endurance.~~

~~5.7 Demonstrate evidence-based instructional practices for developing both academic and domain-specific vocabulary.~~

~~5.8 Demonstrate evidence-based instructional practices to facilitate students' monitoring and self correcting in reading.~~

~~5.9 Demonstrate evidence-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.~~

~~5.10 Demonstrate evidence-based instructional practices for developing students' ability to read critically.~~

~~5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.~~

~~5.12 Demonstrate skills in assessment and instructional with English language learners from diverse backgrounds and at varying English proficiency levels.~~

~~5.13 Create an information-intensive environment that includes print and digital text.~~

~~5.14 Use a variety of instructional practices to motivate and engage students in reading.~~

~~5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.~~

~~5.16 Demonstrate knowledge and use of explicit, systematic, and multi-sensory approaches to reading instruction.~~

5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.3 Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.4 Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.
5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the demonstration of accomplishment. *Face-to-face meetings may be required throughout the course. *Job embedded activities are a requirement of the professional learning opportunity.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented via Google virtual meetings via the Reading Competency 5: Demonstration of Accomplishment Google Classroom. Participants will receive professional learning materials and access to online resources. Individual support will be provided to participants on an as needed basis throughout the implementation of the accomplished practices either virtually or at the participant's school site. Each participant is expected to participate in both live conversations and implement required job-embedded activities. Participants are expected to engage in video chats during virtual sessions and be supportive of classmates throughout the professional learning in a collaborative fashion.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

~~1. Participants will engage in on-line learning through the Reading Competency 5: Demonstration of Accomplishment Google Classroom.~~
~~2. Participants will actively participate in weekly discussions, including but not limited to in class viewing of videos and completion of video reflections and activities.~~
~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.~~
~~4. Participants will bring other materials specific to their classroom students, when needed.~~
~~5. Participants will complete weekly reflections .~~
~~6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~

Participants will engage in the following to meet the goals of the course:
1. Complete the comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, and theory to practice performance tasks related to the Reading Endorsement Matrix Performance Indicators.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. Receive onsite practicum support from the course facilitator.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

~~1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.~~
~~2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate~~

~~his/her learning of scientifically based research and evidence-based instructional practices designed to address prevention, identification, and remediation of reading difficulties in real-time to increase student performance and close achievement gaps in the areas of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension.~~
1. Participants are expected to complete theory to practice performance tasks to demonstrate knowledge of the Reading Endorsement Matrix Performance Indicators, and their ability to apply that knowledge.
2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Reading Endorsement Matrix Performance Indicators.
3. Participants will complete an end-course reflection essay and survey.
4. Successful completion of the culminating practicum.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

~~1. Participants will use the gathered impact data to guide future instruction through teacher modeling, guided practice, writing, listening, and speaking activities.~~
~~2. Participants will interact with the instructor and other participants to increase their understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction in alignment with the Science of Reading: Simple View of Reading (SVR) and Scarborough's Reading Rope.~~
~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~
1. District Reading and Professional Learning Departments

2. The Participants

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

~~1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.~~
~~2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.~~
~~3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.~~
1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance tasks.

2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.

3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

4. Participants who successfully pass the end-of-course comprehensive exam and culminating practicum at mastery level will have met Competency 5 of the 5 Reading Endorsement Competency Courses.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: unknown

Date Revised:	April 2022, May 2023
Department:	Reading-Professional Development
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: Reading Competency 1 and 2: Reading Foundations and ~~Evidence~~Research-Based Instructional Practices (Bankable/DL)

Component Number: 1-013-014

Function: 1 Subject Content/Academic Standards

Focus Area: 013

Local Sequence Numbers: 014

Points to be Earned: 120

Primary Purpose: A*- Add-on Endorsement

2. DESCRIPTION:

This course will provide the opportunity for K-6 educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in the Competencies 1 and 2 of the 2011 Reading Endorsement Competencies. The emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundational reading skills, assessment, and support for English Language Learners in order for educators to effectively meet the reading needs of all learners. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Multi-tiered System of Supports (MTSS), To provide Clay County students with the highest quality teaching and learning through evidence-based practices (EBPs).

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator-Learning 2.2: Content Focused, School- Learning 2.3: Learning Strategies, District- Learning 2.8: District Support~~
2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

Educators will:
1. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
2. Understand the differences between social and academic language.
3. Understand that writing enhances the development of oral language.
4. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
5. Recognize the importance of English language learners' home languages, and their significance for learning to read English.
6. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
7. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
8. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (i.e., onset-rimes and phonemes).
9. Understand that writing, in conjunction with phonological awareness, enhances reading development.
10. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).
11. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
12. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
13. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
14. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
15. Understand structural analysis of words.
16. Understand that both oral language and writing can be used to enhance phonics instruction.
17. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
18. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
19. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
20. Understand the relationships among fluency, word recognition, and comprehension.
21. Understand that both oral language and writing enhance fluency instruction.
22. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
23. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word

meanings to multiple oral and written contexts.

24. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).

25. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language).

26. Understand the domain specific vocabulary demands of academic language.

27. Understand that writing can be used to enhance vocabulary instruction.

28. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

29. Understand that building oral and written language facilitates comprehension.

30. Understand the importance of learning syntax, semantics, pragmatics,

31. vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."

32. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).

33. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.

34. Identify cognitive targets (e.g., locate/recall, integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.

35. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.

36. Understand the reading demands posed by domain specific texts.

37. Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.

38. Understand how English language learners' linguistic and cultural background will influence their comprehension.

39. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

40. Identify language characteristics related to social and academic language.

41. Identify phonemic, semantic, and syntactic variability between English and other languages.

42. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.

43. Understand the impact of oral language, writing, and an information intensive environment upon reading development.

44. Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.

45. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

46. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).

47. Create an environment where students practice appropriate social and academic language to discuss diverse texts.

48. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of

oral language in English.

49. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).

50. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

51. Apply intentional, explicit, and systematic instructional practices for scaffolding development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).

52. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

53. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.

54. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).

55. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

56. Apply intentional, explicit, and systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multisyllabic word level.

57. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.

58. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).

59. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

60. Apply intentional, explicit, systematic instructional practices for scaffolding accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater).

61. Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).

62. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

63. Apply intentional, explicit, systematic instructional practices for scaffolding vocabulary and concept development (e.g., shared reading, semantic mapping).

64. Provide for continuous integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.

65. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).

66. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

67. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.

68. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

69. Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations).

70. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

71. Apply intentional, explicit, and systematic instructional practices for

scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal
teaching, "think aloud").

72. Use both oral language and writing experiences to enhance comprehension.

73. Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.

74. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.

75. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.

76. Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.

77. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.

78. Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.

79. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

80. Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.

81. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).

82. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).

83. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).

84. Demonstrate understanding of similarities and differences between home language and second language reading development.

85. Triangulate data from appropriate reading assessments to guide instruction.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. lecture
2. discussion
3. demonstration
4. audio-visual aids
5. laboratory activities (role-play and practice)

HOW will the experiences be provided to participants during this professional learning opportunity?

1. The platform for learning will be online, distance learning within a Google classroom specifically created for such delivery.
2. Participants will develop and implement activities for students that are in alignment with the Clay County reading plan as well as best practices based on the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide released by the Institute of Education Sciences (IES).
3. Participants will actively engage in the context of a collaborative Professional Learning Community, focusing on the foundational reading skills that enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they have read.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.
2. Participants will create weekly lesson plans based on new learning each week, and will share those lesson plans and the results of implementation of plans with colleagues during the learning session.
3. Participants will bring other materials specific to their classroom students, when needed.
4. Participants will complete other activities in writing from the Professional Learning Communities Participant's Activities (For the What Works Clearinghouse Practice Guide), Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.
5. Participants will complete a final project, in which at least five related lessons are implemented, with grade appropriate standards. These lessons will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These lessons will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.
6. Participants will present this final project to colleagues and complete and submit a Reflection Sheet.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school

level processes for tracking student progress)

Evaluation Method   C- Portfolios of student work
Student:

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching foundational reading skills to support reading for understanding in kindergarten through third grade.
2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. Weekly activities will be completed during the instructional time and evaluated to the need for further discussion and collaborative activities to increase teacher capacity in the area of differentiated instruction in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and the evaluation of assessments to inform future instruction.
2. Lesson plans will be created and implemented by teachers outside of weekly lecture, and results will be shared during collaborative discussion during class time. These lesson plans will be evaluated holistically to determine the effectiveness of instruction and to inform future instruction to be implemented.
3. The final culminating project completed by each participant will be evaluated to inform future instruction in the Competency 1&2 Hybrid course.
4. The final culminating project completed by each participant which provides the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction will be evaluated using a rubric. The quality and scores of the participants' final projects will be used to address the quality of implementation of the PD. In addition, a survey will be submitted to participants prior to and following the course to determine participants' evaluation of the quality of implementation of the PD.

5. The instructor of the course will use this evaluation data to inform future instruction and implementation of Competency 1&2 Hybrid course, and Clay County School District will have access to all participant materials and surveys upon request.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	December 2020
Date Revised:	April 2022, May 2023
Department:	Reading
Name(s) of Component Author(s):	Amber Rockwell/Bianca Montoro/Robin Rae

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Exploring Structured Literacy (ESL) (Bankable/DL/SWD)
Component Number:	1-013-015
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	015
Points to be Earned:	40 points
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator- Learning 2.7 Coordinated Records, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Implementing 3.3 Web-based Resources and Assistance, Educator- Evaluating 4.1 Implementing the Plan, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students, Educator- Evaluating 4.4 Evaluation Measures, Educator- Evaluating 4.5 Use of Results, School- Evaluating 4.3 Changes in Students, School- Evaluating 4.4 Evaluation Measures, School- Evaluating 4.5 Use of Results, District- Planning 1.3: Research/Evidence Basis, District- Planning 1.4: Content Standards for Student Outcomes, District- Planning 1.5: Integration of Initiatives, District- Learning 2.2: Content Focused, District- Learning 2.3: Learning Strategies, District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Learning 2.8: District Support, District- Learning 2.9: Learning

~~Organization, District- Implementing 3.3 Web-based Resources and Assistance, District- Evaluating 4.4 Evaluation Measures~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will become proficient with implementing the Knowledge and Practice Standards (KPS) published by the International Dyslexia Association.
2. Participants will develop the knowledge and skills required to provide Structured Literacy instruction for all students in the classroom or for struggling readers in a small group or one-on-one intervention program.
3. Participants will understand that Structured Literacy instruction is built around a scope and sequence as outlined in the Simple View of Reading & and the Scarborough Reading Rope model, including both word recognition/decoding and oral language skills.
4. Participants will gain an in-depth understanding of the components of Structured Literacy instruction: explicit, systematic, cumulative, frequent assessments (progress monitoring) and error analyses, corrective feedback, meaningful interactions with language, practice, engagement, and support~~supportive~~.
5. Participants will learn how to teach the structure of language across the speech sound system (phonology).
6. Participants will learn how to teach the structure of language across the writing system (orthography).
7. Participants will learn how to teach the structure of sentences (syntax).
8. Participants will learn how to teach the structure of language across the meaningful parts of words (morphology).
9. Participants will learn how to teach the structure of language across the relationships among words (semantics).
10. Participants will learn how to teach the structure of language across the organization of spoken and written discourse.
11. Participants will learn why Structured Literacy instruction is the most effective way to teach all emergent readers in the classroom.
12. Participants will learn why Structured Literacy instruction is essential for struggling readers.
13. Participants will develop their knowledge and understanding of the historical perspective on reading.
14. Participants will identify the kinds and characteristics of readers categorized by the Simple View of Reading.
15. Participants will recognize the language and neurobiological basis of reading disabilities, including dyslexia.
16. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
17. Participants explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
18. Participants learn how to align reading instruction, intervention, and assessment with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.
19. Participants will define what is meant by Universal Design for Learning and Assistive Technology.

20. Explain the importance of structured literacy instruction in developing morphological awareness, especially for students with reading difficulties and disabilities.
21. Participants will describe how phonetics is foundational knowledge for educators for teaching students to read and spell.
22. Participants will recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.
23. Participants will Increase their knowledge and understanding of the components of oral language, phonological awareness and phonemic awareness.
24. Participants will learn how to implement activities for teaching phonological awareness and phonemic awareness skills.
25. Participants will learn to implement multisensory intervention strategies by combining listening, speaking, reading, and a tactile or kinesthetic activity.
26. Develop your knowledge and understanding of the history of writing systems and their impact on modern English.
27. Explain the correspondence between phonemes and graphemes in English.
28. Describe English orthographic conventions and the predictability of the English language
29. Define the three ways language derives meaning.
30. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for problem-solving and decision-making.
31. Participants will gain a clear understanding of how Structured Literacy Instruction differs from Whole Language and Balanced Literacy Instruction.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Over a twelve week timeframe, participants will complete six two-week modules and participate in ~~attend a 12-hour virtual introductory professional learning session followed by~~ twelve 1.5-hour virtual professional learning sessions via Google Meets, during which time they will receive content information, collaborate and hold discussions with other teacher participants concerning the content presented. The facilitator will provide direct, explicit instruction on the Science of Reading and Structured Literacy. The six modules are designed to be delivered in order and are as follows:

1. Bridging the Theory to Policy to Practice Gap
    -Science of Reading
    -Florida's Formula for Success
    -Structured Literacy
2. Oral Language
3. Phonology
4. Understanding Dyslexia and Other Reading Disorders
5. Orthography
6. Morphology
~~Each teacher participant will have opportunities to share and gain deeper knowledge as it pertains to Structured Literacy instruction in the K-12 classrooms.~~

HOW will the experiences be provided to participants during this professional learning opportunity?

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, module pre and post assessments, reflective assignments, self-evaluations, and theory to practice performance tasks required to be completed at mastery level. A trained facilitator provides interactive instruction through live webinar virtual training sessions. The facilitator also provides participants with feedback for growth on assignments. Participants are expected to pass an end-of-course comprehensive assessment and submit an end-of-course reflection essay to certify their knowledge of the Course's Specific Learner Outcomes. ~~All content will be presented via Google virtual meetings. Participants will be assigned to a Google Classroom where they will post weekly assignments, discussion posts, communications, reflections, quizzes, unit assessments, student work samples, lesson plans, etc. Participants will receive a professional learning packet and access to online resources via the Google Classroom. Each participant is expected to participate in both live collegial conversations and video chats during the weekly Google Meets virtual sessions.~~

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage in the following to meet the goals of the course:
1. Complete 6 comprehensive online modules.
2. Complete content focused readings, discussion forums, pre and post module assessments, reflection assignments, self-evaluations, analyzing exemplar videos, collaboratively participating in relevant professional learning sessions and theory to practice performance tasks related to the Course's Specific Learner Outcomes.
3. Compose a culminating reflection essay to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of the Course's Specific Learner Outcomes.
~~1. Participants will actively participate in weekly discussions, including but not limited to in class viewing of demonstration videos and completion of Video Viewing Guides.~~
~~2. Participants will create and implement lesson plans based on new learning in their classrooms. Participants will be expected to share those lesson plans with colleagues during the learning session.~~
~~3. Participants will bring other materials specific to their classroom students, when needed.~~
~~4. Participants will complete other activities~~ relating to Structured~~relating Structured~~ ~~Literacy instruction.~~
~~5. Participants will complete a job-embedded case study with a student portfolio, in which student work samples are collected based on implemented Structured Literacy instruction, intervention, and assessment. The case study with the student portfolio will include collected data from a pre and post dyslexia screener. Participants will plan, deliver, and reflect on Structured Literacy lessons focused on phonological and phonemic awareness, phonics, and vocabulary based on the pre screener data. Structured Literacy lessons are required to be explicit and systematic. Participants will select one multisensory intervention strategy in the area of phonics directly linked to student need to implement. After delivering the instructional plan, the participant will collect post-assessment data to determine intervention effectiveness.~~
~~6. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.~~

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Participants are expected to complete seven theory to practice performance tasks to demonstrate knowledge of the Course's Specific Learner Outcomes, and their ability to apply that knowledge.
2. Participants are expected to pass an end-of-course comprehensive assessment to certify their knowledge of the Course's Specific Learner Outcomes.
3. Participants will complete an end-course reflection essay and survey.

~~1. Changes in instructional practices and teacher efficacy as measured by lesson planning, implementation of said lesson plan, and participation in reporting students' results of Structured Literacy instruction focused on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels.~~
~~2. Participants will achieve mastery of the specific objectives/learning targets relating to Structured Literacy by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course: Quizzes and Unit Assessments with at least 80% accuracy. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.~~
~~3. The final culminating case study with a student portfolio completed by each participant will be evaluated using the provided rubric, and the final culminating case study will provide the opportunity for each participant to demonstrate his/her learning in a series of lessons, intervention, and assessment incorporating Structured Literacy evidence based instructional practices and activities that build a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax to respond to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia.~~

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. District Reading and Professional Learning Departments

2. The Participants
~~1. Participants will use the data gathered as part of the Professional Learning case study with the student portfolio to increase teacher capacity in the area of implementing Structured Literacy lessons with embedded evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in kindergarten through sixth grade with persistent reading difficulties and disabilities, including dyslexia.~~
~~2. Participants will interact with the instructor and other participants to increase their understanding of evidence-based sequence of reading instruction and strategies (Structured Literacy) to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).~~
~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments, module post assessments, and on each of the theory to practice performance tasks.

2. The participants will use their end-of-course reflection essay to evaluate the impact of the course on their professional growth and the effectiveness of the course's facilitator.

3. End-of-Course Survey data will be used by the District's Professional Learning and Reading Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator. ~~Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the professional development survey at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the professional development survey at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the professional development survey data to reflect on practices and inform the planning of future sessions.~~

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	May 2023~~N/A~~
Department:	Reading~~Literacy~~-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	PDA Differentiating Reading Instruction for Students: Making It Explicit
Component Number:	1-013-016
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	016
Points to be Earned:	60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties. Emphasis is on the instructional design principles and teacher delivery methods that can be applied at appropriate levels of intensity and duration to increase the explicitness and intensity of language arts instruction in order to achieve optimal results for students who are challenged by learning to read or reading to learn. Conspicuous strategies, strategically integrated skills, and judicious review, delivered with appropriate pacing and precise monitoring, are all part of carefully scaffolded instruction to ensure that each learner is able to comprehend increasingly complex text. This component aligns with current Florida reading initiatives and awards credit for competency four of the Florida Reading Endorsement. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

1. Participants will understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
2. Participants will review current scientific research-based instruction and evidence-based practices for the basis of differentiating instruction to meet individual learning needs.
3. Participants will identify Florida initiatives and resources for teaching reading effectively.
4. Participants will compare stages of language and reading development of different age groups.
5. Participants will understand the rationale for differentiating instruction by considering variables that impact student achievement.
6. Participants will identify the alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests, that should be considered to meet individual learning needs.
7. Participants will examine research on why reading failure is unnecessary.
8. Participants will apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
9. Participants will identify strategies and activities that support the development of a responsive learning environment that addresses the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.
10. Participants will apply instructional design principles and teacher delivery methods to provide differentiated instruction at increasing levels of explicitness, intensity, and duration.
11. Participants will understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
12. Participants will review purposes, types, and models of reading assessment.
13. Participants will describe features of Florida's reading assessment plan for elementary and secondary students.
14. Participants will activate background knowledge regarding phonological awareness.
15. Participants will clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
16. Participants will review the supporting research regarding phonological awareness.
17. Participants will discuss phonological awareness difficulties.
18. Participants will extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
19. Participants will understand the goal of phonics instruction and the important role it plays in reading instruction.
20. Participants will review the research evidence-based practices for effective phonics instruction.
21. Participants will define the role of decodable text in beginning reading instruction.
22. Participants will apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
23. Participants will apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.
24. Participants will examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
25. Participants will define fluency.
26. Participants will determine the reasons why students are dysfluent.
27. Participants will examine the connection between proficient reading and reading fluency.
28. Participants will learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.

29. Participants will understand the importance of vocabulary instruction and the role it plays in the reading process.
30. Participants will review research and evidence-based practices for effective oral language development and vocabulary instruction.
31. Participants will examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
32. Participants will understand how to choose words for instruction.
33. Participants will define academic vocabulary and understand its relationship to comprehending increasingly complex text.
34. Participants will identify the components of an effective vocabulary lesson.
35. Participants will apply the guidelines for differentiating instruction, instructional design principles and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.
36. Participants will define reading comprehension.
37. Participants will list the skills, knowledge, and attitudes that are required for comprehending text.
38. Participants will recognize student behavior that may interfere with accurate text comprehension.
39. Participants will discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
40. Participants will identify the behaviors of successful readers.
41. Participants will clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
42. Participants will understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
43. Participants will contrast the difference between accommodation and instruction.
44. Participants will implement instructional practices for writing in order to develop students' comprehension of text.
45. Participants will plan comprehension instruction to meet individual learning needs by using evidence-based practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
46. Participants will plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.
47. Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction.
48. Participants will learn to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia.
49. Participants will implement Florida's Formula for Success as outlined in the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members, and hold discussions with colleagues concerning the content presented. The facilitator of each professional learning session will model, demonstrate, or provide direct, explicit instruction to present the content. Participants will engage in a variety of activities designed to meet the objectives of each training session, including skill practice exercises, small and large group activities, multimedia presentations, discussions/questions/handout analysis, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, coaching/data collection activities, cooperative learning experiences, project design, or interactive role-playing. The facilitator will provide teacher participants opportunities to share and gain deeper knowledge as it pertains to the specific content learning targets of the professional

learning session. *The intensity and duration will vary depending on the content and learning targets of the professional learning session.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented through various platforms: live, face-to-face training onsite at the school or educational organization, live, virtual training using Zoom or Google Meets, hybrid-online training that combines online courses with live, virtual facilitated sessions using Zoom or Google Meets, asynchronous online courses completed by teachers at their own pace. Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in conversations and learning activities during each face-to-face, virtual, or hybrid-online training session. Participants are expected to support each other throughout the professional learning opportunity in a collaborative fashion.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will create lesson plans based on new learning, and will share those lesson plans and the results of implementation of plans with colleagues and the school leadership team.
2. Participants will implement model lessons based on new learning for colleagues or the school leadership team.
3. Participants will audiotape or videotape lessons based on new learning to self-reflect and grow their instructional practices.
4. Participants will collect samples of student work resulting from planned lessons and model lessons to form connections between their instruction and student learning.
5. Participants will implement the new learning and produce a written reflection on lessons learned.
6. Participants will train their colleagues on the new learning.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. The final culminating project completed by each participant will be evaluated using the provided rubric, and the final culminating project will provide the opportunity for each participant to demonstrate his/her learning in a series of five lessons incorporating evidence based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning case study with the student portfolio to increase teacher capacity in the area of implementing Structured Literacy lessons with embedded evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in kindergarten through sixth grade with persistent reading difficulties and disabilities, including dyslexia.
2. Participants will interact with the instructor and other participants to increase their understanding of evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the professional development survey at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the professional development survey at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the professional development survey data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Emergent Literacy
Component Number:	1-013-017
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	017
Points to be Earned:	1-60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is for participants to develop substantive understanding of how children learn and grow their speech and language skills. Upon successful completion of the component, participants will have a deep understanding of oral language, phonological processing, vocabulary, and print knowledge. It will also assist participants with interpreting assessment data to differentiate instruction focused on early literacy and language development to provide children the foundation needed to become proficient readers, writers, and communicators. House Bills 7011 and 419 requires that all Florida VPK instructors complete three 5-hour emergent literacy courses.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Learning- Learning Outcomes, Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning.

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Participants gain understanding of early literacy foundations through developmentally appropriate practice (DAP) with assessments and considerations to improve instruction.
   2. Participants gain understanding of oral language and how phonological development and interactive language strategies support early literacy skills.
   3. Participants gain understanding of the essential components of print knowledge and the progression of concepts.

4. Participants learn how to provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, and purposeful play.
5. Participants learn how early learners acquire foundational literacy and language skills.
6. Participants learn how to help young students who have not yet learned vital early literacy skills.
7. Participants learn how to involve parents and guardians in guiding children's success in emergent reading.
8. Participants learn how to implement print knowledge, phonological awareness, vocabulary, and oral language lessons to improve student outcomes.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

1. Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of reading instruction in teaching students how to read. Teachers will implement their learning in their classrooms with their students. *Face-to-face meetings may be required throughout the course.
2. Participants will complete online, self-paced learning sessions containing content modules with embedded videos, quizzes, interactive activities, and a post assessment. Teachers will implement their learning in their classrooms with their students.

HOW will the experiences be provided to participants during this professional learning opportunity?

1. Online self-paced training opportunities
2. Instructor-led training

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Complete all course activities
2. Complete quizzes and assessments with 80% or higher accuracy
3. Theory to practice application
4. Participate in discussions and collaborative activities if applicable

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy:
• the teacher is able to provide the highest-quality literacy interactions that weave cognitive, social-emotional, and physical development through intentional, purposeful play;
• the teacher ensures early learners acquire foundational literacy and language skills; and
• the teacher helps young students who have not yet learned vital early literacy skills.
2. The teacher supports early literacy foundations through developmentally appropriate practice (DAP) with assessment considerations to improve instruction:
• the teacher is able to interpret assessment data to differentiate instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: ~~The Language Essentials for Teachers of Reading and Spelling (LETRS)~~ LETRS for Administrators (Bankable/DL)

Component Number: 1-013-018

Function: 1 Subject Content/Academic Standards

Focus Area: 013

Local Sequence Numbers: 018

Points to be Earned: 300 points maximum

Primary Purpose: ~~A*- Add-on Endorsement~~ C - Florida Educators Certificate Renewal

2. DESCRIPTION:

~~The Language Essentials for Teachers of Reading and Spelling (LETRS) will allow educators to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. In order for educators to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, emphasis of this professional learning opportunity is focused on reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound-symbol associations, syllables, morphology, semantics, and syntax as outlined in the 20-hour in-service requirement in teaching students with disabilities (SWD) per Senate Bill 1108 (SB 1108). The LETRS professional development course of study is approved by the Florida Department of Education as a pathway for the reading endorsement. The total scope of work required for the completion of the LETRS course equals 300 in-service hours of which 260 are reading bankable.~~ LETRS® for Administrators is a professional learning opportunity designed to guide state, district, or building administrators and instructional leaders to create a Multi-Tiered System of Support (MTSS) and structures to improve overall literacy instruction. School leaders will receive an overview of the LETRS program for teachers as well as a course that helps leaders build a strong literacy plan focused on the foundational skills of reading instruction. LETRS® for Administrators will assist school leaders in developing, increasing, and demonstrating knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. LETRS® for Administrators teaches school leaders how to build capacity, collaborate with school leadership teams, manage goal setting, develop assessment plans, and make effective data-based decisions to have systemic impact on student literacy achievement. It is a comprehensive, flexible, research-based, and relevant professional learning course of study.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Needs & Planning- Professional Learning Needs, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Profesional Learning~~

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Upon successful completion of this course, participants will be able to:
~~1. Develop participant's knowledge and understanding of the historical perspective on reading.~~
1. Develop the knowledge and skills to create a strong literacy plan.
~~2. Identify the kinds and characteristics of readers categorized by the Simple View of Reading.~~
2. Develop in-depth knowledge of foundational skills of reading instruction to support teachers with teaching children how to read.
~~3. Recognize the language and neurobiological basis of reading disabilities, including dyslexia.~~
3. Develop the knowledge and skills to implement a Multi-tiered System of Support® (MTSS©) within the Literacy Framework.
4. Explain various projects, entities, and resources available to Florida educators supporting evidence-based literacy learning.
~~5. Define what is meant by Universal Design for Learning and Assistive Technology.~~
5. Develop the knowledge and skills to establish a sustainable literacy system for student success.
6. Identify elements of effective, evidence-based literacy instruction and how to appropriately match instruction to student need.
~~7. Recognize the role assessment plays in planning structured literacy instruction.~~
~~8. Develop your knowledge and understanding of the role phonological awareness and phonemic awareness plays in literacy learning.~~
~~9. Describe how phonetics is foundational knowledge for educators for teaching students to read and spell.~~
~~10. Recognize that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.~~
~~11. Increase your understanding of the components of phonological awareness and phonemic awareness.~~
~~12. Implement activities for teaching phonological awareness and phonemic awareness skills.~~
~~13. Develop participant knowledge and understanding of the history of writing systems and their impact on modern English.~~
~~14. Explain the correspondence between phonemes and graphemes in English.~~
~~15. Describe English orthographic conventions and the predictability of the English language.~~
~~16. To~~ 7. ~~e~~Explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.
~~17. Implement activities for teaching sound-symbol correspondences (i.e. phonics or decoding) and syllables.~~
~~18. Develop knowledge and understand the impact morphology has on literacy learning.~~
~~19. Define the essential terminology related to morphology.~~
~~20. Describe the relationship of etymology to morpheme patterns.~~
~~21. Explain the importance of structured literacy instruction in developing morphological~~

awareness, especially for students with reading difficulties and disabilities.
22. Implement activities for teaching morphology.
23. Develop knowledge and understand the impact syntax has on literacy learning.
24. Describe the language components of syntax.
25. Recognize that understanding sentences requires knowledge of syntax.
26. Explain the importance of structured literacy instruction in developing syntactical awareness.
27. Implement activities for teaching syntax.
28. Develop knowledge and understand the impact that semantics has on literacy learning.
29. Define the three ways language derives meaning.
30. Describe the contribution of semantics to vocabulary acquisition.
31. Explain an explicit, systematic method for choosing essential words to teach and an effective instructional routine to teach vocabulary.
32. Implement activities for teaching semantics.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

The LETRS Professional Development Course of Study is self-guided and consists of the following components:
1. An online learning platform with a LETRS textbook study, both of which include eight units of study with opportunities for self-evaluations/reflections, formal/informal assessments, and an embedded "Bridge to Classroom" portfolio/case study. Each unit consists of approximately 15-25 hours of coursework that align to the five competencies of the Florida Reading Endorsement which are a supplemental feature for Florida Reading Endorsement participants to emphasize the application of this content into the classroom.
2. Approximately of 5 hours of Florida Reading Endorsement activities aligned with each LETRS unit.
3. LETRS Face-to-Face Training or Virtual Live Webinar Training: Introductory Launch Training – Half-day (4 hours) and 8 Post-Unit Face-to-Face Trainings – Whole-day (7 hours).
LETRS for Administrators is offered in flexible implementation models consisting of online professional development and in-person training, coaching, and support sessions led by first-rate literacy experts.

HOW will the experiences be provided to participants during this professional learning opportunity?

Lexia Learning LLC, a Cambium Learning® Group company Online Learning Platform, ZOOM Live Webinar- In-person Training Sessions with On-going Coaching Support

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will complete a pre-assessment.
2. Participants will complete all required reading assignments.
3. Participants will complete all online learning activities including video viewing, reflection activities, interactive virtual learning participation.
4. Participants will complete unit quizzes.
5. Participants will complete unit assessments.
6. Participants will complete the job-embedded case study activities (Bridge to Classroom).

7. Participants will participate in as many of the live webinar unit training sessions as possible.
8. Participants will complete the post assessment.

Participants will complete online learning modules, journal responses and reflections, and attend face-to-face training sessions.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

LETRS (Language Essentials for Teachers of Reading and Spelling) is the most comprehensive and effective course of study to address the five essential components of effective reading instruction in a flexible delivery model, allowing educators to
bridge research-based professional development into classroom success through the completion of a job embedded case study. Participants will be provided a list of the case study activities that must be completed with three students to collect portfolio work samples. Upon completion of the LETRS textbook study and online learning activities, each participant will submit their completed case study to the district literacy supervisor for review. The case study will be kept on file at the district office for a period of five years for state auditing purposes.

LETRS for Administrators complements LETRS professional learning as it provides both a LETRS overview component as well as a course that helps leaders build a strong literacy plan. School leaders will learn how that practice correlates to the foundational skills of reading instruction and will understand the program's Literacy Framework.

Who will use the evaluation impact data gathered?

-Participants will use the data gathered as part of the LETRS for Administrators training to increase their capacity in the area of language and literacy foundational skills aligned with the science of reading and brain-based learning to support the implementation of evidence-based reading instruction and intervention.
-Participants will interact with the LETRS for Administrators facilitator and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction. to implement a Multi-tiered System of Support® (MTSS©) within the District's Literacy Framework to establish a sustainable literacy system for teacher and student success.
-CCDS Professional Development and Literacy Departments will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

-Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

-Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

-The literacy supervisor and LETRS for Administrators facilitator will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	May 2023 ~~N/A~~
Department:	Literacy Department
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Developmental Literacy (DL)
Component Number:	1-013-019
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	019
Points to be Earned:	1-80
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is for participants to develop a substantive understanding that Developmental Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs, 2.2 Learning- Learning Designs, 3.1 Implementing-Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will learn about Chall's six stages of reading development.
2. Participants will learn why literacy is dependent on instruction.
3. Participants will acquire an in-depth understanding of a teacher's role in arranging tasks and activities in such a way that students are developing.

4. Participants will acquire an in-depth understanding of how children and adolescents become proficient or expert readers.

5. Participants will learn why teaching children to read has to be done through a coordinated approach.

6. Participants will gain an understanding of how literacy acquisition is influenced by language/literacy processing factors, ecological factors, psychological factors, and cognitive factors.

7. Participants will learn how Structured Literacy supports all learners learning to read.

8. Participants will learn how to identify the kinds and characteristics of readers categorized by the Simple View of Reading.

9. Participants will recognize the language and neurobiological basis of reading disabilities, including dyslexia.

10. Participants will become proficient in implementing the Knowledge and Practice Standards (KPS) published by the International Dyslexia Association.

11. Participants will learn about the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) and how they relate to Florida's Formula for Success.

12. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).

13. Participants learn how to align reading instruction, intervention, and assessment with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.

14. Participants will learn to implement multisensory intervention strategies by combining listening, speaking, reading, and a tactile or kinesthetic activity.

15. Participants will develop knowledge of how to utilize Florida's Formula for Success to effectively implement the Multi-Tiered System of Supports (MTSS) to support students identified with substantial reading deficiencies.

7. **LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Developmental Literacy courses are implemented either through facilitated or independent learning modules. Facilitated learning modules range from one-day modules to 20-week modules. Independent learning modules are self-paced delivered over a span of two to nine months. Facilitated and independent learning modules embed educational videos, required reading, infographics, data charts, links to resources, and various learning tasks. Facilitated learning modules include face-to-face and virtual professional learning sessions via Google Meets with a course facilitator. During the facilitated learning sessions, the facilitator provides explicit, systematic, cumulative instruction that supports transference of the newly learned content. Participants collaborate and hold discussions with other participants to share and gain deeper knowledge as it pertains to Developmental Literacy.

HOW will the experiences be provided to participants during this professional learning opportunity?

Course content will be presented through Google Classroom or other online platforms. Participants will be required to access and submit assignments, discussion posts, communications, reflections, quizzes, unit assessments, student work samples, lesson plans and other course related activities through the learning platform. During facilitated learning sessions, participants are expected to participate in collegial conversations and video chats.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will actively participate in course assignments involving discussions, demonstration videos, evidence-based reflective process, and collaborative tasks.
2. Participants will create and implement lesson plans based on new classroom learning. Participants will share those lesson plans with colleagues during the learning session.
3. Participants will bring other materials specific to their classroom students when needed.
4. Participants will complete other activities relating to Developmental Literacy as assigned by the facilitator.
5. Participants will deliver screening and diagnostic reading assessments.
6. Participants will plan, deliver, and reflect on Developmental Literacy/Structured Literacy lessons embedded with multi sensory strategies focused on phonological and phonemic awareness, phonics, and vocabulary.
7. Participants will compile a portfolio of their completed coursework. Student work samples may also be required by the facilitator.
8. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Changes in instructional practices and teacher efficacy as measured by lesson planning, implementation of said lesson plan, and participation in reporting students' results of Developmental Literacy/Structured Literacy instruction focused on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels.
2. Participants will achieve mastery of the specific objectives/learning targets relating to Developmental Literacy/Structured Literacy by completing the online course in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the course: Quizzes and Unit Assessments with at least 80% accuracy. Participants will be provided the opportunity to revise any assessment task not meeting course expectation and resubmit for credit. No partial credit will be awarded.
3. The final culminating portfolio completed by each participant will be evaluated using the provided

rubric. The final culminating portfolio will provide the opportunity for each participant to demonstrate his/her learning in a series of lessons, intervention, and assessment incorporating Developmental Literacy/Structured Literacy evidence based instructional practices and activities that build a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax infused with multi sensory strategies to respond to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning portfolio to increase their capacity in the area of implementing Developmental Literacy/Structured Literacy lessons with embedded multi sensory strategies and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary development to effectively meet the needs of students in Pre K-12th grade with persistent reading difficulties and disabilities, including dyslexia.
2. Participants will interact with the instructor and other participants to increase their understanding of the evidence-based sequence of reading instruction and strategies (Developmental Literacy/Structured Literacy) to meet the needs of students at the school level by determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs and the next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the professional development survey at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the professional development survey at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the professional development survey data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 (pending board approval)
Date Revised:	N/A
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Florida Center for Reading Research (FCRR) Literacy Coach Endorsement Program
Component Number:	1-013-020
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	020
Points to be Earned:	120
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this course is to prepare individuals to carry out the role of a literacy coach as defined by the Florida Department of Education Literacy Coach Definition Domains and Standards. The course consists of 5 modules (15 sessions, for a total of 120 hours) and provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing knowledge and abilities. Upon successful completion, participants will meet the requirements for the Florida Department of Education Literacy Coach Endorsement. A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

To participate in the Florida Center for Reading Research (FCRR) Literacy Coach Endorsement Program and successfully earn the literacy coach endorsement, participants must be certified or endorsed in reading (Reading Endorsement must be on Florida Professional Certificate).

For district literacy leaders interested in earning the literacy coach endorsement and becoming a facilitator, the following minimum qualifications are required:

Five (5) years of literacy teaching experience;
Three (3) years of literacy coaching experience and leading professional learning in literacy; and
Possess extensive knowledge in:
 Science of reading;
 Evidence-based practices as defined pursuant to s. 1011.62(8), F.S.; and
 Literacy coaching.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements, Literacy Coach Standards

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning- Professional Learning Needs, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Increase the participants' knowledge and ability to carry out the role of a literacy coach as defined by the literacy coach endorsement program.
2. Complete the course and earn the literacy coach endorsement.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

The course consists of five face-to-face modules of 15 sessions, which explicitly address the FDOE Literacy Coach Domains and Standards. The modules are designed to be delivered in order and are as follows:
Applying Principles and Practices that Foster a Positive Culture
Applying Effective Pedagogy and Andragogy
Collecting Data to Inform Professional Learning
Planning, Implementing, and Analyzing Literacy Instruction
Growing Professionally

HOW will the experiences be provided to participants during this professional learning opportunity?

FCRR, in collaboration with FDOE, has developed a face-to-face Literacy Coach Endorsement Program designed to meet the FDOE Literacy Coaching Domains and Standards. The course provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing

culminating projects for each module to demonstrate their growing knowledge and abilities.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage in the following to meet the goals of the course:
1. Complete more than 36 hours of seat time in face-to-face sessions.
2. Read at least 15 research articles on various aspects of coaching related to the domains and standards of the coaching program.
3. View and analyze more than 20 videos of coaching conversations, interviews, and strategies for coaching.
4. Collaborate with other participants during face-to-face sessions.
5. Complete self-study assignments to enhance their knowledge of the domains and standards of the coaching program.
6. Complete a culminating project after each face-to-face module, for a total of five projects, to demonstrate knowledge of the domains and standards of the coaching program and their ability to apply that knowledge.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

Completion of a culminating project after each face-to-face module, for a total of five projects, to demonstrate knowledge of the domains and standards of the coaching program and their ability to apply that knowledge.
Participants will complete an end-course reflection essay and survey.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Upper CCDS Leadership, the Florida Center for Reading Research, and the Florida Department of Education.

2. The participant.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. The State Regional Literacy Directors (SRLDs) will provide participants with support with evidence-based literacy coaching and evidence-based reading practices, identified pursuant to s. 1001.215(8), Florida Statutes (F.S.). as well as provide feedback on the culminating project. Participants who successfully meet the requirements for the Florida Department of Education Literacy Coach Endorsement will earn the literacy coach endorsement from the FDOE.

2. The participant will use their end-of course reflection essay to engage in the evidence-based reflective process for on-going professional growth.

3. Participants will complete a survey consisting of approximately five questions to evaluate the impact of the program on their professional growth and the effectiveness of the program's facilitators (SRLDs). Survey data will be used by FCRR and FDOE to evaluate the effectiveness and efficiency of the program.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 - pending board approval
Date Revised:	N/A
Department:	Reading-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: University of Florida (UF) Lastinger Center Literacy Coach Endorsement Program

   Component Number: 1-013-021

   Function: 1 Subject Content/Academic Standards

   Focus Area: 013

   Local Sequence Numbers: 021

   Points to be Earned: 120

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION:**

The purpose of this online course is to prepare individuals to carry out the role of a literacy coach as defined by the Florida Department of Education Literacy Coach Definition, Domains and Standards. This is a comprehensive online program consisting of 5 modules (for a total of 120 hours) and created to equip literacy coaches with the skills, expertise, and resources they need to collaborate with educators to increase the effectiveness of literacy instruction, and thereby improve literacy outcomes for all students. Coaches will improve their knowledge and skills asynchronously (choosing when to incorporate this course content into their busy schedules) by engaging in readings, discussion forums, reflection assignments, self-evaluations, analyzing exemplar videos, and collaboratively participating in relevant, job-embedded performance tasks related to the literacy coach standards. A trained facilitator will provide participants with feedback for growth on assignments. Culminating projects include video submissions to demonstrate knowledge and abilities. All participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching. Upon successful completion, participants will meet requirements for the Florida Department of Education Literacy Coach Endorsement. A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

To participate in the University of Florida (UF) Lastinger Center Literacy Coach Endorsement Program and successfully earn the literacy coach endorsement, participants must be certified or endorsed in reading (Reading Endorsement must be on Florida Professional Certificate).

For district literacy leaders interested in earning the literacy coach endorsement and becoming a facilitator, the following minimum qualifications are required:

Five (5) years of literacy teaching experience;
Three (3) years of literacy coaching experience and leading professional learning in literacy; and
Possess extensive knowledge in:
Science of reading;
Evidence-based practices as defined pursuant to s. 1011.62(8), F.S.; and
Literacy coaching.

3. **LINK(S) TO PRIORITY INITIATIVES:**

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Professional and ethical behavior, Regulatory or compliance requirements, Literacy Coach Standards

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

1.1 Needs & Planning- Professional Learning Needs, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

1. Increase the participants' knowledge and ability to carry out the role of a literacy coach as defined by the literacy coach endorsement program.
2. Complete the course and earn the literacy coach endorsement.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

The course consists of five online modules of 15 sessions (for a total of 120 hours), which explicitly address the FDOE Literacy Coach Domains and Standards. The modules are designed to be delivered in order and are as follows:
Knowledge Building of Coaches
Use of Data to Inform Coaching
Application of Pedagogy and Andragogy
Building Relationships to Establish a Culture of Coaching
Continuous Improvement and Professional Growth

HOW will the experiences be provided to participants during this professional learning opportunity?

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, reflective assignments, self-evaluations, and relevant, job-embedded performance tasks. A trained facilitator provides participants with feedback for growth on assignments. Participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage in the following to meet the goals of the course:
1. Complete 5 comprehensive online program modules (for a total of 120 hours).
2. Content focused readings, discussion forums, reflection assignments, self-evaluations, analyzing exemplar videos, and collaboratively participating in relevant, job-embedded performance tasks related to the literacy coach standards.
3. Complete culminating projects that include video submissions to demonstrate knowledge and abilities.
4. All participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: C- Portfolios of student work

1. Participants are expected to complete a culminating project after each module, for a total of five projects, to demonstrate knowledge of the domains and standards of the coaching program and their ability to apply that knowledge.
2. Participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.
3. Participants will complete an end-course reflection essay and survey.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Upper CCDS Leadership, the UF Lastinger Center, and the Florida Department of Education.

2. The participant.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. A trained facilitator will provide participants with support with evidence-based literacy coaching and evidence-based reading practices, identified pursuant to s. 1001.215(8), Florida Statutes (F.S.). as well as provide feedback on the culminating project. Participants who successfully meet the requirements for the Florida Department of Education Literacy Coach Endorsement will earn the literacy coach endorsement from the FDOE.

2. The participant will use their end-of course reflection essay to engage in the evidence-based reflective process for on-going professional growth.

3. Participants will complete a survey consisting of approximately five questions to evaluate the impact of the program on their professional growth and the effectiveness of the program's facilitator. Survey data will be used by the UF Lastinger Center and FDOE to evaluate the effectiveness and efficiency of the program.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 - pending board approval
Date Revised:	N/A
Department:	Reading-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with Science
Component Number:	1-015-001
Function:	1 Subject Content/Academic Standards
Focus Area:	015
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning on science benchmarks and pedagogical best practices to create more efficient and effective learning environments at all grade levels. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning: Professional Learning Needs
1.2 Needs & Planning: Professional Learning Resources
2.1 Learning: Learning Outcomes
2.2 Learning: Learning Designs
3.1 Implementing: Implementation of Learning

~~Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning~~

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in science.
2. Demonstrate deep learning of the science benchmarks and instructional strategies that will allow students to reach proficiency.
3. Plan inquiry-based, rigorous, and aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Describe the process used to select textbooks for adoption in science.
6. Develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participating in collaborative professional development, PLCs, and planning periods that focus on the science benchmarks, science pedagogical best practices.
2. Analyze state, district, or school based common assessments to determine remediation needs so that all learners can reach proficiency.
3. Planning STEM lessons with other content area teachers that allow students to explore higher order thinking skills.
4. Serving on the district or state science textbook adoption committee to ensure alignment with Next Generation Sunshine State Standards (NGSSS).

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered through face to face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in activities, and create a product to demonstrate their understanding.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants may actively participate in ongoing planning sessions with other educators.
Participants may collaboratively design lessons that allow students to reach proficiency of the benchmarks.
Participants may analyze student performance data to determine remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching science to support reading for understanding grades K-12.
District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7.1.2010
Date Revised:	May 2021, May 2023
Department:	K-12 Science Department
Name(s) of Component Author(s):	Unknown Revised by Chris Okamoto, Chris Simmons, Lisa McGovern (2021), Katie Ruelas (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning with Science: Self-Paced
Component Number:	1-015-002
Function:	1 Subject Content/Academic Standards
Focus Area:	015
Local Sequence Numbers:	002
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning on science benchmarks and pedagogical best practices to create more efficient and effective learning environments at all grade levels. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.1 Needs & Planning: Professional Learning Needs
1.2 Needs & Planning: Professional Learning Resources
2.1 Learning: Learning Outcomes
2.2 Learning: Learning Designs
3.1 Implementing: Implementation of Learning

~~Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning~~

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based practices to enhance student learning in science.
2. Demonstrate deep learning of the science benchmarks and instructional strategies that will allow students to reach proficiency.
3. Plan inquiry-based, rigorous, and aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Describe the process used to select textbooks for adoption in science.
6. Develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participating in collaborative professional development, PLCs, and planning periods that focus on the science benchmarks, science pedagogical best practices.
2. Analyze state, district, or school based common assessments to determine remediation needs so that all learners can reach proficiency.
3. Planning STEM lessons with other content area teachers that allow students to explore higher order thinking skills.
4. Serving on the district or state science textbook adoption committee to ensure alignment with Next Generation Sunshine State Standards (NGSSS).

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants may actively participate in ongoing planning sessions with other educators.
Participants may collaboratively design lessons that allow students to reach proficiency of the benchmarks.
Participants may analyze student performance data to determine remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of said plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching science to support reading for understanding grades K-12.
District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7.1.2010
Date Revised:	May 2021, May 2023
Department:	K-12 Science Department
Name(s) of Component Author(s):	Unknown Revised by Chris Okamoto, Chris Simmons, Lisa McGovern (2021), Katie Ruelas (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: Learning with Social Studies

    Component Number: 1-016-001

    Function: 1 Subject Content/Academic Standards

    Focus Area: 016

    Local Sequence Numbers: 001

    Points to be Earned: 1-120

    Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

    The purpose of this component is to enable participants to improve student learning on social studies standards and pedagogical best practices to create more efficient and effective learning environments at all grade levels. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Planning Standard: 4.1 Evaluation of Professional Learning

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

    1. Participants will identify and implement research-based practices to enhance student learning in social studies.
    2. Participants will demonstrate deep learning of the social studies standards and instructional strategies that will allow students to reach proficiency.
    3. Participants will plan inquiry-based, rigorous, and aligned instruction that allows students to explore

concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. **LEARNING PROCEDURES (Methods):**

A - Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participating in collaborative professional development, PLCs, and planning periods that focus on social studies standards and pedagogical best practices.

2. Analyze state, district, or school based common assessments to determine remediation needs so that all learners can reach proficiency.

3. Identifying and implementing research-based practices to enhance student learning in social studies

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will take part in a collaborative learning experience that has been tailored to their unique needs. The in-person, on-site training may include reviewing research-based literature, data analysis, collegial discussions, observing instructional methods, and collaborative lesson planning.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants may actively participate in ongoing planning sessions with other educators.

2. Participants may collaboratively design lessons that allow students to reach proficiency of the benchmarks.

3. Participants may analyze student performance data to determine remediation strategies.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching social studies to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: July 1, 2010

Date Revised: May 2021, January 2023

Department: K-12 Social Studies Department

Name(s) of Component Author(s): Revised by Kelly Watt 2021, Revised by Mary Owen 2023

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning with Social Studies: Self-Paced

   Component Number: 1-016-002

   Function: 1 Subject Content/Academic Standards

   Focus Area: 016

   Local Sequence Numbers: 002

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   The purpose of this component is to enable participants to improve student learning on social studies standards and pedagogical best practices to create more efficient and effective learning environments at all grade levels. Administrator participants will be able to recognize and evaluate effective research-based instructional strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Planning Standard: 4.1: Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

   1. Participants will identify and implement research-based practices to enhance student learning in social studies.
   2. Participants will demonstrate deep learning of the social studies standards and instructional strategies that will allow students to reach proficiency.
   3. Participants will plan inquiry-based, rigorous, and aligned instruction that allows students to explore

concepts and foster student ownership of learning.

4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement

6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participants will review methods, resources and research that enhance student learning in social studies.

2. Participants will develop standards-based lessons that address students' needs and foster inquiry.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants may actively participate in ongoing planning sessions with other educator

2. Participants may collaboratively design lessons that allow students to reach proficiency of the benchmarks.

3. Participants may analyze student performance data to determine remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader

evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching social studies to support reading for understanding grade K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May 2023
Department:	K-12 Social Studies Department
Name(s) of Component Author(s):	Revised by Kelly Watt 2021, Revised by Mary Owen 2023~~Kelly Watt~~

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Florida Civics Seal of Excellence Course

   Component Number: 1-016-003

   Function: 1 Subject Content/Academic Standards

   Focus Area: 016

   Local Sequence Numbers: 003

   Points to be Earned: 60

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

   The Florida Department of Education designed and developed the content of this first-of-its-kind teacher training program, which aligns with Florida's revised civics and government academic standards. In each lesson, participants will study video-based lessons created and delivered by 53 expert scholars and practitioners in history, government, and political science from Florida and around the country. In most lessons, participants will submit responses to reflection activities and complete interactive assessments. For the average participant, the course should take about 50 hours, and participants have two months to complete the course.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   2.1 Learning- Learning Outcomes, 4.1 Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will:
   - Identify the most significant historical and intellectual influences on the American Founders as they debated and adopted the Declaration of Independence, the Articles of Confederation, and the Constitution of the United States of America.

   - Describe the major debates and events from the signing of the Declaration of Independence to the ratification of the Constitution of the United States of America, such as the adoption and ratification of the Articles of Confederation, the writing of constitutions by the new state governments, and the events and debates surrounding the Constitutional Convention, including the issue of slavery, and the views of the Federalists and the Anti-Federalists.

- Describe the importance, meaning, and how to think about the United States Constitution, and examine the Congress, the President, the Courts, Articles IV through VII, federalism, and modern government, and identify misconceptions. Describe the history and development of Florida and examine the Florida Constitution.

- Describe human rights and the Constitution, amending the Constitution, substantive rights, procedural rights, other rights and individual and state powers, the Civil War and Reconstruction amendments, Black Codes, Jim Crow laws and the modern Civil Rights movement, all other constitutional amendments, and how government secures rights.

- Describe the meaning and importance of American citizenship, the importance of civil discourse, the relationship between free speech, media and civic education, political knowledge and civic involvement, civic obligations and responsibilities, the citizen as a public servant, and political ideologies and totalitarian regimes.

7. **LEARNING PROCEDURES (Methods):**

   B- Electronic, Interactive (includes facilitation supporting development/application on the job)

   WHAT will occur during this professional learning opportunity?

   Participants will engage in online lessons, during which they will receive content information, and will complete online tasks to be scored by a facilitator. Participants will use feedback to gain deeper knowledge as it pertains to Civics content.

   HOW will the experiences be provided to participants during this professional learning opportunity?

   All content will be presented via the Civics Seal of Excellence platform at www.civicsexcellence.org. Each participant is expected to participate in online content and submit reflection activities and quizzes and will receive feedback from a facilitator.

   KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

   - Participants will actively participate in online coursework according to the pacing schedule of the course.

   - Participants will study video-based lessons and submit responses based on their observations.

   - Participants will submit reflection activities for each module of the course.

   - Participants will complete interactive assessments aligned to the content of each module within the course.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

   R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
Evaluation Method Student:	A- Results of national, state or district-developed/standardized student performance measure(s)

   An increase in teacher knowledge of Civics and Government academic standards resulting in increased teacher efficacy and student learning.

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   - Participants will use the knowledge learned to increase capacity in teaching Civics and Government standards.

   - CCDS Professional Development Department will review the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

   - Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

   - The professional development department will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 (pending board approval)
Date Revised:	N/A
Department:	Academic Services
Name(s) of Component Author(s):	Maryam Owen

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning Through K-5 Writing

   Component Number: 1-017-001

   Function: 1 Subject Content/Academic Standards

   Focus Area: 017

   Local Sequence Numbers: 001

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    1.1 Needs & Planning- Professional Learning Needs

   1.2 Needs & Planning- Professional Learning Resources
   2.1 Learning- Learning Outcomes
   ¶

   Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Implementing 3.2 Coaching and Mentoring¶

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.
6. Participants will develop knowledge and effective implementation of the MTSS process and differentiating instruction in order to meet the needs of learners.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered writing strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common writing tasks and assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
6. Participating and implementing distance learning writing tasks.
7. Developing, participating in, and implementing cross-curricula writing tasks and lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
10. Identifying ways to monitor student progress and assess student performance in writing.
11. Identifying ways to teach students how to assess and reflect on their own writing.
12. Modeling a variety of techniques for pre-writing, drafting, revising and editing student writing.
13. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
14. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
15. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
16. Engaging in student work protocols to identify students' strengths and weaknesses pertaining to writing and create a plan based on those student needs.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will plan common writing tasks and assessments and will analyze data with grade-level colleagues.
2. Participants will plan weekly short formative writing tasks aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
3. Participants will create common text-based writing lesson plans and/or tasks based on the Florida B.E.S.T. standards.
4. Participants will implement high-impact writing strategies and reflect on student work in weekly PLCs.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 writing.
2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, December 2020, May 2021, April 2022, May 2023
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning Through K-5 Writing: Self-Paced

   Component Number: 1-017-002

   Function: 1 Subject Content/Academic Standards

   Focus Area: 017

   Local Sequence Numbers: 002

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   1.1 Needs & Planning- Professional Learning Needs

   1.2 Needs & Planning- Professional Learning Resources
   2.1 Learning- Learning Outcomes

   ~~Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Implementing 3.2 Coaching and Mentoring~~

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

7. **LEARNING PROCEDURES (Methods):**

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

1. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
2. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
3. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
4. Identifying ways to monitor student progress and assess student performance in writing.
5. Identifying ways to teach students how to assess and reflect on their own writing.
6. Developing an understanding of a variety of techniques for pre-writing, drafting, revising and editing student writing.
7. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
8. Developing questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
9. Developing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in the area of writing.
10. Reviewing methods, resources, curriculum and research that enhance student learning in the area of writing.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants may actively participate in ongoing planning sessions with other educators.

2. Participants may collaboratively design lessons that allow students to reach proficiency of the writing benchmarks.

3. Participants may analyze student performance data to determine students' needs and/or remediation strategies.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching writing in grades K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	April 2022, May 2023
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot, Dana Savoie

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Learning Through 6-12 Writing

   Component Number: 1-017-003

   Function: 1 Subject Content/Academic Standards

   Focus Area: 017

   Local Sequence Numbers: 003

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Profesional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
   2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
   3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to

explore concepts and foster student ownership of learning.4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.

5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

6. Participants will develop knowledge and effective implementation of differentiating instruction in order to meet the needs of learners.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:

1. Participating in professional learning communities, professional development and common planning sessions which focus on student-centered writing strategies, skills and the Florida B.E.S.T. standards in order to advance student learning.
2. Creating and analyzing student outcomes of common writing tasks and assessments.
3. Developing, participating in, and implementing research-based workshops, on-site visitations and/or demonstrations, videotaped presentations, professional learning communities, lesson design and/or study groups, conferences (provided proper paperwork is submitted), lectures and role-playing.
4. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
5. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
6. Participating and implementing distance learning writing tasks.
7. Developing, participating in, and implementing cross-curricula writing tasks and lessons.
8. Identifying and implementing ways to assess student performance using a portfolio approach.
9 .Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
10. Identifying ways to monitor student progress and assess student performance in writing.
11. Identifying ways to teach students how to assess and reflect on their own writing.
12. Modeling a variety of techniques for pre-writing, drafting, revising and editing student writing.
13. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
14. Applying and modeling questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
15. Developing and analyzing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction.
16. Engaging in student work protocols to identify students' strengths and weaknesses pertaining to writing and create a plan based on those student needs.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered through face-to-face workshops or virtually through Google Meet. Participants will collaborate with other educators, engage in hands-on tasks, and read, discuss and reflect on professional literature. Participants will demonstrate understanding through exit tickets and through planning implementation of the professional development topic.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

  1. Participants will plan common writing tasks and assessments and will analyze data with grade-level colleagues.
  2. Participants will plan weekly short formative writing tasks aligned with the Florida B.E.S.T. standards and will engage in student work protocols during PLCs to analyze student outcomes.
  3. Participants will create common text-based writing lesson plans and/or tasks based on the Florida B.E.S.T. standards.
  4. Participants will implement high-impact writing strategies and reflect on student work in weekly PLCs.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

  1. Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in K-12 writing.
  2. District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.
  3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Learning Through 6-12 Writing: Self-Paced
Component Number:	1-017-004
Function:	1 Subject Content/Academic Standards
Focus Area:	017
Local Sequence Numbers:	004
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Through the use of best practices and high-impact strategies, this component will enable participants at all grade levels to improve student learning and student outcomes in the area of writing. It will also enable administrators to recognize and evaluate the characteristics of high-impact writing curriculum and teaching strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources, Learning- Learning Outcomes, Learning- Learning Designs, Implementing- Implementation of Learning, Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will identify and implement evidence-based practices to enhance student learning in writing.
2. Participants will demonstrate deep learning of the Florida B.E.S.T. writing standards and instructional strategies that will allow students to improve writing and reach proficiency.
3. Participants will plan engaging, rigorous, and standards-aligned instruction that allows students to

explore concepts and foster student ownership of learning.
4. Participants will develop and implement techniques that will teach students and teachers how to analyze student data from formative, summative, and benchmark writing assessments.
5. Participants will select instructional resources that meet students' diverse needs while raising student achievement.

7. **LEARNING PROCEDURES (Methods):**

   C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

   WHAT will occur during this professional learning opportunity?

   1. Developing an in-depth understanding of the Florida B.E.S.T. writing standards and resources to support these standards.
   2. Developing and implementing lessons aligned to the Florida B.E.S.T. writing standards and the framework for intentional teaching.
   3. Creating a writing environment in the classroom and implementing a systematic approach for teaching writing as a process.
   4. Identifying ways to monitor student progress and assess student performance in writing.
   5. Identifying ways to teach students how to assess and reflect on their own writing.
   6. Developing an understanding of a variety of techniques for pre-writing, drafting, revising and editing student writing.
   7. Identifying a variety of audiences and purposes for writing related to all curriculum areas.
   8. Developing questioning techniques to enhance students' critical thinking skills as they apply to the writing process.
   9. Developing standards-based formative assessments and checks for understanding in order to provide timely feedback, remediation and/or small group instruction in the area of writing.
   10. Reviewing methods, resources, curriculum and research that enhance student learning in the area of writing.

   HOW will the experiences be provided to participants during this professional learning opportunity?

   All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

   KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

   1. Participants may actively participate in ongoing planning sessions with other educators.

   2. Participants may collaboratively design lessons that allow students to reach proficiency of the writing benchmarks.

   3. Participants may analyze student performance data to determine students' needs and/or remediation strategies.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional practices and teacher efficacy as measured by implementation of instructional planning, implementation of their instructional plan, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase teacher capacity in the area of teaching writing in grades K-12.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

The professional development department and the facilitator of the professional learning experience will

use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Academic Services
Name(s) of Component Author(s):	Rebecca Billiot

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Athletic Coaching Endorsement - Sport Specific Rules and Procedures

   Component Number: 1-103-001

   Function: 1 Subject Content/Academic Standards

   Focus Area: 103

   Local Sequence   001
   Numbers:

   Points to be Earned: 60

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

   To broaden professional competencies of teachers who want to
   acquire the athletic coaching endorsement. Coaches will learn about
   specific sporting rules and procedures.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, To provide Clay County students with the highest quality teaching
   and learning processes available.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Domain: Learning 2.2: Content Focused, School- Domain: Learning 2.3: Learning Strategies,~~
   ~~District- Domain: Implementing 3.2 Coaching and Mentoring~~
   2.1 Learning- Learning Outcomes
   3.1 Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,
   Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking
   improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Select appropriate coaching strategies for students who
   participate in specific sports.
   2. Understand and implement effective athletic assessment of
   students in a specific sport.
   3. Outline the development of effective lessons for athletic
   students.
   4. Distinguish characteristics of positive behavior supports for

effective instruction of students in athletics.
5. Define methods used to evaluate student progress and program
effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective
strategies for students in a specific sport.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge
transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

**HOW will the experiences be provided to participants during this professional learning
opportunity?**

Participants will develop and implement activities for students
that are targeted at increasing the academic and athletic
achievement of students.
Teachers will engage actively in instructional inquiry in the
context of collaborative professional communities, focused on
instructional and coaching improvement and student athletic
achievement.

**KEY ISSUES to be included in participant implementation agreements that support the specific
learner outcomes identified above.**

i. Develop an action plan for demonstrating the
objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the
objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what
participants will do in the follow-up portion of the
component (implementation) may be developed by
participants and component providers.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

N- Independent Learning/Action Research related to job responsibilities, specific professional learning
goals or deliberate practice growth targets (should include evidence of monitoring job embedded
implementation of targeted learning)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Changes in instructional or learning environment practices. "A"
Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
Results of school/teacher constructed student growth measure(s) that track student progress. "B"
Observation of student performance. "D"

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: December 2020

Date Revised: May 2021, May 2023

Department: K-12 Academic Services- Athletics

Name(s) of Component Author(s): John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Gifted Competency 2 - Curriculum and Instruction

   Component Number: 1-106-001

   Function: 1 Subject Content/Academic Standards

   Focus Area: 106

   Local Sequence Numbers: 001

   Points to be Earned: 60 points

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION:**

   Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, To provide Clay County students with the highest quality teaching and learning processes available.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Planning Standard: 1.2: Professional Learning Resources
   Learning Standard: 2.2: Learning Designs

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

   Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:
   - Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues.

- Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation.
- Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted.
- Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted.
- Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted.
- Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.
Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant will complete one or more of the following:
i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: C- Portfolios of student work

Changes in instructional or learning environment practices.
Changes in observed educator proficiency in implementing targeted standards or initiatives.
Results of school/teacher constructed student growth measure(s) that track student progress.
Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: July 2020

Date Revised: April 2022

Department: ESE

Name(s) of Component Author(s):   Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Information Literacy

   Component Number: 1-407-001

   Function: 2 Instructional Methodology/Faculty Development

   Focus Area: 407

   Local Sequence Numbers: 001

   Points to be Earned: 3-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. It will also enable administrators to recognize and evaluate effective teaching strategies.
   Upon successful completion of the component, all participants will be able to implement instructional strategies that will create a more individualized learning environment.
   Participants will also be recognized and evaluate effective research-based instructional strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Continuous Improvement practices, Digital Learning/Technology Infusion, Non-Classroom Instructional staff proficiencies supporting student success

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   District- Domain: Implementing 3.1 Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Identify and implement research-based practices to enhance student learning in information literacy.
   2. Describe the process used to select materials for the media center.
   3. Demonstrate knowledge of current copyright procedures and policies.
   4. Demonstrate competencies related to cooperative consultants and planning between regular education, media, technology, and exceptional student education staffs.
   5. Develop knowledge and implement techniques for motivating students in library media/information

literacy.
6. Develop and implement techniques that will teach students how to analyze information.
7. Acquire skills in motivating students to become active and enthusiastic readers.
8. Identify effective classroom practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in professional learning communities that reflect 21st century skills that could be taught using information literacy to advance student learning.
2. Serving on district or state textbook adoption committees to insure alignment with Florida's Benchmarks for Excellent Student Thinking Standards (B.E.S.T.)
3. Developing, participating in, and implementing a copyright presentation.
4. Developing, participating in, and implementing research-based workshops, on-site visitations/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided paperwork is submitted), lectures, or role-playing.
5. Participating in and implementing distance learning activities.
6. Developing (through collaboration with classroom teachers), participating in, and implementing cross-curricula information literacy lessons.
7. Demonstrating knowledge of and skills in library/media programs and instructional resources.
8. Using interlibrary loan services through various providers.
9. Identifying and using services and training available through distance learning.
10. Demonstrating the ability to operate and maintain audiovisual materials and equipment.
11. Demonstrating ethical behavior in regard to information and information technology.
12. Developing and describing strategies to encourage students to read age appropriate literature.
13. Participating in the selection of research-based adolescent and/or children's literature within the field of general education or a specific content area.
14. Identifying ways to monitor student progress as competent and motivated readers.
15. Developing readers and describing collaborative strategies to assist and encourage classroom teachers in introducing specific titles/resources to their students.

HOW will the experiences be provided to participants during this professional learning opportunity?

Learning will take place via face-to-face, Google Meets, or self-paced.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively participate in discussions, including but not limited to technology integration and library resources.

Participants will present final project to colleagues and complete survey form in Elevate.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

    What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

    Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

    Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

    Changes in instructional practices and teacher efficacy as measured by implementation of learned methodology.

    Who will <u>use</u> the evaluation <u>impact</u> data gathered?

    Participants will interact with the instructor and other participants to increase understanding of learned methodologies.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

    Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development survey form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development survey at the conclusion of the course. The professional development and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Dec 2020
Date Revised:	May 2021
Department:	Library Media
Name(s) of Component Author(s):	Revised- Suzy Gannon

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: ESOL Endorsement: Methods of Teaching ESOL (Bankable)

   Component Number: 1-700-001

   Function: 1 Subject Content/Academic Standards

   Focus Area: 700

   Local Sequence Numbers: 001

   Points to be Earned: 60

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

   To broaden professional competencies of teachers of ESOL students
   that includes effective methodology for teaching English to speakers of other languages

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Instructional design and lesson planning,
   Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   1.2 Professional Learning Resources
   2.1 Learning Outcomes
   2.2 Learning Designs
   3.1 Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will:
   Understand and practice the effective methodology for
   teaching English to students that speak other languages.
   Outline the development of effective curriculum and design for
   students that are speakers of other languages.
   Distinguish characteristics of positive behavior supports for
   effective instruction of students that are ESOL.
   Define methods used to evaluate student progress and
   program effectiveness.

Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have opportunity to gain deeper knowledge pertaining to English language learners.

HOW will the experiences be provided to participants during this professional learning opportunity?

Instruction will be provided through Google Classroom.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will:
Complete weekly assignments through the virtual format
Review all materials, including but not limited to, websites, articles, and videos
Respond to all required assignment prompts with compelling, reflective insights
Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will:
Use the knowledge to increase teacher capacity in the area of teaching English language learners.
Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The professional development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: ESOL Endorsement: Testing and Evaluation (Bankable)

    Component Number: 1-701-001

    Function: 1 Subject Content/Academic Standards

    Focus Area: 701

    Local Sequence Numbers: 001

    Points to be Earned: 60

    Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

    To broaden professional competencies of teachers of students that are English language learners that includes the effective testing and evaluation of students.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Academic content standards for student achievement, Instructional design and lesson planning, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    1.2 Professional Learning Resources
    2.1 Learning Outcomes
    2.2 Learning Designs
    3.1 Implementation of Learning
    ~~Not significantly related to any PL Standard~~

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

    Participants will:
    Understand and implement effective testing and evaluations for students that are ESOL.
    Outline the development of effective curriculum and assessment for students that are speakers of other languages.
    Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
    Define methods used to evaluate student progress and program

effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective
strategies for students that are ESOL.

7. **LEARNING PROCEDURES (Methods):**

   B- Electronic, Interactive (includes facilitation supporting development/application on the job)

   WHAT will occur during this professional learning opportunity?

   Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have an opportunity to gain deeper knowledge pertaining to English language learners.

   HOW will the experiences be provided to participants during this professional learning opportunity?

   Instruction will be provided through Google Classroom.

   KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

   Participants will:
   Complete weekly assignments through the virtual format
   Review all materials, including but not limited to, websites, articles, and videos
   Respond to all required assignment prompts with compelling, reflective insights
   Complete work in a timely manner

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

   R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

   Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

   Evaluation Method   B- Results of school/teacher-constructed student growth measure(s) that

Student: track student progress

Evidence of changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will:
Use the knowledge to increase teacher capacity in the area of teaching English language learners.
Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The professional development department and the facilitator of professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: Unknown

Date Revised: May 2021, May 2023

Department: Assessment, Accountability, and School Support

Name(s) of Component Author(s):   Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: ESOL Endorsement: Applied Linguistics (Bankable)

    Component Number: 1-702-001

    Function: 1 Subject Content/Academic Standards

    Focus Area: 702

    **Local Sequence
    Numbers:**   001

    Points to be Earned: 60

    Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION:**

    To broaden professional competencies of teachers of ESOL students
    that includes effective linguistic knowledge for teaching English to speakers of other languages.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Academic content standards for student achievement, Instructional design and lesson planning,
    Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    1.2 Professional Learning Resources
    2.1 Learning Outcomes
    2.2 Learning Designs
    3.1 Implementation of Learning
    Not significantly related to any PL Standard

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES:**

    Participants will:
    Select appropriate accommodations and modifications for
    students that speak English as a second language.
    Understand and practice the applied linguistics for teaching
    English to students that speak other languages.
    Outline the implementation of applied linguistics for students
    that are speakers of other languages.
    Distinguish characteristics of positive behavior supports for
    effective instruction of students that are ESOL.

Define methods used to evaluate student progress and program effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have an opportunity to gain deeper knowledge pertaining to English language learners.

HOW will the experiences be provided to participants during this professional learning opportunity?

Instruction will be provided through Google Classroom,

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will:
Complete weekly assignments through the virtual format
Review all materials, including but not limited to, websites, articles, and videos
Respond to all required assignment prompts with compelling, reflective insights
Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method B- Results of school/teacher-constructed student growth measure(s) that

Student: track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will:
Use the knowledge to increase teacher capacity in the area of teaching English language learners.
Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The professional development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: ESOL Endorsement: Curriculum and Materials Development (Bankable)

    Component Number: 1-703-001

    Function: 1 Subject Content/Academic Standards

    Focus Area: 703

    Local Sequence Numbers: 001

    Points to be Earned: 60

    Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

    To broaden professional competencies of teachers of ESOL students
    that includes the effective development of curriculum and materials
    for teaching students that are learning English as a second language.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Academic content standards for student achievement, Instructional design and lesson planning,
    Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    1.2 Professional Learning Resources
    2.1 Learning Outcomes
    2.2 Learning Designs
    3.1 Implementation of Learning
    ~~Not significantly related to any PL Standard~~

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

    Participants will:
    Select appropriate accommodations and modifications for
    students that speak English as a second language.
    Outline the development of effective curriculum and design for
    students that are speakers of other languages.
    Distinguish characteristics of positive behavior supports for
    effective instruction of students that are ESOL.

Define methods used to evaluate student progress and program effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have opportunity to gain deeper knowledge pertaining to English language learners.

HOW will the experiences be provided to participants during this professional learning opportunity?

Instruction will be provided through Google Classroom.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will:
Complete weekly assignments through the virtual format
Review all materials, including but not limited to, websites, articles, and videos
Respond to all required assignment prompts with compelling, reflective insights
Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method   B- Results of school/teacher-constructed student growth measure(s) that

Student: track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will:
Use the knowledge to increase teacher capacity in the area of teaching English language learners.
Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The professional development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: ESOL: Enriching Content Knowledge (Bankable)

   Component Number: 1-704-001

   Function: 1 Subject Content/Academic Standards

   Focus Area: 704

   Local Sequence Numbers: 001

   Points to be Earned: 1-60

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   To broaden the professional competencies of personnel who work with ESOL students to include enriching the various content classes and providing program support to all students who are learning English as a second language.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   1.2 Professional Learning Resources
   2.1 Learning Outcomes
   2.2 Learning Designs
   3.1 Implementation of Learning
   ~~Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning~~

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will:
   Select appropriate accommodations and modifications for

students that speak English as a second language.
Understand and practice incorporating engagement strategies for students that are ESOL into other content areas.
Outline effective enrichment strategies for students that are speakers of other languages into other content areas.
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
Define methods used to evaluate student progress and program effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are English language learners.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will:
Develop and implement activities for students that are targeted at increasing the academic achievement of English language learners.
Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to English language learners.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will:
Develop an action plan for demonstrating the objectives of the professional learning.
Maintain a journal/folder of activities supporting the objectives.
Other as determined by the instructor.
Implement an agreement defining what participants will do in the follow-up portion of the component which may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: Unknown

Date Revised: May 2021, May 2023

Department: Assessment, Accountability, and School Support

Name(s) of Component Author(s):   Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: ESOL: For Category III Teachers (Bankable)

   Component Number: 1-704-002

   Function: 1 Subject Content/Academic Standards

   Focus Area: 704

   Local Sequence Numbers: 002

   Points to be Earned: 18

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   To broaden the professional competencies of Category III teachers of ESOL
   students that includes effective methodology for teaching students
   that are learning English as a second language.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Collegial learning practices, Continuous Improvement practices

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   1.2 Professional Learning Resources
   2.1 Learning Outcomes
   2.2 Learning Designs
   3.1 Implementation of Learning ~~Domain: Planning Standard: 1.2: Professional Learning Resources,~~
   ~~Domain: Learning Standard: 2.2: Learning Designs~~

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,
   Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking
   improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will:
   Select appropriate accommodations and modifications for
   students that speak English as a second language.
   Understand and practice the effective methodology for teaching
   English to students that speak other languages.
   Outline the development of effective curriculum and design for

students that are speakers of other languages.
Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL.
 Define methods used to evaluate student progress and program effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are ESOL.

7. **LEARNING PROCEDURES (Methods):**

   B- Electronic, Interactive (includes facilitation supporting development/application on the job)

   WHAT will occur during this professional learning opportunity?

   Participants will complete an 18-hour professional learning session, during which time they will receive content information and interact with a facilitator who will provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to gain deeper knowledge as it pertains to English language learners.

   HOW will the experiences be provided to participants during this professional learning opportunity?

   Participants will:
   Develop and implement activities for students that are targeted at increasing the academic achievement of English language learners.
   Engage actively in instructional inquiry in the context of a collaborative, professional dialogue, focused on instructional improvement and student achievement pertaining to English language learners.

   KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

   Participants will:
   Actively participate in weekly virtual activities, including but not limited to on-line articles, websites, and videos.
   Participants will complete weekly assignments, based on new learning, with thoughtful, reflective responses.
   Submit work in a timely manner.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

   R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Achievement, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESOL Endorsement: Cross Cultural Communications (Bankable)
Component Number:	1-705-001
Function:	1 Subject Content/Academic Standards
Focus Area:	705
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers of ESOL students that includes effective strategies for cross-cultural communication skills.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Instructional design and lesson planning, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

1.2 Professional Learning Resources
2.1 Learning Outcomes
2.2 Learning Designs
3.1 Implementation of Learning
Not significantly related to any PL Standard

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
Select appropriate accommodations and modifications for
students that speak English as a second language.
Understand and practice cross-cultural communication skills
for students that are ESOL.
Outline the development of effective curriculum and design that
incorporates cross-cultural communication skills
Distinguish characteristics of positive behavior supports for
effective instruction of students that are ESOL.

Define methods used to evaluate student progress and program effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective strategies for students that are English language learners

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend a six-week virtual professional learning session, during which time they will receive content information via Google Classroom and interact with a facilitator who will provide guided feedback throughout the project. Each participant will have opportunity to gain deeper knowledge pertaining to English language learners.

HOW will the experiences be provided to participants during this professional learning opportunity?

Instruction will be provided through Google Classroom.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will:
Complete weekly assignments through the virtual format
Review all materials, including but not limited to, websites, articles, and videos
Respond to all required assignment prompts with compelling, reflective insights
Complete work in a timely manner

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will:
Use the knowledge to increase teacher capacity in the area of teaching English language learners.
Interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will also provide feedback regarding how well the course was planned and facilitated as part of the Professional Development evaluation form. The Professional Development department and the facilitator of the professional learning experience will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: ESOL: For Administrators and School Counselors (Bankable)

    Component Number: 1-705-004

    Function: 1 Subject Content/Academic Standards

    Focus Area: 705

    Local Sequence   004
    Numbers:

    Points to be Earned: 60

    Primary Purpose: G****- Approved District Leadership Development Program

2. **DESCRIPTION**:

    To broaden professional competencies of administrators and school
    counselors for working with students who are learning English as a
    second language.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Continuous Improvement practices, Digital Learning/Technology Infusion, Professional and ethical
    behavior, To provide CCDS students will the highest quality leadership and learning processes available.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    1.2 Professional Learning Resources
    2.1 Learning Outcomes
    2.2 Learning Designs
    3.1 Implementation of Learning
    ~~Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs~~

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,
    Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking
    improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

    Participants will:
    Inform staff of appropriate accommodations and modifications
    for students that speak English as a second language.
    Understand and promote the effective methodology for teaching

students that speak English as a second language.
Understand the resources available for students that speak
English as a second language.
Distinguish characteristics of positive behavior supports for
effective instruction of students that are ESOL.
Define methods used to evaluate student progress and program
effectiveness.
Analyze and utilize evaluated data when redesigning programs.
Utilizing data, identify areas of growth and determine effective
strategies for students that are English language learners.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will:
Work independently to complete the course requirements.
Create a portfolio, including a "Checklist for Documentation" to demonstrate completion of assignments.
Generate compelling, thoughtful responses to session prompts.

HOW will the experiences be provided to participants during this professional learning opportunity?

The instruction will be facilitated through Google Classroom.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will:
Develop a portfolio of work demonstrating completion of coursework
Maintain a folder of activities supporting the objectives
Other as determined by the instructor

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: B- Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)

Evaluation Method   B- Results of school/teacher-constructed student growth measure(s) that

Student: track student progress

Changes in instructional practices and teacher efficacy as measured by weekly lesson planning reviews, implementation of strategies as evidenced by classroom observations, and participation in reporting students' results of instruction.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and progress monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/processes, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, May 2023
Department:	Assessment, Accountability, and School Support
Name(s) of Component Author(s):	Renee Hatcher

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: Best Teaching Practices

    Component Number: 2-007-002

    Function: 2 Instructional Methodology/Faculty Development

    Focus Area: 007

    Local Sequence Numbers: 002

    Points to be Earned: 120

    Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

    The purpose of this component is to enhance participants' pedagogy and practice through the purposeful integration of techniques and researched based best practices. Component will enhance participants' ability to create more efficient and effective learning environments. Participants will be able to evaluate and implement instructional strategies that will create a more individualized learning environment.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Academic content standards for student achievement, Collegial learning practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    ~~Educator- Domain: Learning 2.3: Learning Strategies, Educator- Domain: Evaluating 4.2 Changes in Educator Practice~~
    2.1 Learning- Learning Outcomes
    2.2 Learning- Learning Designs
    3.1 Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

    Participants will identify and implement research-based best practices to enhance student learning. Demonstrate competencies related to cooperative consultations and planning amongst colleagues, such as interdepartmental teams, vertical teams, regular education and exceptional student education staff, teachers on specific academic pathways or school of choice programming.
    Develop and implement instructional strategies that support and promote student motivation, ownership, and higher order thinking.

Research, identify, and implement instructional strategies that relate to learning methods.
Increase knowledge and demonstrate skills in research-based academic intervention methods in the classroom.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:
Participating in training in various formats which prompt learners to identify, analyze and implement researched based best practices.
Developing, participating in, and implementing performance-based strategies and cross-curricula activities.
Reviewing, analyzing, and identifying research related ways to integrate instruction in content areas.
Creating learning environments that meet the needs of diverse student populations.
Expanding knowledge and techniques for effective communication in the classroom.
Enhancing skills and using technology to manage, evaluate, and improve classroom instruction.
Utilizing peer observations and feedback sessions to improve teaching and student learning.
Recognizing the need and implementing the process for continuous improvement for the teacher and school.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered through face to face workshops or virtually through Google Meet.
Participants will collaborate with other educators, engage in activities, and create a product to demonstrate understanding.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will actively participate in ongoing discussions
2. Participants will implement strategies acquired from the training
3. Participants will bring curriculum guides, standards, and/or other materials specific to their classroom, students, and programs, when needed

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Changes in instructional practices and teacher efficacy as measured by implementation of research-based effective practices that support increased student success.

Who will use the evaluation impact data gathered?

Participants will use the data gathered as part of the training to increase the performance of students within their classroom and programs.

District specialists and coaches, and administrators will lead data meetings to assist teachers in the analysis of progress monitoring data.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 2009

Date Revised: May 2021, May 2023

Department: Professional Development

Name(s) of Component Author(s): Master In-service Plan Committee

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: Athletic Coaching Endorsement- Coaching Theory and Practice

    Component Number: 2-011-001

    Function: 2 Instructional Methodology/Faculty Development

    Focus Area: 011

    Local Sequence Numbers: 001

    Points to be Earned: 60

    Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

    To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about coaching theory and practice.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    ~~Educator- Domain: Planning 1.2: Administrator Review, School- Domain: Learning 2.2: Content Focused, District- Domain: Implementing 3.2 Coaching and Mentoring~~
    2.1 Learning- Learning Outcomes
    3.1 Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

    1. Select appropriate coaching strategies for students who participate in athletics.
    2. Understand and implement effective athletic assessment of students in order to create a united team.
    3. Outline the development of effective lessons for athletic students.
    4. Distinguish characteristics of positive behavior supports for

effective instruction of students in athletics.
5. Define methods used to evaluate student progress and program
effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective
strategies for students in athletics.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will develop and implement activities for students
that are targeted at increasing the academic and athletic
achievement of students.
Teachers will engage actively in instructional inquiry in the
context of collaborative professional communities, focused on
instructional and coaching improvement and student athletic
achievement.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

i. Develop an action plan for demonstrating the
objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the
objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what
participants will do in the follow-up portion of the
component (implementation) may be developed by
participants and component providers.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	December 2020
Date Revised:	May 2021, May 2023
Department:	K-12 Academic Services- Athletics
Name(s) of Component Author(s):	John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Athletic Coaching Endorsement - Injury Care and Prevention
Component Number:	2-011-002
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	011
Local Sequence Numbers:	002
Points to be Earned:	60
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

To broaden professional competencies of teachers who want to
acquire the athletic coaching endorsement. Coaches will learn about
how to care for and prevent athletic injuries.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, To provide Clay County students with the highest quality teaching
and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Domain: Planning 1.2: Administrator Review, School- Domain: Learning 2.3: Learning Strategies, District- Domain: Implementing 3.2 Coaching and Mentoring~~
2.1 Learning- Learning Outcomes
3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,
Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking
improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate care strategies for athletics who get injured.
2. Understand and implement effective assessment of athletic
injuries so that proper care can be provided to students.
3. Outline the development of effective injury prevention
strategies to be followed by coaches.
4. Define methods used to evaluate student progress and program
effectiveness.

5. Analyze and utilize evaluated data when redesigning programs.
6. Utilizing data, identify areas of growth and determine effective
strategies for the care and prevention of athletic injuries.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.
Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional and coaching improvement and student athletic achievement.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	D- Observation of student performance

       Changes in instructional or learning environment practices. "A"
       Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
       Results of school/teacher constructed student growth measure(s) that track student progress. "B"
       Observation of student performance. "D"

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

    Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	December 2020
Date Revised:	May 2021, May 2023
Department:	Academic Services K-12- Athletics
Name(s) of Component Author(s):	John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Job Embedded LETRS Course (Bankable/DL/SWD)
Component Number:	2-013-014
Function:	1 Subject Content/Academic Standards
Focus Area:	013
Local Sequence Numbers:	014
Points to be Earned:	300
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

The purpose of this component is to prepare all participants to learn and expand upon their skills and knowledge in the delivery of explicit, systematic, and multi-sensory instruction in the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. Upon successful completion of the component, participants will understand how the science of reading leverages decades of research including the latest neuroscience that reveals how students learn to read and how to teach reading with effective instruction with an emphasis on working memory and auditory processing. Participants will receive job-embedded opportunities for the application of screening, diagnostic, progress monitoring, and formative assessment for data collection and problem-solving in response to intervention to support the individual needs of diverse learners. This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator-Learning 2.4: Sustained Professional Learning, Educator- Learning 2.5: Use of Technology, Educator-Learning 2.6 Time Resources, Educator- Implementing 3.2 Coaching and Mentoring, Educator-

2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

1. Participants will demonstrate deep and comprehensive knowledge and understanding of effective reading comprehension.
2. Participants will understand that reading is an ongoing strategic process taught through knowledge and practice with fluency approaches, teacher modeling, guided practice, writing, listening, and speaking activities.
3. Participants will learn how fluency, word recognition, vocabulary, oral and receptive language, phonological awareness, and phonics require strategic instruction with multiple opportunities for students to practice.
4. Participants will demonstrate deep and comprehensive knowledge and understanding of how children learn to read and write based on the Science of Reading: Simple View of Reading (SVR) and Scarborough's Reading Rope.
5. Participants will learn that teaching children how to read requires multisensory learning, explicit instruction, modeling, and practice with scaffolds (responsive teaching) and differentiation.
6. Participants will acquire and use new skills needed to effectively teach reading comprehension in primary grades with an understanding of the oral and written language that facilitates it through phonology, syntax, semantics, and pragmatics as they relate to comprehending print.
7. Participants will ensure all instruction in reading is systematic and explicit, based on data, through the use of an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments per the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP).
8. Participants will learn approaches that facilitate reading comprehension and language acquisition: balanced and critical literacy, reciprocal questioning, summarizing activities, story structure, oral retelling and vocabulary strategies.
9. Participants will investigate the importance and function of receptive and expressive vocabulary

instruction, semantics, domain specific vocabulary (academic vocabulary), and morphology as it relates to vocabulary development.

10. Participants will demonstrate an understanding of the role of vocabulary as it relates to students' understanding of word meanings, repeated practice, and comprehension of print through the use of context clues, and explicit teaching.

11. Participants learn how to align reading instruction with Florida's B.E.S.T. Standards for English Language Arts at the appropriate level of rigor: Foundations, Reading, Communication, and Vocabulary Strands.

12. Participants learn how to sequence lessons and concepts to ensure coherence and required prior knowledge for students to learn to read.

13. Participants will learn how to deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.

14. Participants will learn how to cognitively challenge students through the use of "complex text" to learn content information.

15. Participants will learn how to routinely include close reading, rereading, and use of dependent questions to deepen student understanding of text by incorporating writing in response to text and text-based discussions with students.

16. Participants will explain the importance of structured literacy instruction in developing accurate decoding for all students, especially those with reading difficulties and disabilities.

17. Participants learn how to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia, through reading instruction that builds a strong, cumulative, and logical foundation of phonology, sound symbol associations, syllables, morphology, semantics, and syntax.

18. Participants will learn that phonological processing deficits affect all areas of reading and are a hallmark of individuals with reading difficulties.

19. Participants will develop their knowledge of evidence-based strategies that build student capacity through teacher modeling, guided practice, particularly as it impacts text readability, complexity, coherence, structure, and overall comprehension by understanding the interdependence among reading components and their effect on the reading process for diverse learners, students with disabilities and other varying exceptionalities, and native speakers of English as well as English language learners.

20. Participants will develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction.

21. Participants will develop knowledge of how to effectively implement the Multi-Tiered System of Supports (MTSS) process to provide evidence-based reading strategies and intervention for students with diverse needs using the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP) as a guide for problem-solving and decision-making.

22. Participants will develop their ability to analyze student data from formative, summative, and benchmark assessments to measure the instructional impact on student learning to make ongoing decisions directed to individual student needs.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will have the opportunity to attend eight in-person virtual professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. The facilitator will model, observe implementation and provide guided feedback to the teacher participants throughout the professional learning sessions. Each participant will have opportunities to share and gain deeper knowledge as it pertains to the foundations of reading instruction in teaching students how to read. Teachers will implement their learning in their classrooms with their students. *Face-to-face meetings may be required

~~throughout the course.~~

HOW will the experiences be provided to participants during this professional learning opportunity?

LETRS ® is a blended learning program. Coursework is completed virtually through the Voyager Sopris Learning (VSL) Platform supported with two print manuals and eight face-to-face professional learning opportunities that correspond to the course's eight units of learning.~~All content will be presented via Google virtual meetings.~~ Each unit incorporates Bridge to Practice activities for participants to complete as a part of the required case study. ~~Participants will receive professional learning materials and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and support teachers throughout the project in a collaborative fashion. Participants are expected to complete all job-embedded activities.~~

 ● LETRS Online Learning Platform — Each unit in the online learning platform consists of sessions. Units 1-4 each have eight sessions, and Units 5-8 each have six sessions. To reinforce participants' understanding, they will complete activities throughout each session. Each online session ends with a Check for Understanding assessment.
 ● LETRS Bridge to Practice activities — Each online session has a Bridge to Practice activity, where participants will be guided to transfer what they learned to their classroom.
 ● LETRS Participant Manual — The printed participant manual is a companion to the online content. Participants can reference the manual before, during, or after completing the online content and activities.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will attend face-to-face learning opportunities.~~live webinars and other virtual platform learning environments~~.
2. Participants will actively participate in journaling.
3. Participants will complete all assignments, pre and post assessments, and Bridge to Practice activities at mastery level for each of the eight units of study. ~~weekly discussions, including but not limited to in-class viewing of videos and completion of video reflections and activities.~~
~~4~~3. Participants will engage in weekly and bi-weekly interactive activities including, but not limited to creating lesson plans, designing and implementing Professional Learning Community (PLCs) focused lessons, engaging in scenario-based learning, composing self-reflections based on new learning, posting responses and responding to other participants' posts, locate and identify specific artifacts relating to the six components of reading, role playing with other participants, completing assigned reading, designing multimedia presentations, and engaging in collaborative discussions with other participants during the learning session.
~~4. Participants will bring other materials specific to their classroom students, when needed.~~
~~5. Participants will complete weekly reflections .~~
~~6. Participants will complete various job-embedded assignments aligned with grade appropriate B.E.S.T. Standards for English Language Arts and will include evidence-based instructional practices and activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary. These assignments will demonstrate a differentiation of instruction as well as include assessments to inform future instruction.~~
~~5~~7. Participants will provide instruction and assessment to students identified with dyslexia, substantial reading deficiencies, specific learning disabilities in reading and~~or~~ other related exceptionalities to complete the Bridge to Practice Case Study.
6. Participants will complete the course pre and post assessment.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Each participant will be evaluated on the job-embedded or interactive assignments using a rubric. The job-embedded or interactive assignments will provide the opportunity for each participant to demonstrate ~~his/her learning of evidence based instructional practices and~~ knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring.~~activities that promote comprehension, oral language, phonological awareness, phonics skills, fluency, vocabulary, with differentiation of instruction and assessments to inform future instruction.~~

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

1. District Reading and Professional Learning Departments

2. The Participants ~~1. Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.~~
~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~
~~3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.~~

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

~~1. Participants will use the data gathered as part of the professional learning designed to increase teacher capacity in the area of teaching foundational reading skills to support teaching children how to read.~~
~~2. Participants will interact with the instructor and other participants to increase understanding of differentiating instruction in the areas of comprehension, oral language, phonological awareness, phonics skills, fluency, and vocabulary and the evaluation of assessments to inform future instruction.~~

3. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

1. A trained facilitator will provide participants with support and feedback throughout the course on course assignments and module post assessments.

2. End-of-Course Survey data will be used by the District's Reading and Professional Learning Departments to evaluate the effectiveness and efficiency of the course and the effectiveness of the course's facilitator.

3. Participants who successfully pass the end-of-course comprehensive exam at mastery level along with successful completion of the course's other required items will have met the requirement for the Reading Endorsement add-on.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	April 2022,May 2023
Department:	Literacy-Professional Learning
Name(s) of Component Author(s):	Bianca Montoro

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

   Component Number: 2-100-001

   Function: 2 Instructional Methodology/Faculty Development

   Focus Area: 100

   Local Sequence Numbers: 001

   Points to be Earned: 80

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION:**

   This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

7. **LEARNING PROCEDURES (Methods):**

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage in:
    Guided inquiry
    Discussion
    Observation of best practices
    Practice of Strategies
    Cycles of Feedback
    Data analysis
    Lesson Planning
    Facilitated Group Discussions
    Case Studies

Reading Professional Texts
Action Planning
Presentations
Action Research

HOW will the experiences be provided to participants during this professional learning opportunity?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: C- Changes in student services/support practices

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021
Department:	ESE
Name(s) of Component Author(s):	Peggy Williams

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Exceptional Student Education Learning Workshop (Bankable)

   Component Number: 2-100-006

   Function: 2 Instructional Methodology/Faculty Development

   Focus Area: 100

   Local Sequence Numbers: 006

   Points to be Earned: 120 points maximum

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   Upon completion of this component, participants will be able to implement research-based strategies that will create an effective learning environment for students with disabilities. Administrator participants will be able to recognize and support effective strategies that improve the success of students with disabilities.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Educator- Domain: Planning 1.2: Administrator Review, Educator- Domain: Learning 2.1: Learning Communities, Educator- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.3: Learning Strategies, Educator- Domain: Implementing 3.1 Implementation of Learning, School- Domain: Implementing 3.1 Implementation of Learning, Educator- Domain: Evaluating 4.2 Changes in Educator Practice, Educator- Domain: Evaluating 4.3 Changes in Students, School- Domain: Evaluating 4.3 Changes in Students

   Domain1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources
   Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs
   Domain 3 (Implementing):3.1 Implementation of Learning
   Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,

Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.
Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.
Explore how specially designed instruction for students with disabilities is related to instruction.
Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
Identify how accommodations must be implemented in all classroom settings.
Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.
Explore behavioral strategies that support students with disabilities.
Identify state and federal legislation that has affected the education of students with disabilities.
Recognize the sequence in the exceptional education process from referral to reevaluation, ~~including the MTSS process.~~
Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will participate in face-to-face professional learning sessions led by ESE certified instructors. Activities may include lecture, discussion, demonstrations, video presentations, and attendance at conferences or seminars (with proper documentation).

HOW will the experiences be provided to participants during this professional learning opportunity?

Content includes presentations and activities that target increased achievement of students with disabilities. Participants will engage actively in focused professional development that provide research-based strategies.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively participate in discussions, including but not limited to, presentations, role-playing activities, and informational videos.
Participants will create lesson plans or classroom models based on new learning and will share implementation of plans with colleagues during the learning session.
Participants will complete a final project that includes evidence-based instructional practices and activities that promote the successful growth of students with disabilities.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional and learning environment practices that indicate improvement of learning objectives and behavioral growth of students with disabilities.
Developing, participating in, and implementing research-based workshops, demonstrations, presentations, study groups, or other activities pertaining to instruction of students with disabilities.
Developing knowledge and skills for the successful use of accommodations and assistive technology for students with disabilities.
Demonstrate skill in the writing of goals and objectives for optimal learning of students with disabilities.
Develop activities and instructional practices that ensure the inclusion of students with disabilities.
Participating in professional learning communities to share effective instructional practices for students with disabilities.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of completing this component. The measures will include documentation of changes in instructional practices and changes in the performance of students with disabilities.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

The CCDS Exceptional Student Education Department will oversee the results of impact data to determine additional professional development needs as well as to determine the next steps for this component.
Periodic data collection will determine the degree to which this component is impacting the success of students with disabilities.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised: October 2009, May 2021 ,May 2023

Department: Exceptional Student Education (9005)

**Name(s) of Component
Author(s):**   Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Exceptional Student Education Learning Virtual/Interactive (Bankable)
Component Number:	2-100-007
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	100
Local Sequence Numbers:	007
Points to be Earned:	120 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

Upon completion of this component, participants will be able to implement research-based strategies that will create an effective learning environment for students with disabilities. Administrator participants will be able to recognize and support effective strategies that improve the success of students with disabilities.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Educator- Domain: Planning 1.1 Needs Assessment, Educator- Domain: Learning 2.2: Content Focused, School- Domain: Learning 2.2: Content Focused, Educator- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.3: Learning Strategies, Educator- Domain: Implementing 3.1 Implementation of Learning, School- Domain: Implementing 3.1 Implementation of Learning, Educator- Domain: Implementing 3.3 Web-based Resources and Assistance, School- Domain: Implementing 3.3 Web-based Resources and Assistance, Educator- Domain: Evaluating 4.2 Changes in Educator Practice, Educator- Domain: Evaluating 4.3 Changes in Students

Domain 0 (Leadership): 0.1 Leadership
Domain1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources
Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs
Domain 3 (Implementing):3.1 Implementation of Learning
Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.
Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.
Explore how specially designed instruction for students with disabilities is related to instruction.
Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
Identify how accommodations must be implemented in all classroom settings.
Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.
Explore behavioral strategies that support students with disabilities.
Identify state and federal legislation that has affected the education of students with disabilities.
Recognize the sequence in the exceptional education process from referral to reevaluation, ~~including the MTSS process.~~
Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.
Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.
Explore how specially designed instruction for students with disabilities is related to instruction.
Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
Identify how accommodations must be implemented in all classroom settings.
Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.
Explore behavioral strategies that support students with disabilities.
Identify state and federal legislation that has affected the education of students with disabilities.
Recognize the sequence in the exceptional education process from referral to reevaluation, including the MTSS process.
Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content includes online presentations and activities that target increased achievement of students with

disabilities. Participants will engage actively in focused, online facilitated professional development that provides research-based strategies. Facilitators will provide interactive lessons and activities that ensure the success of students with disabilities.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively participate in online interactive lessons, including but not limited to, presentations, role-playing activities, and informational videos.
Participants will create lesson plans or classroom models based on new learning and will share implementation of plans with colleagues during the learning session.
Participants will complete a final project that includes evidence-based instructional practices and activities that promote the successful growth of students with disabilities.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional and learning environment practices that indicate improvement of learning objectives and behavioral growth of students with disabilities.
Developing, participating in, and implementing research-based workshops, demonstrations, presentations, study groups, or other activities pertaining to instruction of students with disabilities.
Developing knowledge and skills for the successful use of accommodations and assistive technology for students with disabilities.
Demonstrate skill in the writing of goals and objectives for optimal learning of students with disabilities.
Develop activities and instructional practices that ensure the inclusion of students with disabilities.
Participating in professional learning communities to share effective instructional practices for students with disabilities.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of completing this component. The measures will include documentation of changes in instructional practices and changes in the performance of students with disabilities.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

The CCDS Exceptional Student Education Department will oversee the results of impact data to determine additional professional development needs as well as to determine the next steps for this component.
Periodic data collection will determine the degree to which this component is impacting the success of students with disabilities.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, May 2021 , May 2023
Department:	Exceptional Student Education (9005)
Name(s) of Component Author(s):	Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: Exceptional Student Education Learning PLC (Bankable)

    Component Number: 2-100-008

    Function: 2 Instructional Methodology/Faculty Development

    Focus Area: 100

    Local Sequence Numbers: 008

    Points to be Earned: 120 points maximum

    Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

    Upon completion of this component, participants will be able to implement research-based strategies that will create an effective learning environment for students with disabilities. Administrator participants will be able to recognize and support effective strategies that improve the success of students with disabilities.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), ~~Multi-tiered System of Supports (MTSS)~~

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    ~~Educator- Domain: Planning 1.2: Administrator Review, Educator- Domain: Learning 2.1: Learning Communities, School- Domain: Learning 2.1: Learning Communities, District- Domain: Learning 2.1: Learning Communities, Educator- Domain: Learning 2.2: Content Focused, School- Domain: Learning 2.2: Content Focused, Educator- Domain: Learning 2.3: Learning Strategies, Educator- Domain: Evaluating 4.2 Changes in Educator Practice~~

    Domain 0 (Leadership): 0.1 Leadership
    Domain1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources
    Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs
    Domain 3 (Implementing):3.1 Implementation of Learning
    Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.
Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.
Explore how specially designed instruction for students with disabilities is related to instruction.
Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
Identify how accommodations must be implemented in all classroom settings.
Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.
Explore behavioral strategies that support students with disabilities.
Identify state and federal legislation that has affected the education of students with disabilities.
Recognize the sequence in the exceptional education process from referral to reevaluation, ~~including the MTSS process.~~
Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

7. **LEARNING PROCEDURES (Methods):**

D- Learning Community/Lesson Study Group (Use this code where job embedded collegial support processes are core learning delivery method)

WHAT will occur during this professional learning opportunity?

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning and Differentiating Instruction.
Identify the principles and guidelines to eliminate barriers to learning including accommodations and modifications.
Explore how specially designed instruction for students with disabilities is related to instruction.
Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
Identify how accommodations must be implemented in all classroom settings.
Identify ongoing informal assessment techniques for adjusting instruction and methods for using formal and informal assessments to modify instruction.
Explore behavioral strategies that support students with disabilities.
Identify state and federal legislation that has affected the education of students with disabilities.
Recognize the sequence in the exceptional education process from referral to reevaluation, ~~including the MTSS process.~~
Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content includes presentations and activities that allow a professional learning community (PLC) to target increased achievement of students with disabilities. Participants will engage actively within a PLC in focused professional development that provides research-based strategies.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively participate in discussions within their peer group, including but not limited to, presentations, role-playing activities, and informational videos.
Participants will create lesson plans or classroom models based on new learning and will share implementation of plans with colleagues during the learning session.
Participants will complete a final project that includes evidence-based instructional practices and activities that promote the successful growth of students with disabilities.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Participating in professional learning communities to share effective instructional practices for students with disabilities.
Changes in instructional and learning environment practices that indicate improvement of learning objectives and behavioral growth of students with disabilities.
Developing, participating in, and implementing research-based workshops, demonstrations, presentations, study groups, or other activities pertaining to instruction of students with disabilities.
Developing knowledge and skills for the successful use of accommodations and assistive technology for students with disabilities.
Demonstrate skill in the writing of goals and objectives for optimal learning of students with disabilities.
Develop activities and instructional practices that ensure the inclusion of students with disabilities.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of completing this component. The measures will include documentation of changes in instructional practices and changes in the performance of students with disabilities.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

The CCDS Exceptional Student Education Department will oversee the results of impact data to

determine additional professional development needs as well as to determine the next steps for this component.

Periodic data collection will determine the degree to which this component is impacting the success of students with disabilities.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	October 2009, May 2021, May 2023
Department:	Exceptional Student Education (9005)
Name(s) of Component Author(s):	Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Instruction of Students with Disabilities (Bankable)
Component Number:	2-100-009
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	100
Local Sequence Numbers:	009
Points to be Earned:	120 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to define and identify the requirements for services for students with disabilities, enable participants to identify the characteristics of students with disabilities, learn instructional strategies for improving learning for students with disabilities, and recognize methods of support for behavior of students with disabilities.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Instructional design and lesson planning, Learning environment (as per FEAPS standards), ~~Multi-tiered System of Supports (MTSS)~~

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Domain: Planning 1.2: Administrator Review, Educator- Domain: Learning 2.2: Content Focused, Educator- Domain: Learning 2.3: Learning Strategies, Educator- Domain: Implementing 3.1 Implementation of Learning, Educator- Domain: Evaluating 4.2 Changes in Educator Practice, Educator- Domain: Evaluating 4.3 Changes in Students~~

   Domain 0 (Leadership): 0.1 Leadership
   Domain1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources
   Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs
   Domain 3 (Implementing):3.1 Implementation of Learning
   Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

Participants will gain knowledge of the instruction of students with disabilities in the following areas:

Identify state and federal legislation that has affected the education of students with disabilities.
Recognize the sequence in the exceptional education process from referral to reevaluation, ~~including the MTSS process.~~
Understand the typical development and characteristics (e.g., language, cognitive- academic, social-emotional, sensory, physical-motor) of children.
Identify models of support for assisting students with disabilities in accessing the general education curricula, including Universal Design for Learning.
Identify the guidelines of differentiated instruction used to maximize achievement for all students.
Identify the principles and guidelines to eliminate barriers to learning.
Explore how specially designed instruction for students with disabilities is related to instruction.
Identify instructional strategies for acquisition, generalization, and maintenance of standards-based skills.
Identify accommodations available for students with disabilities and how they must be implemented in all classroom settings.
Identify ongoing informal assessment techniques for adjusting instruction.
Identify instructional tools and adjustments that can be used to support a differentiated learning environment to accommodate individual learner needs.

7. **LEARNING PROCEDURES (Methods):**

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants will participate in 5-20 hour virtual professional learning sessions developed by the Bureau of Exceptional Education and Student Services. They must complete a pre-assessment and a final survey. They will receive extensive content information with video demonstrations and links to documents and resources, complete assignments and "checks for understanding", be provided with examples and resources, and complete a required final assessment. Throughout the course, reflection and brainstorming activities are to be completed.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content will be presented via the Bureau of Exceptional Education and Student Services website. Participants will navigate through a professional learning module and access online resources. Each participant is expected to complete all steps in the module with a "check for understanding" before moving on to the next step.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will complete all steps in a module to include viewing video models, accessing informational links, completing reflection activities and assignments as verified on a checklist.

Participants will complete a final follow-up activity that requires demonstration of understanding of the instructional practices that effectively ensure that students with disabilities achieve targeted goals.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

    P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

    What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

    Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

    Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

    Changes in instructional and learning environment practices to indicate improvement of learning objectives and behavioral growth for students with disabilities.

    Who will <u>use</u> the evaluation <u>impact</u> data gathered?

    Participants will use multiple measures to determine changes in professional practice and student performance as a result of completing this component. These measures will include documentation of changes in instructional practices and changes in the performance of students with disabilities.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

    CCDS Exceptional Education Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.
    Periodic data collection will determine the degree to which this component is impacting the success of students with disabilities.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May 2023~~N/A~~
Department:	Exceptional Student Education (9005)
Name(s) of Component Author(s):	~~Patricia Holland~~ Teresa Carlson Patricia Holland, Revised by Teresa Carlson 2023

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Gifted Competency 5 - Theory of Creativity
Component Number:	2-106-013
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	106
Local Sequence Numbers:	013
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Theory and Development of Creativity is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Instructional design and lesson planning, To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, assessing creativity, and cultural conceptions of creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use

evaluation procedures.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:
Knowledge of the nature and definition of creativity.
Self-reflection and strategies to enhance personal creativity.
Ideas and strategies for teaching students to develop and use their creativity.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.
Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant will complete one or more of the following:
i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
Evaluation Method Student:	F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional or learning environment practices. "A"
Changes in observed educator proficiency in implementing targeted standards or initiatives. "F"
Results of school/teacher constructed student growth measure(s) that track student progress. "B"
Observation of student performance. "D"

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Gifted Competency 4 - Special Populations
Component Number:	2-106-014
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	106
Local Sequence Numbers:	014
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. DESCRIPTION:

Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Other: To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Participants will receive an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. Participants will develop an awareness of the central issues in multicultural

education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. They will examine policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students.

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:
1. The teacher's own prejudices and stereotypes concerning students who are diverse gifted.
2. The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students.
3. The cognitive, physical, and affective characteristics of diverse gifted children.
4. Skills to assist in the screening and identification process.
5. The process and content of individual psychological testing and assessment in the identification of the gifted.
6. The essential role of collaboration in supporting the needs of children from diverse populations who are gifted.
7. Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.
Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant will complete one or more of the following:
i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other: as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

Changes in instructional or learning environment practices.
Changes in observed educator proficiency in implementing targeted standards or initiatives.
Results of school/teacher constructed student growth measure(s) that track student progress.
Observation of student performance.

Who will use the evaluation impact data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: July 2020

Date Revised: April 2022

Department: ESE

Name(s) of Component Author(s): Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: ~~Elementary Education~~ This component is no longer needed and will be removed from the MIP. It has been replaced with content specific components.

   Component Number: ~~2-400-004~~

   Function: 2 Instructional Methodology/Faculty Development

   Focus Area: 400

   Local Sequence Numbers: 004

   Points to be Earned: 120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments. It will also enable administrators to recognize and evaluate effective teaching strategies at the elementary level. Through ongoing learning within this component participants will be able to implement instructional strategies that will create a more individualized learning environment. Additionally, participants will be able to recognize and evaluate research-based instructional practices that can be used to meet students instructional needs.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Continuous Improvement practices, Learning environment (as per FEAPS standards)

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Educator- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.3: Learning Strategies, District- Domain: Learning 2.3: Learning Strategies

5. **IMPACT AREA(S):**

   Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

   1. Identify and implement research-based practices/assessments to enhance student learning in the elementary school.
   2. Demonstrate knowledge of current copyright procedures and policies, textbook adoption, and other regulatory practices that impact instructional decision making in elementary settings.
   3. Demonstrate competencies related to cooperative consultations and planning between regular

education and exceptional student education staffs.
4. Develop and implement techniques for motivating students
5. Develop and implement techniques that will teach students how to analyze information in elementary situations.
6. Develop and implement knowledge and skills of the MTSS process.
7. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Activities may include:
1. Serving on District or State elementary textbook adoption committee to ensure alignment with the State Standards
2. Participating in or developing an elementary copyright presentation.
3. Participating in or developing research-based workshops, on-site visitation and/or demonstrations, videotaped presentations, a professional learning community, lesson design/study groups, lectures, or role-playing that will enhance elementary learning.
4. Developing, participating in, and implementing programs that strengthen communication between home and school and parent and child.
5. Developing, participating in, and implementing programs that foster children's oral language while encouraging development in reading, writing and all instructional areas.
6. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
7. Participating in and implementing distance learning activities.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of research-based instructional strategies. This may include research, professional reading, expert content presentation, state level training, disaggregating data, applying structures and protocols for review student work samples and for data analysis, utilization of the problem solving process, and collegial collaboration.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

    What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

    Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

    Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

    Changes in instructional practices and teacher efficacy as measured by implementation of research-based effective practices that support increased student success.

    Who will use the evaluation impact data gathered?

    Participants will use apply the learning to daily practice for increased student performance. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

    Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7/1/2010
Date Revised:	May 2021
Department:	Professional Learning
Name(s) of Component Author(s):	Submitted by Master Inservice Plan Committee

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Culture of Learning
Component Number:	2-404-001
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	404
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies and awareness of educators in the Culture of Learning. The culture of learning includes character education, ~~social emotional learning~~ Life Skills~~Skils~~, ~~cultural responsiveness~~, equity, and restorative practices. Participants will learn how to infuse culture of learning best practices into instructional methodology.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Planning 1.1 Needs Assessment, Educator- Learning 2.1: Learning Communities, Educator-Learning 2.2: Content Focused, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students~~ 0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 1.2 Needs & Planning- Professional Learning Resources, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. SPECIFIC LEARNER OUTCOMES:

Upon completion of the component, the participant will be able understand the importance of and have the ability to seamlessly integrate ~~social emotional learning~~ l~~L~~ife s~~S~~kills competencies and character traits into instructional content. The participants will have a broader understanding of how ~~culturally~~

~~responsive and~~ equitable practices impact student access and learning. Knowledge about restorative practices will expand discipline options and behavior strategies.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Through engaging discussions and presentations, using virtual and in person platforms, participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups,conferences (provided paperwork is submitted)

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will understand the ~~Social Emotional Learning L~~life skills competencies and their impact on academic achievement.
2. Participants will develop and implement activities for students that are targeted at increasing the academic achievement and social and emotional learning of students.
3. Participants will distinguish characteristics of positive behavior interventions and supports for effective character instruction of students.
4. Participants, utilizing data, will identify areas of growth and determine effective strategies for character education of students.
5. Participants will learn how to create a positive climate and culture by intentionally promoting inclusivity and positive relations among students and staff.
6. Participants will utilize data, identify areas of growth and determine effective strategies for equitable access and practices.
7. Participants will learn how restorative practices teach social engagement through relational practices that focus on individual and community well-being and accountability.
8. Participants will be able to integrate elements of the culture of learning in lesson development and implementation.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

Methods Used - Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress).

Specific Learner Outcomes - Participants will demonstrate best instructional and integration practices regarding character education, ~~l~~Life ~~s~~Skills ~~social emotional learning,~~ ~~e~~Equity, ~~cultural responsiveness~~, and restorative practices.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

-Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

 - Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

-Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2021

Date Revised: April 2022, May 2023

Department: Climate and Culture

Name(s) of Component Author(s):   Erika Gilbert and Kristi Gomez

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Professional Learning Communities
Component Number:	2-408-023
Function:	2 Instructional Methodology/Faculty Development
Focus Area:	408
Local Sequence Numbers:	023
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enhance Clay County District
Schools organizational capacity to boost student learning. CCSD is a Professional Learning Community
in which teams of teachers engage in work characterized
by shared purpose, collective activity and responsibility.
Effective PLCs have an enduring influence on teacher practice and seek
to enhance teacher knowledge of curriculum and instructional
practices; therefore, it is vital that all members of the organization are
continuously building communities that focus on continuous learning
and improvement.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress,
Collegial learning practices, Continuous Improvement practices, Instructional design and lesson
planning, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS),
Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.1: Learning Outcomes, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning~~

0.1 Foundation- Leadership
1.1 Needs & Planning- Professional Learning Needs
2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1.Educators will create a shared mission, vision and values with
   collaborative teams of teachers.
   2. Educators will engage in collective inquiry to determine action
   steps based on student achievement.
   3. Educators will assess students' mastery of learning objectives
   through various formative and summative assessment
   measures, including classroom assessments, standardized
   assessments and district progress monitoring tools.
   4. Educators will analyze student data and make instructional
   decisions accordingly.
   5. Educators will ensure that the classroom curriculum is based
   on standards; research-based instructional practices are
   utilized in the classroom; student mastery is assessed and
   appropriate interventions and enrichments are implemented for all students.

7. **LEARNING PROCEDURES (Methods):**

   D- Learning Community/Lesson Study Group (Use this code where job embedded collegial support
   processes are core learning delivery method)

   WHAT will occur during this professional learning opportunity?

   Educators will collaborate with colleagues. Collaboration will focus on standards based planning, data
   analysis, common assessments, development of interventions, enrichments, s or other teaching
   strategies that support student achievement.

   **HOW will the experiences be provided to participants during this professional learning
   opportunity?**

   Participants will meet on a regular and recurring basis with colleagues to engage in discussion, research,
   data analysis, planning, and reflection around the areas of collective commitment of the team.

   **KEY ISSUES to be included in participant implementation agreements that support the specific
   learner outcomes identified above.**

   1. Participants will actively participate in ongoing discussions
   2. Participants will create collective commitments with the group for implementation of strategies,
   common assessments, common instructional strategy, or interventions, and/or enrichments.
   3. Participants will bring curriculum guides, standards, and/or other materials specific to their classroom
   students, when needed

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

   O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes
   Learning Community or other properly implemented team learning practices focused on job-embedded
   learning supported by colleagues

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	A- Results of national, state or district-developed/standardized student performance measure(s)

Educators will assess students' mastery of learning objectives through various formative and summative assessment measures, including classroom assessments, standardized assessments and district progress monitoring tools. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community to increase their capacity to meet student needs. School based leaders may provide feedback to groups based on school wide data collection, observational walk throughs, participation in PLC model, etc. CCDS Professional Learning ~~Development~~ Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Learning ~~Development~~ evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Learning ~~Development~~ evaluation form at the conclusion of the course. The professional Learning ~~development~~ department and the facilitator of the professional learning experience will use the Professional Learning ~~Development~~ evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	May 2021, April 2022, May 2023
Department:	Professional Learning
Name(s) of Component Author(s):	Original Author- Katie Moeller Revised by Robin Bossinger (2021, 2022), Tiffany Bazemore (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Computer Science/Technology Education
Component Number:	3-003-003
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	003
Local Sequence Numbers:	003
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels using technology education tools. It will also enable administrators to recognize and evaluate effective use of technology in the classroom.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.3 Web-based Resources and Assistance, School- Learning 2.5: Use of Technology, School- Implementing 3.3 Web-based Resources and Assistance, District- Planning 1.5: Integration of Initiatives, District- Learning 2.5: Use of Technology, District- Implementing 3.3 Web-based Resources and Assistance~~
2.1 Learning - Learning Outcomes
2.2 Learning - Learning Designs
3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning in computer science and technology.
2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff~~staffs~~.
5. Develop knowledge and implement techniques for motivating students to digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of computer science and technology standards, policies, and practices. Activities may include:
1. Participating in or developing a digital presentation to educate students in computer science/technology standards.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences, lectures, or role-playing that will enhance the use of digital tools and resources.
3. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
4. Developing digital resources that promote student engagement with content and technology.
5. Demonstrating the ability to create and implement structures for classroom management.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content may be presented in person at or via virtual meetings. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs, lesson plans, enrollment in programs (CTE), and Industry Certifications reported (CTE).

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the knowledge to increase teacher capacity in the area of computer science/technology education and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in computer science/technology education.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised:	May 2021, May 2023
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Computer Science/Technology Education: Self-Paced

   Component Number: 3-003-004

   Function: 3 Technology Integration/Digital Learning Support

   Focus Area: 003

   Local Sequence Numbers: 004

   Points to be Earned: 120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   The purpose of this component is to enable participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels using technology education tools. It will also enable administrators to recognize and evaluate effective use of technology in the classroom.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.3 Web-based Resources and Assistance, School- Learning 2.5: Use of Technology, School- Implementing 3.3 Web-based Resources and Assistance, District- Planning 1.5: Integration of Initiatives, District- Learning 2.5: Use of Technology, District- Implementing 3.3 Web-based Resources and Assistance~~
   2.1 Learning - Learning Outcomes
   2.2 Learning - Learning Designs
   3.1 Implementing - Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES:**

   1. Identify and implement research-based standards and practices to enhance student

learning in computer science and technology.
2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staffs.
5. Develop knowledge and implement techniques for motivating students to digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants complete online learning sessions, during which they will engage in active learning and application of computer science and technology standards, policies, and practices.
Activities may include:
1. Developing a digital presentation to educate students in computer science/technology standards.
2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
3. Developing digital resources that promote student engagement with content and technology.
4. Demonstrating the ability to create and implement structures for classroom management.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage with content during the session and reflect on their learning. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

   1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
   2. Administrators will observe a change in practice based on classroom walkthroughs, lesson plans, enrollment in programs (CTE), and Industry Certifications reported (CTE).

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   Participants will use the knowledge to increase teacher capacity in the area of computer science/technology education and interact with the facilitator to increase understanding of CCDS digital tools and resources.

   Administrators will use data for discussion to encourage continued growth in computer science/technology education.

   CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

   Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May ~~January~~ 2023~~N/A~~
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Technology - Integration into the Curriculum
Component Number:	3-007-005
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	007
Local Sequence Numbers:	005
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, student engagement, and student behavior, as well as to create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum. It will also enable administrators to recognize and evaluate effective implementation of technology in classrooms.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.3 Web-based Resources and Assistance, School- Learning 2.5: Use of Technology, School- Implementing 3.3 Web-based Resources and Assistance, District- Learning 2.5: Use of Technology, District- Implementing 3.3 Web-based Resources and Assistance~~
2.1 Learning - Learning Outcomes
2.2 Learning - Learning Designs
3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure; communicate and create digital publications; become a digital citizen and manage one's digital footprint;

participate in district and state based assessments using their device.
2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of technology integration practices. Activities may include:
1. Participating in or developing a digital presentation to present content/curriculum to students.
2. Participating in or developing workshops, on-site visitation/demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences, lectures, or role-playing that will enhance the use of digital tools and resources.
3. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
4. Developing digital resources that promote student engagement with content and technology.
5. Demonstrating the ability to create and implement structures for classroom management.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content may be presented in person at or via virtual meetings. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will use the evaluation impact data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology integration and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology integration.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised: May ~~January~~ 2023~~May 2021~~

Department: Information and Technology Services

Name(s) of Component Author(s): Sabrina Thomas

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Technology - Integration into the Curriculum: Self-Paced

   Component Number: 3-007-006

   Function: 3 Technology Integration/Digital Learning Support

   Focus Area: 007

   Local Sequence Numbers: 006

   Points to be Earned: 120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   The purpose of this component is to enable participants to improve student learning, student engagement, and student behavior, as well as to create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum. It will also enable administrators to recognize and evaluate effective implementation of technology in classrooms.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Professional and ethical behavior

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.3 Web-based Resources and Assistance, School- Learning 2.5: Use of Technology, School- Implementing 3.3 Web-based Resources and Assistance, District- Learning 2.5: Use of Technology, District- Implementing 3.3 Web-based Resources and Assistance~~
   2.1 Learning - Learning Outcomes
   2.2 Learning - Learning Designs
   3.1 Implementing - Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES:**

   1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure; communicate and create digital publications; become a digital citizen and manage one's digital footprint;

participate in district and state based assessments using their device.
2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants complete online learning sessions, during which they will engage in active learning and application of computer science and technology standards, policies, and practices. Activities may include:
1. Developing a digital presentation to present content/curriculum to students.
2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
3. Developing digital resources that promote student engagement with content and technology.
4. Demonstrating the ability to create and implement structures for classroom management.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage with content during the session and reflect on their learning. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology integration and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology integration.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May 2023~~N/A~~
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title: Technology Backpacks

Component Number: 3-007-007

Function: 3 Technology Integration/Digital Learning Support

Focus Area: 007

Local Sequence Numbers: 006

Points to be Earned: 120

Primary Purpose: C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to improve student learning, student engagement, and student behavior, as well as to create more efficient and effective learning environments at all grade levels by utilizing CCDS digital platforms, resources, tools, and devices. It will also enable administrators to recognize and evaluate effective use of technology.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Learning 2.5: Use of Technology, Educator- Implementing 3.3 Web-based Resources and Assistance, School- Learning 2.5: Use of Technology, School- Implementing 3.3 Web-based Resources and Assistance, District- Learning 2.5: Use of Technology, District- Implementing 3.3 Web-based Resources and Assistance~~

2.1 Learning - Learning Outcomes
2.2 Learning - Learning Designs
3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. SPECIFIC LEARNER OUTCOMES:

1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure;

communicate and create digital publications; become a digital citizen and manage one's digital footprint; participate in district and state based assessments using their device.
2. Demonstrate knowledge of current digital safety and security policies and practices.
3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.
4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants complete online learning sessions, during which they will engage in active learning and application of CCDS digital platforms, resources, tools, and devices. Activities may include:
1. Developing a digital presentation to present content/curriculum to students.
2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
3. Developing digital resources that promote student engagement with content and technology.
4. Demonstrating the ability to create and implement structures for classroom management.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual notebooks. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage with content during the session and reflect on their learning. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology integration and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology integration.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May 2023~~N/A~~
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

    Title: General Technology

    Component Number: 3-007-008

    Function: 3 Technology Integration/Digital Learning Support

    Focus Area: 007

    Local Sequence Numbers: 008

    Points to be Earned: 120

    Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

    The purpose of this component is to enable participants to create more efficient and effective working/learning environments at all grade levels by utilizing CCDS digital platforms, resources, tools, and devices. It will also enable administrators to recognize and evaluate effective use of technology.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Instructional leadership ~~(as per FPLS standards)~~, Learning environment ~~(as per FEAPS standards)~~, Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    2.1 Learning - Learning Outcomes
    2.2 Learning - Learning Designs
    3.1 Implementing - Implementation of Learning~~Learning- Learning Outcomes~~

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

    1. Identify and implement research-based standards and practices to enhance student learning, specifically ensuring that students can: utilize digital organization for efficiency; collaborate beyond the four walls of the classroom; achieve digital literacy for today's workplace, college, and leisure; communicate and create digital publications; become a digital citizen and manage one's digital footprint; participate in district and state based assessments using their device.
    2. Demonstrate knowledge of current digital safety and security policies and practices.
    3. Demonstrate knowledge of the ethical and moral issues surrounding technology and computer use in the classroom.

4. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.
5. Develop knowledge and implement techniques for motivating students to use digital tools and resources in their studies.
6. Develop and implement techniques that will teach students how to analyze digital information.
7. Demonstrate competency in basic operations, productivity, communication, research, planning and management, social, ethical, legal, and human issues.
8. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will engage in face to face learning sessions, during which they will engage in active learning and application of CCDS digital platforms, resources, tools, and devices. Activities may include:
1. Developing a digital presentation to present content/curriculum to students.
2. Demonstrating the ability to use digital tools and resources to create lessons that enhance student learning.
3. Developing digital resources that promote student engagement with content and technology.
4. Demonstrating the ability to create and implement structures for classroom management.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content will be presented in person. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in live conversations during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
Evaluation Method Student:	F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

1. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plan, and participation in reporting students' results of instruction.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the knowledge to increase teacher capacity in the area of technology usage and interact with the facilitator to increase understanding of CCDS digital tools and resources.

Administrators will use data for discussion to encourage continued growth in technology usage.

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	May 2023~~N/A~~
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

   Component Number: 3-100-003

   Function: 3 Technology Integration/Digital Learning Support

   Focus Area: 100

   Local Sequence Numbers: 003

   Points to be Earned: 80

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

   Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Learning Standard: 2.2: Learning Designs, Domain: Implementing Standard: 3.1: Implementation of Learning, Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
    a. Single message
    b. Picture communication systems
    c. Manual communication boards
    d. Voice output communication devices
    e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
    a. Identify vocabulary the student would need in specific environments.
    b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of development, including:
    a. communication
    b. social interactions
    c. academics
    d. daily living
    e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.
15, Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe how individuals with autism are included in transition planning in your district.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage in:
    Guided inquiry

Discussion
Observation of best practices
Practice of Strategies
Cycles of Feedback
Data analysis
Lesson Planning
Facilitated Group Discussions
Case Studies
Reading Professional Texts
Action Planning
Presentations
Action Research

HOW will the experiences be provided to participants during this professional learning opportunity?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	C- Changes in student services/support practices
Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.

3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

a. What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

b. What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

c. Who will use these aspects of PD evaluation data?

The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	April 2022
Department:	ESE
Name(s) of Component Author(s):	Peggy Williams, Revisions 2022 Rebekka Mathews

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Synergy
Component Number:	3-422-001
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	422
Local Sequence Numbers:	001
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to provide participants with the skills necessary to effectively use Synergy to record student information (assessments, assignments, attendance, communication, discipline, grades, etc.).

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Assessment and tracking student progress, Digital Learning/Technology Infusion, Instructional leadership (as per FPLS standards), Multi-tiered System of Supports (MTSS), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Learning 2.5: Use of Technology, Educator- Learning 2.7 Coordinated Records, Educator- Implementing 3.3 Web-based Resources and Assistance, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.3 Web-based Resources and Assistance, District- Planning 1.5: Integration of Initiatives, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Implementing 3.3 Web-based Resources and Assistance~~
   2.1 Learning - Learning Outcomes
   2.2 Learning - Learning Designs
   3.1 Implementing - Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Accurately and efficiently enter student data.
   2. Create and analyze reports of student data.

3. Communicate effectively and efficiently with stakeholders.
4. Navigate the Synergy platform efficiently.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of best practices for entering, maintaining, and communicating student data. Activities may include:
1. Demonstrating the ability to navigate the Synergy platform.
2. Demonstrating the ability to enter student data.
3. Demonstrating the ability to create a report of student data.
4. Demonstrating the ability to communicate with stakeholders.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content may be presented in person at or via virtual meetings. Participants will receive the digital resources necessary for learning. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Changes in practices and teacher efficacy as measured by timely input of student data, including communication logs, assignments, grades, report cards, etc.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the knowledge to increase teacher capacity in the area of entering, maintaining, and analyzing student data and interact with the facilitator to increase understanding of the Synergy platform.

Administrators will use data for discussion to encourage continued growth in the area of entering, maintaining, and analyzing student data

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May ~~January~~ 2023~~N/A~~
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Synergy: Self-Paced
Component Number:	3-422-002
Function:	3 Technology Integration/Digital Learning Support
Focus Area:	422
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to provide participants with the skills necessary to effectively use Synergy to record student information (assessments, assignments, attendance, communication, discipline, grades, etc.).

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Digital Learning/Technology Infusion, Instructional leadership (as per FPLS standards), Multi-tiered System of Supports (MTSS), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Learning 2.5: Use of Technology, Educator- Learning 2.7 Coordinated Records, Educator- Implementing 3.3 Web-based Resources and Assistance, School- Learning 2.5: Use of Technology, School- Learning 2.7 Coordinated Records, School- Implementing 3.3 Web-based Resources and Assistance, District- Learning 2.5: Use of Technology, District- Learning 2.7: Coordinated Records, District- Implementing 3.3 Web-based Resources and Assistance~~
2.1 Learning - Learning Outcomes
2.2 Learning - Learning Designs
3.1 Implementing - Implementation of Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. SPECIFIC LEARNER OUTCOMES:

1. Accurately and efficiently enter student data.
2. Create and analyze reports of student data.

3. Communicate effectively and efficiently with stakeholders.
4. Navigate the Synergy platform efficiently.

7. LEARNING PROCEDURES (Methods):

C- Electronic, Non-Interactive (knowledge transmission/training but no job embedded implementation supports)

WHAT will occur during this professional learning opportunity?

Participants complete online learning sessions, during which they will engage in active learning and application of best practices for entering, maintaining, and communicating student data. Activities may include:
1. Demonstrating the ability to navigate the Synergy platform.
2. Demonstrating the ability to enter student data.
3. Demonstrating the ability to create a report of student data.
4. Demonstrating the ability to communicate with stakeholders.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be delivered virtually through self-paced virtual modules. Participants may view videos, complete activities, and be asked to provide a reflection and feedback virtually.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will engage with content during the session and reflect on their learning. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Changes in practices and teacher efficacy as measured by timely input of student data, including communication logs, assignments, grades, report cards, etc.
2. Administrators will observe a change in practice based on classroom walkthroughs and lesson plans.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the knowledge to increase teacher capacity in the area of entering, maintaining, and analyzing student data and interact with the facilitator to increase understanding of the Synergy platform.

Administrators will use data for discussion to encourage continued growth in the area of entering, maintaining, and analyzing student data

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	May 2023~~N/A~~
Department:	Information and Technology Services
Name(s) of Component Author(s):	Sabrina Thomas

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders
                                        with Field Experience

   Component Number: 4-102-005

   Function: 4 Assessment and Data Analysis/Problem Solving

   Focus Area: 102

   **Local Sequence
   Numbers:**   005

   Points to be Earned: 80

   Primary Purpose: A*- Add-on Endorsement

2. **DESCRIPTION**:

   Participants will be able to identify characteristics associated with Autism Spectrum Disorders (ASD),
   demonstrate an understanding of current trends and research-based methodologies used to create
   appropriate instructional programs for these students, and become familiar with formal and informal
   assessments used for diagnosis and instructional planning.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress,
   Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion,
   Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs
   Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and
   ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Planning Standard: 1.1: Professional Learning Needs, Domain: Planning Standard: 1.2:
   Professional Learning Resources, Domain: Implementing Standard: 3.1: Implementation of Learning,
   Domain: Evaluating Standard: 4.1: Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted,
   Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking
   improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
    a. criteria for determining eligibility (medical and educational)
    b. autism-specific instruments
    c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
    a. opportunities to enhance communicative initiations and interactions;
    b. opportunities for appropriate play and leisure activities;
    c. self-regulation and self-control;
    d. sensory-motor concerns and
    e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

B- Electronic, interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage in:
Guided inquiry
Discussion
Observation of best practices
Practice of Strategies
Cycles of Feedback
Data analysis
Lesson Planning
Facilitated Group Discussions
Case Studies
Reading Professional Texts
Action Planning
Presentations
Action Research

HOW will the experiences be provided to participants during this professional learning opportunity?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	C- Changes in student services/support practices
Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What evaluation data address value of the PD design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

What evaluation data addresses quality of implementation of the PD?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021, May 2023
Department:	The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and plan future sessions.
Name(s) of Component Author(s):	Peggy Williams, Revised 2023 by Rebecca Mathews

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Gifted Competency 1 - Nature and Needs
Component Number:	4-106-006
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	106
Local Sequence Numbers:	006
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. **DESCRIPTION**:

    Nature and Needs of Students Who Are Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. Nature and Needs of Students Who Are Gifted provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. **IMPACT AREA(S):**

    Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following:

- The historical foundation of gifted education.
- The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents.
- The process of screening and identifying students who are gifted.
- The knowledge of issues involved with planning, developing, and implementing services for students who are gifted.
- The essential role of collaboration to support students who are gifted and teachers.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.
Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant will complete one or more of the following:
i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other: as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional or learning environment practices.
Changes in observed educator proficiency in implementing targeted standards or initiatives.
Results of school/teacher constructed student growth measure(s) that track student progress.
Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and progress monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Gifted Competency 3 - Guidance and Counseling
Component Number:	4-106-007
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	106
Local Sequence Numbers:	007
Points to be Earned:	60 points
Primary Purpose:	A*- Add-on Endorsement

2. **DESCRIPTION**:

   Guidance and Counseling for the Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, To provide Clay County students with the highest quality teaching and learning processes available.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Planning Standard: 1.2: Professional Learning Resources, Domain: Learning Standard: 2.2: Learning Designs

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Select appropriate accommodations and modifications for students that are gifted.
   2. Outline the development of guidance and counseling protocols for students that are gifted.
   3. Recognize the importance of applied behavior analysis in order to better support student success.
   4. Distinguish characteristics of positive behavior supports for effective instruction of students that are gifted.

5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective changes for how to counsel students that are gifted.

7. LEARNING PROCEDURES (Methods):

B- Electronic, Interactive (includes facilitation supporting development/application on the job)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio-visual aids
Laboratory activities (role-playing)
Conferences and Seminars (with proper documentation)
Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program.
Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant will complete one or more of the following:
i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

R- Electronic - Interactive with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership

Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method
Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

Changes in instructional or learning environment practices.
Changes in observed educator proficiency in implementing targeted standards or initiatives.
Results of school/teacher constructed student growth measure(s) that track student progress.
Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2020
Date Revised:	May 2021
Department:	ESE
Name(s) of Component Author(s):	Jessica Ehlinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Data Analysis/Assessment
Component Number:	4-401-002
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	401
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to enable participants to increase knowledge and acquire skills in data analysis and assessment methods and systems to improve student learning, improve student behavior, and create more efficient and effective learning environments at all grade levels. Through ongoing learning within this component participants will be able to implement instructional strategies that will create a more individualized learning environment. Additionally, participants will be able to recognize and evaluate research-based data analysis and assessment tools and techniques that can be used to identify student instructional needs.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Assessment and tracking student progress, Continuous Improvement practices, Evaluation system indicators/rubrics/components

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Domain: Planning 1.1 Needs Assessment, School- Domain: Planning 1.1 Needs Assessment, District- Domain: Planning 1.1 Needs Assessment~~
   0.1 Foundation- Leadership
   1.1 Needs & Planning- Professional Learning Needs
   2.1 Learning- Learning Outcomes
   3.1 Implementing- Implementation of Learning
   4.1 Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Identify and implement research-based practices/assessments to enhance student learning.
   2. Demonstrate knowledge of current data analysis/assessment procedures and policies.

3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff.

4. Develop and implement techniques that will teach students how to analyze information and their own assessment data.

5. Demonstrate knowledge and understanding of rubrics, portfolios, effective alternative assessments, disaggregation and interpretation of student data, and formal and informal assessment strategies/techniques.

6. Develop and implement knowledge and skills of the MTSS process.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of data analysis and assessment practices. This may include research, professional reading, expert content presentation, state level training, disaggregating data, applying structures and protocols for reviewing student work samples and for data analysis, utilization of the problem solving process, and collegial collaboration. Additionally participants may develop and implement data assessments to enhance learning, use data to make informed decisions, generate rubrics for a variety of tasks, and/or utilize and report data with accuracy.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented

in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

• Changes in instructional or learning environment practices.
• Changes in observed educator proficiency in implementing targeted standards or initiatives.
• Results of school/teacher constructed student growth measure(s) that track student progress.
• Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will:
Use the knowledge to increase teacher capacity in the area of data analysis/assessment
Interact with the instructor to increase understanding of differentiating instruction in response to data.
CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this component

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 7/1/2010

Date Revised: May 2021, May 2023

Department: Professional Learning

Name(s) of Component Author(s): Submitted by Master Inservice Plan Committee

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	MTSS Training for School Level Problem Solving Teams
Component Number:	4-415-001
Function:	4 Assessment and Data Analysis/Problem Solving
Focus Area:	415
Local Sequence Numbers:	001
Points to be Earned:	20
Primary Purpose:	H*****- No certification, job acquisition or retention purposes

2. DESCRIPTION:

Participants (School Based MTSS Problem Solving Teams) will receive training on the evidence based system of a Multi-Tiered System of Supports (MTSS) through one 8-hour professional learning session and three 4-hour follow up professional learning sessions, totaling 20 hours. The initial 8 hours of training will be focused on the current district MTSS procedures and establishing a fully functioning problem solving team at each school site. The follow up sessions will provide continued support and learning in this area as well as offer additional learning with specific MTSS concepts, based upon district need. The professional learning opportunity is specifically geared towards MTSS Lead Administrators, Intervention Team Facilitators, and other administrative designees.

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Multi-tiered System of Supports (MTSS)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 1.2 Needs & Planning- Professional Learning Resources, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning

5. IMPACT AREA(S):

Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Participants will gain knowledge of:
Current district MTSS procedures and practices
Establishing and maintaining a fully functioning problem solving team at each school site
Additional MTSS learning, based upon district need

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend in person professional learning sessions, during which time they will receive MTSS content information, information about current District MTSS expectations and procedures, collaborate with team members, and hold discussions with colleagues concerning the content presented. Each participant will have opportunities to share and gain deeper knowledge as it pertains improving the current practice of problem solving at their individual schools.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented at in person professional learning sessions. Each participant is expected to participate in collegial conversations revolving around student achievement and improved academic and behavioral outcomes for students.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively engage in collegial problem solving conversations, with a focused outcome of improved academic and behavioral outcomes for students.
Participants will be responsible for disseminating information at their school site, under the direction of the school's lead administrator.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	B- Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students)
Evaluation Method Student:	A- Results of national, state or district-developed/standardized student performance measure(s)

Changes in instructional leadership or faculty development practices (observed or measured impact on leader proficiency, faculty or students) will be measured by increased student academic achievement.

Who will use the evaluation impact data gathered?

Academic Services will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing an evaluation form at the conclusion of the course. Academic Services will use the evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 - pending board approval
Date Revised:	N/A
Department:	Academic Services/Elementary Education
Name(s) of Component Author(s):	Robin Rae

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Classroom Management
Component Number:	5-404-003
Function:	5 Classroom Management
Focus Area:	404
Local Sequence Numbers:	003
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective learning environments at all levels. This component will enable participants to recognize and evaluate effective classroom management strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, Learning environment (as per FEAPS standards), Professional and ethical behavior

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Domain: Planning 1.1 Needs Assessment, Educator- Domain: Planning 1.2: Administrator Review, Educator- Domain: Planning 1.3: Professional Development Plan, Educator- Domain: Learning 2.1: Learning Communities, Educator- Domain: Learning 2.3: Learning Strategies, Educator- Domain: Learning 2.4: Sustained Professional Learning, Educator- Domain: Implementing 3.1 Implementation of Learning, Educator- Domain: Implementing 3.2 Coaching and Mentoring, Educator- Domain: Evaluating 4.2 Changes in Educator Practice, Educator- Domain: Evaluating 4.3 Changes in Students, Educator- Domain: Evaluating 4.4 Evaluation Measures~~ 0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 1.2 Needs & Planning- Professional Learning Resources, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   Upon successful completion of the component, all participants will be able to implement classroom

management strategies that will create a culture of learning in classrooms allowing for effective learning to take place. Participants will be able to recognize, implement, and evaluate effective research based classroom management strategies.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in and implementing professional learning communities that reflect on classroom management strategies that could be implemented to create a culture of learning and advance student learning.
2. Developing, participating in, and implementing procedures for promoting desirable student behaviors in learning environments including utilizing Positive Behavioral Interventions and Supports (PBIS) in the classroom.
3. Developing, participating in, and implementing consequences designed to reduce the occurrence of behaviors that result in exclusionary discipline in accordance with Clay County School Board policies.
4. Developing, participating in, and implementing classroom management procedures that will integrate the ~~affective~~ effective curriculum with academics that will enhance students' learning environment.
5. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
6. Develop and implement classroom behavior management strategies appropriate for use with high risk students.
7. Develop and implement techniques for individualizing instruction for specific high risk students.
8. ~~Participating in and implementing distance learning activities.~~

HOW will the experiences be provided to participants during this professional learning opportunity?

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Demonstrate knowledge of the skills of high performing teachers such as organization, questioning techniques, effective presentations, developing and administering assessments, conferencing with parents, teaching/learning styles, ~~multiple intelligences~~, the difference between concepts, academic rules, value knowledge, laws and law-like, Learning Target Plans, and Professional Development Plans.
2. Demonstrate knowledge of productive group work, cooperative learning, and group work.
3. Develop and implement classroom management concepts and techniques.
4. Develop knowledge of high-risk student characteristics and research-based instructional strategies designed to meet their needs.
5. Develop a variety of strategies for improving behavior management including cognitive and empirical approaches.
6. Develop and implement knowledge of cooperative discipline.
7. Demonstrate skills in teaching students from varied cultures.

8. Research and implement proven strategies for motivating students.
9. Develop and implement knowledge and skills of the MTSS process.
10. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

- Changes in culture of learning practices

Who will use the evaluation impact data gathered?

-Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

-Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
-Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	May 2021, May 2023
Department:	Climate and Culture
Name(s) of Component Author(s):	Kristi Gomez

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Safe Crisis Management
Component Number:	6-103-005
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	103
Local Sequence Numbers:	005
Points to be Earned:	60 points maximum
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and utilize effective de-escalation strategies for controlling crisis situations.

Upon successful completion of the component, all participants will be able to implement research-based de-escalation strategies that will create a safe learning environment. Participants will also be able to recognize and evaluate student behavior and apply safe crisis management strategies.

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Continuous Improvement practices, Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements, Job Requirement

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Domain: Planning Standard: 1.2: Professional Learning Resources

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools

at all levels. It will enable participants to recognize and utilize effective de-escalation strategies for controlling crisis situations.

Upon successful completion of the component, all participants will be able to implement research-based de-escalation strategies that will create a safe learning environment. Participants will also be able to recognize and evaluate student behavior and apply safe crisis management strategies.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Lecture
Discussion
Demonstration
Audio - visual aids
Role Playing
Physical skills demonstration
Conferences and Seminars

HOW will the experiences be provided to participants during this professional learning opportunity?

Discussion
Role Playing
Reading and Reviewing material
Physical Skills Practice

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant will report any use of Emergency Safety Physical Intervention and maintain annual certification in Safe Crisis Management

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented

in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: D- Observation of student performance

Observation of student behavior

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Teacher, Assistants, IEP team, Administrators, District Level Employees

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teacher use of de-escalation strategies.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	October 2009
Date Revised:	May 2021
Department:	Climate and Culture
Name(s) of Component Author(s):	Jennifer Zimmerman

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Student Services - A Safe Learning Environment
Component Number:	6-404-001
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	404
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to enable participants to establish an inviting and safe learning environment for students at all grade levels. This component will enable participants to recognize and evaluate effective strategies and techniques for creating a safe, positive place for learning.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, Learning environment (as per FEAPS standards), Professional and ethical behavior

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Planning 1.1 Needs Assessment, Educator- Planning 1.2: Administrator Review, Educator- Planning 1.3: Professional Development Plan, Educator- Learning 2.1: Learning Communities, Educator- Learning 2.3: Learning Strategies, Educator- Learning 2.4: Sustained Professional Learning, Educator- Implementing 3.1 Implementation of Learning, Educator- Implementing 3.2 Coaching and Mentoring, Educator- Evaluating 4.2 Changes in Educator Practice, Educator- Evaluating 4.3 Changes in Students~~ 0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 1.2 Needs & Planning- Professional Learning Resources, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning, 4.1 Evaluating- Evaluation of Professional Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

   Upon successful completion of the component, all participants will be able to ↵ implement strategies that will create safe learning environments. Participants will be able to recognize and evaluate procedures and research-based best practices in eliminating any physical, cultural, or mental health concerns ~~threats~~ or barriers that may

interfere with the academic achievement of students.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in professional learning communities that reflect on 21st century skills and strategies that could be implemented to advance student learning.
2. Participating in and implementing suicide prevention strategies with students and adults to enhance health, safety, while reducing risk.
3. Participating in and implementing Positive Behavioral Interventions and Supports (PBIS), a research-based Tier 1, schoolwide behavioral program.
4. Participating in and implementing techniques of crisis intervention training.
5. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
6. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance health and safety while reducing risk.
7. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in the instruction of high risk students.
8. Participating in and implementing distance learning activities.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Demonstrate knowledge of analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues and implement effective methods of communication, consultation, and collaboration with students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in educational teams.
3. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students.
4. Develop and implement research-based intervention strategies for conflict prevention and resolution of student/faculty conflicts.
5. Implement established procedures within schools in the event of an emergency or catastrophic event.
6. Identify and implement behavioral interventions that promote and support safety in the learning environment.
7. Recognize and apply the laws, rules, policies, and established procedures that are required in providing a safe place to learn.
8. Develop knowledge and effective implementation of the MTSS process.
9. Identify effective classroom practices that promote human rights for developing an understanding and

appreciation of diversity.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	B- Results of school/teacher-constructed student growth measure(s) that track student progress

-Changes in instructional or learning practices
-Changes in observed educator proficiency in implementing targeted standards or initiatives

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

-Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

-Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
-Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised:	May 2021, May 2023
Department:	Climate and Culture
Name(s) of Component Author(s):	Laura Fogarty, Erika Gilbert, Kristi Gomez, and Heather McDonald

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Student Services - Social, Counseling, Psychological, and Health

   Component Number: 6-409-001

   Function: 6 School Safety/Safe Learning Environment/School Culture

   Focus Area: 409

   Local Sequence Numbers: 001

   Points to be Earned: 1-120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   The purpose of this component is to enable participants to improve student learning, improve student behavior, recognize multicultural issues, and create more efficient and effective schools at all grade levels. This component will enable participants to recognize and evaluate effective student services procedures and learning strategies.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, Learning environment (as per FEAPS standards), Professional and ethical behavior

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Domain: Planning Standard: 1.1: Professional Learning Needs~~ 0.1 Foundation- Leadership; 1.1 Needs & Planning- Professional Learning Needs; 1.2 Needs & Planning- Professional Learning Resources

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

   Upon successful completion of the component, all participants will be able to implement strategies that will create a more responsive and engaged learning environment. Participants will be able to recognize and evaluate research-based academic interventions and best practices to eliminate physical, cultural, or mental health concerns ~~threats~~ or barriers that may interfere with a student's academic achievement.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in and implementing suicide prevention strategies with students and adults to enhance health, and safety, while reducing risk.
2. Participating in and implementing schoolwide, research based positive behavioral interventions and supports (PBIS) and restorative practices programs.
3. Participating in and implementing crisis intervention practices.
4. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
5. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in supporting students.
6. Participating in and implementing distance learning activities.
7. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance health and safety while reducing risk.
8. Participating in and implementing a school wide program focused on student safety and prevention.
9. Participating in and implementing a school wide Life Skills ~~social and emotional learning (SEL)~~ program.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
2. Demonstrate knowledge of legal and ethical issues involved in the social, counseling, psychological, and health issues in the schools.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent(s)/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. Develop and implement methods of accommodating assessment, instruction, and materials to meet individual student needs.
5. Develop and implement knowledge of transition planning from elementary to secondary education to develop desired post-school outcomes.
6. Identify and deliver methods/techniques to generate a dropout retrieval program.
7. Implement the knowledge of state and federal legislation affecting the education of students by adapting that knowledge to academic and career planning for post-school outcomes.
8. Develop and implement research-based concepts and models to improve racial/ethnic relations and understandings among students and faculties.
9. Demonstrate knowledge and implement new testing instruments and evaluation techniques for all

forms of assessment.

10. Analyze and relate current information regarding scholarships, financial aid, and ~~transitional~~ trends in education.

11. Identify and use current laws, rules, policies, and procedures in managing student records.

12. Knowledge in analyzing and maintaining student attendance records.

13. Develop and implement research-based models that promote parent involvement and parent support.

14. Develop and implement knowledge and skills in the Multi Tiered System of Support process.

15. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: B- Results of school/teacher-constructed student growth measure(s) that track student progress

-Changes in instructional or learning practices

-Changes in observed educator proficiency in implementing targeted standards or initiatives

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

-Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

-Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.

-Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.

-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July 2010
Date Revised:	May 2021, May 2023
Department:	Climate and Culture
Name(s) of Component Author(s):	Laura Fogarty, Erika Gilbert, Kristi Gomez, and Heather McDonald

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Youth Mental Health First Aid

   Component Number: 6-409-001

   Function: 6 School Safety/Safe Learning Environment/School Culture

   Focus Area: 409

   Local Sequence Numbers: 001

   Points to be Earned: 120

   Primary Purpose: D- Other Professional Certificate/License Renewal

2. **DESCRIPTION:**

   Learn a 5-step action plan that helps you to take action in understanding and responding to mental health challenges and crises in young people.

   Youth Mental Health First Aid teaches you how to recognize signs and symptoms, identify, understand and respond to signs of mental illness and substance use disorders in youth. This training gives adults who work with youth the skills they need to reach out and provide initial support to children and adolescents (ages 6-18) who may be developing a mental health or substance use problem and help connect them to needed care.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, Learning environment (as per FEAPS standards), Multi-tiered System of Supports (MTSS), Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Needs & Planning- Professional Learning Needs, Needs & Planning- Professional Learning Resources~~
   1.1 Needs & Planning- Professional Learning Needs
   1.2 Needs & Planning- Professional Learning Resources
   3.1 Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES:**

   Once you are certified in Youth Mental Health First Aid, you will be able to:

   -Identify the common mental health concerns among youth

-Reduce stigma
-Recognize the signs and symptoms of mental health and substance use problems in youth
-Use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as suicide.

Participants earn a three-year certification upon completion.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Participating in and implementing suicide prevention strategies with students and adults to enhance health, and safety, while reducing risk.
2. Participating in and implementing crisis intervention practices.
3. Develop and implement appropriate strategies and resources to assess students' interests, abilities, and/or aptitudes.
4. Develop and implement the cognitive, psychomotor, and affective strategies appropriate for use in supporting students.
5. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance health and safety while reducing risk.
6. Participating in and implementing a school wide program focused on student safety and prevention.
7. Participating in and implementing a school-wide life skills ~~social and emotional learning (SEL)~~ program.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content will be presented in research-based workshops, on-site visitation/demonstrations (including technology), problem-solving teams, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures and role-playing that will enhance the job performance of Student Services staff.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Informs adults about common mental health concerns among youth.
2. Demonstrate knowledge of and skills in analyzing data to identify students' environmental and instructional needs in order to select appropriate proactive learning and behavioral strategies and interventions.
3. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parent/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
4. To reduce the stigmas for people with Mental Illness.
5. To teach adults how to recognize signs and symptoms of mental health and substance use problems in youth.
6. To provide adults with skills to use a 5-step action plan to help a youth who may be facing a mental health problem or crisis., such as suicide.
7. Develop and implement research-based models that promote parent involvement and parent support.

8. Develop and implement knowledge and skills in the Multi Tiered System of Support process.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

-Changes in instructional or learning practices
-Changes in observed educator proficiency in implementing targeted standards or initiatives.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

-Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

-Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
-Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
-The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: April 2022

Date Revised: May 2023~~N/A~~

Department: Climate and Culture

Name(s) of Component Author(s):   Karen Olley

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Basic Life Saving Training
Component Number:	6-414-002
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	414
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	D- Other Professional Certificate/License Renewal

2. **DESCRIPTION**:

   This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, splinting, trauma & medical emergencies, shock, burn care, safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and re-current training as required.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Not significantly related to any PL Standard

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Participants will gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the Heimlich maneuver to clear obstructed airway in choking.
   2. Participants will gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross.

3. Participants will gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock. 4. Participants will demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross.
5. Participants will demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals.
6. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

One of the following will occur:
1. A three-day workshop will be conducted by a certified trainer in BLS/CPR and First Aid.
2. A sixteen-hour workshop, which will include lectures, demonstrations, and an emergency first aid video, will be conducted.
3. Participants will be involved in simulated emergency rescue situations in order to demonstrate acquisition of skills.
4. An eight-hour course of instruction on Basic Life Support and First Aid Training.
5. A four-hour course of instruction and testing is required for the adult-only certification. An additional two hours are required to add the pediatric certification.

HOW will the experiences be provided to participants during this professional learning opportunity?

One of the following:
1. In person workshop
2. Virtual Red Cross Curriculum
3. Both listed above

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participant shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%. The participant will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation,

conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

   Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

   Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

   The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of participants shall demonstrate increased skill or knowledge.

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   All coaches will be certified in the district to be in compliance with the Zachary Martin Act

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

    Participants will be certified in CPR/AED/First Aid following training

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: October 2009

Date Revised: May 2021

Department: K-12 Academic Services- Athletics

Name(s) of Component Author(s):   John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Basic Life Saving Training (ESE)
Component Number:	6-414-002
Function:	6 School Safety/Safe Learning Environment/School Culture
Focus Area:	414
Local Sequence Numbers:	002
Points to be Earned:	120
Primary Purpose:	D- Other Professional Certificate/License Renewal

2. DESCRIPTION:

This component is designed to train participants on adult and pediatric CPR (Cardiopulmonary Resuscitation), choking, bleeding control, bandaging, ~~splinting~~, trauma & medical emergencies, shock, burn care, first aid review ,safety, and accessing 9-1-1 services. Also included is an introduction to AEDs (Automatic External Defibrillator). This component trains the first aid provider/lay person responder what to do until EMS (Emergency Medical Service) arrives. This is a certification course which will require continuing education and re-current training as required.

3. LINK(S) TO PRIORITY INITIATIVES:

Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

Not significantly related to any PL Standard

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. SPECIFIC LEARNER OUTCOMES:

1. Participants will gain knowledge on how to identify Sudden Cardiac Arrest (SCA) and how to respond to SCA with the application of Cardiopulmonary Resuscitation (CPR), use of an AED, and use of the ~~Heimlich~~ anti-choking maneuver to clear obstructed airway in choking.
2. Participants will gain knowledge of the curriculum and concepts necessary to successfully teach basic life support/CPR as prescribed by the American Heart Association or American Red Cross.
3. Participants will gain knowledge on how to identify and react to basic life saving functions; clearing an airway, artificial breathing, artificial circulations, controlling the loss of blood flow, poisons, and trauma shock.
4. Participants will demonstrate CPR and FBAO (Foreign Body Airway Obstruction) skills for evaluation according to standards established by the American Heart Association and the American Red Cross.

5. Participants will demonstrate knowledge of the specific hands-on procedures needed to teach the actual administration of CPR to individuals.
6. Identify effective classroom practices that promote human rights for developing an understanding and appreciation of diversity.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

One of the following will occur:
1. A three-day workshop will be conducted by a certified trainer in BLS/CPR and First Aid.
2. A sixteen-hour workshop, which will include lectures, demonstrations, and an emergency first aid video, will be conducted.
3. Participants will be involved in simulated emergency rescue situations in order to demonstrate acquisition of skills.
4. An eight-hour course of instruction on Basic Life Support and First Aid Training.
5. A four-hour course of instruction and testing is required for the adult-only certification. An additional two hours are required to add the pediatric certification.

HOW will the experiences be provided to participants during this professional learning opportunity?

One of the following:
1. In person workshop
2. Virtual Red Cross Curriculum
3. Both listed above

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participant shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%. The participant will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.

8. IMPLEMENTATION/MONITORING PROCEDURES:

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on

educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The instructor will submit to the facilitator a summary of the pass/fail rate of the participants post-assessment. At least 90% of participants shall demonstrate increased skill or knowledge.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

All health assistants, nurses, and clinic relief staff will be certified in the district.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will be certified in CPR/AED/First Aid following training.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: April 2022

Date Revised: May 2023~~N/A~~

Department: ESE (9005)

Name(s) of Component Author(s): Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Clinical Educator Training

   Component Number: 7-409-001

   Function: 7 Management/Leadership/Planning

   Focus Area: 409

   Local Sequence Numbers: 001

   Points to be Earned: 60

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by training teacher leaders to serve in a support capacity for teacher candidates, new teachers, and teachers on temporary certification seeking their professional credentialing. Teacher leaders will seek to enhance their knowledge of curriculum and instructional practices, as well as adult learning strategies. Effective training, support, and monitoring of high impact practices, combined with data analysis, continual professional improvement, and targeted feedback can enhance the quality of instruction for all students within the organization.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional design and lesson planning, Professional and ethical behavior.

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Foundation- Leadership, Needs & Planning- Professional Learning Needs, Needs & Planning-Professional Learning Resources

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will:
   -employ knowledge of growth mindset as a foundation for their guidance and support of developing teachers
   - demonstrate a knowledge of the effective planning
   -identify and evaluate methods for observation and data collection
   -demonstrate knowledge and effective implementation of professional learning based on analysis of need

- provide high quality non-judgemental feedback, focused on data, that supports continued growth for the developing teacher
-foster reflection through use of purposeful questioning
-model reflection and growth mindset by making thinking and planning processes visible
-demonstrate the ability to deal with interpersonal process, such as collaboration, conflict management, problem solving and decision making, that accompany change efforts

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of effective clinical educator practices as outline by FLDOE model. This may include professional reading, expert content presentation, state level training, lesson planning, data analysis, role play coaching conversations, utilizing observational tools, and/or collegial collaboration.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices within their role.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will reflect on their areas of strength and opportunities for development and advocate for training, support and/or leading to get the most from their professional learning experience
3. Participants will apply their learning to support the ongoing development of teacher candidates, and others whom they are able to mentor.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	G- Changes in observed educator proficiency in practices that occur generally without students present (e.g. lesson design, collegial team learning processes, problem solving processes, needs assessments, data analyses, sharing practices with colleagues)
Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implement follow-up actions; and revise as needed

Who will use the evaluation impact data gathered?

Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support for developing teachers.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	April 2022
Date Revised:	N/A
Department:	Professional Learning
Name(s) of Component Author(s):	Robin Bossinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Mentorship and Instructional Coaching

   Component Number: 7-409-002

   Function: 7 Management/Leadership/Planning

   Focus Area: 409

   Local Sequence Numbers: 002

   Points to be Earned: 120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by training teacher leaders to serve in a support capacity for teacher candidates, new teachers, and teachers on temporary certification seeking their professional credentialing. Teacher leaders will participate in ongoing learning which may include evaluating and applying research-based instructional strategies, knowledge of curriculum and instructional practices, as well as adult learning strategies. Effective training, support, and monitoring of high impact practices, combined with data analysis, continual professional improvement, and targeted feedback can enhance the quality of instruction for all students within the organization.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Digital Learning/Technology Infusion, Instructional design and lesson planning, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Professional and ethical behavior

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   0.1 Foundation- Leadership, 1.1 Needs & Planning- Professional Learning Needs, 2.1 Learning- Learning Outcomes, 2.2 Learning- Learning Designs, 3.1 Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will:
   -employ knowledge of growth mindset as a foundation for their guidance and support of developing

teachers
- demonstrate a knowledge of the effective planning to include both management and instructional rigor elements
-utilize FEAPs to govern goal setting and areas of focus with developing teachers
-demonstrate knowledge and effective implementation of professional learning based on analysis of need
- provide high quality non-judgemental feedback, focused on data, that supports continued growth for the developing teacher
-foster reflection through use of purposeful questioning
-model reflection and growth mindset by making thinking and planning processes visible when modeling, co-teaching, and offering job-embedded support
-demonstrate the ability to deal with interpersonal process, such as collaboration, conflict management, problem solving and decision making, that accompany change efforts

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of effective coaching and mentorship practices. This may include research, professional reading, expert content presentation, state level training, lesson planning, data analysis, role play coaching conversations, utilizing observational tools, and/or collegial collaboration. Participants may also plan for learning in action where coaching is observed by peers and/or school and district leaders for feedback on practices once implemented.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices with developing teachers they are supporting, or as otherwise applicable to their role.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will reflect on their areas of strength and opportunities for development and advocate for training, support and/or leading to get the most from their professional learning experience
3. Participants will apply their learning to support the ongoing development of teacher candidates, and others whom they are able to mentor.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection

on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)
Evaluation Method Student:	G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

   The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implement follow-up actions; and revise as needed.

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support for developing teachers.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

   Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023- Pending Board Approval
Date Revised:	N/A
Department:	Professional Learning
Name(s) of Component Author(s):	Robin Bossinger

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Athletic Leadership Best Practices

   Component Number: 7-507-001

   Function: 7 Management/Leadership/Planning

   Focus Area: 507

   Local Sequence Numbers: 001

   Points to be Earned: 120

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   This component will improve knowledge of athletic coaches and athletic directors through the use of effective PLC style meetings along with direct instruction of best practices in the field of athletic leadership.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Collegial learning practices, Continuous Improvement practices, Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Athletic Director Development

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Domain: Foundation Standard: 0.1: Leadership, Educator- Domain: Learning 2.3: Learning Strategies, District- Domain: Learning 2.5: Use of Technology, Educator- Domain: Implementing 3.2 Coaching and Mentoring~~
   2.1 Learning- Learning Outcomes
   3.1 Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

   Participants will gain knowledge of:
   1. Athletic leadership best practices
   2. Team and school branding and marketing
   3. Effective social media implementation

4. How to build revenue streams for team/department,
5. Best practices in positive coaching
6. Community relations
7. Effective facility management
8. Game management
9. Conflict resolution skills
10. Coaching retention and recruitment practices

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Coach participants will have opportunities to model, observe implementation and provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to share and gain deeper knowledge as it pertains to athletic leadership best practices in interscholastic athletics.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented via in person professional development meetings/ workshops.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively participate in group meetings and discussions, including but not limited to group share out/presentations.

8. IMPLEMENTATION/MONITORING PROCEDURES:

O- Collaborative Planning - Monitoring, and feedback related to targeted professional learning, includes Learning Community or other properly implemented team learning practices focused on job-embedded learning supported by colleagues

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school

level processes for tracking student progress)

Evaluation Method Student:	D- Observation of student performance

Changes in athletic department practices and coaching efficacy as measured by student athlete experience, revenue streams and overall athletic program efficacy.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to increase leadership capacity in the area of interscholastic athletics.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2021
Date Revised:	~~N/A~~ May 2023
Department:	Academic Services K-12 Athletics
Name(s) of Component Author(s):	John Sgromolo

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Administrator Development
Component Number:	7-507-016
Function:	7 Management/Leadership/Planning
Focus Area:	507
Local Sequence Numbers:	016
Points to be Earned:	180
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enable participants to implement strategies which improve student learning, student behavior, and create more efficient and effective schools at all levels. The Florida Principal Leadership Standards will serve as a guide and objectives for the collective learning, application, and evaluation of the component.

3. LINK(S) TO PRIORITY INITIATIVES:

Collegial learning practices, Continuous Improvement practices, Evaluation system indicators/rubrics/components, Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Organizational leadership proficiencies (as per FPLS), Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Foundation Standard: 0.1: Leadership, School- Domain: Planning 1.1 Needs Assessment, School- Domain: Planning 1.2: Administrator Review, School- Domain: Planning 1.3: Professional Development Plan, School- Domain: Learning 2.1: Learning Communities, School- Domain: Learning 2.2: Content Focused, School- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.4: Sustained Professional Learning, School- Domain: Learning 2.5: Use of Technology, School- Domain: Implementing 3.1 Implementation of Learning, School- Domain: Evaluating 4.1 Implementing the Plan, School- Domain: Evaluating 4.2 Changes in Educator Practice, School- Domain: Evaluating 4.3 Changes in Students, School- Domain: Evaluating 4.4 Evaluation Measures, School- Domain: Evaluating 4.5 Use of Results~~

0.1 Foundation- Leadership
1.1 Needs & Planning- Professional Learning Needs
1.2 Needs & Planning- Professional Learning Resources
2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job

6. **SPECIFIC LEARNER OUTCOMES**:

Participants will:
- understand and apply the Florida Principal Standards
- develop and demonstrate knowledge of effective practices in evaluation procedures
- identify, develop, and implement appropriate technologies for instruction, assessment, and/or management
-establish and oversee professional learning communities based upon individual and/or collective needs identified in student assessment data, climate and culture surveys, and/or other evaluation instruments
-identify effective practices that promote student achievement and engagement human rights and opportunities for developing an understanding and appreciation of diversity
-employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data

7. **LEARNING PROCEDURES (Methods):**

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, and collaborate with colleagues concerning the content presented.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content may be presented in person or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will apply their learning to support the ongoing development and/or management of the school staff, students, and/or resources

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: F- Changes in observed educator proficiency in implementing targeted state standards or initiatives (e.g. FEAPs practices, Principal Leadership Standards, PD Evaluation Protocol Standards, MTSS)

Evaluation Method Student: G- Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure for assessing impact of the component and supporting decisions to retain, revise, or delete the component

The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implements follow-up actions; and revises as needed

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support at their school site.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7/1/2010
Date Revised:	May 2021, May 2023
Department:	Professional Learning
Name(s) of Component Author(s):	Original Author- unknown, Revisions: Robin Bossinger (2021), Jennifer Shepard (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Instructional Leadership
Component Number:	7-517-001
Function:	7 Management/Leadership/Planning
Focus Area:	517
Local Sequence Numbers:	001
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by recognizing and evaluating research-based instructional strategies. Leaders will seek to enhance their knowledge of curriculum and instructional practices, as well as adult learning strategies. Effective training, support, and monitoring of high impact practices, combined with data analysis, continual professional improvement, and targeted feedback can enhance the quality of instruction for all students within the organization.

3. LINK(S) TO PRIORITY INITIATIVES:

Academic content standards for student achievement, Assessment and tracking student progress, Collegial learning practices, Continuous Improvement practices, Instructional leadership (as per FPLS standards), Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Domain: Foundation Standard: 0.1: Leadership, School- Domain: Planning 1.1 Needs Assessment, School- Domain: Planning 1.2: Administrator Review, School- Domain: Planning 1.3: Professional Development Plan, School- Domain: Learning 2.1: Learning Communities, School- Domain: Learning 2.2: Content Focused, School- Domain: Learning 2.3: Learning Strategies, School- Domain: Learning 2.4: Sustained Professional Learning, School- Domain: Learning 2.5: Use of Technology, School- Domain: Implementing 3.1 Implementation of Learning, School- Domain: Evaluating 4.1 Implementing the Plan, School- Domain: Evaluating 4.2 Changes in Educator Practice, School- Domain: Evaluating 4.3 Changes in Students~~

0.1 Foundation- Leadership
1.1 Needs & Planning- Professional Learning Needs
1.2 Needs & Planning- Professional Learning Resources
2.1 Learning- Learning Outcomes
2.2 Learning- Learning Designs
3.1 Implementing- Implementation of Learning
4.1 Evaluating- Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

Participants will:
-demonstrate a knowledge of effective planning for school improvement
-identify and evaluate effective instructional practices
-demonstrate knowledge and effective implementation of professional learning based on analysis of need
-participate in the monitoring and evaluation of current school/district improvement plans
-demonstrate the ability to deal with interpersonal process, such as collaboration, conflict management, problem solving and decision making, that accompany change efforts

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process (focused on modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which they will engage in active learning and application of effective instructional practices. This may include research, professional reading, expert content presentation, state level training, unpacking standards, data analysis, and/or collegial collaboration. Participants may also plan for the roll out of new learning to their faculty and staff as well as monitoring and feedback of practices once implemented.

HOW will the experiences be provided to participants during this professional learning opportunity?

Content may be presented in person at or via virtual meetings. Participants will receive necessary materials in print when applicable as well as access to online resources. Each participant is expected to participate in both live conversations and/or video chats during sessions and collaborate with colleagues as they plan to apply the new learning and/or practices on their campus.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will actively participate in ongoing discussions
2. Participants will adhere to all ethical and professional standards and maintain confidentiality as appropriate
3. Participants will reflect on their areas of strength and opportunities for development and advocate for training, support and/or leading to get the most from their professional learning experience
3. Participants will apply their learning to support the ongoing development and/or management of the school staff, students, and resources

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection

on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school level processes for tracking student progress)
Evaluation Method Student:	A- Results of national, state or district-developed/standardized student performance measure(s)

   The leader will review any and all available data to evaluate decisions for effectiveness, equity, intended and actual outcome; then implement follow-up actions; and revise as needed

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   Participants will use the data gathered to increase capacity to provide ongoing targeted feedback and support at their school site.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

    Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	7/1/2010
Date Revised:	May 2021, May 2023
Department:	Professional Learning
Name(s) of Component Author(s):	Original Author- unknown Revisions: Robin Bossinger (2021), Jennifer Shepard (2023)

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Food and Nutrition Services Training

   Component Number: 8-005-001

   Function: 8 General Support

   Focus Area: 005

   Local Sequence Numbers: 001

   Points to be Earned: 120

   Primary Purpose: H*****- No certification, job acquisition or retention purposes

2. **DESCRIPTION**:

   1. Food and Nutrition Services professionals will increase their knowledge of food safety and sanitation practices.

   2. Food and Nutrition Services professionals will learn the safe use of equipment and how to ensure a safe working environment.

   3. Food and Nutrition Services professionals will identify discrimination and sensitivity awareness through Civil Rights training.

   4. Food and Nutrition Services professionals will identify effective practices of conflict management and resolution.

   5. School Food Service professionals will learn the required compliance components of school meals to receive Federal reimbursement.

   6. Food and Nutrition Services professionals will learn compliance components of school meals to ensure guidelines outlined by the Florida Department of Agriculture and Consumer Services, USDA, and the local health department are followed.

   7. Food and Nutrition Services professionals will identify the tools needed to plan, prepare, and purchase healthy food to create nutritious, safe, and enjoyable school meals.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Not significantly related to any PL Standard

5. **IMPACT AREA(S):**

Repetitive practice leading to changes in proficiency of educator or leader on the job

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Implement their Increased knowledge of food safety and sanitation practices to ensure the health and well being of our students.

   2. Maintain a safe working environment and demonstrate safe equipment use.

   3. Identify discrimination and sensitivity awareness through Civil Rights training.

   4. Identify effective practices of conflict management and resolution.

   5. Implement and understand the required compliance components of school meals to receive Federal reimbursement.

   6. Implement and understand the compliance components of school meals to ensure guidelines outlined by the Florida Department of Agriculture and Consumer Services, USDA, and the local health department are followed.

   7. Correctly identify the tools needed to plan, prepare, and purchase healthy food to create nutritious, safe, and enjoyable school meals.

   8. Have a better overall understanding of the Food and Nutrition Services Department to include both state and federal regulations.

7. **LEARNING PROCEDURES (Methods):**

   A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

   WHAT will occur during this professional learning opportunity?

   Participants will attend training relevant to their job duties. Required training topic areas will vary according to position and job requirements.Training is conducted online and in person.

   HOW will the experiences be provided to participants during this professional learning opportunity?

   1. In person Manager/Intern Meetings
   2. Online
   3. Onsite

   KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

   1. Participants will demonstrate proficiency in the content presented in the workshop.
   2. Participants will demonstrate proficiency with the procedures demonstrated in the workshop or classroom environment.
   3. Participants will demonstrate proficiency in all aspects of safety in the work or classroom environment.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

   T- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. **IMPACT EVALUATION PROCEDURES:**

   What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

   Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

   Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

   Changes in implementation of proficiency, procedures and safety as measured by interactive participation.

   Who will <u>use</u> the evaluation <u>impact</u> data gathered?

   CCDS Food and Nutrition Services Department and Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

   Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023-pending board approval
Date Revised:	N/A
Department:	Food and Nutrition Services
Name(s) of Component Author(s):	Susan Glover

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Nurses Health Services Training

   Component Number: 8-005-002

   Function: 8 General Support

   Focus Area: 005

   Local Sequence Numbers: 002

   Points to be Earned: 120

   Primary Purpose: H*****- No certification, job acquisition or retention purposes

2. **DESCRIPTION**:

   1. Participants will increase their knowledge with state and local School Health requirements.
   2. Participants will increase effectiveness by maintaining state standards in the Health room.
   3. Participants will become proficient in charting medical information in computer systems.
   4. The participants will become knowledgeable in our school health policies and procedures for the CCDS.
   5. Participants will maintain certification and/or licensure as defined by their job description.
   6. Support employees shall acquire skills needed to maintain the health room.
   7. Identify effective practices, as well as evidence based practices that promote human rights for developing and understanding and an appreciation for diversity.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Not significantly related to any PL Standard

5. **IMPACT AREA(S):**

   Repetitive practice leading to changes in proficiency of educator or leader on the job

6. **SPECIFIC LEARNER OUTCOMES**:

   Specific Learner Objectives may include:
   1. Receiving certification in the administration of Narcan.
   2. Participating in and learning the CCDS health room policies and procedures.
   3. Learning how to set up the health room to match best practices.
   4. Becoming familiar with the required text and health manual to effectively run the health room.
   5. Becoming proficient in learning the required forms and care plans needed for the health room.
   6. Demonstrating increased skills in problem solving.

7. Receiving training so that they can teach other on medication administration.
8. Demonstrating increased knowledge of local, state, and national statutes.
9. Increasing skill in safe working practices.
10. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
11. Increasing skills in the use of computer software programs related to the employees' specific job assignment.
12. Increasing skills in effectively managing, training and directing personnel that may assist in the classroom or health room.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Participants will interact with visual learning aids to support learning objectives.

HOW will the experiences be provided to participants during this professional learning opportunity?

One or more of the following:
1. In person workshop
2. Classroom Collaboration

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will demonstrate proficiency in the content presented in the workshop.
2. Participants will demonstrate proficiency with the procedures demonstrated in the workshop or clinical environment.
3. Participants will demonstrate proficiency in all aspects of safety in the work or classroom environment.

8. IMPLEMENTATION/MONITORING PROCEDURES:

T- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job

responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Changes in implementation of proficiency, procedures and safety as measured by interactive participation.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

CCDS Health Services Department and Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: May 2023-pending board approval

Date Revised: N/A

Department: Health Services

Name(s) of Component Author(s):   Kristin Reibe

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Transportation Services Training

   Component Number: 8-014-001

   Function: 8 General Support

   Focus Area: 014

   Local Sequence Numbers: 001

   Points to be Earned: 120 maximum points

   Primary Purpose: H*****- No certification, job acquisition or retention purposes

2. **DESCRIPTION**:

   1. Participants will increase the quality of their work area by increasing knowledge of school bus transportation laws and regulations.
   2. Participants will increase effectiveness by maintaining safe work practices and procedures.
   3. Participants will become proficient in the skills required to conduct their daily job.(Bus Drivers- road skill training course, Bus Monitors- skills lab, etc.)
   4. The Support Services Personnel shall perform more efficiently and effectively in support of the district's goals related to pupil transportation.
   5. Participants will achieve or maintain certification and/or licensure as defined in the specific objective.
   6. Support employees shall acquire skills in achieving a positive learning environment for all students.
   7. Identify effective practices that promote human rights for developing an understanding and an appreciation for diversity.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Non-Classroom Instructional staff proficiencies supporting student success, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Not significantly related to any PL Standard

5. **IMPACT AREA(S):**

   Repetitive practice leading to changes in proficiency of educator or leader on the job

6. **SPECIFIC LEARNER OUTCOMES**:

   1. Participants will obtain certificates of completion of required classroom 8 hour training.
   2. Participants will complete road course and master any new techniques.

3. Becoming familiar with new laws, policies, regulations that are related to Pupil Transportation.
4. Learning to identify defects that may jeopardize safety and the proper
response to such defects.
5. Becoming proficient in the role of the driver or attendant, demonstrating
professional standards in pupil management and the District's discipline
plan and displaying knowledge of customer service techniques and
standards applied in the local setting.
6.Demonstrating increased skill in troubleshooting equipment maintained by
the District.
7. Increasing skill in safe working practices.
8. Developing skills in building the team concept in the workplace, and in
working and interacting successfully with fellow employees.
9. Increasing skills in the use of computer software programs related to the
employees' specific job assignment.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge
transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content
information, collaborate with team members and hold discussions with colleagues concerning the content
presented. Participants will interact with visual learning aids to support learning objectives. Participants
will participate in training exercises that enhance the day to day operation skillset.

HOW will the experiences be provided to participants during this professional learning opportunity?

One of the following:
1. In person workshop
2. Classroom Collaboration
3. In-field skills course/labs.
4. Or all the above.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will demonstrate proficiency in the content presented in the workshop.
2. Participants will demonstrate proficiency with the procedures demonstrated in the workshop or
classroom environment.
3. Participants will demonstrate proficiency in all aspects of safety in the work or classroom environment.

8. IMPLEMENTATION/MONITORING PROCEDURES:

T- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for
monitoring and providing feedback on evaluation indicators/components/domains are employed to
monitor and provide feedback on implementation of the professional learning. (Note: this code may be
used when the professional learning target(s) are aligned to specific personnel evaluation system
indicators/components/and/or domains)

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Changes in implementation of proficiency, procedures and safety as measured by interactive participation.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

CCDS Transportation Department and Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. **PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:**

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	May 2023 (pending board approval)
Date Revised:	N/A
Department:	Transportation
Name(s) of Component Author(s):	Transportation Department

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	ESE Procedures and Practices Workshop
Component Number:	8-103-102
Function:	8 General Support
Focus Area:	103
Local Sequence Numbers:	102
Points to be Earned:	120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. DESCRIPTION:

To broaden professional competencies of ~~ESE teachers~~ teachers of ESE when following district procedures and best practices for students with special needs.

3. LINK(S) TO PRIORITY INITIATIVES:

Assessment and tracking student progress, Continuous Improvement practices,   To provide Clay County students with the highest quality teaching and learning processes available.

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~Educator- Domain: Learning 1.2.2: Content Focused~~
~~School - Domain: Learning 2.2.3 Learning Strategies~~
~~District - Domain: Learning 3.2.8 District Support~~

Domain 0 (Leadership): 0.1 Leadership
Domain1 (Needs Assessment and Planning) 1.1 Professional learning needs 1.2 Professional Learning Resources
Domain 2 (Learning): 2.1 Learning Outcomes 2.2 Learning Designs
Domain 3 (Implementing):3.1 Implementation of Learning
Domain 4 (Evaluating): 4.1 Evaluation of Professional Learning

5. IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES:

1. Select appropriate accommodations and modifications for students with disabilities.

2. Outline the development of an effective classroom environment that supports students with disabilities.
3. Recognize the importance of applied behavior analysis in order to better support student success.
4. Distinguish characteristics of positive behavior supports for effective instruction of students with disabilities.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective interventions for students.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

- •   Lecture
- •   Discussion
- •   Demonstration
- •   Audio-visual aids
- •   Laboratory activities (role-playing)
- •   Conferences and Seminars (with proper documentation)
- •   Distance Learning Activities (e.g. webinars)

HOW will the experiences be provided to participants during this professional learning opportunity?

- •   Participants will develop and implement activities for students that are targeted at increasing the academic achievement of students.
- •   Teachers will engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant will complete one or more of the following:
i.   Develop an action plan for demonstrating the objectives in the workplace.
ii.   Maintain a journal/folder of activities supporting the objectives.
iii.   Other as determined by the instructor.
iv.   Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

P- Participant Product related to training or learning process (may include lesson plans, written reflection on lessons learned, audio/video exemplars, case study findings, modeling improved practice, samples of resulting student work, and/or collegial training resources)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: F- Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth (e.g., Band, Art, Chorus)

- Changes in instructional or learning environment practices.
- Changes in observed educator proficiency in implementing targeted standards or initiatives.
- Results of school/teacher constructed student growth measure(s) that track student progress.
- Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by
school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: Unknown

Date Revised: May 2021, May 2023

Department: ESE (9005)

Name(s) of Component Author(s):   Teresa Carlson

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Face to Face Ethics for Instructional Personnel

   Component Number: 8-410-503

   Function: 8 General Support

   Focus Area: 410

   Local Sequence Numbers: 503

   Points to be Earned: 12 points maximum

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Domain: Learning Standard: 2.2: Learning Designs

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job

6. **SPECIFIC LEARNER OUTCOMES:**

   Understand and implement professional judgment in decision making.
   Understand and fulfill required ethical obligations to students, the profession and the public pursuant to requirements set forth by Rule 6A-10.081.
   Understand the function of PPS and PPC and identify possible consequences for ethical violations.
   Understand why educators are held to a higher standard of ethical behavior than the general public.

7. **LEARNING PROCEDURES (Methods):**

   A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge

transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend a three-hour session that will include lectures and collaborative discussions based on the Professional Educators Code of Ethics. Follow up support sessions will be implemented based on needs identified by course participants.

Additionally, participants will engage in role-play activities based on assigned scenarios. The session will also include a question and answer component so participants can address concerns related to their professional experience. Each participant will have opportunities to share and gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will be provided a copy of the slide show, ethics scenarios, and The Professional Educators Code of Ethics. These materials will be used throughout the session and serve as points of reference beyond the training.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Participants will actively engage in conversations and reflections during the session. Participants will apply knowledge gained in the session to their daily practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

9. **IMPACT EVALUATION PROCEDURES:**

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
Evaluation Method Student:	Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Observation of participants demonstrating appropriate ethical behavior in their daily practice.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Human Resources will use data to drive and inform the content and audience of the course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	unknown
Date Revised:	May 2021, April 2022
Department:	Human Resources
Name(s) of Component Author(s):	Revised 2021 Brenda Troutman and Michelle Bily, Revised 2022 Kevin Leary

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

   Title: Virtual Ethics Training for Instructional Personnel

   Component Number: 8-410-513

   Function: 8 General Support

   Focus Area: 410

   Local Sequence Numbers: 513

   Points to be Earned: max 15 points

   Primary Purpose: C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

   Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   Educator-Learning 2.2: Content Focused

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

6. **SPECIFIC LEARNER OUTCOMES**:

   Understand and implement professional judgment in decision making.
   Understand and fulfill required ethical obligations to students, the profession and the public pursuant to requirements set forth by Rule 6A-10.081.
   Understand the function of PPS and PPC and identify possible consequences for ethical violations.
   Understand why educators are held to a higher standard of ethical behavior than the general public.

7. **LEARNING PROCEDURES (Methods):**

    B- Electronic, Interactive (includes facilitation supporting development/application on the job)

    WHAT will occur during this professional learning opportunity?

    Participants will complete 4 hours of asynchronous online readings, videos, and quizzes related to the Professional Educators Code of Ethics. During at least one 90 minute synchronous meeting participants will engage in collaborative discussions, role-play activities based on assigned scenarios, and participate in a question and answer session so participants can address concerns related to their professional experience. Each participant will share and gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

    HOW will the experiences be provided to participants during this professional learning opportunity?

    Participants will be given access to training modules and assigned readings through the employee portal. The synchronous virtual meeting will be facilitated through Google Meet and will engage participants in the evaluation and discussion of various scenarios involving educator ethics.

    KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

    Participants will actively engage in conversations and reflections during the synchronous session. Participants will apply knowledge gained in the synchronous and asynchronous sessions to their daily practice.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

    S- Electronic - Non-interactive with learning monitored thru online comprehension checks and/or participant's summative reports or modeling to peers or supervisors

9. **IMPACT EVALUATION PROCEDURES:**

    What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff:	D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)
Evaluation Method Student:	Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Observation of participants demonstrating appropriate ethical behavior in their daily practice.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Human Resources will use data to drive and inform the content and audience of the course

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	Unknown
Date Revised:	May 2021, April 2022
Department:	Human Resources
Name(s) of Component Author(s):	Revised 2021 Brenda Troutman and Michelle Bily, Revised 2022 Kevin Leary

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Family Involvement
Component Number:	8-413-001
Function:	8 General Support
Focus Area:	413
Local Sequence Numbers:	001
Points to be Earned:	1-120
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION**:

    The purpose of this component is to enable the school community to improve student learning, improve student behavior, and create more efficient and effective classrooms at all grade levels. It will also enable administrators to recognize and evaluate effective processes for family involvement in the educational setting.

3. **LINK(S) TO PRIORITY INITIATIVES:**

    Continuous Improvement practices

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

    ~~Domain: Planning Standard: 1.1: Professional Learning Needs~~ 0.1 Foundation- Leadership; 1.1 Needs & Planning- Professional Learning Needs; 1.2 Needs & Planning- Professional Learning Resources; 3.1 Implementing- Implementation of Learning

5. **IMPACT AREA(S):**

    Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES**:

    Upon successful completion of the component, all participants will be able to implement strategies that will construct a home/school connection that will emphasize an individualized learning environment. Administrator participants will be able to recognize and evaluate research- based strategies for improving the school community.

7. **LEARNING PROCEDURES (Methods):**

    A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge

transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

1. Developing, participating in, and implementing a family-focused copyright presentation.
2. Developing, participating in, and implementing research-based workshops,on-site visitation and/or demonstrations, videotaped presentations, professional learning communities, lesson design/study groups, conferences (provided proper paperwork is submitted), lectures, or roleplaying that enhance the home/school connection.
3. Develop and implement techniques that will teach students how to make effective decisions.
4. Developing and implementing guidelines for parent conferences that positively impact student achievement.
5. Developing, participating in, and implementing programs that will enhance a parent's awareness of and involvement with their child's academic/societal/extra-curricular activities and responsibilities.
6. Developing and implementing programs that increase family involvement in behavior rehabilitation programs.
7. Developing, participating in, and implementing family literacy programs.
8. Developing, participating in, and implementing effective parenting programs to include effective listening skills and enhanced communication between parents and their child.
9. Developing, participating in, and implementing programs that encourage family involvement in literacy building.
10. Developing, participating in, and implementing programs that develop children's abilities in speaking, reading and writing.
11. Developing, participating in, and implementing programs that will increase educator knowledge of the importance of family involvement in drug/alcohol/anger management programs.
12. Develop classroom websites that encourage family involvement in the classroom/school environment.
13. Participating in and implementing distance learning activities.

HOW will the experiences be provided to participants during this professional learning opportunity?

All content will be presented in a variety of methods, via Google Meets virtual meetings, in person presentations and collaborative computer presentations. Participants will receive a professional learning packet and access to online resources. Each participant is expected to participate in both live conversations and video chats during virtual sessions and in person presentations. Each participant shall support teachers throughout the project in a collaborative fashion.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Identify and implement research-based practices to enhance student learning through family involvement.
2. Demonstrate knowledge of current copyright procedures and policies in regard to family involvement.
3. Demonstrate competencies related to cooperative consultations and planning between regular education and exceptional student education staff and families.
4. Develop knowledge and implement techniques for motivating students and parents to increase family involvement.
5. Identify effective practices that promote human rights and opportunities for developing an understanding and appreciation of diversity.

8. **IMPLEMENTATION/MONITORING PROCEDURES:**

M- Structured Coaching/Mentoring by coaches, mentors, knowledgeable others not part of the district's personnel evaluation process (monitoring/feedback on the learning may include direct observation, conferencing, oral reflection and/or lesson or practice demonstration/modeling)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: C- Changes in student services/support practices

Evaluation Method Student: D- Observation of student performance

1. Changes in instructional or learning practices
2. Changes in observed educator proficiency in implementing targeted standards or initiatives
3. Increase in family involvement participation

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use the data gathered as part of the Professional Learning Community designed to expand teacher capacity in the area of increasing family involvement to improve the culture of learning. CCDS will use the data gathered to assess and deploy resources to support the culture of learning.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

1. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course.
2. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course.
3. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved:	July-2010
Date Revised:	May 2021, May 2023
Department:	Climate and Culture
Name(s) of Component Author(s):	Laura Fogarty, Erika Gilbert, Kristi Gomez, Heather McDonald

Clay County District Schools High Quality MIP (HQMIP) Component

1. IDENTIFICATION:

Title:	Support Services Training
Component Number:	8-510-004
Function:	8 General Support
Focus Area:	510
Local Sequence Numbers:	004
Points to be Earned:	N/A
Primary Purpose:	E**- Professional Skills Building – Non-Instructional

2. DESCRIPTION:

1. Participants will increase the quality of their work area by increasing knowledge of troubleshooting techniques, test procedures, and leadership techniques.
2. Participants will increase effectiveness by maintaining safe work practices and procedures.
3. Participants will become proficient in the changes in technology evident in their respective trades.
4. The Support Services Personnel shall perform more efficiently and effectively in support of the district's goals related to pupil transportation.
5. Participants will achieve or maintain certification and/or licensure as defined in the specific objective.
6. Support employees shall acquire skills in achieving a positive learning environment for all students.
7. Identify effective practices that promote human rights for developing an understanding and an appreciation for diversity.

3. LINK(S) TO PRIORITY INITIATIVES:

Continuous Improvement practices, Professional and ethical behavior, Regulatory or compliance requirements

4. FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:

~~District- Learning 2.4: Sustained Professional Learning, District- Learning 2.5: Use of Technology, District- Learning 2.8: District Support~~
Not significantly related to any PL Standard

5. IMPACT AREA(S):

Repetitive practice leading to changes in proficiency of educator or leader on the job

6. SPECIFIC LEARNER OUTCOMES:

Specific Learner Objectives may include:
1. Receiving certification in Refrigeration and Recovery; Boiler; Lift Station; School Bus Inspection, Fire Alarms, and Backflow Prevention.
2. Participating in and implementing recommended methods of eliminating "down-time" through preventive maintenance.
3. Learning to identify defects that may jeopardize safety and the proper response to such defects.
4. Becoming familiar with appropriate standards of accounting associated with all work.
5. Becoming proficient in the role of the driver or attendant, demonstrating professional standards in pupil management and the District's discipline plan and displaying knowledge of customer service techniques and standards applied in the local setting.
6. Demonstrating increased skill in troubleshooting equipment maintained by the District.
7. Receiving training and certification in fork-lift, ram set nail gun and pin gun, Uniform Building Code Inspector and AutoCADD (Computer Aided Drafting and Drawing) Systems.
8. Demonstrating increased knowledge of local, state, and national codes and directives.
9. Increasing skill in safe working practices.
10. Developing skills in building the team concept in the workplace, and in working and interacting successfully with fellow employees.
11. Increasing skills in the use of computer software programs related to the employees' specific job assignment.
12. Increasing skills in effectively managing, training and directing personnel.

7. LEARNING PROCEDURES (Methods):

A- Knowledge Acquisition: Workshop - training event or process (limited to knowledge transmission/training focused on understanding the component's content)

WHAT will occur during this professional learning opportunity?

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Participants will interact with visual learning aids to support learning objectives.

HOW will the experiences be provided to participants during this professional learning opportunity?

One of the following:
1. In person workshop
2. Classroom Collaboration
3. Both listed above

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

1. Participants will demonstrate proficiency in the content presented in the workshop.

2. Participants will demonstrate proficiency with the procedures demonstrated in the workshop or classroom environment.
3. Participants will demonstrate proficiency in all aspects of safety in the work or classroom environment.

8. IMPLEMENTATION/MONITORING PROCEDURES:

T- Evaluation of Practice Indicators – The practice portion of district personnel evaluation processes for monitoring and providing feedback on evaluation indicators/components/domains are employed to monitor and provide feedback on implementation of the professional learning. (Note: this code may be used when the professional learning target(s) are aligned to specific personnel evaluation system indicators/components/and/or domains)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: D- Other changes in practices supporting effective implementation of job responsibilities (observed or measured impact on specific job responsibilities)

Evaluation Method Student: Z- Did not evaluate student outcomes due to absence of a reliable, valid and measurable cause and effect relationship between the professional development and impact on students

Changes in implementation of proficiency, procedures and safety as measured by interactive participation.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: 7/10/2010

Date Revised: May 2021, May 2023

Department: Support Services

Name(s) of Component Author(s):   Phil Hans
Revised: Jennifer Shepard (2023)

DRAFT

Clay County District Schools High Quality MIP (HQMIP) Component

1. **IDENTIFICATION:**

Title:	Schools of Excellence
Component Number:	8-521-001
Function:	8 General Support
Focus Area:	521
Local Sequence Numbers:	001
Points to be Earned:	60
Primary Purpose:	C- Florida Educators Certificate Renewal

2. **DESCRIPTION:**

   The purpose of the component is to recognize educators that have contributed to the growth and proficiency of students where a school meets criteria to be identified as a school of excellence. Professional learning that may broaden professional competencies of personnel that are responsible for leading and changing the learning environment at a
   school in order to increase student achievement and be identified as a school of excellence.

3. **LINK(S) TO PRIORITY INITIATIVES:**

   Assessment and tracking student progress, Learning environment (as per FEAPS standards), Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP), Regulatory or compliance requirements

4. **FLORIDA PL STANDARDS SUPPORTED BY THIS COMPONENT:**

   ~~Educator- Domain: Learning 2.2: Content Focused, School- Domain: Learning 2.3: Learning Strategies, District- Domain: Implementing 3.2 Coaching and Mentoring~~
   0.1 Foundation- Leadership
   2.1 Learning- Learning Outcomes

5. **IMPACT AREA(S):**

   Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job, Tracking improvements in student learning growth supported by the professional learning

6. **SPECIFIC LEARNER OUTCOMES:**

   1. Select appropriate systems for instruction and leadership in order to improve student achievement.
   2. Outline the development of an effective classroom environment including school wide behavior systems.
   3. Recognize the importance of applied behavior analysis in order to better support student success.

4. Distinguish characteristics of positive behavior supports for effective instruction of students.
5. Define methods used to evaluate student progress and program effectiveness.
6. Analyze and utilize evaluated data when redesigning programs.
7. Utilizing data, identify areas of growth and determine effective interventions for students and teachers.

7. LEARNING PROCEDURES (Methods):

I- Job Embedded: Workshop, training event or process focused on (modeling and supporting new/improved practices being successfully demonstrated on the job)

WHAT will occur during this professional learning opportunity?

Participants will engage with training and materials which may include lecture, discussion, demonstration, audio-visual aids, role-playing, conference and seminars, as well as distance learning activities.

HOW will the experiences be provided to participants during this professional learning opportunity?

Participants will hold high expectations for students and design and implement lessons that target student needs and increase the academic achievement of their learners. Teachers will actively engage in instructional inquiry in the context of professional learning communities, focused on instructional improvement and student achievement.

KEY ISSUES to be included in participant implementation agreements that support the specific learner outcomes identified above.

Each participant will complete one or more of the following:
i. Develop an action plan for demonstrating the objectives in the workplace.
ii. Maintain a journal/folder of activities supporting the objectives.
iii. Other as determined by the instructor.
Note: The implementation agreement defining what participants will do in the follow-up portion of the component may be developed by participants and component providers.

8. IMPLEMENTATION/MONITORING PROCEDURES:

N- Independent Learning/Action Research related to job responsibilities, specific professional learning goals or deliberate practice growth targets (should include evidence of monitoring job embedded implementation of targeted learning)

9. IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Evaluation Method Staff: A- Changes in instructional or learning environment practices implemented in the classroom or directly with students (observed or measured impact on educator proficiency through the district's instructional or school leader evaluation system indicators, components, and/or domains, and/or deliberate practice or IPDP/ILDP growth targets, and/or district or school

level processes for tracking student progress)

Evaluation Method Student: A- Results of national, state or district-developed/standardized student performance measure(s)

 *Changes in instructional or learning environment practices.
• Changes in observed educator proficiency in implementing targeted standards or initiatives.
• Results of school/teacher constructed student growth measure(s) that track student progress.
• Observation of student performance.

Who will <u>use</u> the evaluation <u>impact</u> data gathered?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning.
 The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional development on changing participant behaviors and student outcomes.

10. PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DISTRICT RECORD KEEPING DATA RELATED TO DEVELOPMENT OF THIS COMPONENT:

Date Approved: unknown

Date Revised: May 2021, May 2023

Department: Professional Learning

Name(s) of Component Author(s):   Jamie Iannone,
Revised by Jennifer Shepard 2023

May 4, 2023 - Regular School Board

Title
C7 - Affiliation Agreement between Clay County District Schools and University of South Florida (USF).

Description
This agreement is between Clay County District Schools and University of South Florida for USF students in the Psychology program to participate in internships, practicums, and observations under the direction of a certified or licensed psychologist in Clay County schools.

Gap Analysis
Without this agreement, psychology interns from USF cannot be placed in Clay County District Schools and would thereby prevent potential psychology candidates from choosing Clay to begin their career.

Previous Outcomes
Clay County District Schools currently has agreements with 25 Colleges/Universities, and this is an addition of a new agreement with the University of South Florida Psychology program.

Expected Outcomes
Placement of interns provides psychologist candidates with real-world experiences that better prepare them for the rigors of working in an educational setting. USF is currently requesting placement for one psychology intern this year, but will be eligible to place additional teacher candidates throughout the duration of this agreement.

Strategic Plan Goal
Goal 5: Develop and support great educators, support personnel, and leaders.

Strategy 5.1: Recruit, screen, hire, and retain top candidates that reflect the diversity of each school, our district, and community.

Recommendation
That the Clay County School Board approve the agreement between Clay County District Schools and USF.

Contact
Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact
$0

Review Comments

Attachments

   📎 230110 USF Student Internship Psych Program (1).pdf

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 230110
Number Assigned by Purchasing Dept.

CONTRACT REVIEW

Date Submitted: 3/7/2023

Name of Contract Initiator: Jennifer Shepard | Telephone #: 904-336-6951

School/Dept Submitting Contract: Professional Learning | Cost Center # 9009

Vendor Name: University of South Florida

Contract Title: USF Student Internship Agreement, Psychology Program

Contract Type: New X Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract #

Contract Term: Effective until terminated by either party – 30 day written notice

Contract Cost: $0

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**
  Funding Source: Budget Line # _____
  Funding Source: Budget Line # _____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):
  ✓ Completed Contract Review Form
  _____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)
  _____ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract:**
    "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."
  ✓ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
    COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
    General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
    Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
    Workers' Compensation = $100,000 Minimum
      [If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].
  _____ State of Florida Workers Comp Exemption (https://apps.fldfs.com/bocexempt/) (If Applicable)
  _____ Release and Hold Harmless (If Applicable)

RECEIVED MAR - 7 2023 PURCHASING

RECEIVED 3/9/2023 SBAO

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department BYS	NO COST
Review Date 3/8/2023	
School Board Attorney JB	① Add language – see pg Pg 20&6
Review Date 3/20/23	② Add "Point of Contact" pg. 1
Other Dept. as Necessary	③ Add Jessica Lunsford language under University obligations.
Review Date	

PENDING STATUS: ☐YES ☐NO | **IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**

FINAL STATUS | DATE: _____

This student internship agreement is between THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES, a public body corporate ("**USF**") and THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, a school district in Clay County, Florida("**Host**").

USF's School Psychology Program ("**Program**") requires students seeking Educational Specialist ("**Ed.S.**") and Doctor of Philosophy ("**Ph.D.**") degrees to complete an internship providing them significant educational benefits and training, developing their school psychological skills, and preparing them for practice and entry into the field ("**Internship**").

Host wants to provide certain Ed.S. and Ph.D. students in the Program an internship setting to complete their Internship.

The parties therefore agree as follows:

1.   **Points of Contact.** The primary point of contract ("**POC**") for each party to communicate in the implementation of this agreement will be as follows:

To USF: [INSERT USF POC NAME AND TITLE]
                 [INSERT USF NAME]
                 [INSERT USF STREET ADDRESS]
                 [INSERT USF CITY, STATE, ZIP]
                 [INSERT USF EMAIL]

To Host: Dr Jennifer Shepard, Director of Professional Learning
                 The School Board of Clay County
                 900 Walnut Street
                 Green Cove Springs, FL 32043
                 Jennifer.shepard@myoneclay.net

2.   **University Responsibilities.** USF shall do the following:

(1)   Advise each student seeking to participate in an Internship not to contact any of the Host's employees outside of the applicable internship selection process regarding placement;

(2)   Communicate with the Host as necessary to facilitate placement of each student seeking to participate in an Internship (if Host is a Florida School District, then the internship selection process is guided by the process adopted by the Florida Association of School Psychologists);

(3)   Confirm the eligibility of any student seeking to participate in an Internship with the Host prior to their placement at the Host's internship setting;

(4)   Assign to each Intern a faculty member from the Program ("**Faculty Coordinator**") meeting the minimum qualifications for such position as set forth by the National Association of School Psychologists ("**NASP**") to provide each student participating in an Internship ("**Intern**") academic supervision and evaluate Internship progress;

(5)   Inform each Intern that the Host may require the Intern to be covered by health insurance at their own expense and may request proof of insurance at any time;

(6)   Inform each Intern that they must maintain professional liability insurance for students at their own expense for the duration of their Internship and provide USF evidence of such insurance upon request;

(7)   Inform each Intern that they must follow Host's policies, rules, and regulations and NASP's professional standards;

(8)   Provide the Host with information regarding the policies, objectives, and requirements of the Program and the Internship;

(9)   Provide the Host forms to be completed by the Host when evaluating each Intern;

(10)   Collaborate with the Host through the Faculty Coordinator to observe and evaluate each Intern's progress, provide each Intern feedback on their progress, and coordinate Internship activities which may include either or both remote meetings or visits to the internship setting to observe Intern's work and meet with the Intern, their Host Supervisor, and other Host's employees, as needed;

(11)   Determine the sufficiency of each Intern's performance with respect to Program requirements and academic credit related to the Internship; and

(12)   Withdraw any Intern from an internship setting if USF determines the Intern does not meet the standards for continuation in the Program or the Host does not provide an internship setting meeting the requirements established under this agreement.

3.   **Host Responsibilities.** Host shall do the following:

(1)   Communicate with USF as necessary to facilitate placement of each student seeking to participate in an Internship;

(2)   Assign each Intern placed by Host at its internship setting between one academic year (no less than ten months for a full-time internship) and two academic years (no more than 24 months for a part-time internship) and allow for the accrual of at least 1500 clock hours for any Intern seeking an Ed.S. degree and at least 2000 clock hours for any Intern seeking a Ph.D. degree during their Internship;

(3)   Assign a certified or licensed psychologist employed by the Host ("**Host Supervisor**") meeting the minimum qualifications for such position as set forth by the NASP to provide direct supervision to each Intern at the field level during the Internship (additionally Host Supervisors of Interns pursuing a Ph.D. must meet the requirements for such a position as set forth in the guidelines for doctoral internships published by the Council of Directors of School Psychology Programs);

(4)   Ensure each Intern submits to and passes a fingerprint-based background check at Intern's own expense as required by Florida law prior to either or both entering Host's school grounds when students are present and any direct contact with students during the Internship;

(5)   Provide each Intern the Host's policies, rules, and regulations and inform them of all federal, state and local laws and regulations pertaining to their performance during their Internship;

(6) Provide each Intern clinical resources, office space, clerical assistance, and other conveniences commensurate with school psychologists employed by the Host;

(7) Provide each Intern with diverse experiences that address the ten domains of professional practice prescribed by the NASP;

(8) Provide each Intern regularly scheduled, supervised, and documented training activities, such as professional development, in-service training, case conferences, seminars, and observation of delivery of school psychology services;

(9) Collaborate with USF through the Host Supervisor to observe and evaluate each Intern's progress, provide each Intern feedback on their progress, and coordinate Internship activities which may include either or both remote meetings or facilitating visits to the Host's internship setting by Intern's Faculty Coordinator to observe Intern's work and meet with the Intern, their Host Supervisor, and other Host employees, as needed;

(10) Provide each Intern with appropriate feedback, timely evaluations, and weekly supervision meetings to discuss their performance, including a minimum of two hours per week of face-to-face, individual supervision by Host Supervisor for each Intern;

(11) Provide USF written evaluations of each Intern's performance at least twice per academic year to be completed by the Host Supervisor on forms provided by USF;

(12) Provide each Intern the same emergency medical care or minor medical treatment as provided to Host's other employees in accordance with Host's policies, rules, and regulations;

(13) Provide USF written notice if Intern is involved in a reported incident either or both occurring on the Host's premises and related to their Internship;

(14) Rescind an Intern's placement at its internship setting if Host determines Intern's conduct has violated any of the Host's policies, rules, and regulations or standards of care by providing USF written notice detailing such conduct.

4. **Termination.** Either party may terminate this agreement without cause by providing the other party 30 days' written notice. Such termination will not prevent the completion of any Internships in progress at the time of termination and this agreement will remain in effect until the completion of all Internships in progress at the time of termination.

5. **Protection of Personal Information**

a. Each party shall implement reasonable and appropriate safeguards to protect "personal information" as defined in § 501.171, Fla. Stat., "education records" as defined in § 1002.225, Fla. Stat. and 20 U.S.C. § 1232g. and "protected health information" as defined in 45 CFR 160.103 disclosed by the other party or otherwise generated by either party in the performance of this agreement ("**Personal Information**").

b. Each party shall safeguard and prevent any unauthorized use or disclosure of Personal Information in accordance with applicable federal and state law, limit access to Personal Information to only its employees with a

need to access the Personal Information to perform their job duties related to this agreement, and ensure that such employees are aware of the obligations of this section.

c.   If either party becomes aware of any unauthorized use or disclosure of Personal Information or has a reasonable belief that substantial risk of unauthorized use or disclosure exists, it will provide written notice to the other party within five calendar days from the discovery of such unauthorized use or disclosure or substantial risk thereof.

d.   Each party will provide commercially reasonable assistance to the other party in identifying individuals potentially affected by such unauthorized use or disclosure. Each party will be responsible for its own costs and expenses associated with such assistance.

6.   **Intern Employment Status.** Each party acknowledges that it is the intent of the parties that any Intern placed under this agreement will not be an employee of USF or the Host during the Internship and is participating in the Internship for academic credit. Each party is responsible for taking any actions necessary to ensure their compliance with relevant federal and state laws regarding the employment status of any Intern placed under this agreement.

7.   **Notices**

a.   For a notice under this agreement to be valid, it must be in writing and delivered (1) by hand, (2) by private courier service with proof of delivery and all fees prepaid, (3) by registered or certified mail with return receipt requested and postage prepaid, or (4) by email with delivery receipt.

b.   For a notice to a party under this agreement to be valid, it must be addressed to the POC for that party or any other address specified by that party in a notice in accordance with this section.

c.   A valid notice under this agreement will be effective when received by the party to which it is addressed. It will be deemed received as follows:

(1)   if it is delivered by hand, by private courier service with proof of delivery and all fees prepaid, by registered or certified mail with return receipt requested and postage prepaid, or by email with delivery receipt, upon receipt as indicated by the date on the signed or otherwise validated receipt; and

(2)   if the party to which it is addressed rejects or otherwise refuses to accept it, or if it cannot be delivered because of a change in address for which no notice was given, then upon that rejection, refusal, or inability to deliver.

d.   If a valid notice is received after 5:00 p.m. on a business day at the location specified in the address for that party, or on a day that is not a business day, then that notice or other communication will be deemed received at 9:00 a.m. on the next business day.

8.   **Independent Contractor Status.** The parties are independent contractors and neither party will have supervision or control over the other party's officers, employees, agents, or servants in the performance of their duties. Neither party shall be entitled to enter any contracts in the name of or on behalf of the other party, nor shall either party be entitled to pledge the credit of the other party in any way or hold itself out as having the authority to do so.

9.   Insurance

   a.   Host [INSERT DESCRIPTION OF HOST'S INSURANCE COVERAGE]. Host shall provide USF evidence of this coverage upon USF's request. USF acknowledges this coverage is sufficient in lieu of any other insurance requirements. Host's total liability will not exceed the limits of the coverage described in this section.

   b.   USF is provided with comprehensive general liability insurance through the State Risk Management Trust Fund with limits of coverage up to a maximum of $200,000 per occurrence and $300,000 in aggregate pursuant to the terms and limitations of § 768.28 and Chapter 284 of the Florida Statutes. USF shall provide Host evidence of this coverage upon Host's request. Host acknowledges this coverage is sufficient in lieu of any other insurance requirements. USF's total liability will not exceed the limits of this self-insurance coverage.

   c.   Neither party is obligated to provide any Intern's personal health insurance under this agreement.

10.   **Limited Waiver of Sovereign Immunity.** Each party has sovereign immunity as a state agency or subdivision of the State of Florida. Each party assumes risk of injury or loss of property, personal injury, or death caused by any negligent or wrongful act or omission of its officers, employees, agents, or servants while acting within the scope of their employment as provided in § 768.28, Fla. Stat and subject to the limitations contained therein. Each party acknowledges that nothing contained in this agreement will be construed as a waiver of sovereign immunity by either party or the State of Florida, including its other agencies or subdivisions, beyond that provided in § 768.28, Fla. Stat.

11.   **Modification; Waiver.** No amendment of this agreement will be effective unless it is in writing and signed by the parties. No waiver under this agreement will be effective unless it is in writing and signed by the party granting the waiver. A waiver granted on one occasion will not operate as a waiver on other occasions.

12.   **Severability.** The parties acknowledge that if a dispute between the parties arises out of this agreement or the subject matter of this agreement, they would want the court to interpret this agreement as follows:

(1)   for any provision that it holds to be unenforceable, by modifying that provision to the minimum extent necessary to make it enforceable or, if that modification is not permitted by law, by disregarding that provision;

(2)   if it modifies or disregards an unenforceable provision in accordance with this section, by holding that the rest of the agreement remains in effect as written;

(3)   by holding that any unenforceable provision remains as written in any circumstances other than those in which the provision is held to be unenforceable; and

(4)   if modifying or disregarding the unenforceable provision would result in failure of an essential purpose of this agreement, by holding the entire agreement unenforceable.

13.   **Governing Law.** Florida law governs all adversarial proceedings brought by one party against the other party arising out of this agreement or the subject matter of this agreement.

14.   **Jurisdiction; Convenient Forum.** As the exclusive means of bringing adversarial proceedings to resolve any dispute arising out of this agreement or the subject matter of this agreement, a party may bring such a proceeding

Add
Language

HosT

User is a political subdivision of the State of Florida and is self-insured up to the limits of its waiver of sovereign immunity as set forth in section 768.28 Fla. Stat. and is exempt from carrying additional insurance, Nothing in this entire agreement shall be construed as a waiver by user of its sovereign immunity or interpreted to increase either the scope or limits of users liability beyond that which is set forth in sec. 768.28, Fla. Stat.

DRAFT

in the United States District Court for the Middle District of Florida or a state court sitting in Tampa, Florida. Each party acknowledges that those courts would be a convenient forum.

15. **Entire Agreement.** This agreement constitutes the entire understanding between the parties with respect to the subject matter of this agreement and supersedes all other agreements, whether written or oral, between the parties with respect to such subject matter.

16. **Effectiveness and Date.** This agreement will become effective when all parties have signed it. The date of this agreement will be the date this agreement is signed by the last party to sign it. If a party signs this agreement but fails to date their signature, the date another party first receives the signing party's signature will be deemed to be the date the signing party signed this agreement.

Each party is signing this agreement on the date stated opposite of that party's signature.

THE UNIVERSITY OF SOUTH FLORIDA
BOARD OF TRUSTEES

By: _____

      R. Anthony Rolle, Ph.D.   Date
      Professor and Dean of the College of Education

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By: _____

      Ashley Gilhousen   Date
      Board Chair

DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

STATE RISK MANAGEMENT

TRUST FUND

Policy Number: GL-0281   General Liability
                                             Certificate of Coverage

Name Insured: University of South Florida

General Liability Coverage provided pursuant to Chapter 284, Part II, Section 768.28, Florida Statutes, and any rules promulgated thereunder.

Coverage Limits:

General Liability: **$200,000.00**   each person

                      $300,000.00   each occurrence

Inception Date: July 1, 2022
Expiration Date: July 1, 2023

DFS-D0-863
(REV. 7/17)

DEPARTMENT OF FINANCIAL SERVICES
Division of Risk Management

STATE RISK MANAGEMENT TRUST FUND
GENERAL LIABILITY
CERTIFICATE OF COVERAGE

In consideration of the provisions and stipulations contained herein or added hereto and for the premium charged, the State Risk Management Trust Fund, hereinafter referred to as the "Fund", certifies that the State department or agency named in this certificate is hereby provided general liability coverage. Coverage shall be effective on the inception date at 12:01 a.m. standard time.

This certificate is comprised of the foregoing provisions and stipulations, together with such other provisions and stipulations as may be added hereto by the Fund in the future:

I. COVERAGES
General Liability Coverage--Bodily and Property Damage
To pay on behalf of the insured all sums which the insured shall become legally obligated to pay as damages for injury or loss of property, personal injury, or death caused by the negligent or wrongful act or omission of any officer, employee, agent or volunteer of the named insured, as such terms may be further defined herein or by administrative rule, while acting within the scope of his office or employment, pursuant to the provisions and limitations of Chapter 284, Part II and Section 768.28, Florida Statutes.

II. DEFENSE, SETTLEMENT, SUPPLEMENTARY PAYMENTS
With respect to such coverage as is afforded by this certificate, the Fund shall:
(a) defend any proceeding against the insured seeking such benefits and any suit against the insured alleging such injury and seeking damages on account thereof, even if such proceeding or suit is groundless, false, or fraudulent. The Fund will investigate all claims filed against the insured in order to determine the legal liability of the insured and to determine damages sustained by the claimant. The Fund will negotiate, settle, or deny the claim based on these findings and appropriate Florida law.
(b) pay all premiums on bonds to release attachments and on appeal bonds required in any such defended suit for an amount not in excess of the applicable limit of liability established in this certificate;
(c) pay all expenses incurred by the Fund, all costs taxed against the insured in any such suit, and all interest accruing after entry of judgment until the Fund has paid, tendered, or deposited in court that part of such judgment as does not exceed the limit of the Fund's liability thereon;
(d) pay expenses incurred by the insured for such immediate medical relief to others as shall be imperative at the time of the accident.

III. DEFINITIONS
(a) Named Insured - The department or agency named herein.
(b) Insured - State department or agency named herein, their officers, employees, agents or volunteers.
(c) Volunteer - Any person who of his own free will, provides goods or services to the named insured, with no monetary or material compensation as defined in Chapter 110, Part IV, Florida Statutes.
(d) Agent - Any person not an employee, acting under the direct control and supervision of a state agency or department, for the benefit of a state agency or department.
(e) Automobile - A land motor vehicle, trailer, or semi-trailer designed and licensed for use on public roads (including machinery or apparatus attached thereto), but does not include mobile equipment.
(f) Mobile Equipment - A land vehicle (including machinery or apparatus attached thereto), whether or not self-propelled;
(1) not subject to motor vehicle registration, or

(2) maintained for use exclusively on premises owned by or rented to the named insured, including the ways immediately adjoining, or
(3) designed for use principally off public roads, or
(4) designed or maintained for the sole purpose of affording mobility to equipment of the following types forming an integral part of or permanently attached to such vehicle; power cranes, shovels, loaders, diggers and drills; concrete mixers (other than the mix-in-transit type); graders, scrapers, rollers and other road construction or repair equipment; air-compressors, pumps and generators, including spraying, welding, and building cleaning equipment; and geophysical exploration and well-servicing equipment.

IV. EXCLUSIONS
This certificate does not apply:
(a) to bodily injury or property damage arising out of the ownership, maintenance, operation, use, loading or unloading of:
(1) any automobile owned or operated by or rented or loaned to any insured, or
(2) any other automobile operated by any person in the course of his employment by any insured, but this exclusion does not apply to the parking of an automobile on premises owned by, rented to, or controlled by the named insured or the ways immediately adjoining, if such automobile is not owned by, rented, or loaned to any insured;
(b) to any action which may be brought against the named insured by anyone who unlawfully participates in riot, unlawful assembly, public demonstration, mob violence, or civil disobedience if the claim arises out of such riot, unlawful assembly, public demonstration, mob violence, or civil disobedience;
(c) to any obligation for which the insured or the Fund may be held liable under any employer's liability or workers' compensation law;
(d) to property damage to property owned or occupied by the insured;
(e) to property damage to premises alienated by the insured arising out of such premises or any part thereof;
(f) to loss of use of tangible property which has not been physically injured or destroyed, resulting from:
(1) a delay in or lack of performance by or on behalf of the named insured of any contract or agreement;
(2) the failure of the named insured's products, or work performed by or on behalf of the named insured to meet the level of performance, quality fitness, or durability warranted or represented by the named insured;
(g) to property damage to the named insured's products arising out of such products or any part of such products;
(h) to property damage to work performed by or on behalf of the named insured arising out of the work or any portion

thereof, or out of materials, parts, or equipment furnished in connection therewith;
(i) eminent domain proceedings or damage to persons or property of others arising therefrom;
(j) to punitive damages;
(k) to actions of insureds committed in bad faith or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property;
(l) to professional medical liability of the Board of Regents, the physicians, officers, employees, or agents of the Board;
(m) to liability related in any way with nuclear energy;
(n) to liability assumed by the insured under any contract or agreement;
(o) to final judgments in which the insured has been determined to have caused the harm intentionally;
(p) to awards for injunctive, declaratory, or prospective relief rendered against an insured by any federal or state court, agency or commission.

V. CONDITIONS

A. Premium
Premium charges shall be assessed in accordance with the provisions of Chapter 284, Part II, Florida Statutes, and any rules promulgated thereunder utilizing a retrospective rating arrangement premium calculation method whereby 80% of the premium is based on losses actually incurred by the insured and 20% is based on the changes in risk exposures (employees, etc.) of an insured. The premium must be paid promptly by an insured agency from its operating budget upon receiving the premium bill or invoice.

B. Audit
The Fund shall be permitted to examine and audit the insured's books and records at any time during the term of this coverage and any extension thereof, and within three years after the final termination of this coverage, as far as they relate to the premium bases or the subject matter of this coverage.

C. Insured's Duties in the Event of Occurrence, Claim or Suit
(1) Event of Occurrence
Written notice containing particulars sufficient to identify the insured, along with reasonably obtainable information with respect to the time, place and circumstances thereof, the names and addresses of the injured and all known witnesses, shall immediately be given by or for the insured to the Fund.
(2) Notice of Claim or Suit
If claim is made by suit brought against the insured, the insured shall immediately forward to the Fund every demand, notice, summons, or other process received by him or his representative. Failure by the insured to advise the Fund of a claim or suit prior to a settlement agreement or the insured otherwise obligating itself, shall void coverage by the Fund, for that claim.
(3) Assistance and Cooperation of the Insured
The insured shall cooperate with the Fund and, upon the Fund's request, assist in making settlements, in the conduct of suits and in enforcing any right of contribution or indemnity against any person or organization who may be liable to the insured because of injury or damage with respect to which coverage is afforded under this certificate, and the insured shall upon request, make available all agency records pertaining to a specific claim, shall attend hearings and trials and assist in securing and giving evidence and obtaining the attendance of witnesses. The insured shall not, except at his own cost, voluntarily make any payment, assume any obligation or incur any expenses other than for first aid to others at the time of accident.

(4) Action Against the Fund
No action shall lie against the Fund unless, as a condition precedent thereto, the insured shall have been in full compliance with all of the terms of this certificate and the provisions of applicable Florida Statutes.
(5) Severability of Interest
The term "the insured" is used severally and not collectively, but the inclusion herein of more than one insured shall not operate to increase the limits of the Fund's liability.
(6) Limits of Liability
The limit of liability expressed as applicable to "each person" is the limit of the Fund's liability for all damages, including damages for care and loss of services, arising out of personal injury and property damage sustained by one person as a result of any one occurrence; but the total liability of the Fund for all damages sustained by two or more persons as a result of any one occurrence shall not exceed the limit of liability as applicable "each occurrence".
(7) Other Insurance
If there is insurance applicable to any claim, the coverage extended by this certificate shall apply only as excess insurance over any and all other applicable insurance.
(8) Terms of Coverage
This certificate is issued for the purpose of confirming coverage as contemplated by Chapter 284, Part II, Florida Statutes. In the event of any conflict between provisions or coverages in this certificate and the provisions of any Florida Statutes or laws including, but not limited to the aforesaid, said statutes and laws shall control.
(9) Cancellation
Failure of the Fund to receive the amount of premiums billed to the insured agency within the time frames allowed by law may result in cancellation of the certificate of coverage. Payments must be made promptly from the insured's operating budget upon receipt of the premium bill as specified in Section 284.36, Florida Statutes, and lack of prompt payment will result in a request from the Fund to the Comptroller to transfer premiums from any available funds of the delinquent agency under the provisions of Section 284.44(7), Florida Statutes.

D. Self-Insurance Coverage
Coverage for defending and paying claims under this certificate is provided under the authority of Chapter 284, Florida Statutes, wherein the state is authorized to administer a self-insurance program. Provision of this certificate does not constitute the issuance of insurance other than on a self-insurance basis, and payment of any covered claim obligations is contingent upon availability of legislative funding.

STATE RISK MANAGEMENT

TRUST FUND

Policy Number: AL-0281   Fleet Automobile Liability
                                                    Certificate of Coverage

Name Insured: University of South Florida

Automobile Liability Coverage provided pursuant to Chapter 284, Part II, Section 768.28, Florida Statutes, the Florida Vehicle No-Fault Law, and any rules promulgated thereunder.

Coverage Limits:

General Liability: **$200,000.00** each person

                       $300,000.00 each occurrence

Personal Injury: **$10,000.00** each person

                       $10,000.00 each occurrence

Inception Date: July 1, 2022
Expiration Date: July 1, 2023

May 4, 2023 - Regular School Board

Title
C8 - Affiliation Agreement between Clay County District Schools and the US Chamber of Commerce/Hiring our Heroes.

Description
This agreement is between Clay County District Schools and US Chamber of Commerce/Hiring our Heroes for active duty service members within 180 days of transition to participate in internships, practicums, and observations under the direction of a certified educator in Clay County schools.

Gap Analysis
Without this agreement, active duty service members within 180 days of transition cannot be placed in Clay County District Schools as interns and would thereby prevent potential teacher candidates from choosing Clay to begin their career.

Previous Outcomes
Clay County District Schools currently has agreements with 25 Colleges/Universities, and this is a new agreement with the US Chamber of Commerce/Hiring our Heroes.

Expected Outcomes
Placement of active duty service members as interns provides teacher candidates with real-world experiences that better prepares them for the rigors of classroom teaching. The US Chamber of Commerce/Hiring our Heroes is currently requesting placement for one active duty service member.

Strategic Plan Goal
Goal 5: Develop and support great educators, support personnel, and leaders.
Strategy 5.1: Recruit, screen, hire, and retain top candidates that reflect the diversity of each school, our district, and community.

Recommendation
That the Clay County School Board approve the agreement between Clay County District Schools and the US Chamber of Commerce/Hiring our Heroes.

Contact
Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact
$0

Review Comments

Attachments

    ⌀ [230124 US Chamber of Comm_Hiring our Heros.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 230124
Number Assigned by Purchasing Dept.

CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED
☐ Must Have Board Approval over $100,000.00

Date Submitted: 3/28/2023

Name of Contract Initiator: Jennifer Shepard   Telephone #: 904-336-6951

School/Dept Submitting Contract: Professional Learning   Cost Center # 9009

Vendor Name: US Chamber of Commerce/Hiring Our Heroes

Contract Title: US Chamber of Commerce/Hiring Our Heroes Fellowship Agreement

Contract Type: New X Renewal Amendment ☐ Extension ☐   Previous Year Contract #

Contract Term: Beginning 5/4/23 until terminated by either party   Renewal Option(s): Auto Renew Terminate 30 days in Writing

Contract Cost: $0

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**
   Funding Source: Budget Line # _____
   Funding Source: Budget Line # _____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):
✓ Completed Contract Review Form
____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)
____ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract:**
   "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."
____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
   COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
   General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
   Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
   Workers' Compensation = $100,000 Minimum
      [If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].
____ State of Florida Workers Comp Exemption (https://apps.fldfs.com/bocexempt/) (If Applicable)
____ Release and Hold Harmless (If Applicable)

RECEIVED PURCHASING MAR 2 9 2023

RECEIVED 3/31/23 SBAO

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department BAB	No Cost
Review Date 3/30/2023	added "Exhibit A" to Fellow Agreement. Do the "Fellow" Need to Sign Something from US for being on our Property, Public Records, etc? N/A
School Board Attorney Review Date 4/19/2023	
Other Dept. as Necessary Review Date	

PENDING STATUS: ☐YES ☐NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	☑ APPROVED DATE: 4-21-23

U.S. CHAMBER OF COMMERCE FOUNDATION
HIRING OUR HEROES FELLOWS PROGRAMS
HOST AGREEMENT

This Agreement is entered into on the ___4th___ day of ___May___, 2023 by and between the U.S. Chamber of Commerce Foundation, Hiring Our Heroes Program ("HOH") and
___The School Board of Clay County, Florida___ (the "Fellowship Host").

WHEREAS, HOH wishes to provide work experience training ("Fellowship Training") as part of its Fellowship Programs for active duty service members within 180 days of transition, military spouses, veterans, and military caregivers (hereinafter "Fellow"); and

WHEREAS, Fellowship Host has the appropriate facilities, equipment, services, and staff to provide the Fellowship Training for the benefit of the Fellows;

NOW, THEREFORE, HOH and Fellowship Host (collectively, "the Parties") mutually agree to the following:

A. Term of Agreement

The term of this agreement shall be from the date first set forth above until it is terminated by either party giving thirty (30) days' prior written notice to the other party. Except as set forth in Article K. below, neither Party may terminate this Agreement without cause during the period when a Fellow is engaged in Fellowship Training with Fellowship Host.

B. Responsibilities of Fellowship Host

Fellowship Host will use commercially reasonable efforts to implement the objectives of Fellowship Training, in cooperation with HOH, by:

1. Providing projects and assigning tasks that are commensurate with the Fellow's education and experience level, and providing the mentorship and supervision necessary to help ensure success;

2. Providing facilities, tools, equipment, listing of available job functions, and appropriate supervision (in concert with any HOH staff) for the Fellowship Program;

3. Providing networking opportunities for the Fellow with Fellowship Host's employees, customers, vendors, and other contacts; and

4. Helping the Fellow earn an interview for positions with Fellowship Host or, if no positions are available, within Fellowship Host's network and similar organizations.

C. Responsibilities of HOH

HOH agrees that it shall:

1. Appoint a primary contact (hereinafter the "Liaison") to coordinate the performance of HOH's responsibilities hereunder;

1

2. Ensure that active-duty service member fellows are active duty for the entirety of their Fellowship Training, employed by the U.S. Department of Defense; as active-duty service members, Fellows will receive salary and benefits from the U.S. Department of Defense;

3. Ensure that military spouse, veteran, and military caregiver fellows will receive salary and benefits from a third party vendor;

4. Provide Fellowship Host with necessary information regarding the desired goals for each Fellowship Training; and

5. Ensure that all Fellows satisfy HOH's requirements for individuals to access and work at Fellowship Host, including but not limited to ensuring that every Fellow, prior to the beginning of their Fellowship Training, completes the Fellow Statement and Acknowledgement, attached here as Exhibit A.

D. Fellows shall not be considered associates and/or employees of Fellowship Host for any purposes including, but not limited to, workers' compensation, and will be paid solely by the U.S. Department of Defense or a third party vendor. HOH agrees that HOH staff and Fellows shall not be deemed associates, employees or agents of Fellowship Host and that Fellowship Host is not an employer or joint employer of HOH staff or Fellows.

E. Fellows shall adhere to the rules, regulations, procedures, and policies of Fellowship Host while on Fellowship Host's premises including, but not limited to, rules stated in the Fellow Statement and Acknowledgement, attached here as Exhibit A.

F. Each Fellow's training hours will be mutually determined by HOH and Fellowship Host.

G. Fellows shall complete all introductory activities and orientations as deemed necessary by Fellowship Host.

H. Fellowship Host shall not provide any stipend or other wages, benefits, or compensation to Fellows. Fellows will be responsible for their transportation and other expenses, including meals.

I. The parties acknowledge and agree that at no point during the term of this Agreement or thereafter shall HOH provide Fellowship Host with any monetary consideration in connection with Fellowship Host's participation in the Training Program. It is specifically agreed that neither Fellowship Host nor HOH shall be responsible for costs or expenditures incurred by the other in the conduct of the Training Program.

J. Any notices ("Notice") by either party to the other shall be made by registered or certified mail or by overnight courier service, provided that a receipt is required, to the addresses noted below, which may be changed by either party by written Notice to the other party.

HOH:
Crystal Cochran
U.S. Chamber of Commerce Foundation
Hiring Our Heroes
1615 H Street NW
Washington, DC 20062

Fellowship Host:
Jennifer Shepard
Director of Professional Learning
Clay County District Schools
900 Walnut Street
Green Cove Springs, FL 32043

K. Either HOH or Fellowship Host may release a Fellow from the Fellowship Training if, in the

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opinion of either party, the Fellow is not actively and satisfactorily participating with the provided training. HOH may release a Fellow from placement with Fellowship Host if it determines that Fellow is not being utilized by Fellowship Host consistent with the goals of this Fellowship Training. Prior to releasing the Fellow, HOH and Fellowship Host shall confer and try to resolve the issue(s), short of release of Fellow from the Fellowship Training. However, for the avoidance of doubt, each party retains ultimate right to end the Fellowship Training after consultation with the other party.

L. In no event shall either party be liable for any consequential, incidental, direct, indirect, special or punitive damage, loss or expenses (including but not limited to business interruption, lost business, lost profits, lost opportunity, or lost savings) even if it has been advised of their possible existence.

M. Neither party shall use the other party's name outside their organization without the other party's express written consent, which shall not be unreasonably withheld or delayed.

N. The parties shall make good faith efforts to first resolve internally any dispute under this Agreement by escalating it to higher levels of management. Any dispute, controversy, or claim arising out of, relating to, involving, or having any connection with this Agreement, including any question regarding the validity, interpretation, scope, performance, or enforceability of this dispute resolution provision, shall be exclusively and finally settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association ("AAA").

O. This Agreement sets forth the entire understanding between the parties and supersedes all prior agreements, conditions, warranties, representations, arrangements and communications, whether oral or written, with respect to the subject matter of this Agreement. No waiver of any provision of this Agreement shall be effective unless it is in writing and signed by the party against which it is sought to be enforced. The delay or failure by either party to exercise or enforce any of its rights under this Agreement shall not constitute or be deemed a waiver of that party's right to thereafter enforce those rights, nor shall any single or partial exercise of any such right preclude any other or further exercise of these rights or any other right.

P. This Agreement shall be governed by and construed in accordance with the laws of the District of Columbia, without giving effect to conflict of law rules thereof.

Executed and acknowledged as the Agreement by an authorized representative of each party:

By: Hiring Our Heroes   By: Fellowship Host

_____   _____
Signature   Signature

_____   Ashley Gilhousen
Name - Print or type   _____
                                          Name - Print or type

                                          Board Chair, Clay County School Board
_____   _____
Title   Title

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U.S. CHAMBER OF COMMERCE FOUNDATION
HIRING OUR HEROES FELLOWS PROGRAMS
FELLOW AGREEMENT

You are participating in training ("Training Program") at _____ ("Fellowship Host") for your educational benefit, as part of the Hiring Our Heroes Fellows Programs. The Training Program begins on _____ ("Start Date") and ends on _____ ("End Date"). Although the Fellowship Program is held, in part, in a workplace, it is intended to provide training similar to what you would receive from an educational institution and is not employment.

During the Training Program you will work under the close supervision of Fellowship Host staff and will not displace any regular Fellowship Host employees. **You will not be an employee of Fellowship Host and are not eligible for any wages or benefits from Fellowship Host.**

At the conclusion of the Fellowship Program, you are not entitled to a job with Fellowship Host. Further, Fellowship Host derives no immediate advantage from your participation in the Training Program and on occasion Fellowship Host's operations may actually be impeded.

In exchange for the educational benefit, you will receive from participation in the Training Program, you agree to release and discharge Fellowship Host, as well as its employees and agents, from any and all liability related to any personal injuries, property loss, or other damages, which may arise out of your participation in the Training Program, whether or not caused by Fellowship Host's negligence. **By signing below, you expressly acknowledge that you understand and agree to this waiver and release of liability and assume the risk of all harm arising from your participation in the Training Program.**

A. <u>Your Responsibilities to Fellowship Host</u>

1. You will report to Fellowship Host's place of business or report virtually at 8:00 AM, or as scheduled, from Start Date through End Date.
2. You will notify Fellowship Host or your HOH Program Manager if you need to adjust or change your schedule in any way, including if you need to drop out of the Fellowship Program. You understand that continued tardiness or absence may be cause for your termination from the Training Program.
3. You understand that neither the Fellowship Program nor Fellowship Host will provide you with compensation during the Fellowship. Active-duty service members, will continue to receive salary and benefits from the U.S. Department of Defense. Veterans, Military Spouses and Caregivers will receive an hourly rate and benefits from a third-party vendor, Signature Staff Resources.
4. You understand that you are not entitled to a job with Fellowship Host at the conclusion of the Training Program.
5. You are responsible for resolving any problems that arise with Fellowship Host. If you feel you cannot reach satisfactory resolution of such problems, you agree to contact your HOH Program Manager for assistance.
6. If you obtain other employment or if Fellowship Host offers you full-time employment prior to completing the Fellowship Program, you agree to notify your HOH Program Manager and/or transition counselor immediately, and to work with your new employer to coordinate completion of the training.

B. <u>Your Responsibilities to HOH</u>

1. You understand that you will be in training from Start Date through End Date.
2. You will attend classes as scheduled beginning on Start Date and on each Friday until graduation from the program. You will notify your HOH Program Manager prior to changing your program or schedule, including if you miss a class(es).
3. You understand that you will be dismissed from the Fellowship Program after your third absence or third tardy.
4. You agree that if you have to miss class, you will work with the instructor to make up the training
5. You agree to look for work immediately following the completion of your training, absent extenuating circumstances, and agree to follow any reasonable counsel given by your HOH Program Manager regarding your job search. If you obtain other employment or if Fellowship Host offers you full-time employment prior to completing the Fellowship, you agree to notify your HOH Program Manager immediately, and to work with your new employer to coordinate completion of the training.

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6. You agree to provide position and salary information to your HOH Program Manager upon completion of the program or offer acceptance following the program for up to 90 days.
7. You agree to provide retention data to your HOH Program Manager annually for two years upon completion of the program when requested.
8. You authorize Fellowship Host to release information about your performance in the Training Program to HOH. In addition, while you understand that you are not entitled to employment with Fellowship Host, you authorize Fellowship Host to release information about any offers of employment you receive, including salary level, to HOH.

You agree that you will safeguard all Fellowship Host confidential information and will not disclose any Fellowship Host confidential information to any third party without Fellowship Host's prior written consent. You further agree you will not use Fellowship Host confidential information for any purpose other than to participate in the Fellowship Training Program and will promptly return to Fellowship Host any materials containing or derived from Fellowship Host upon coming into possession of any such materials. Upon Fellowship Host's request or the termination of your participation in the Fellowship Training Program, you will return all Fellowship Host information and all materials containing or derived from Fellowship Host information.

In accordance with Federal law and the Joint Ethics Regulation, you will not disclose to Fellowship Host any non-public information available to you based on your official position as a federal employee.

Consistent with Federal law and the Joint Ethics Regulation, Active-Duty Service Members will not act as an agent for Fellowship Host before any agency or department of the United States. Further, they will not interact with anyone at the Department of Defense or other federal agency or instrumentality on behalf of Fellowship Host in regard to any current or potential contracting opportunity or decision.

You understand that participation in the Fellowship Training Program does not guarantee or imply that you will be offered a paid position with Fellowship Host upon conclusion of the Fellowship Training Program.

Please acknowledge your agreement to these terms by signing below and returning the signed original to your HOH Program Manager. If you wish, you may have a copy for your reference.

Reviewed and Agreed To

by: _____

Signature

_____
Print Name

_____
Date

FYI
The fellowship candidate signs this.

May 4, 2023 - Regular School Board

Title
C9 - School Board Approval of the 2023-2024 K-12 Comprehensive Evidence-Based Reading Plan (CERP)

Description
Prior to 2023, districts were required to submit the K-12 Comprehensive Evidence-Based Reading Plan (CERP) to the Department of Education for approval. Senate Bill 2524 requires school districts to submit a comprehensive reading plan for approval to the applicable district school board, charter school governing board, or lab school board of trustees. It removes the requirement for the Department of Education to approve district comprehensive reading plans. The approval of the 2023-2024 K-12 CERP by the district school board is to be in alignment with the statutory requirements outlined in Rule 6A-6.053, Florida Administrative Code (FAC). The school district is required to submit the district approved K-12 Comprehensive Evidence-Based Reading Plan (CERP) to Just Read, Florida! by June 15. By July 1 of each year, the Department shall release to each school district its allocation of appropriated funds pending plan submission.

Gap Analysis
Without a district school board approved K-12 Comprehensive Evidence-Based Reading Plan, CCDS will not receive its allocation of appropriated Evidence-Based Reading funds thereby preventing the funding of salaries for the Supervisor of Reading and Early Literacy, Reading/Literacy Specialists, and Reading/Literacy Coaches. Without the allocation of appropriated Evidence-Based Reading funds, the ability of the district to purchase evidence-based professional learning, supplemental reading materials, and interventions would be greatly impacted. Additionally, the District will be limited in supporting K-3 students with substantial deficiencies in reading in accordance with Section 1008.25(3)(a), F.S.

Previous Outcomes
Evidence-Based Reading funds in the amount of $170,000,000 were provided for the 2022-23 fiscal year for a system of comprehensive reading instruction to students enrolled in prekindergarten through grade 12 programs and certain students who exhibit a substantial deficiency in early literacy. The amount of $115,000 was allocated to each district, and the remaining balance was allocated based on each district's proportion of the total K-12 base funding. The total amount of Evidence-Based Reading Funds released to CCDS based on the 2022-23 FEFP First Calculation Prekindergarten through Grade 12 Funding Summary was $2,178,395.00 which increased to $2,195,543.00 based on the Second Calculation. With the 2022-2023 allocation of funding, the district was able to provide district charter schools with a proportionate share of the allocated funding, provide salary funding for the Supervisor of Reading and Early Literacy, four Specialists, and eight coaches; purchase evidence-based professional learning, supplemental reading materials, and interventions; reimburse teachers for taking and passing the K-12 Reading Subject Area Exam; reimburse teachers for adding the reading endorsement to their teaching certificate; provide funding for district reading competency course facilitator pay for the reading endorsement; provide schools substitute reimbursement for teachers attending district reading/literacy professional learning sessions; and fund other items relating to evidence-based reading instruction as outlined in the state approved CCDS 2022-2023 K-12 CERP.

Expected Outcomes
With district school board approval of 2023-2024 K-12 Comprehensive Evidence-Based Reading Plan, it is expected that student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, F.A.C. will improve based on the role of administration (both district and school level), professional development, assessment, curriculum, and instruction as fully depicted in the District K-12 CERP. It is also expected that district school board approval of the budget for the Evidence-Based Reading Instruction Allocation will result in the District receiving its allocation of appropriated funds on July 1, 2023 for salaries and benefits, professional development, assessment, programs/materials, tutoring and incentives pursuant to Section 1011.62(8)(d), F.S., and for supporting K-3 students with substantial deficiencies in reading in accordance with Section 1008.25(3)(a), F.S.

Strategic Plan Goal

Goal 1: Develop a High Quality & Aligned Instructional System

Strategy 1.1 Provide teachers and students with the tools and resources necessary to meet the demands of the Florida Standards and students' individual needs.

Strategy 1.2 Provide diagnostic and prescriptive interventions for differentiated instruction in reading

Strategy 1.3 Prepare all students to be full option graduates who are prepared for college, eligible to enlist in military services, or able to compete in the workforce.

Goal 5: Develop and support great educators, support personnel, and leaders.

Strategy 5.2: Provide ongoing training and support for teachers, support staff, and leaders.

Recommendation

That the School Board approve the 2023-2024 K-12 Comprehensive Evidence-Based Reading Plan.

Contact

Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact

+$2,178,395.00 with approval, -$2,178,395.00 without approval

Review Comments

Attachments

- CCSD 2023-2024 VPK- Grade 12 Comprehensive Evidence-Based Reading Plan (1).pdf

- 2023_CCDS_District K-12 CERP Reflection Tool.docx.pdf

- RDG_2022-23_10-Clay (2).pdf

- Fefpdist.pdf

- 6A-6053-10.pdf

VPK- Grade 12 Comprehensive Evidence-Based Reading Plan

School Year 2023-2024

Clay County District Schools

Mr. David Broskie
Superintendent

The School Board of Clay County

Erin Skipper	District 1
Mary Bolla	District 2
Beth Clark	District 3
Michele Hanson	District 4
Ashley Gilhousen	District 5

1) Contact Information 2023-2024 Comprehensive Evidence-Based Reading Plan

Point of Contact	Name	Email	Phone
Main Reading Contact	Melanie McIver	melanie.mciver@myoneclay.net	(904) 336-6965
Data Element	Jarrod Eason	jarrod.eason@myoneclay.net	(904) 336-6301
Third Grade Promotion	Melanie McIver	melanie.mciver@myoneclay.net	(904) 336-6965
Multi-Tiered System of Supports	Robin Rae	robin.rae@myoneclay.net	(904) 336-6593

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053(2), F.A.C.](#))

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	$2,178,395.00	
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with [Section (s.) 1002.33(7)(a)2.a.](#) and [s. 1008.25(3)(a), Florida Statutes (F.S.).](#) Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*	$103,473.76	
Elementary Expenses		
Literacy coaches	$628,967.00	10
Intervention teachers	$177,000.00	59
Scientifically researched and evidence-based supplemental instructional materials	$216,000.00	
Summer reading camps for grade 3 students	$200,000.00	
Secondary Expenses		
Literacy coaches	$275,000.00	3
Intervention teachers	$72,000.00	32
Scientifically researched and evidence-based supplemental instructional materials	$100,000.00	
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	$75,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	$75,000.00	

Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	**$175,000.00**	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	**$21,000.00**	
Tutoring programs to accelerate literacy learning	**$54,954.29**	
Family engagement activities	**$5,000.00**	
Sum of Expenditures	**$2,178,395.00**	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(1)(d), F.A.C.)
For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)

Grade	Previous School Year – FAST PM2 % of Students Scoring		Goal for Plan Year – FAST PM2 % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
PreK (VPK)	2%	90%	1.5%	90.5%
K	10.5%	72%	7.5%	75%
1	6.7%	67.8%	4.7%	69.8%
2	12.8%	65.6%	10.8%	67.6%

Florida Assessment of Student Thinking (FAST)

Grade	Previous School Year – FAST PM2 % of Students Scoring		Goal for Plan Year – FAST PM2 % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	34.3%	39.2%	31.3%	42.2%
4	30.4%	45.8%	27.4%	48.8%
5	27.8%	44.4%	24.8%	47.4%
6	22%	53%	19%	56%
7	32%	44.4%	29%	47.4%
8	37.3%	41.2%	34.3%	44.2%
9	32.1%	43.4%	29.1%	46.4%
10	32.5%	45.2%	29.5%	48.2%

B. School Literacy Leadership Teams (Rule 6A-6.053(3), F.A.C.)
Schools are required to establish a School Literacy Leadership Team.

1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

Step 1: Each principal will identify who will serve as members of the School Literacy Leadership Team (SLLT).
Step 2: The SLLT will collect input from student achievement data and stakeholder feedback to create a vision that aligns with the school's improvement goals for evidence-based instruction to ensure literacy proficiency for all students.
Step 3: The vision will be communicated to all stakeholders through multiple comprehensive means.
Step 4: Each principal will create a calendar for monthly SLLT meetings.
Step 5. The monthly SLLT meeting will be data-driven and include documented next steps.
Step 6: At the end of each school year, the principal will evaluate the successful implementation of the SLLT using stakeholder survey data and student achievement data.

2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.

The School Literacy Leadership Team requirement will be communicated to principals at the monthly principals' meetings and shared in the Superintendent's Weekly Briefing.

The School Literacy Leadership Teams will use data to establish literacy goals and take strategic action to improve literacy achievement for all students by:

- collecting, analyzing, evaluating, and monitoring school-based, district, and state assessment data;
- monitoring and evaluating the use of district adopted curriculum and materials;
- creating and establishing school improvement goals;
- creating and establishing processes for teachers to evaluate, monitor, and respond to their students' data aligned with standards-based learning targets, success criteria, and evidence-based instruction; and
- engaging in collaborative data conversations and data-driven Professional Learning Communities (PLCs) for problem-solving and goal setting for Tier 1 evidence-based instruction.

C. Plan Implementation and Monitoring (Rule 6A-6.053(7), (8), F.A.C.)
Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. Provide an explanation of the following:

Grades PreK (VPK)-Grade 12	District Level		School Level	
Data that will be collected and frequency of review	**District Literacy Leadership Team**		**School Literacy Leadership Team**	
	Collected Data	**Review Frequency**	**Collected Data**	**Review Frequency**
	FAST/STAR	3 times per year	FAST/STAR	BOY, MOY, & EOY
	Student Grades	Quarterly	Student Grades	Quarterly
	District Level Data Meetings (Tier 1)	Monthly	Grade Level Data Meetings (Tier 1)	Monthly
	MTSS (Tier 2 and Tier 3 Intervention Implementation)	Monthly	MTSS (Tier 2 and Tier 3 Intervention Implementation) (3rd Grade Portfolio)	Monthly
	Attendance	Monthly	Attendance	Monthly
	Discipline	Monthly	Discipline	Monthly
	Computer Assisted Instruction (CAI)	Monthly	Computer Assisted Instruction (CAI)	Monthly
	Classroom Walkthrough Data	Monthly	Classroom Walkthrough Data	Monthly

Actions for continuous support and improvement	For continuous support and improvement the DLLT will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following state education agencies and district contracted vendors:	For continuous support and improvement the SLLT will communicate, collaborate, critically think and problem-solve to respond and create solutions with the following agencies and district contracted vendors:
	- Just Read, Florida - FLDOE Regional Literacy Coordinator - FLDOE Assessment and Accountability - Florida's PS/RtI Project - Lexia Learning - Renaissance - Cambium - Achieve 3000 Literacy - Florida Inclusion Network - FCRR/UFLI	- DLLT - Just Read, Florida - FLDOE Regional Literacy Coordinator - FLDOE Assessment and Accountability - Florida's PS/RtI Project - Lexia Learning - Renaissance - Cambium - Achieve 3000 Literacy - Florida Inclusion Network - FCRR/UFLI

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

- Stakeholder communication and feedback with the District Supervisor of Reading and Early Literacy
- Feedback Forms (District K-12 CERP Reflection Tool)

3. Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

- District Literacy Leadership Team and School Literacy Leadership Team Expectations
- Format of K-12 CERP for 2022-23 Decision Trees for improved alignment with Florida's Formula for Success
- Plan for increased communication relating to the K-12 CERP

4. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

Monitoring System for Implementation of the CCDS K-12 CERP:
1. Learning Walks Using the FLDOE/FCRR School Leader's Literacy Walkthrough Tool
2. District School Leader's Classroom Walkthrough Log
3. District K-12 CERP Implementation Rubric

5. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals use multiple monitoring systems to inform instruction and support needs of students which include:

- the District Data Warehouse
- Synergy
- Renaissance PK-2
- Florida Reporting System for Grades 3-10 (FDOE)
- PK-20 Education Data Warehouse (FDOE)
- District CAI Data Dashboards (Lexia, Achieve3000, Imagine Learning)

4) Literacy Coaches/Coaching (Rule 6A-6.053(6), F.A.C.)

A. Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

Multiple sources of data are analyzed to determine the needs throughout the District. RAISE schools are first identified for immediate and intensive support. Further analysis of data which includes local and state assessments, literacy screeners, and common formative assessments are reviewed to determine additional areas of need.

B. Just Read, Florida! Literacy Coach Model (Rule 6A-6.053(6)(c), F.A.C.)

The Literacy Coach Model delineates the roles and responsibilities of literacy coaches:

- **Provide professional development on the following:**
    - The major reading components, as needed, based on an analysis of student performance data;
    - Administration and analysis of instructional assessments; and
    - Providing differentiated instruction and intensive interventions.
    - Model effective instructional strategies for teachers in whole and small group instruction;
    - Collect and use data on instructional practices to inform and implement professional learning activities;
    - Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
    - Coach and mentor teachers daily;
    - Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
    - Participate in literacy leadership teams;
    - Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
    - Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
    - Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
    - Effective or highly effective rating from the most recently available evaluation that contains student performance data;
    - Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area Instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

1. Is the district using Just Read, Florida! Literacy Coach Model? Yes

2. If not, please describe the evidence-based coach model the district is using. N/A

3. How is the literacy coach model being communicated to principals?
Coaching expectations are discussed at the annual Summer Leadership Institute and are revisited as needed at the monthly principal professional learning meetings. Coaching resources in alignment with the expectations are made available to all school leaders in the OneClay portal.

4. How does the district support literacy coaches throughout the school year?
Literacy coaches meet on a bi-weekly basis for professional learning around literacy coaching, collective problem solving, and engaging in inquiry practices in alignment with their coaching experiences. During these meetings, coaches review the coaching logs and teacher support dashboards to monitor progress, reflect on support, and make coaching adjustments as needed. Coaches also review student achievement data in alignment with walkthrough data reflective of instructional practices to identify next steps in alignment with teacher and student needs.

5. How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

Literacy coaches engage in data conversations with teachers, teams and school leaders on an ongoing basis. During coaching cycles with teachers, coaching logs are used in alignment with the district instructional vision for literacy to set goals for the coaching cycle and create action

plans for achieving the goals. The coaching logs ensure a cycle of multiple visits, rather than a single conversation, to foster continuous improvement. With learning teams within the school's professional learning community, literacy coaches engage in data analysis and guide teams in using student data to intensify Tier 1 support, and plan for responsive instruction based on student needs. Literacy coaches also work alongside school leaders to plan for school-based professional learning experiences, as well as use district data to inform district wide professional learning experiences throughout the school year.

6. How does the district monitor implementation of the coach model?

Coaching logs are utilized to document the nature and duration of the ongoing support and are collected into a digital dashboard. This allows for both aggregated and individual review of the coaching support. These dashboards are reviewed monthly for recalibration of focus as well as to identify trends and patterns to plan for future needs.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success (Rule 6A-6.053(9)(a), F.A.C.)

K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Four types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment;
- Three tiers of instruction that are standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
  - Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
  - Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction; and
  - Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in s. 1003.485, F.S., or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, will provide Clay County District Schools a framework for sustaining student growth and evaluating the effectiveness of instruction and intervention for all students during the 2023-2024 school year. English Language Learners are provided strong instruction founded in the science of reading, coupled with interventions that address both their content knowledge and their language barriers. Clay County District Schools currently uses Imagine Learning to provide English Language Instruction to students in grade K-6. This program provides instruction in all four domains - listening, reading, speaking and writing. Students are working toward ELA standard mastery, while simultaneously learning the English language. ELL students in grades 7-12 are scheduled into intensive reading courses to ensure they are provided exceptional instruction in a smaller class setting. They are provided access to Rosetta Stone that provides instruction in both English language acquisition and content knowledge that supports success in the four domains - listening, reading, speaking and writing. Students with disabilities (SWD) are provided Specially Designed Instructional strategies aligned to the students' individual needs as well as intensive interventions, as needed. Strong Tier I Core instruction using the science of reading is provided to ensure that students master Florida's ELA standards.Clay County District Schools currently uses several evidence based supplemental programs that often aid in providing Specially Designed Instruction.

2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners. VPK-ESE Pre K Blended Learning Instructional Framework

Program Description	Voluntary Prekindergarten (VPK) is a program that is funded by the Office of Early Learning at the Florida Department of Education. During the school year, scholars must receive 540 of instructional hours during a 3-hour instructional block designed for early learning within the framework of the ESE Preschool class for four-year-olds. To complement the VPK program, the school district also offers extended day opportunities conforming to the ESE Preschool full-day schedule. *300-instructional hours are required during the summer VPK program. **Lunch and resources are scheduled outside of the 3-hour instructional block. Outdoor activities are required to be structured and aligned with the standards for 4-year-olds.
VPK Classroom Learning Environment	The following are very general guidelines for a high quality VPK 3-hour instructional block: ● Post and follow a daily schedule that has both words and pictures, so children can understand the daily routine ● Explicitly teach children the expectations during the components of the daily routine, including transitions

	- Establish clear traffic patterns - Separate noisy and quiet areas - Have a meeting/circle area - Set up clearly defined learning centers - Have a wide variety of age appropriate materials - Label materials and areas with both words and pictures - Display appropriate charts at children's eye level - Display children's work, and update displays often and include soft spaces
Charts and Materials for VPK **VPK-ESE Pre K Blended Learning Instructional Framework** **FCRR for VPK** **Preschool Booklist** **Standards for 4-year-olds** **OEL Virtual Supports and Online Resources** **Professional Development and Training Resources**	The purpose of the following list is to ensure that in every classroom and on the playground children have the developmentally appropriate materials that research and experience have shown are essential components of a quality program. While every classroom is different and it may be a challenge to set up distinct areas, all the centers and charts included in these lists offer important learning experiences and should be incorporated into the program in some way. Children should receive evidence-based instruction through modeling and demonstration at each learning center to develop their awareness and understanding of each learning center's purpose. Learning Centers should be well-structured with a weekly rotation schedule. Learning Center activities should be aligned with the standards for four-year olds and should be an intentionally planned extension of the daily instructional blocks. When the Coalition monitors VPK classrooms it is expected that most of these materials will be available and charts will be displayed and used: - Charts: Attendance chart, Helper/job chart, Daily schedule with words and pictures, Weekly/monthly calendar, Alphabet, Number, Shapes and colors - Dramatic Play Center: Dramatic play themes include a grocery store, office, hospital, and restaurant. Incorporates props to encourage emergent literacy and writing (recipe books, telephone books, and message pads. - Manipulative/Math Center: Materials for counting, sorting, recognizing shapes and classification are included - Art Center: Students can express their feelings, ideas, and be creative - Discovery/Science/Sensory Center: Books and magazines related to themes and science topics - Library Area: Books are appropriate for the age and interest of the children - Listening Area: Variety of audio books, music, and stories - Writing Area: Sandbox drawing, writing - Music/Movement Center: Music is played at various times of the day; classical music is included - Computer Center: Students practice keyboarding on real or play computers - Outdoor Playground: Structured outdoor activity materials to support pretend play, age appropriate equipment for climbing, swinging, and building, materials to support pretend play
Teachers, CDA, and Paraprofessional Professional Development	➔ All VPK/PK teachers must have the following courses on their DCF transcript: Emergent Literacy and Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (VFSP). Recent legislative changes to section (s.) 1002.55, Florida Statutes (F.S.)., and s. 1002.63, F.S. requires all VPK instructors, including those holding a valid Florida educator certificate, as well as public school VPK instructors to complete three 5-hour emergent literacy courses for a total of 15 hours. After completing the first three emergent literacy courses, Voluntary Prekindergarten (VPK) instructors must complete one emergent literacy course every five years. ➔ Assistants are to assist with academic and behavioral activities in the classroom and meet the needs of individual students. The assistant should be an integral part of small group instruction and should lead a center. ****Note: General Health Assistants** must have CPR, First Aid, and Medication Management Training. **Behavioral Health Assistants** must have CPR, First Aid, Medication Management, and Safe Crisis Management Training._
Mandated Assessments	➔ [Voluntary Prekindergarten Education Program Accountability](#)
Quality Rating Improvement System	Early childhood classes receive classroom observations using the tool by a trained observer. Florida Statute 1002.69 requires the Office of Early Learning to adopt a minimum readiness rate that demonstrates a provider has delivered the VPK program satisfactorily. Providers who have a score below the minimum are required to submit an improvement plan. Rules 6M-8.700, 6M-8.701 and 6M-8.702 specify requirements for coalitions or school districts to approve an improvement plan for a VPK provider on probation.
	Oral Language and Vocabulary Development
	Oral Language instruction is supported by the implementation of Story Champs.
	Emergent Literacy (Reading and Writing)

- Phonological Awareness and Phonetics instruction is supported by the implementation of Heggerty and Tools4Reading: Kid Lips. Print and Alphabet Knowledge and Writing is supported by ELLM, FCRR, and DEL lessons.
- The Wilson® Fundations® Pre-K Activity Set is a supplemental resource that compliments the ELLM curriculum by supporting the acquisition of emergent skills necessary for success in kindergarten.
- Early Prevention/Intervention Program: The Phoneme Recognition Instruction Developing Empowerment (P.R.I.D.E.) reading program provides early prevention/intervention for beginning letters and sounds. This Reading Program is an easy to use, structured literacy, Orton-Gillingham curriculum for preschool age children that aligns with the Science of Reading. This classroom curriculum uses engaging, multisensory methods for supporting the acquisition of emergent literacy skills.

Emergent Math

- Foundational Math is supported by the implementation of Eureka Math, including daily use of math manipulatives to enhance instruction.

Science/Social Studies/Arts

- Science, Social Studies, and Arts instruction is supported by the implementation of the ELLMS Plus Curriculum. Students should have opportunities to engage in science labs.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to s. 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i):

(A) …an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK (VPK)-Grade 12

1. Grades PreK (VPK-Grade 12 Assessments
Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-Grade 12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☒ **PreK (VPK)** ☒ **Grade K** ☒ **Grade 1**	☒ **Oral Language** ☒ **Phonological Awareness** ☒ **Phonics** ☒ **Fluency**	☒ **Screening** ☒ **Progress Monitoring** ☒ **Summative**	☒ **3 x Year**

		☒ **Vocabulary** ☒ **Comprehension**		
FAST Star Reading	☒ **Grade 1** ☒ **Grade 2**	☒ **Vocabulary** ☒ **Comprehension**	☒ **Screening** ☒ **Progress Monitoring** ☒ **Summative**	☒ **3 x Year**
FAST ELA Reading	☒ **Grade 3** ☒ **Grade 4** ☒ **Grade 5** ☒ **Grade 6** ☒ **Grade 7** ☒ **Grade 8** ☒ **Grade 9** ☒ **Grade 10**	☒ **Vocabulary** ☒ **Comprehension**	☒ **Screening** ☒ **Progress Monitoring** ☒ **Summative**	☒ **3 x Year**

2. Identification of K-5 Students with a Substantial Reading Deficiency (Rule 6A-6.053(10), F.A.C.)

In accordance with s. 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
  - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
  - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

CCDS Process for Identifying Students with a Substantial Deficiency in Reading Grades K-12

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). All students enrolled in Voluntary Pre Kindergarten (VPK) through 10th grade will be administered the FAST in the fall, winter and spring of each program year.

Step 2: The School Literacy Leadership Team will analyze the screening data from the fall administration of the FAST to determine which students have been identified at the lowest achievement level/benchmark.

Step 3: The School Literacy Leadership Team will use a triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) to determine the effectiveness of Tier 1 Evidence-Based Reading Instruction (EBRI) through a structured literacy approach.

Examples of Product Data (Assessment)

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2023-2024 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; and
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Step 4:

Option 1

Instruction must be provided at the most basic level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, a class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

Option 2

If it is determined that the identified students have received initial EBRI and remediation at Tier 1, a diagnostic assessment should be administered to create an instructional and intervention approach to provide more individualized and frequent instruction, and more opportunity for practice using a structured literacy approach to address the identified areas of deficiency. All determinations must be made in compliance with current state statute regarding identification of students with a substantial deficiency in reading.

After diagnostic assessments have been administered, the School Literacy Leadership Team will meet to analyze the diagnostic data. Any student in kindergarten through grade 12 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; and teacher observations will be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency. An intervention plan will be created to align the student's identified reading deficiencies which must include evidence-based interventions from the state-approved 2023-2024 Clay County District Schools Comprehensive Evidence-Based Reading Plan (CERP).

Step 5: The school will provide written notification to the parent of any student determined to have a substantial deficiency in reading.

Step 6: Instruction and intervention will be implemented in alignment with the individualized reading intervention plan along with progress monitoring. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step 7: The School Literacy Leadership Team will continue to meet to review progress monitoring data and make determinations based upon the student's response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

Grades PreK (VPK)-Grade 12 Decision Trees

Administer the Beginning Year FAST PM1 Screener for English Language Arts-Reading VPK-Grade 10. 80% of students should showcase beginning year readiness. **The Beginning Year FAST PM1 Screener Data should be used for informational purposes only.**

The Literacy Leadership Team will:

Evaluate Individual Student Data	Evaluate Core Curriculum	Evaluate Teacher Practice
Evaluate individual students' scores to determine whole, small, and individual instructional needs at Tier 1.	Determine what supports are needed to improve the quality of the Core Curriculum (SAVVAS). For example, select the appropriate evidence-based supplemental material: Heggerty, KidLips, and/or From Phonics to Reading.	Determine what supports are needed to improve teacher capacity to deliver high-quality Tier 1 instruction. For example, professional learning focused on evidence-based reading instruction, Universal Design of Learning (UDL), etc.

The development of the Curriculum, Instruction, and Intervention Decision Trees was driven by scientific research that encourages a professional movement toward implementing data-based, differentiated, and evidence-based practices proven to have positive impacts on student literacy outcomes. The goal of the Decision Trees is to significantly increase the percentage of proficient readers to 90% by deepening teachers' understanding of how the brain learns to read. Therefore, the Decision Trees act as a guide to assist teachers with being thoughtful about using resources appropriately and impactfully and using data to continually monitor and improve the effectiveness of their actions.

What theoretical frameworks are the Decision Trees grounded in? The Decision Trees are grounded in the Simple View of Reading and Scarborough's Reading Rope. The Simple View of Reading (SVR) is a formula based on the widely accepted view that reading includes two basic components: decoding (word-level reading) and language comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990). The SVR formula makes it clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strongly developed through explicit, systematic instruction. Scarborough's Reading Rope takes the two contributing factors from the Simple View of Reading and breaks them down into smaller components, truly showing all the different elements that contribute to fluent reading (Scarborough, 2001).

What is the intended use of the Identification/Intervention Decision Trees? The Curriculum, Instruction, and Intervention Decision Trees serve as a guide to evidence-based language and literacy instruction for all learners K-12. The purpose of the three-tiered model of instruction is to provide effective core instruction that addresses reading difficulties by assisting School Literacy Leadership Teams (SLLTs) and teachers with identifying students who may have gaps in their literacy skills. Data points from the district's universal screener are used to direct SLLTs and teachers to additional diagnostic tools for determining areas of deficiency or learning gaps of a reader based on the different components involved in skilled reading. The multi-tiered system of supports structure of the Decision Trees is aligned with Florida's Formula for Success to provide a framework for supporting learners based on their unique needs.

Under this model, each tier adds a level of intensity that is designed to accelerate the learner's rate of learning and avoid learners requiring intervention for multiple years (Kilpatrick, 2015). As a learner responds positively to the instruction, the intensity gradually fades. The movement within the tiers of instruction is fluid and data-based, and the tiers represent instruction and support, not categories of students. Such a system includes a continuum of evidence-based, systemwide practices. The SLLT and/or the teacher determines the instructional plan for addressing areas of weakness or deficiency, and identifying the evidence-based practice and program for intervention instruction.

Why is it critical that teachers utilize the Identification/Intervention Decision Trees? The K-12 Comprehensive Reading Plan (6A-6.053) and Student Reading Intervention Requirements (6A-6.054) State Board Rules mandate districts and schools to identify and monitor students who are not meeting grade level expectations for reading performance. Districts and schools are required to intervene using strong evidence-based strategies and intervention materials (Pursuant to Section 1008.25, Florida Statute). Supplemental intervention provided will target skills which pose the greatest barrier to learning and evidence-based intervention will be matched to student needs. If a student does not respond to supplemental intervention, the student will be considered for an intensive intervention. Students who exhibit a substantial deficiency in reading—based upon multiple data sources -- must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. **Levels of Evidence**

Tier 1 Core Literacy Instruction 90 Minutes (K-5) 50 Minutes (6-12) Everyday	Tier 2 Intervention 15-30 Minutes 3-5 Times Per Week	Tier 3 Intervention 45 Minutes-1 Hour 4-5 Times Per Week
T1 Florida's B.E.S.T. Standards: English Language Arts ● Progression of Foundations Benchmarks ● Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12 ● Practice Profiles ● Tier 1 Core Evidence-Based Reading Instruction ● Effective Tiered Instruction for Literacy Teaching Reading is Rocket Science (Moats, 2020) **T1 Core Evidence-Based Reading Instruction (EBRI)** ● Explicit and Systematic ● Scaffolded ● Differentiated ● Immediate Corrective Feedback ● Content-Rich ● Write in Response to Reading **T1 Core High-Quality Curriculum** ● SAVVAS K-12 -K-5 MyView -6-12 SAVVAS MyPerspectives **T1 Supplemental Reading Materials** ● KidLips K-1 ● Heggerty K-6 ● From Phonics to Reading K-3 **Technology-Based Instruction Assistance (TBIA)** ● Lexia: Core5 and PowerUp ● Achieve3000 ● Imagine Learning (ELLs) ● RAZ-Plus (Optional: School Level)	EBRI Explicit/Systematic Small Group Targeted Instruction provided in addition to Tier 1 instruction. Instruction is increasingly intensive and matched to instructional needs on the basis of progress monitoring and observation. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. Multiple Opportunities to Practice Targeted Skill(s) aligned with the 6 Components of Reading Immediate Corrective Feedback	EBRI Explicit/Systematic Small Group Intensive Instruction provided in addition to Tier 1 and Tier 2 instruction only to students who are significantly below grade level in the development of critical reading skills.This instruction will be guided by a specific intervention program that focuses on one or more of the key components of reading development. Additional Opportunities to Practice Targeted Skill(s) aligned with the 6 Components of Reading Immediate Corrective Feedback ***Students Identified with a Substantial Reading Deficiency***

Oral Language			
Tier 1 Whole Group 6 Components of Reading	**T1 Small Group Rotations with Progress Monitoring**	**T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring**	**T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring**
Targeted Student Population: PreK (VPK) - Grade 12 **Core & Supplemental Materials:** SAVVAS From Phonics to Reading Lexia Achieve3000 Imagine Learning (ELL) **Expected Learning Outcomes:** Students are proficient in - academic language including storytelling, recalling and sharing information, acquiring word meanings through context, expanding domain knowledge; -verbal and written expression; and -language comprehension and vocabulary.	**If a student is showing a deficit in** *academic language including storytelling, recalling and sharing information, acquiring word meanings through context, expanding domain knowledge; verbal and written expression; or language comprehension and vocabulary,* **then:** **Initiate a Progress Monitoring Plan (PMP) and provide additional instruction** focused on promoting oral academic language through read-alouds of simple stories designed to foster growth in story telling based on story structure. Simple stories should be selected from the Core Curriculum (SAVVAS) or from the Supplemental Materials (From Phonics to Reading, Lexia, Achieve3000). **Additional Resources:** **FCRR Language Activities** **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1** **5 Components of Effective Oral Language Instruction** **Syntax** **Syntax Considerations for ELLs** **Effective Literacy and English Language Instruction for English Learners in the Elementary Grades** **Teaching Academic Content and Literacy to English Learners in Elementary and Middle School**	**If Tier 1 Progress Monitoring Data** *indicates no positive impact on the student's early oral language skills or that the student is not progressing at the rate of their peers*, **then:** **Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol)** Evaluate all data including student's strengths, profile information, attendance, behavior, health, and academic data to inform decision making. **If Required, complete a Request for Support in Synergy.** **Assess** -to determine the efficacy of Tier 1 instruction -for Tier 2 decision making **CUBED Benchmark Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) **If Required, Select T2 Oral Language Intervention** Pre-K (VPK) - Kindergarten ***Story Champs*** ***Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.*** KIndergarten - Grade 12 ***Lexia Lessons: Speaking and Listening Practice***: Teacher Delivered ***Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.*** **Progress Monitor (at least 1 time per month)** **CUBED Progress Monitoring Assessments** -Narrative Language Measures (NLM)	**If Tier 1 and Tier 2 Progress Monitoring Data** *indicates no positive impact on the student's early oral language skills or that the student is not progressing at the rate of their peers*, **then:** **Engage in an Evaluation of Triangulated Data and Problem Solving** Engage in Problem Solving with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions. **Assess** -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making **CUBED Benchmark Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) **If Required, Select T3 Oral Language Intervention** PreK (VPK) - Grade 3 ***Individualized Intervention*** **STEP 1**: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: **PreK-2 Student Success Form** or **3-12 Student Success Form** by uploading into the **MTSS Service and Support Form**. **STEP 2:** The District will create an intervention plan and provide any required training. Grades 4-12 ***Corrective Language Comprehension*** Requires ***Corrective Language Comprehension Placement Assessment*** prior to implementation ***Requires training prior to implementation. Submit requests for intervention and***

		training through the [MTSS Service and Support Form]*.* **Progress Monitor** **(at least 1 time per week)** *Corrective Language Comprehension* In-Program Assessments (every 10 lessons) **AND** [CUBED Progress Monitoring Assessments] -Narrative Language Measures (NLM)

Phonological Awareness and Phonemic Awareness		
Tier 1 Whole Group **6 Components of Reading**	**T1 Small Group Rotations with** **Progress Monitoring**	**T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring**	**T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring**
Early Phonological Awareness **Targeted Student Population:** PreK (VPK) - Grade 1 and Grades 6-12 Intensive Reading **Core & Supplemental Materials:** Tools4Reading: Kid Lips Heggerty **Expected Learning Outcomes:** Students are proficient in -early phonological awareness skills including blending, segmenting, and manipulating the larger, more salient units of speech including onsets, rimes, and syllables; and -early phonemic awareness skills including isolating the first, final, then medial individual phonemes in single syllable words.	**If a student is showing a deficit in** *very early phonological awareness skills and phonemic awareness skills or higher level phonemic awareness skills*, **then:** **Initiate a Progress Monitoring Plan (PMP) and provide additional early phonological awareness instruction** focused on blending, segmenting, and manipulating the larger, more salient units of speech including onsets, rimes, and syllables in small group or on an individual basis in addition to whole group instruction and practice. Once the student shows mastery in this, they should progress to phonemic awareness instruction and practice, including isolating the first, final, then medial individual phonemes in single syllable words. **OR** **Initiate a Progress Monitoring Plan (PMP) and provide additional advanced phonemic awareness** instruction focused on segmentation of up to three-phoneme words using scaffolding supports like Elkonin Boxes, clappers, felt squares, etc. Once the student shows mastery in this, they should progress to words with four or more phonemes, separating individual phonemes in consonant blends, and phoneme manipulation activities such as phoneme deletion and substitution.	**If Tier 1 Progress Monitoring Data** *indicates no positive impact on the student's early phonological skills or advanced phonological and phonemic awareness skills or that the student is not progressing at the rate of their peers*, **then:** **Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol)** Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making. **If Required, complete a Request for Support in Synergy.** **Assess** -to determine the efficacy of Tier 1 -for Tier 2 decision making PreK (VPK) - Grade 2 [Early Phonological Awareness Skills] . Grades 3-12 [PAST Assessment] Form A **If Required, Select T2 Early Phonological Awareness Intervention** PreK (VPK) - Grade 2 *Heggerty Early Phonological Awareness Curriculum* *Requires training prior to implementation. Submit requests for intervention and training through the [MTSS*	**If Tier 1 and Tier 2 Progress Monitoring Data** *indicates no positive impact on the student's early phonological skills or advanced phonological and phonemic awareness skills or that the student is not progressing at the rate of their peers*, **then:** **Engage in Data Evaluation and Problem Solve** Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions. **Assess** -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making PreK (VPK) - Grade 2 [Early Phonological Awareness Skills] Grades 3-12 [PAST Assessment] Form A **If Required, Select T3 Early Phonological Awareness Intervention** PreK (VPK) - Grade 2 *Individualized Intervention* **STEP 1**: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: [PreK-2 Student Success Form]

Advanced Phonological and Phonemic Awareness

Targeted Student Population:
Grades 1-5 and Grades 6-12 Intensive Reading

Core & Supplemental Materials:
Heggerty

Expected Learning Outcomes: Students are proficient in
-phoneme segmentation up to four or more phonemes;
-separating individual phonemes in consonant blends; and
-phoneme manipulation (deletion and substitution).

*Oral Language is embedded within Phonological Awareness and Phonemic Awareness Instruction.

Additional Resources:

FCRR Early Phonological and Phonemic Awareness

FCRR Advanced Phonological and Phonemic Awareness

Heggerty Curriculum Resources

Kindergarten Peer-Assisted Learning Strategies (K-PALS Reading):
Teacher-Directed Sound Play Lessons (excerpt only) For full program, please request via the **MTSS Service and Support Form**.

Phonological Awareness Activities, from University of Florida Literacy Institute

Phonological Awareness and Phonemic Awareness Considerations for ELLs

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2

Service and Support Form.

Grades 3-5 and Grades 6-12 Intensive Reading
Heggerty Bridge the Gap
Requires ***Heggerty Bridge the Gap* Placement Assessment** baseline prior to implementation
Requires training prior to implementation. Submit requests for intervention and training through the *MTSS Service and Support Form*.

T2 Advanced Phonological and Phonemic Awareness Intervention

Grades 3-5 and Grades 6-12 Intensive Reading
Heggerty Bridge the Gap
Requires ***Heggerty Bridge the Gap* Placement Assessment** baseline prior to implementation
Requires training prior to implementation. Submit requests for intervention and training through the *MTSS Service and Support Form*.

**Progress Monitor a
(at least one time per month)**
PreK (VPK) - Grade 2
Early Phonological Awareness Skills
Grades 3-12
PAST Assessment Forms A, B, C **AND**
Heggerty Progress Monitoring Assessments aligned to targeted skill

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by uploading into the **MTSS Service and Support Form**.

STEP 2: The District will create an intervention plan and provide any required training.

Grades 3-12
Equipped for Reading Success
Requires **PAST Assessment** Form A prior to implementation
Requires training prior to implementation. Submit requests for intervention and training through the *MTSS Service and Support Form*.

**Progress Monitor
(at least 1 time per week)**
Equipped for Reading Success
One Minute Activity aligned to the targeted intervention **AND** **PAST Assessment** Forms A, B, C Administer a different form each week to ensure validity of progress monitoring results.

Phonics, Decoding, Spelling, Encoding			
Tier 1 Whole Group 6 Components of Reading	**T1 Small Group Rotations with Progress Monitoring**	**T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring**	**T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring**

Beginning Phonics
 	
Targeted Student Population:
PreK (VPK) - Grade 2 and Grades 6-12 Intensive Reading
Core & Supplemental Materials:
From Phonics to Reading K-3 4-12 SAVVAS
 	
Expected Learning Outcomes: Students are proficient in
-beginning phonics skills including single letter-sound correspondence (mastery of the alphabetic principle), and can decode real and nonsense words in closed-syllable words; and
-decoding and encoding real and nonsense words (closed-syllable words).
 	
Advanced Phonics
 	
Targeted Student Population:
Grades 3-5 and Grades 6-12 Intensive Reading
 	
Core & Supplemental Materials:
Grade K-3 From Phonics to Reading
Grade 4-12 SAVVAS
 	
Expected Learning Outcomes: Students are proficient in open, VCe, vowel-r, vowel team, and Cle syllable types.
 	
*Oral Language is embedded within Phonics Instruction.
	If a student is showing a deficit in **beginning phonics skills**, then
	
	Initiate a Progress Monitoring Plan (PMP) and provide additional phonics instruction to build accuracy through decoding and encoding closed-syllable words with practice in decodable texts to build automaticity using the From Phonics to Reading Teacher Table Intervention Recommendations. For English Language Learners showing a deficit in beginning phonics skill, use the From Phonics to Reading Teacher Table English Learners Recommendations. Once the student shows mastery in this, they should progress to advanced phonics small group instruction.
	
	Additional Resources:
	FCRR Alphabet Knowledge Activities
	
	FCRR Phonics Activities
	
	Making Words Lessons
	
	Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
	
	Teaching Elementary School Students to Be Effective Writers
	
	If a student is showing a deficit in **advanced phonics skills**, then
	
	Initiate a Progress Monitoring Plan (PMP) and provide additional phonics instruction to build accuracy through decoding and encoding open, VCe, vowel-r, vowel team, and Cle syllable types one at a time with repeated practice to build automaticity use the From Phonics to Reading Teacher Table Intervention Recommendations. For English Language Learners showing a deficit in advanced phonics skill, use the From Phonics to Reading Teacher Table English
		If Tier 1 Progress Monitoring Data *indicates no positive impact on the student's beginning phonics skills or advanced phonics skills or that the student is not progressing at the rate of their peers*, **then**
		
		Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol)
		Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making.
		
		If Required, complete a Request for Support in Synergy.
		
		Assess
		-to determine the efficacy of Tier 1
		-for Tier 2 decision making
		
		Kindergarten - Grade 3
		CUBED Benchmark Assessments
		-Narrative Language Measures (NLM)
		-Dynamic Decoding Measures (DDM)
		
		Grades 4-12
		Acadience Benchmark Assessments
		-All benchmark component sub scores are required for calculating the Reading Composite Score
		-Administer the **CUBED Assessment** (NLM and DDM) if Language Comprehension is an additional area of concern
		
		If Required, Select T2 Beginning or Advanced Phonics Intervention
		
		PreK (VPK) - Grade 12:
		Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)
		Requires **P.R.I.D.E Comprehensive Reading**
			If Tier 1 and Tier 2 Progress Monitoring Data *indicates no positive impact on the student's beginning phonics skills or advanced phonics skills or that the student is not progressing at the rate of their peers*, **then**
			
			Engage in Data Evaluation and Problem Solve
			Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions.
			
			Assess
			-to determine the efficacy of the Tier 2 intervention
			-for Tier 3 decision making
			
			Kindergarten - Grade 3
			CUBED Benchmark Assessments
			-Narrative Language Measures (NLM)
			-Dynamic Decoding Measures (DDM)
			
			Grades 4-12
			Acadience Benchmark Assessments
			-All benchmark component sub scores are required for calculating the Reading Composite Score
			-Administer the **CUBED Assessment** (NLM and DDM) if Language Comprehension is an area of concern
			
			If Required, Select T3 Beginning or Advanced Phonics Intervention
			
			PreK (VPK) - Grade 2
			Individualized Intervention
			STEP 1: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of:
			PreK-2 Student Success Form by uploading into the **MTSS**

	Learners Recommendations. Once the student shows mastery in this, they should progress to fluency small group instruction. **Additional Resources:** **FCRR Advanced Phonics Activities** **Making Words Lessons** **Phonics and Decoding Considerations for ELLs** **Teaching Elementary School Students to Be Effective Writers**	**Assessment** prior to implementation *Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.* Kindergarten: *Sound Partners Kindergarten* *Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.* Grades 1-2: *Sound Partners Kindergarten* *Sound Partners* *Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.* *SIPPS Extension Level -* Requires **SIPPS Placement Assessment** prior to Implementation *Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.* Grades 2-12: *Spelling Mastery Level A* *Spelling Mastery Level B* Requires **Spelling Mastery Placement Assessment** prior to implementation *Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.* **Progress Monitor at least one time per month** In-Program Assessments aligned to -*Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)* -*Sound Partners Kindergarten* -*Sound Partners* -*Spelling Mastery Level A* -*Spelling Mastery Level B* **AND** PreK (VPK) - Grade 3 **CUBED Progress Monitoring Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM)	**Service and Support Form**. **STEP 2:** The District will create an intervention plan and provide any required training, which may include training in: *Early Fundations* or *Fundations Levels 1-3* Grade 3 *Corrective Decoding Level A* Requires **Corrective Decoding Placement Assessment** prior to implementation. *Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.* Grade 4-12 *Corrective Decoding* Requires **Corrective Decoding Placement Assessment** prior to implementation *Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.* Grade 3-12 *Wilson Reading System* Requires **Wilson Assessment of Decoding and Encoding (WADE)** program placement assessment **AND** **Word Identification and Spelling Test (WIST)** prior to implementation *Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.* **Progress Monitor** **(at least 1 time per week)** In-Program Assessments aligned to -*Early Fundations* -*Fundations Levels 1-3* -*Corrective Decoding* -*Wilson Reading System* **AND** KIndergarten - Grade 3 **CUBED Progress Monitoring Assessments**

		Grades 4-12 **Acadience Progress Monitoring Assessments** Aligned to the area of intervention -Nonsense Word Fluency (NWF) and/or -Oral Reading Fluency (ORF)	-Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 **Acadience Progress Monitoring Assessments** Aligned to the area of intervention -Nonsense Word Fluency (NWF) -Oral Reading Fluency (ORF)

Fluency (Automatic Word Recognition)

Tier 1 Whole Group 6 Components of Reading	T1 Small Group Rotations with Progress Monitoring	T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring	T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring
Targeted Student Population: Kindergarten - Grade 12 **Core & Supplemental Materials:** From Phonics to Reading K-3 4-12 SAVVAS **Fluency Checks** **Expected Learning Outcomes:** Students showcase automaticity in the application of phonics skills to achieve mastery. Automaticity is demonstrated by accurate work-level reading with accuracy, automaticity, and appropriate prosody or expression. ***Oral Language is embedded within Fluency Instruction.**	**If a student is showing a deficit** _with automaticity in the application of acquired phonics skills_**, then** **Initiate a Progress Monitoring Plan (PMP) and provide** the student with ample opportunities to practice applying phonics skills to build automaticity with teacher modeling of fluent reading until automaticity is achieved. K-3 Teachers: Use the Small Group Planner: Intervention Plan in From Phonics to Reading for formulating flexible grouping. **Additional Resources:** **FCRR Fluency Resources** **Fluency (AWR)** **Fluency Considerations for ELLs** **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade**	**If Tier 1 Progress Monitoring Data** _indicates no positive impact on the student's automaticity in the application of acquired phonics skills,_ **then** **Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol)** Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making. **If Required, complete a Request for Support in Synergy** **Assess** -to determine the efficacy of the Tier 1 instruction -for Tier 2 decision making Kindergarten - Grade 3 **CUBED Benchmark Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 **Acadience Benchmark Assessments** -All benchmark component sub scores are required for calculating the Reading Composite Score **If Required, Select T2 Fluency Intervention** Kindergarten - Grade 12 **_Phonemic Recognition Instruction Delivering_**	**If Tier 1 and Tier 2 Progress Monitoring Data** _indicates no positive impact on the student's automaticity in the application of acquired phonics skills,_ **then** **Engage in Data Evaluation and Problem Solve** Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions. **Assess** -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making Kindergarten - Grade 3 **CUBED Benchmark Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 **Acadience Benchmark Assessments** -All benchmark component sub scores are required for calculating the Reading Composite Score **If Required, Select T3 Fluency Intervention** Grades 2-12 **_Individualized Intervention_** **STEP 1**: MTSS Lead

		Empowerment Orton-Gillingham Program (P.R.I.D.E.) Requires *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* Comprehensive Reading Assessment prior to implementation ***Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.*** **Progress Monitor at least one time per month** *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)* In-Program Assessments **AND** Kindergarten - Grade 3 **CUBED Progress Monitoring Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 **Acadience Progress Monitoring Assessments** **-Oral Reading Fluency (ORF)**	Administrator and Intervention Team Facilitator submit a completed copy of: **PreK-2 Student Success Form** by uploading into the MTSS Service and Support Form. **STEP 2:** The District will create an intervention plan and provide any required training, which may include training in: ***Early Fundations*** or ***Fundations Levels 1-3*** Grades 4-12 ***Corrective Decoding*** Requires **Corrective Decoding Placement Assessment** prior to implementation ***Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.*** Grade 3-12 ***Wilson Reading System*** Requires Wilson Assessment of Decoding and Encoding (WADE) program placement assessment **AND** Word Identification and Spelling Test (WIST) prior to implementation. ***Requires training prior to implementation. Submit requests for intervention and training through the MTSS Service and Support Form.*** **Progress Monitor** **(at least 1 time per week)** In-Program Assessments aligned to -*Early Fundations* -*Fundations Levels 1-3* -*Corrective Decoding* -*Wilson Reading System* **AND** PreK (VPK) - Grade 3 CUBED Progress Monitoring Assessments -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 Acadience Progress Monitoring Assessments -Nonsense Word Fluency (NWF) -Oral Reading Fluency (ORF)

Vocabulary and Language Comprehension			
Tier 1 Whole Group 6 Components of Reading	**T1 Small Group Rotations with Progress Monitoring**	**T2 Intervention Occurs in Addition to T1 with Increased Progress Monitoring**	**T3 Intervention Occurs in Addition to T 1 and T 2 with Increased Progress Monitoring**
Targeted Student Population: PreK (VPK) - Grade 12 **Core & Supplemental Materials:** Grades K-12 SAVVAS Grade 4 Spelling through Morphographs Grades VPK-5 Lexia Core5 Grades 6-12 Lexia PowerUp Grades 3-12 Achieve3000 Grades PreK (VPK)-12 Dialogic Reading and Vocabulary Embedded Read Alouds using Sample Titles of Complex Texts from Florida's B.E.S.T. Standards List by Grade Band **Expected Learning Outcomes:** Students are approaching mastery of benchmark for comprehension and vocabulary skills based on screeners and other assessment data. ***Oral Language is embedded within Vocabulary and Language Comprehension Instruction.**	**If a student is showing a deficit with** *building meaning when reading text*, **then** **Initiate a Progress Monitoring Plan (PMP) and provide** additional explicit and implicit vocabulary instruction including explicit instruction of morphemes (prefixes, bases, and suffixes). The student also receives explicit instruction on comprehension strategies focused on building meaning when reading text. **Additional Resources:** **FCRR Vocabulary Resources** **FCRR Comprehension Resources** **Higher Level Language Skills** **LC Considerations for ELLs** **Evidence-Based Vocabulary Strategies** **Vocabulary Considerations for ELLs** **Building Background Knowledge** **Background Knowledge Considerations for ELLs** **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade** **Improving Reading Comprehension in Kindergarten Through 3rd Grade**	**If Tier 1 Progress Monitoring Data** *indicates no positive impact on the student's mastery of building meaning when reading text,* **then** **Engage in an Evaluation of the Triangulated Data (accessible in Synergy on the Problem Solving Protocol)** Evaluate all data including student's strengths, profile, attendance, behavior, health, and academic data to inform decision making. **If Required, complete a Request for Support in Synergy** **Assess** -to determine the efficacy of the Tier 1 instruction -for Tier 2 decision making Kindergarten - Grade 3 **CUBED Benchmark Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 **Acadience Benchmark Assessments** -All benchmark component sub scores are required for calculating the Reading Composite Score **If Required, Select T2 Vocabulary and Comprehension Intervention** PreK (VPK) - Grade 2 ***Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)*** Requires *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* Comprehensive Reading Assessment prior to implementation ***Requires training prior to implementation. Submit requests for intervention and training through the MTSS***	**If Tier 1 and Tier 2 Progress Monitoring Data** *indicates no positive impact on the student's mastery of building meaning when reading text,* **then** **Engage in Data Evaluation and Problem Solve** Engage in the Problem Solving Process with the MTSS Lead Administrator, Intervention Team Facilitator, and School Based Literacy Leadership Team. Develop a plan for intensification of Tier 2 interventions. **Assess** -to determine the efficacy of the Tier 2 intervention -for Tier 3 decision making Kindergarten - Grade 3 **CUBED Benchmark Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 **Acadience Benchmark Assessments** -All benchmark component sub scores are required for calculating the Reading Composite Score **If Required, Select T3 Vocabulary and Comprehension Intervention** PreK (VPK) - Grade 3: ***Individualized Intervention*** **STEP 1**: MTSS Lead Administrator and Intervention Team Facilitator submit a completed copy of: **PreK-2 Student Success Form** by uploading into the MTSS Service and Support Form. **STEP 2:** The District will create an intervention plan and provide any required training. Grades 4-12 ***Corrective Language***

		Service and Support Form. Grades 3-12 ***Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (P.R.I.D.E.)*** Requires *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* **Comprehensive Reading Assessment** prior to implementation ***Requires training prior to implementation. Submit requests for intervention and training through the*** *MTSS Service and Support Form*. **Progress Monitor at least one time per month** Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program In-Program Assessments **AND** PreK (VPK) - Grade 3 **CUBED Progress Monitoring Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 **Acadience Progress Monitoring Assessments** **-Oral Reading Fluency (ORF)** **-MAZE**	***Comprehension*** Requires ***Corrective Language Comprehension*** **Placement Assessment** prior to implementation ***Requires training prior to implementation. Submit requests for intervention and training through the*** *MTSS Service and Support Form*. Grades 3-12 ***Wilson Reading System*** Requires Wilson Assessment of Decoding and Encoding (WADE) program placement assessment **AND** Word Identification and Spelling Test (WIST) prior to implementation ***Requires training prior to implementation. Submit requests for intervention and training through the*** *MTSS Service and Support Form*. **Progress Monitor** **(at least 1 time per week)** In-Program Assessments aligned to -***Corrective Language Comprehension*** -***Wilson Reading System*** **AND** PreK (VPK) - Grade 3 **CUBED Progress Monitoring Assessments** -Narrative Language Measures (NLM) -Dynamic Decoding Measures (DDM) Grades 4-12 **Acadience Progress Monitoring Assessments** **-Oral Reading Fluency (ORF)** **-MAZE**

Proficient Readers (Skilled Readers)

Expected Learning Outcomes: Students are fluently reading and comprehending grade-level texts. Proficient readers will vary by grade level and student need. Grade K will receive explicit instruction in phonics skills with practice in decodable texts. As students exhibit the ability to accurately decode real and nonsense words of all syllable types, students move on to fluency instruction. Grade 2 and beyond will work on advanced phonics skills, encoding, syntax, and morphology. Groups at all grade levels should work on vocabulary and listening comprehension skills, with the goal of transitioning into independent reading and understanding of increasingly more complex texts.

Decision Trees At-A-Glance

Note: The Decision Trees At-A-Glance document is to be used as a quick reference of materials and assessments in the Decision Trees. For detailed step-by-step procedures related to assessments and materials at all tiers of support, please utilize the CCDS Grades PreK (VPK)-Grade 12 Decision Trees document.

Universal Instruction (Tier 1)

Elementary (K-5)	Secondary (6-12)
➔ **SAVVAS myView (K-5)**	➔ **SAVVAS myPerspectives (6-12)**
➔ **Supplements and Small Group** ◆ Kid Lips (K-1) ◆ Heggerty (K-1) (2-5 as determined by class and student need) ◆ From Phonics to Reading (K-3) ◆ Achieve3000 (3-5) ◆ Lexia Core 5 (K-5) ◆ Imagine Learning (ELL)	➔ **Supplements and Small Group** ◆ Achieve3000 ◆ Lexia PowerUp (6-12 Intensive Reading) ◆ Imagine Learning (ELL)
➔ **Assessments (K-5)** ◆ FAST (Universal Screener, Progress Monitoring, Summative) ◆ Achieve3000 (3-5)	➔ **Assessments (6-10)** ◆ FAST (Universal Screener, Progress Monitoring, Summative) ◆ Achieve3000 (all 6-10, 11-12 Intensive Reading Only) ◆ FSA Retakes (11-12)

All interventions require diagnostics, pre-intervention assessment data aligned to the area of deficit, and training prior to implementation. Submit requests for training and interventions through the [MTSS Service and Support Form](#).

Targeted Instruction & Intervention (Tier 2)

Elementary (K-5)	Secondary (6-12)
➔ Story Champs (K) ➔ Heggerty Early Phonological Awareness Curriculum (K-2) ➔ Sound Partners Kindergarten (K-2) ➔ Lexia Lessons: Speaking and Listening Practice: Teacher Delivered (K-5) ➔ Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program (K-5) ➔ Sound Partners (1-2) ➔ SIPPS® (1-2) ➔ Spelling Mastery (2-5) ➔ Heggerty Bridge the Gap (3-5)	➔ Lexia Lessons: Speaking and Listening Practice: Teacher Delivered ➔ Heggerty Bridge the Gap ➔ Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program(➔ Spelling Mastery
➔ **Assessments** ◆ CUBED ◆ Acadience Reading ◆ Early Phonological Awareness Skills Assessment ◆ PAST (Phonological Awareness Screening Test) ◆ Intervention Embedded Progress Monitoring	➔ **Assessments** ◆ CUBED ◆ Acadience Reading ◆ PAST (Phonological Awareness Screening Test) ◆ Intervention Embedded Progress Monitoring

All interventions require diagnostics, pre-intervention assessment data aligned to the area of deficit, and training prior to implementation. Submit requests for training and interventions through the [MTSS Service and Support Form](#).

Individualized, Intensive Instruction & Intervention (Tier 3)

Elementary (K-5)	Secondary (6-12)
➔ Early Fundations (K-3) ➔ Fundations (K-3) ➔ Equipped for Reading Success (3-5) ➔ Corrective Reading Decoding (3-5)	➔ Equipped for Reading Success ➔ Corrective Decoding ➔ Corrective Language Comprehension ➔ The Wilson Reading System®

➔ The Wilson Reading System® (3-5) ➔ Corrective Language Comprehension (4-5)	

➔ **Assessments**
    ◆ CUBED
    ◆ Acadience Reading
    ◆ Wilson® Assessment for Decoding and Encoding (WADE)
    ◆ Word Identification and Spelling Test (WIST)
    ◆ Intervention Embedded Progress Monitoring
	➔ **Assessments**
	    ◆ CUBED
	    ◆ Acadience Reading
	    ◆ Intervention Embedded Progress Monitoring
	    ◆ Wilson® Assessment for Decoding and Encoding (WADE)
	    ◆ Word Identification and Spelling Test (WIST)
	    ◆ Intervention Embedded Progress Monitoring

Simple View of Reading

Scarborough, 2001

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
- link to literature, essays, mentor texts
- productive questioning that incorporates students' experiences/prior knowledge

VOCABULARY
- participation in modeling and guided practice
- precise word choice through recognition of general versus specific
- word referents as alternatives for repetition
- transitional words and phrases to link ideas in a fluid manner

LANGUAGE STRUCTURES
- sentence variation with sentence starters and flip the sentence
- editing and revising / grammar

VERBAL REASONING
- author's purpose
- recognition of elaboration techniques
- annotation and analysis
- inference

LITERACY KNOWLEDGE
- salient features of genres
- text conventions
- mentor texts

How Empowering Writers' Approach to Writing Instruction Reinforces Reading Development

increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION (of familiar words)

increasingly automatic

The Reading Rope (Scarborough, 2001)

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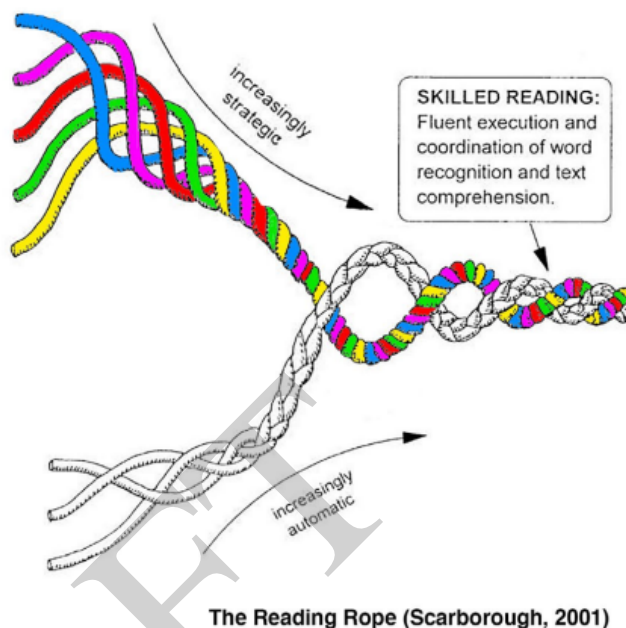
3. Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)

Requirements of Summer Reading Camps pursuant to s. 1008.25(7), F.S., include:
- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized, as defined in 20 U.S.C. s. 7801(21)(A)(i).

The 2024 Summer Reading Camp will be offered at individual elementary school sites for 3rd grade students scoring a level 1 on the end of year FAST Assessment (PM 3) not meeting a Good Cause Exemption for Promotion to Grade 4. 3rd grade students attending Summer Reading Camp will receive evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction and intervention from a highly effective teacher who is either endorsed or certified in reading using district adopted **evidence-based intervention materials and instructional practices**.

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option? No

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized. N/A

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6) Professional Development (Rule 6A.6.053(4), F.A.C.)

A. Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by s. 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

District-wide Professional Learning opportunities are coordinated by the reading department and are facilitated by district specialists and coaches to include training to help teachers integrate phone integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. The PL opportunities are designed to meet the requirements of s. 1012.585(3)(f). Teachers are notified of these opportunities via flyers and google classroom announcements and can register for the PL in Elevate, the district's professional learning tracking system. These sessions currently include: Reading Competency Courses, LETRS course, Corrective Reading and Spelling Through Morphology DL Course, Facilitated Exploring Structured Literacy, Self-Paced, Independent Developmental Literacy, Literacy Micro-Credentials, and Leveraging Lexia PowerUp for Data-Driven Lesson Planning focused on Florida's B.E.S.T. Benchmarks for Reading.

Professional learning in B.E.S.T. ELA standards and evidence based reading practices and programs are also offered at the district and school level. District unit-planning sessions are offered five times a year in alignment with the curriculum guides that integrate the B.E.S.T. standards and the district adopted reading curriculum. Additional district and school-based training is provided for teachers in using the supplemental resources in alignment with the B.E.S.T. standards and identified student needs.

Student data is reviewed throughout the year and support is prioritized for teachers, grade levels, and schools based on identified students needs. Individual teachers may receive side-by-side coaching with job-embedded support, teams may receive ongoing support in reviewing data and developing literacy response plans, and school leaders may receive support for reviewing schoolwide data and making strategic plans for enhancing literacy instruction throughout the school.

Each school identifies teacher leaders to serve as mentor teachers and may also serve as model classrooms for others. These teachers are selected to demonstrate evidence-based literacy practices and the use of evidence-based literacy programs in ways that can be viewed and replicated by others to strengthen student literacy achievement across the school.

As part of the CCEA teacher contract, teachers engage in a minimum of 1 hour of collaborative professional learning each week. Literacy teachers use this time to identify the specific literacy skills and standards that students need to know and be able to do, develop common formative assessments and use other diagnostic literacy assessments as needed to determine which students are meeting expectations and which need additional support, and develop responsive tiered support plans to meet the student needs.

B. List the pathways that are available in your district for earning the Reading Endorsement.

- **Traditional pathway-** The traditional pathway for reading Endorsement includes 5 Competencies (courses). Competencies are offered each semester.

- **LETRS-** The LETRS Pathway provides participants the option to complete the ReadingEndorsement through a hybrid learning model. While deeply grounded in the science of reading, LETRS gets teachers involved in their own learning throughout the units of study. As teachers learn about instructional practices that align with the theory and research they are learning in their classes, text and online units of study. This pathway is recommended for those seeking to complete the Reading Endorsement in 1 year.

- **UF Flamingo Program-** The Florida Department of Education is sponsoring YOU to complete the Flamingo Literacy Matrix for Reading Endorsement, a fully online professional development system created by the UF's College of Education. The Literacy Matrix is designed to build on what you already know and increase knowledge and skills in key areas of reading to improve literacy outcomes for your students.Teachers are encouraged to take advantage of this great opportunity, at no cost.

- **The Combination Pathway-** The combination pathway is an option for those who may have completed some coursework in their Florida teacher preparation program but do not qualify to have the Reading Endorsement added to their certificate. Teachers who choose this path would have their Florida transcripts for completed Reading courses reviewed and take the Traditional courses from CCDS or from an outside organization to complete all remaining required competencies.

- **K-12 Reading Subject Area Exam**- The Reading Certification Pathway is an option for those who hold a valid Florida Educator Certificate and would like to test for the Florida Reading Endorsement. This option ends in 2024.

7) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(2), F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

The district established a tutoring program for students in grades K-3 identified with reading deficiencies in alignment with the assurances set forth in the Elementary and Secondary School Emergency Relief (ESSER II) Fund under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (TAPS Number 22A211). The *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* is

utilized for after school tutoring at RAISE elementary schools and as a core component of the District's Summer Reading Camp instructional plan. The *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* is based on scientific research and years of Orton-Gillingham training and teaching experience at *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* Learning Center. *Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program* Learning Center is world renowned for their work with students struggling with their reading and spelling due to common language difficulties such as Dyslexia, Auditory and Visual Processing Disorder, Speech Deficits and other Learning Differences.

8) Family Engagement (Rule 6A-6.053(11), F.A.C.)

In accordance with s. 1008.25(5)(e), F.S., parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

When a student is identified with a substantial reading deficiency, the parents of the student will receive a digital copy of the district's Read At-Home Plan in alignment with s. 1008.25(5)(e), F.S. The plan is embedded with links to resources including links to the New Worlds Reading Initiative and the New Worlds Reading Scholarship. Schools can use the Read At-Home Communication Plan to document dissemination of the Read At-Home Plan.

Florida Department of Education | Just Read, Florida!
District K-12 Comprehensive Evidence-Based Reading Plan Reflection Tool

Form No. CERP-RT
Effective: February 2023
Incorporated in Rule 6A-6.053, F.A.C.

District: Clay County District Schools   Date: April 10, 2023

DIRECTIONS:

Complete the District K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) Reflection Tool to summarize and assess your implementation efforts for the current school year. The successful implementation of the K-12 CERP relates not only to the fidelity of implementing the plan, but also demonstrating improved literacy outcomes for students. "Fully Implemented" ratings must be supported with evidence of improved student outcomes on assessments. To reflect upon K-12 CERP implementation, insert the rating that best describes your implementation progress for each indicator.

Section A: Literacy Leadership				
District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.				
Implementation Indicators	*4=Fully implemented*	*3=Partially in place*	*2=Minimally in place*	*1=Not yet in place*
1. A district-level Literacy Leadership Team is established and meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.	X			
2. The K-12 CERP is disseminated widely, referenced frequently and actively implemented.	X			
3. The district provides support to parents of students identified with a substantial deficiency in reading with a read-at-home plan to support and improve family engagement at home.		X		
4. School-based administrators are fully trained on scientifically-based reading research and evidence-based practices.		X		
5. School-based administrators receive additional training and coaching as necessary when indicated by student achievement data in reading/literacy.		X		
6. School Literacy Leadership Teams are established and meet regularly to disaggregate data and make informed decisions about how to maximize student growth in reading.		X		
7. Capacity is being built through identifying teachers, coaches and district personnel who can serve as trainers in the use of evidence-based curriculum, instruction and intervention aligned to the B.E.S.T. ELA Standards.	X			
8. Additional resources are systematically sought out at the local, state and federal levels to support literacy goals, first and foremost at the elementary level.	X			
Section B: Literacy Coaching				
District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.				
Implementation Indicators	*4=Fully implemented*	*3=Partially in place*	*2=Minimally in place*	*1=Not yet in place*

Implementation Indicators	4=Fully implemented	3=Partially in place	2=Minimally in place	1=Not yet in place
1. The coaching model adopted by the district is evidence-based and implemented with fidelity.		X		
2. The district has an established plan to provide ongoing professional development (andragogy and pedagogy) to all literacy coaches.	X			
3. Literacy coaches are assigned to schools based on the greatest need and support all grades at the school.		X		
4. All literacy coaches are certified or endorsed in reading.	X			
5. Literacy coaches are provided with the time, preparation and continuous support needed to properly fulfill their role (e.g., district/school monthly meetings and weekly ongoing support).		X		
6. Literacy coaches prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling and mentoring in classrooms daily.		X		
7. Literacy coaches work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.		X		
8. Literacy coaches train teachers to administer assessments, analyze data and use data to differentiate instruction.		X		

Section C: Standards, Curriculum, Instruction & Intervention

District and school leaders set expectations for instructional practices and monitor fidelity of implementation.

Implementation Indicators	4=Fully implemented	3=Partially in place	2=Minimally in place	1=Not yet in place
1. An instructional model has been established that addresses all the components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and reading comprehension.		X		
2. Standards-aligned reading, writing, speaking and listening instruction is systematically integrated throughout the day in all subject areas.		X		
3. A minimum amount of dedicated literacy instruction is provided to all students in addition to literacy connected instruction and practice that takes place across the content areas (e.g., 90-minute uninterrupted block for K-5 and additional 30-60 minutes daily for students identified in need of Tier 2 or 3 instructional supports).		X		
4. All students have access to a rigorous, evidence-based curriculum for reading and writing, and teachers use curriculum with fidelity as evident through site-based monitoring data.		X		
5. Evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond core instruction.		X		
6. Tier 2 interventions are provided in addition to core instruction and include explicit, systematic, small group teacher-led instruction matched to student need.		X		
7. Regular progress monitoring, ample opportunities to practice the targeted skill(s) and formative feedback for students is evident in Tier 2 interventions.		X		
8. Tier 3 interventions are provided one-on-one or in very small groups (1-3 students) and are provided only by reading endorsed or certified teachers.		X		

Implementation Indicators	4=Fully implemented	3=Partially in place	2=Minimally in place	1=Not yet in place
9. All Tier 3 interventions are provided in addition to core instruction and Tier 2 interventions, and include additional guided practice, immediate corrective feedback and frequent progress monitoring.		X		
10. School administrators are supported in conducting regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity.		X		

Section D: Assessment

District and school leaders use data to support schools as they implement the K-12 CERP.

Implementation Indicators	4=Fully implemented	3=Partially in place	2=Minimally in place	1=Not yet in place
1. A district-wide literacy assessment plan has been developed including four measures (e.g., screening, progress monitoring, diagnostic and summative) and designated schedules and procedures. Duplication of assessment measures is eliminated.		X		
2. A structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs.		X		
3. A structure for conducting screening, progress monitoring and diagnostic assessments are in place to identify students with a substantial deficiency in reading.		X		
4. Each school has an operational plan for the collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Tier 1 and to monitor progress of students receiving Tier 2 and 3 interventions.		X		

Section E: Professional Learning

District and school leaders establish a framework for providing, implementing and monitoring professional learning.

Implementation Indicators	4=Fully implemented	3=Partially in place	2=Minimally in place	1=Not yet in place
1. The District Literacy Leadership Team has developed and executed a plan for professional development of the B.E.S.T. Standards for ELA that is grounded in the science of reading.	X			
2. The District professional development plan prioritizes Reading Endorsement professional learning for teachers required to be endorsed or certified in reading.	X			
3. School-based administrators are provided regular professional learning sessions on the science of reading and evidence-based literacy instruction, materials and assessment.	X			
4. Principals provide training to help teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies.		X		
5. Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, job-embedded and provide time for teachers to collaborate, research, conduct lesson studies and plan instruction.		X		

K-12 CERP Reflection Implementation Progress Average by Section			
Section Title	Total Indicator Points for Section	Divided by # of Indicators	Implementation Average for Section
Section A: Literacy Leadership	28	8	3.5
Section B: Literacy Coaching	26	8	3.25
Section C: Standards, Curriculum, Instruction & Intervention	30	10	3
Section D: Assessment	12	4	3
Section E: Professional Learning	18	5	3.6

**Note: Estimate the implementation progress average by rounding to the nearest whole number.*

Based on group discussion, identify the top priority areas to develop and improve.

Although each section of the *K-12 CERP* clearly defines and explains the District's well-established literacy infrastructure, feedback provided on each implementation indicator has identified the need to develop and improve stakeholder knowledge and understanding of the following:

1. **Literacy Coaching**: *District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.*
2. **Standards, Curriculum, Instruction & Intervention**: *District and school leaders set expectations for instructional practices and monitor fidelity of implementation.*
3. **Assessment**: *District and school leaders use data to support schools as they implement the K-12 CERP.*

Based on group discussion, what general strategies are needed to address the listed priorities?

Over the course of the 2020-2021, 2021-2022, and 2022-2023 school years, the district has utilized technical strategies such as trainings, providing schools hard copies and digital copies of the *K-12 CERP*, and disseminating information about the *K-12 CERP* to principals to share with teachers and other stakeholders at monthly principals' meetings and through the superintendent's weekly briefing. These technical strategies support the district's top-down leadership perspective and are consistent with transactional management practices by promoting accountability of the district's literacy goals while supporting frontline stakeholders' ability to achieve these goals with competence and quality.

Implementation Strategy: School Literacy Leadership Teams

Based on group discussion, an adaptive strategy is needed to ensure the effective implementation of the identified top priority areas: **Literacy Coaching; Standards, Curriculum, Instruction & Intervention;** and **Assessment**. Establishing School Literacy Leadership Teams will assist with increasing knowledge, understanding, and implementation of the *K-12 CERP* at the local level by engaging the intrinsic motivation and expertise of principals and teachers. The development and implementation of School-Based Literacy Leadership Teams is consistent with transformational management practices that seek to align district literacy goals with the individual literacy needs of schools and the interests, talents, and motivations of principals and teachers to increase ownership in adopting components of the *K-12 CERP* for sustainable long-term use aimed at building principal and teacher literacy capacity for improving literacy outcomes for all students.

Based on the Reflection Tool findings and group discussion, how will the K-12 CERP be revised to improve literacy outcomes for students? How can your State Regional Literacy Directors and Just Read, Florida! help?

Based on the Reflection Tool findings and group discussion, the *K-12 CERP* will be revised to improve literacy outcomes for students by clearly outlining the structure for establishing School Literacy Leadership Teams in section 3) Literacy Leadership – District and School in alignment with ([Rule 6A-6.053(3), F.A.C.](#)) for capacity building. The *K-12 CERP will d*escribe the process the principal will use to form and maintain a School Literacy Leadership Team, how the School Literacy Leadership Team requirement will be communicated to principals, including how School Literacy Leadership Teams will use data to establish literacy goals and take strategic action to improve literacy achievement for all students, and how School Literacy Leadership Team will implement and monitor the *K-12 CERP,* [Rule 6A-6.053(7), (8), F.A.C.](#)). State Regional Literacy Directors and Just Read, Florida! can assist CCDS by supporting schools with establishing School Literacy Leadership Teams. More specifically, providing professional learning material and resources combined with training and coaching support for principals will be key for establishing sustainable School Literacy Leadership Teams for *K-12 CERP* implementation fidelity.

Clay County Schools

2022-23 Reading Plan

https://www.floridacims.org

Table of Contents

6A-6.053 District K-12 Comprehensive Evidence-Based Reading Plan

(1) Annually, school districts shall submit a K-12 Comprehensive Evidence-Based Reading Plan for the specific use of the evidence-based reading instruction allocation on the form entitled District K-12 Comprehensive Evidence-Based Reading Plan, Form No. CERP-1. The District K-12 Comprehensive Evidence-Based Reading Plan must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, F.A.C. This information must be reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

Contact Information - Part A

District Contact Information

Reading Contacts
Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact Reading Endorsement Summer Reading Camp Reading Curriculum	Bianca Montoro Supervisor of Reading and Early Literacy bianca.montoro@myoneclay.net (904) 336-6965
Professional Development Elementary & Secondary ELA	Jenie Shepard Director of Professional Learning jennifer.shepard@myoneclay.net (904) 336-6966
Reading Curriculum Elementary & Secondary ELA	Roger Dailey Chief Academic Officer roger.dailey@myoneclay.net (904) 336-6904
Reading Curriculum Elementary ELA Third Grade Promotion Multi-Tiered System of Supports (MTSS)	Heather Teto Chief of Elementary Education heather.teto@myoneclay.net (904) 336-6906
Reading Curriculum Secondary ELA	Treasure Pickett K-12 Director treasure.pickett@myoneclay.net (904) 336-6919
Data Element	Jarrod Eason Coordinator of Data Science jarrod.eason@myoneclay.net (904) 336-0301
Assessment	Steve Amburgey Director of Assessment, Accountability, and School Support steven.amburgey@myoneclay.net (904) 336-9639

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Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The contents of the CCDS Comprehensive Evidence-Based Reading Plan will be communicated to stakeholders in the following ways:

- Shared with principals, assistant principals, and district level coordinators and supervisors in the Superintendent's Weekly Debriefing;
- Shared with principals and assistant principals at the monthly principals' meetings;
- Trainings with school-based literacy leadership teams;
- Trainings with classroom instructors;
- Integrated into Professional Learning Communities (PLCs);
- Posted on the CCDS website for parents;
- Posted in the district's portal for school administrators, reading leadership teams, literacy coaches, classroom instructors, and support staff (Tile);
- Shared with the CCDS School Board;
- Embedded hyperlink in the Read-at-Home Plan;
- A Hard Copy of the CERP provided to each school for teachers (to be kept in the teacher workroom); and
- A Hard Copy of the CERP provided to each school for parents (to be kept in the Title 1 binder or the school information binder).

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
- *Kindergarten - % of Students "Ready" on FLKRS 54%*

Previous School Year
- *Kindergarten - % of Students "Ready" on FLKRS 90%*

Describe action steps to meet the district's kindergarten readiness goal.

CCDS will take the following steps during the 2022-2023 school year to achieve the district's kindergarten readiness goal:

1. Implement the district's new ESE Pre-Kindergarten and Voluntary Pre-Kindergarten (VPK) instructional framework to bridge early literacy development for three to five-year-old children;
2. Adopt and implement a supplemental language program for oral language and vocabulary development in the district's ESE Pre K/VPK blended classrooms;
3. Align curriculum, instruction, and assessment with the Language and Literacy/English Language Arts Florida Early Learning and Developmental Standards for 4 years old to kindergarten with Florida B.E.S.T. K-3 Standards;
4. Support VPK teachers with the implementation of the statewide coordinated screening and progress monitoring (CSPM-Star Early Literacy) tool through ongoing training;

5. Provide early literacy intervention to VPK students transitioning to kindergarten who have been identified with substantial emergent literacy deficiencies;
6. Provide primary teachers and support staff with emergent literacy training and ongoing coaching support to build their capacity to implement evidence-based instructional practices and programs;
7. Provide professional learning opportunities to support primary teachers' ability to select evidence-based assessment tools and analyze qualitative and quantitative data;
8. Strengthen the district's parent and family involvement programs to guide parents and families in providing early literacy experiences in the home;
9. Establish community and business partnerships to build trust and support for children's early learning and literacy opportunities; and
10. Include rising K students from the district's ESE Pre K/VPK blended classrooms in the district's Summer Reading Camp program.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	17	23	32	23	6	10	15	35	30	10
4	18	20	28	24	10	10	14	36	28	12
5	16	22	30	23	8	8	13	38	28	13
6	14	22	24	29	10	7	12	38	29	14
7	23	22	24	20	11	6	11	38	30	15
8	24	22	26	18	10	5	10	38	31	16
9	22	21	22	23	11	4	9	38	32	17
10	22	25	23	20	10	3	8	38	33	18

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

For VPK and kindergarten, 90% or more of students will score at or above grade level on the PM 3 of the Star Early Literacy Assessment.

For grades 1-2, 90% or more of students will score at or above grade level on the PM 3 of the Star Reading Assessment.

For grades 3-10, 90% or more of students will score at or above grade level on the PM 3 of the FAST Assessment.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		**$103,473.76**
		FTE	2022-23
			$103,473.76
2	Reading coaches assigned to elementary schools		**$628,967.00**
		FTE	2022-23
		10.0	$628,967.00
3	Reading coaches assigned to secondary schools		**$275,000.00**
		FTE	2022-23
		3.0	$275,000.00
4	Intervention teachers assigned to elementary schools		**$165,000.00**
		FTE	2022-23
		55.0	$165,000.00
5	Intervention teachers assigned to secondary schools		**$72,000.00**
		FTE	2022-23
		32.0	$72,000.00
6	Supplemental materials or interventions for elementary schools		**$221,000.00**
		FTE	2022-23
			$221,000.00
7	Supplemental materials or interventions for secondary schools		**$100,000.00**
		FTE	2022-23
			$100,000.00
8	Intensive interventions for elementary students reading below grade level		**$100,000.00**
		FTE	2022-23
			$100,000.00
9	Intensive interventions for secondary students reading below grade level		**$67,480.48**
		FTE	2022-23
			$67,480.48
10	Professional development		**$145,473.76**
		FTE	2022-23
			$145,473.76
11	Helping teachers earn the reading endorsement		**$50,000.00**
		FTE	2022-23
			$50,000.00
12	Summer reading camps		**$200,000.00**
		FTE	2022-23
			$200,000.00
13	Additional hour for 300 lowest-performing elementary schools		**$0.00**
		FTE	2022-23
			$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		**$50,000.00**
		FTE	2022-23
			$50,000.00
		Total:	**$2,178,395.00**

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading. Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

1. Funding has been allocated to providing principals and teachers of K-3 students LETRS® (Language Essentials for Teachers of Reading and Spelling) to enhance teachers' understanding of how children learn to read.
2. Funding has been allocated to providing principals and primary instructional personnel professional development focused on structured literacy to grow teachers' knowledge and understanding of how to deliver instruction aligned with the B.E.S.T. Foundational Benchmarks for oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension acquisition and development.
3. Funding has been allocated to helping principals and primary instructional personnel earn the reading endorsement to provide intensive, individualized reading instruction and intervention to students identified with a substantial deficiency in reading.
4. CCDS has prioritized reading allocation funds for expenditures on reading materials, supplemental curriculum, and training to fully support K-3 teachers who deliver evidence-based, multisensory reading instruction and intervention to students identified with a substantial deficiency in reading.
5. Funding has been allocated to support the proposal of establishing an early literacy intervention teacher program at each of the district's 27 elementary schools including the district's virtual academy.
6. Additional funding has been allocated to Summer Reading Camp to support Rising K-Grade 3 students identified with a substantial deficiency in reading.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

- Monthly Principal Meetings
- Superintendent's Weekly Debriefing
- Support Meetings with the District Literacy Leadership Team

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

- Roger Dailey, Chief of Academic Services
- Heather Teto, Chief of Elementary Education
- Jenie Shepard, Director of School Improvement/Professional Development
- Bianca Montoro, Supervisor of Reading and Early Literacy

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

- Roger Dailey, Chief of Academic Services
- Heather Teto, Chief of Elementary Education
- Jenie Shepard, Director of School Improvement/Professional Development
- Bianca Montoro, Supervisor of Reading and Early Literacy

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

- **1-013-015 Exploring Structured Literacy (ESL):** The purpose of this component is for participants to develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-6 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

- **1-013-017 Emergent Literacy:** The purpose of this component is for participants to develop substantive understanding of how children learn and grow their speech and language skills. Upon successful completion of the component, participants will have a deep understanding of oral language, phonological processing, vocabulary, and print knowledge. It will also assist participants with interpreting assessment data to differentiate instruction focused on early literacy and language development to provide children the foundation needed to become proficient readers, writers, and communicators. House Bills 7011 and 419 requires that all Florida VPK instructors complete three 5-hour emergent literacy courses.

- **1-013-014(18) Job-Embedded Language Essentials for Teachers of Reading and Spelling:** (LETRS®) The purpose of this component is to prepare all participants to learn and expand upon their skills and knowledge in the delivery of explicit instruction in the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Upon successful completion of the component, participants will understand how the science of reading leverages decades of research including the latest neuroscience that reveals how students learn to read and how to teach reading with effective instruction with an emphasis on working memory and auditory processing. Participants will receive job-embedded opportunities for the application of screening, diagnostic, progress monitoring, and formative assessment for data collection and problem-solving in response to intervention to support the individual needs of diverse learners.

- **2-408-023 Professional Learning Communities:** The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by implementing Professional Learning Communities (PLC) characterized by shared purpose, collective activity and responsibility among staff. Effective PLCs have an enduring influence on teacher practice and seek to enhance teacher knowledge of curriculum and instructional practices; therefore, it is vital that all members of the organization are continuously building communities that focus on continuous learning and improvement.

- **1-013-009-0014 Reading Competencies 1-5:** Clay County District Schools has developed the Reading Foundations and Evidence-Based Instructional Practices Pathway to support educators in earning the Reading Endorsement. This pathway requires participants to complete all five reading endorsement competencies. Courses are delivered through in-person trainings, synchronous virtual meetings, and asynchronous learning through Google Classrooms.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

The district will communicate to principals the professional development requirements through the following publications and forums:

1. Monthly Principal Meetings
2. Superintendent's Weekly Debriefings
3. Master In-Service Plan
4. Leadership Resource Tile
5. In-Service Day Catalog

The district will support principals with fulfilling each requirement through ongoing coaching support, facilitation of professional development, developing principals' capacity to facilitate professional learning at the school level, providing training materials and other resources required of evidence-based professional development implementation, and providing diverse modes of delivery for professional development.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

- Jenie Shepard, Director of School Improvement/Professional Development
- Bianca Montoro, Supervisor of Reading and Early Literacy

Charter Schools
Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S.? Yes

Literacy Coaches

Literacy Coaches - Part A
If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:
◦ bachelor's degree and reading endorsement or reading certification;
◦ highly effective rating on most recent available evaluation that contains student achievement data;
◦ experience as successful classroom teachers;
◦ knowledge of evidence-based reading research;
◦ special expertise in quality reading instruction and infusing reading strategies into instruction;
◦ data management skills;
◦ strong knowledge base in working with adult learners;
◦ excellent communication skills; and
◦ outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

Coaching services and supports are aligned with the state's criteria for identifying schools for additional support through the Reading Achievement Initiative for Scholastic Excellence (RAISE) s. 1008.365. Seven district elementary schools were identified for tier 1 universal coaching services and supports, with one of the seven elementary schools being identified for additional targeted supports and services. Elementary schools where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment meet the RAISE criteria and receive increased coaching services and supports from district literacy coaches and specialists whose funding is part of the reading allocation budget and who are reading endorsed or reading certified.

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

◦ Provide professional development on the following:
  ▪ the major reading components, as needed, based on an analysis of student performance data;
  ▪ administration and analysis of instructional assessments; and
  ▪ providing differentiated instruction and intensive intervention.
◦ Model effective instructional strategies for teachers.
◦ Facilitate study groups.
◦ Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
◦ Coach and mentor teachers daily.
◦ Provide daily support to classroom teachers.
◦ Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
◦ Help to increase instructional density to meet the needs of all students.
◦ Participate in reading leadership teams.
◦ Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
◦ Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
◦ Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
◦ Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

- Yes

How are these requirements being communicated to principals?

- Monthly Principal Meetings
- Superintendent's Weekly Briefing
- Publication and dissemination of the K-12 CERP

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

1. The district will provide training to ensure Intervention Coaches and Specialists have the capacity necessary to prioritize high impact activities.
2. The district will provide Intervention Coaches and Specialists with data to determine which schools require high impact activities.
3. The district will partner with state agencies such as Florida's PS/RtI and Just Read, Florida to identify high impact activities.
4. The district will ensure Intervention Coaches and Specialists are knowledgeable about the District's RAISE schools and their School Improvement Plans in order to align support with the School Improvement Plans.

Who at the district level is supporting and monitoring coach time and tasks?

- Roger Dailey, Chief of Academic Services
- Heather Teto, Chief of Elementary Education
- Jenie Shepard, Director of School Improvement/Professional Development
- Bianca Montoro, Supervisor of Reading and Early Literacy

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

- Monthly and Quarterly

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

- Data collection (RAISE school data, coaching logs, stakeholder surveys, SIPs)
- Data analysis
- Data-driven Problem-Solving and Decision Making

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A
Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

◦ Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
◦ Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
◦ Ensure that data from formative assessments are used to guide differentiation of reading instruction;
◦ Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
◦ Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessment Chart

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
Achieve 3000	3-12	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST-STAR	VPK-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST- Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Lexia Core5	PreK-5	Screener, (Placement Assessment), Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Daily, Weekly, Monthly
Lexia PowerUp	6-12	Screener (Placement Assessment), Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Daily, Weekly, Monthly
Acadience Reading (First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, Maze)	K-8 (Optional Tier 1 Assessment) Students receiving Tier 2 and Tier 3 Decoding and Linguistic Comprehension Instruction/Intervention	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
CUBED – The Dynamic Decoding Measures and the Narrative Language Measures	K-3 Students receiving Tier 2 and Tier 3 Decoding and Linguistic Comprehension Instruction/Intervention	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly
Wilson Reading System: Wilson Assessment of Decoding and Encoding (WADE), 4th Edition	2-12 Students receiving Tier 3 Intensive, Individualized Instruction/Intervention	Screener, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Vocabulary	Monthly, Quarterly, Annually
Wilson Reading System WIST: Word Identification and Spelling Test	2-12 Students receiving Tier 3 Intensive, Individualized Instruction/Intervention	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics	Quarterly
Corrective Reading Assessments	4-12 Receiving Tier 3 Intensive, Individualized Instruction/Intervention	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, Quarterly

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District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

- District Literacy Leadership Team

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

- Provision of supplemental materials aligned to the Science of Reading in VPK-3rd Grade
- Providing teachers with training on Evidence-Based Reading Instruction (EBRI)
- Ongoing coaching support of delivery of EBRI
- District monthly walkthroughs of elementary literacy classrooms at all schools with an emphasis on RAISE schools, utilizing EBRI rubric

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

- Providing teachers with training on formative assessment and differentiated reading instruction *Data Chats with school leaders at all schools with prioritization of RAISE schools
- PLCs (Common Assessment)
- Weekly walkthroughs by school-based administrators

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

- Implementation of the ELA B.E.S.T. Standards K-12 & Intensive Reading
- Professional Learning Communities
- Collaboration of District Content Specialists and Coaches
- Unit planning across grade spans and content areas (Cross-Curricular Planning)

How are concerns communicated if the plan is not being implemented to meet the needs of students?

- Principals voice their concerns at the monthly principal meetings
- Feedback Forms
- Open forums with the District Literacy Leadership Team

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

Based upon the analysis of the District K-12 CERP Reflection Tool, the district's K-12 Reading Plan has been revised in the following manner to improve literacy outcomes for students:

1. Funding has been allocated to provide principals (in addition to teachers) access to LETRS® (Language Essentials for Teachers of Reading and Spelling) to enhance their understanding of how children learn to read.
2. Funding has been allocated to support the proposal of establishing an early literacy intervention teacher program at each of the district's 27 elementary schools including the district's virtual academy.
3. Coaching services and supports have been aligned with the state's criteria for identifying schools for additional support through the Reading Achievement Initiative for Scholastic Excellence (RAISE) s.1008.365.
4. Additional funding has been allocated to provide Rising K-Grade 5 students identified with a substantial deficiency in reading access to the District's Summer Reading Camp.
5. During the 2022-2023 school year, the District will implement the new Coordinated Screening and Progress Monitoring (CSPM) program.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

Systems for Communication and Dissemination of Information combined with Systems of Supports (Circular Flow of Information):

- Develop and Implement a School Literacy Leadership Team
- Communicate and Publicize the requirements of the K-12 CERP with Teachers and Stakeholders using diverse methods: social media, newsletters, information forums
- Train teachers on how to implement the K-12 CERP and provide them with a checklist of required elements of implementation
- Provide time and resources for teachers to collect, review, and utilize assessment data (data notebooks, common planning, PLCs, data meetings)
- Review the K-12 CERP frequently with teachers
- Implement accountability measures to ensure the K-12 CERP plan is implemented with fidelity

Who at the district level supports effective implementation?

- Roger Dailey, Chief Academic Officer
- Heather Teto, Chief of Elementary Education
- Jenie Shepard, Director of School Improvement/Professional Development
- Bianca Montoro, Supervisor of Reading and Early Literacy

What process is in place to identify areas in need of improvement for effective implementation?

Data Collection and Monitoring Systems:

- Calibration Walks
- Feedback Forms
- Walk-through Implementation Checklist with Look-fors
- K-12 CERP Implementation Rubric

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

District and School-based Literacy Leadership Teams regularly use formative and summative data to evaluate systems, strategies, policies, and student outcomes. This data is used to inform action plans at the district, school, classroom, and individual student levels. District level leaders provide administrators high-quality training at the monthly principal meetings. Information is disseminated in the Superintendent's Weekly Briefing to principals and teachers on evidence-based reading instruction, current literacy state statute, standards-based classrooms, how to use data to determine appropriate instructional adjustments, and how to use the K-12 CERP Implementation Rubric to ensure the K-12 CERP is being implemented in a systematic, explicit manner. District level leaders also provide coaching cycles to principals to build their literacy leadership capacity.

Who at the district level supports effective implementation?

- Roger Dailey, Chief Academic Officer
- Heather Teto, Chief of Elementary Education
- Treasure Pickett, K-12 Director

What process is in place to identify areas in need of improvement for effective implementation?

The District and School-based Literacy Leadership Teams collectively lead planning and implementation efforts using communication feedback loops and purposeful meeting structures. Implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level is monitored by the Chief Academic Officer, the Chief of Elementary Education, and the Director of grades K-12. Principals provide feedback at the monthly principal meeting. Additionally, stakeholders identify areas in need of improvement for effective implementation annually using the K-12 CERP Reflection Tool.

Use of data to determine interventions and support needs of students - Part C

What process is in place to ensure effective implementation?

- Teachers and teacher teams use student data to adapt and improve instructional strategies - Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction to meet their students' needs as identified. *Using data to identify student-specific academic, social emotional, and behavioral needs Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard specific academic needs) in order to provide student-specific interventions, enrichment, and supports.

- Monitoring progress to evaluate the effectiveness of an intervention - The school engages in ongoing monitoring of the impact of tiered interventions and adjusts school's

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structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.

- District and School Data Systems - District and school-level data systems are used to track student performance over time. These data systems are used to provide regular performance feedback to school teams, coaches, and individual staff for problem solving, professional development, and action planning. Data systems are not only inclusive of the data sets/platforms, but the meeting times and protocols needed to utilize the data effectively.

- Assessment Maps - The district and schools have annual assessment maps. The assessment map includes universal screeners, diagnostic assessments, and progress monitoring tools focused on academic skill development as well as social emotional and behavioral development.

Who at the district level supports effective implementation?

- District Literacy Leadership Team
- District MTSS Team
- Roger Dailey, Chief Academic Officer
- Heather Teto, Chief of Elementary Education
- Treasure Pickett, K-12 Director

What process is in place to identify areas in need of improvement for effective implementation?

- Mid-Year Data Review & Continuous Improvement - Based on the data collected through the fidelity monitoring and feedback loops, decisions are made about how to enhance the effectiveness of the work (e.g., shifting approaches, providing additional professional development and support, etc.). These processes are designed to support open communication and productive feedback to ensure the work can be successfully implemented and sustained.

- Measures & Processes to Monitor Fidelity - Fidelity measures are identified to assess the implementation of evidence-based strategies, instruction, and interventions. Measures can be at the district, school, and classroom levels and build a common understanding of what success looks like (e.g., you might regularly assess that evidenced-based curriculum and instructional systems exist through curriculum reviews and classroom observations). Clear processes are in place to determine how, when, and who will assess the fidelity measures.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:
  ◦ Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
  ◦ Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
  ◦ Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified. Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

The District's Summer Reading Camp (SRC) Implementation Plan ensures that students in Grade 3 who score Level 1 on the statewide standardized assessment for ELA are provided instruction by a highly effective teacher endorsed or certified in reading through a hiring process that outlines the requirements for facilitating Grade 3 SRC. The SRC Implementation Plan also outlines the professional learning day for Rising K-Grade 2 principals, teachers, and support staff as well as Grade 3-5 SRC principals, teachers, and support staff to ensure evidence-based reading instruction fidelity. The 22-day SRC lesson plan implementation guide provides principals, teachers, and support staff with a structured literacy approach based on the science of reading. The following evidence-based instructional materials are embedded in each SRC daily lesson:

- Lexia Core5 (ESSA Strong Evidence for Intensive Intervention) (Rising K-Grade 5): Explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension;

- Achieve3000 (ESSA Strong Evidence for Intensive Intervention) (Grades 3-5): Explicit, systematic instruction in vocabulary, fluency/automaticity, and comprehension;

- (Grades Rising K-2): Direct, Explicit, Multi-Sensory, Systematic Phoneme Production Instruction with Sound Walls; and (Rising K-5): Explicit and systematic Phonological and Phonemic Awareness Instruction/Intervention with multi-sensory modalities.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option? Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

An effective program incorporates evidence-based materials that provide teachers with scripted explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Evidence-based practices, programs, interventions, and assessments that were vetted and piloted during the 2020-2021 Summer Reading, and were shown to have high effect size on student achievement, will continue to be implemented during the 2021-2022 Summer Reading Camp. Additional practices, programs, and interventions will be piloted and measured for validity, reliability, and effect size on student achievement during the 2021-2022 Summer Reading Camp to vet potential supplements to the core, tutoring, and interventions for implementation during the 2022-2023 school year for compliance with House Bill 419 and 7011. The Summer Reading Camp materials have been reviewed and evaluated either by the Florida Center for Reading Research (FCRR), the Center for Research and Reform in Education at Johns Hopkins University, What Works Clearinghouse, or other national reading researchers as a resource of scientifically-based reading practice or program that has been validated as effective for use in initial instruction, differentiated instruction, or immediate intensive intervention.

- (Grades Rising K-2): Direct, Explicit, Multi-Sensory, Systematic Phoneme Production Instruction with Sound Walls (Evidence-Based Reading Instruction);

- (Rising K-5): Explicit and systematic Phonological and Phonemic Awareness Instruction/Intervention with multi-sensory modalities (Evidence-Based Reading Instruction);

- Lexia Core5 (ESSA Strong Evidence for Intensive Intervention) (Rising K-Grade 5): Explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension; and

- Achieve3000 (ESSA Strong Evidence for Intensive Intervention) (Grades 3-5): Explicit, systematic instruction in vocabulary, fluency/automaticity, and comprehension.

To effectively teach students with reading difficulties, deficiencies, or disabilities, teachers should have a deep understanding of the materials/technology to be used (evaluations) (Borman & Dowling, 2006) in the Summer Reading Camp program. Teachers should have specialized knowledge and training in the alphabetic principle of how letters map to sounds in English, coupled with the construction of meaning at the word, sentence, and text level (alphabetic principle, decoding and encoding including sound/spelling patterns, word study, vocabulary/word meaning, comprehension, oral language, critical thinking, and self-confidence) (Foorman & Wanzek, in 2015). Research shows that the most effective Summer Reading Camp programs provide teachers and assistants with professional development in evidence based instructional practices and support that will ensure the development and retention of the best possible summer reading camp teachers for the populations of students served (Kim & Quinn, 2013). A day of professional development will be provided to the Summer Reading Camp teachers, assistants, and ESE support facilitators to prepare them for the effective implementation of evidence-based reading instruction, assessments, practices, and programs to meet the individual needs of each Summer Reading Camp scholar.

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.): 287

Students who demonstrate a reading deficiency in grades K-2: 255

Students who score Level 1 in grades 4-5: 140

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.): 11%

Students who demonstrate a reading deficiency in grades K-2: 4%

Students who score Level 1 in grades 4-5: 3%

Family Engagement through a Read-At-Home Plan
In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.
Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or

programs the district has to increase support for families to engage in literacy activities and reading at home.

The CCDS Read-At-Home Plan for Student Success will be provided (in print form and/or electronically, whichever is preferred by the family) to all parents and families of students who are identified with a substantial deficiency in reading. The plan will be provided at the time of or before the parent meeting to address the student's CCDS Individual Progress Monitoring Reading Plan (IPMRP) or interim IEP. The Read-At-Home Plan will contain information and activities in the areas of oral language and vocabulary development, phonological awareness, phonics, fluency, and comprehension. To increase support for families to engage in literacy activities and reading at home, the District has partnered with Just Read!, Florida to implement literacy week and the New Worlds Reading Initiative to support each student with building their reading skills and developing a love of reading while providing their families with practical, supporting materials that build reading confidence. Additionally, the District has partnered with Clay Education Foundation to develop and implement a tutoring program aimed at providing K-Grade 3 students additional small group support.

Who at the district is responsible for monitoring this requirement?

- Bianca Montoro, Supervisor of Reading and Early Literacy

Assessment, Curriculum, and Instruction

Requirements - Part A
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

Whole Group Instruction:

Teachers will deliver an initial daily lesson from the District adopted Comprehensive Core Reading Program to provide explicit, systematic, multisensory instruction in the following areas: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Initial lessons are normally implemented for 30-40 minutes each day of the required 90-minute uninterrupted reading block.

Whole group instruction is monitored by school-based leaders during literacy walkthroughs, data meetings, and district calibration walks.

Who at the district is responsible for supporting and monitoring this requirement?

To support teachers in delivering explicit, systematic, multisensory instruction in the following areas: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension, the district will provide training to teachers focused on the ELA B.E.S.T. Standards; the Science of Reading; Structured Literacy (Evidence-Based Reading Instruction); and MTSS and tiered support (Florida's Formula for Success, 6 + 4 + T1 +T2 + T3) with integrated coaching support. Implementation of the 90-minute uninterrupted reading block will be monitored through school-based principal walkthroughs and evaluations.

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District on-site instructional visits and calibration walkthroughs will be conducted by:

- Roger Dailey, Chief Academic Officer
- Heather Teto, Chief of Elementary Education
- Treasure Pickett, K-12 Director

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district's Comprehensive Core Reading Program along with curriculum add-on materials and resources such as the K-12 Civic Literacy Books are used to increase students' background knowledge and literacy skills in social studies, science, and the arts. Background knowledge, both about the topic and about the world in general, helps students make sense of a text because the things readers already know work like a scaffold on which to build a more complete—and nuanced—mental model of the subject matter to reinforce what they are learning in the content areas.

Implementation of texts to increase students' background knowledge and literacy skills will be monitored through quantitative and qualitative data collection from CBM, benchmark assessments, classroom walkthroughs, and district on-site instructional visits.

Who at the district is responsible for supporting and monitoring this requirement?

- District Literacy Leadership Team
- Roger Dailey, Chief Academic Officer
- Heather Teto, Chief of Elementary Education
- Treasure Pickett, K-12 Director

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

Small Group Differentiated Instruction:

Teachers will provide differentiated instruction focused on the needs of students using the Comprehensive Core Reading Program or the Supplemental Reading Programs. Data and learning styles will be used to support students' diverse learning needs and the formation of the teacher-led flexible learning groups. While not working with the teacher, students will be working in small groups at literacy centers. Evidence-based, multisensory reading instruction focused on the core components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) will be delivered in flexible groups.

Who at the district is responsible for supporting and monitoring this requirement?

- District Literacy Leadership Team
- District MTSS Team
- Roger Dailey, Chief Academic Officer
- Heather Teto, Chief of Elementary Education
- Treasure Pickett, K-12 Director

Florida's Revised Formula for Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- ◦ **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- ◦ **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

- ◦ **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- ◦ **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

- ◦ **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, will provide Clay County District Schools a framework for sustaining student growth and evaluating the effectiveness of instruction and intervention across grades and tiers during the 2022-2023 school year. CCDS will align K-12 reading instruction with Florida's Formula for Success by ensuring all students have equitable access to high quality, evidence-based literacy instruction delivered by highly qualified, reading certified/endorsed teachers. Pacing, intensity, and differentiation across the tiers (T1 +T2 + T3) will be informed by reliable and valid data from screening, progress monitoring, diagnostic, and summative assessments that evaluate aspects of oral language ability, including vocabulary knowledge, and/or listening comprehension. Responding to the individual needs of students through a tiered response system utilizing evidence-based practices will allow teachers to provide the right instruction and intervention (prevention) to ensure literacy instruction meets the needs of all learners (responsive) to close achievement gaps and ameliorate substantial reading deficiencies.

How does the district support and monitor implementation?

- Data Reporting System (Synergy)
- MTSS meetings
- Monthly Principals' Meetings
- Annual Training for Intervention Team Facilitators
- Data Review in partnership with State of Florida's PS/RtI Project
- Literacy Leadership Teams

Who at the district is responsible for supporting and monitoring this requirement?

- District Literacy Leadership Team
- District MTSS Team
- Roger Dailey, Chief Academic Officer
- Heather Teto, Chief of Elementary Education
- Treasure Pickett, K-12 Director

Assessment/Curriculum Decision Trees - Part C

Requirements

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who need intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Kindergarten-Fifth Curriculum, Instruction, and Assessment Decision Tree

Florida's B.E.S.T. Standards: English Language Arts
Effective Tiered Instruction for Literacy Teaching Reading is Rocket Science (Moats, 2020)

	TIER 1 (90-Minutes of Uninterrupted Literacy-Reading Block)
TIER 1	*Core Instruction:* • *is standards-aligned;* • *builds background and content knowledge;* • *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;* • *incorporates writing in response to reading;* • *includes accommodations (IEP, ESOL, or 504);* • *incorporates the principles of Universal Design for Learning; and* • *includes specially designed instruction for students with disabilities.*

IF Student meets the following criteria at the beginning of the school year:

All students receive 90 minutes of daily, uninterrupted, Tier 1 Core evidence-based reading instruction. An ESE teacher or a speech/language pathologist (SLP) may provide services in accordance with the IEP in the general education setting during the reading block. The ESE teacher or the SLP is not required to remain in the general education setting for the entire 90-minute reading block. The 90-minute reading block should include three elements: flexible teacher–led instructional groups, independent student centers, and whole group instruction. During a 120-minute reading block, additional time should first be added to the amount of time spent with the flexible teacher–led instructional small groups. Any remaining available time should be allocated to whole group instruction. Differentiated Instruction is implemented during the 90+ minute reading block. Whole group instruction is provided using the core reading curriculum as a guide, and is usually followed by small group reading centers to develop reading skills both cooperatively and independently. During the reading center time, the classroom teacher meets with small groups to provide systematic and explicit instruction in word recognition and language comprehension. Differentiated Instruction is implemented in the flexible teacher–led instructional group. The teacher forms small, flexible groups based on student data and observations.

Assessment Criteria:
• *Grades K-2 At/Above the 40th Percentile Rank on the Beginning of Year FAST Star Early Literacy and the FAST Star Reading for Grades K-2*
• *Grades 3-5 2021-22 FSA- greater than or equal to level 3*

THEN TIER 1 Only

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

SAVVAS myView is the district adopted Comprehensive Core Reading Program (CCRP) for grades K-5. myView demonstrates a rationale (ESSA emphasizes "evidence-based" approaches that have demonstrated statistically significant positive effect on student outcomes.)

SAVVAS myView is supported by the following district approved Blended Learning Comprehensive Supplemental Reading Programs (CSRPs) for small group differentiated instruction:

- Lexia Core5 (ESSA Strong Evidence) (Grades K-5): Explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension;
- Achieve3000 (ESSA Strong Evidence) (Grades 3-5): Explicit, systematic instruction in vocabulary, fluency/automaticity, and comprehension.
- RAZ-Plus (ESSA Strong Evidence) (Grades K-5) (Optional-School Level): Online reading activities for additional exposure to reading material and activities.
- Peer-Assisted Learning Strategies (PALS) (ESSA Strong Evidence) (Grade K) (Optional-School Level): 1-1 peer tutoring program for building phonemic awareness, phonics, sound blending, passage reading, and story retelling literacy skills.

Tier 1 Core Reading Instruction is Evidence-Based:

- Explicit- Concepts are taught using direct instruction. Instructional tasks are modeled, when appropriate.
- Systematic– The elements of the language are taught sequentially with intensive practice and continual feedback.
- Cumulative– Lessons build on previous knowledge, moving from simple concepts to more difficult concepts.
- Frequent assessments (progress monitoring) and error analyses - are used to inform instruction.
- Corrective feedback is provided after student responses.
- Meaningful interactions with language- are provided during each lesson.
- Practice- Students are given multiple opportunities to practice instructional tasks.
- Engagement– Lesson engagement during teacher-led instruction and independent work is monitored.
- Supportive– Student effort is encouraged. Self-confidence and motivation increase as the student gains mastery of the content.

Tier 1 Core Instruction includes:

- Oral Language & Phoneme Production with Sound Walls;
- Phonological and Phonemic Awareness with multi-sensory modalities focusing on segmenting, blending, and manipulating the sounds in spoken language, including words in a sentence as well as syllables and individual sounds in a word;
- Phonics and Word Recognition focusing on decoding and spelling skills, including letter-sound associations (alphabetic principle), morphology, and strategies for reading phonetically irregular and multi-syllable words. Instruction is supported by the use of decodable texts. Spelling instruction also includes explicit instruction of spelling rules and guidelines;
- Vocabulary Development focusing on morphology, classroom conversation, reading aloud, wide independent reading, word-learning strategies and word play;
- Listening and Reading Comprehension focusing on syntax, semantics, background knowledge, verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text;
- Fluency focusing on accuracy, appropriate rate, and prosody; and
- Written Expression focusing on the mechanics and conventions of writing, composition (handwriting, spelling, punctuation, syntax), semantics, as well as the phases of the writing process (composition, revision, and editing).

Progress Monitoring (Assessments & Frequencies)

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
Achieve 3000	3-12	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST-STAR	VPK-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST- Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Lexia Core5	PreK-5	Screener, (Placement Assessment), Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Daily, Weekly, Monthly
Lexia PowerUp	6-12	Screener (Placement Assessment), Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Daily, Weekly, Monthly
Acadience Reading (First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, Maze)	K-8 (Optional Tier 1 Assessment) Students receiving Tier 2 and Tier 3 Decoding and Linguistic Comprehension Instruction/Intervention	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students: (Based on Beginning Year Assessment Data)

Grades K-2: At/Above the 40th Percentile Rank on the FAST Star Early Literacy and the FAST Star Reading (**Students who score higher than a Percentile Rank of 40 will likely meet end-of-year performance goals.**)

Screening Scaled Scores (SSS) for FAST Star Early Literacy
- Kindergarten At/Above 690
- Grade 1 At/Above 752
- Grade 2 At/Above 868

Screening Scaled Scores (SSS) for FAST Star Reading
- Grade 1 At/Above 752
- Grade 2 At/Above 868

FAST- Cambium
- Grades 3-5 At/Above Level 3

Achieve3000 Grades 3-5
- Grade 3 At/Above 520 Lexile
- Grade 4 At/Above 740 Lexile

- Grade 5 At/Above 830 Lexile

Acadience Reading Measures for Benchmark Status (Optional Assessment)
First Sound Fluency (FSF)
Letter Naming Fluency (LNF)
Phoneme Segmentation Fluency (PSF)
Nonsense Word Fluency (NWF)
Nonsense Word Fluency Correct Letter Sounds (NWF CLS)
Nonsense Word Fluency Whole Words Read (NWF WWR)
Oral Reading Fluency (ORF)
Maze

*All indicated Sub Scores are required for calculating the Reading Composite Score

- Kindergarten (FSF Score + LNF Score) = At/Above 26
- 1st Grade (LNF Score + PSF Score + NWF CLS Score) = At/Above 113
- 2nd Grade (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table) = At/Above 141
- 3rd Grade (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = At/Above 220
- 4th Grade (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = At/Above 290
- 5th Grade (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = At/Above 357

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark:

*A triangulation of data including communication (parent and student input), observation (teacher input), and product (additional assessment) will need to be gathered and analyzed to determine the addition of Tier 2 interventions.)

Grades Kindergarten-3 FAST Star Early Literacy and the Fast Star Reading: 39-11th Percentile Rank (**Students who score within the 39-11th Percentile Rank may require Tier 2 interventions**.)

Screening Scaled Scores (SSS) for FAST Star Early Literacy
- Kindergarten BoY-Fall 689-623, MoY-Winter 729-667, EoY-Spring 768-710
- Grade 1 BoY-Fall 751-692, MoY-Winter 789-727, EoY-Spring 827-761
- Grade 2 BoY-Fall 867-795, MoY-Winter 892-821, EoY-Spring 917-847

Screening Scaled Scores (SSS) for Star Reading
- Grade 1 BoY-Fall 751-692, MoY-Winter 789-727, EoY-Spring 827-761
- Grade 2 BoY-Fall 867-795, MoY-Winter 892-821, EoY-Spring 917-847

Grades 3-5 FSA/FAST- Cambium: Level 2

Grades 3-5 Achieve3000
- Grade 3 270—515 Lexile
- Grade 4 390—735 Lexile
- Grade 5 505—825 Lexile

Acadience Reading Measures for Benchmark Status (Optional Assessment)
First Sound Fluency (FSF)
Letter Naming Fluency (LNF)
Phoneme Segmentation Fluency (PSF)
Nonsense Word Fluency (NWF)
Nonsense Word Fluency Correct Letter Sounds (NWF CLS)
Nonsense Word Fluency Whole Words Read (NWF WWR)
Oral Reading Fluency (ORF)
Maze

*All indicated Sub Scores are required for calculating the Reading Composite Score

Kindergarten

- BoY (FSF Score + LNF Score) = 13-25
- MoY (FSF Score + LNF Score + PSF Score + NWF CLS Score) = 85-121
- EoY (LNF Score + PSF Score + NWF CLS Score) = 89-118

1st Grade

- BoY (LNF Score + PSF Score + NWF CLS Score) = 97-112
- MoY (NWF CLS Score + NWF WWR Score + ORF Words Correct + Accuracy Value from Table) = 100-129
- EoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table) = 111-154

2nd Grade

- BoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table) = 109-140
- MoY (ORF Words Correct + Retell Score x 2 + Accuracy Value from Table) = 145-189
- EoY (ORF Words Correct + Retell Score x 2 + Accuracy Value from Table) = 180-237

3rd Grade

- BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 180-219
- MoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 235-284
- EoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 280-329

4th Grade

- BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 245-289
- MoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 290-329
- EoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 330-390

5th Grade

- BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 258-356
- MoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 310-371
- EoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 340-414

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction will be measured through ongoing data collection in the form of General Outcome Measures (GOMs) and Mastery Measurements (MMs).

General Outcome Measures (GOMs):

- screener and progress monitoring/formative (Star Early Literacy, Star Reading, FAST Cambium);
- student work products (e.g., exit tickets, checking for understanding (CFUs);
- teacher logs (e.g., anecdotal notes, running records, and notes from individual reading conferences);
- teacher data discussions (e.g., grade-level meetings, PLCs, common planning);
- progress monitoring data: commitment to MTSS at all three tiers;
- observational data from district-level calibration walks; and
- observational data from weekly reading walkthroughs conducted by principals and content administrators.

GOMs are scored but are not used as a grade. Data from GOMs are used to:

- evaluate the effectiveness of instruction so teachers can create and implement improved instructional practices and programs;
- monitor growth across the school year;
- identify students who are not making adequate progress and need additional or alternative instruction; and
- predict performance on standardized achievement tests.

Mastery Measurements (MMs):

- standards-aligned skills assessments (curriculum assessments if standards-aligned); and
- assessments are administered multiple times within a unit of study for each set of standards-aligned skills.

MMs are scored and typically used as a grade. Data from GOMs are used to:

- evaluate the effectiveness of instruction so teachers can create and implement improved instructional practices and programs;
- evaluate the standards-alignment of the curriculum; and
- monitor acquisition of a specific standards-aligned skill.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Professional Learning Communities, District and School Literacy Leadership Team meetings, and grade-level data meetings with school administration will ensure the effectiveness of Tier 1 instruction for both in-person and distance learning students by:

- reviewing data;
- evaluating the effectiveness of instruction to ensure it is standards-aligned and evidence-based;
- allocating resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver evidence-based reading instruction to all students;
- evaluating the effectiveness of instructional programs for target groups including, but not limited to K-3 students with substantial reading deficiencies, students with disabilities, English language learners or Title I students; and/or
- determining the adequacy of student progress and the need to revise goals and instructional programs.

How is the effectiveness of Tier 1 curriculum being monitored?

The following steps will be followed to assess and monitor the level of change or increased learning to determine the effectiveness of the CCRP Tier 1 curriculum:

1. Teachers are provided CCRP implementation training aligned with evidence-based reading instructional practices.

2. Prior year EoY benchmark assessment data is used to establish a baseline for what student performance is before implementation to the current year curriculum.

3. Learning outcomes are clearly identified and aligned with Florida's B.E.S.T. Standards for English Language Arts. Objectives and learning activity goals should be directly linked to student learning outcomes. Educators determine what students should know or be able to do based on standards and curriculum alignment. This allows educators to look for and document possible disconnects or gaps between the curriculum, standards, and student learning outcomes.

4. Educators engage in content analysis by analyzing curriculum materials such as the scope and sequence, instructor guides, videos, online content, grade-level text, and student activities to measure the curriculum's level of efficacy. Is the curriculum coherent, cumulative, and knowledge-based? Does the curriculum systemically build a wide range of knowledge across domains to support reading comprehension and critical thinking skills? Are students provided opportunities to contribute to the design of learning experiences and learning pathways? Does the curriculum provide opportunities for students to read, write, speak, listen, and think on a daily basis?

5. Educators ensure assessment items match instructional objectives that are standards-aligned through curriculum alignment planning. Are students provided multiple opportunities and

pathways to demonstrate learning progress and achievement? Are students provided differentiated assessments, personalized-learning options, or alternative assessment pathways for showcasing standard mastery? Are students provided multiple opportunities to improve their learning outcomes when mastery is not demonstrated?

6. Educators collect and analyze EoY quantitative and qualitative data to determine the effectiveness of the CCRP Tier 1 curriculum.

- Quantitative Data: EoY FAST assessment data is analyzed and compared to the baseline data to measure students learning outcomes based on curriculum implementation. Did 80% or more of students achieve EoY benchmark mastery? What percentage of students achieved EoY benchmark mastery compared to the baseline data?
- Qualitative Data: Disconnects or gaps between the curriculum, standards, and student learning outcomes documented throughout the school year by educators.
- Qualitative Data: Curriculum feedback is sought from teachers and students to provide insights into the usefulness and effectiveness of the CCRP materials. Do teachers and students find the curriculum engaging and relevant? Do teachers and students find the curriculum to be coherent, cumulative, and knowledge-based? If so, how? If not, why? Do teachers and students feel the curriculum prepared them for end-of-year benchmark mastery? If so, how? If not, why? What was the overall impression of the curriculum? Did teachers feel knowledgeable and prepared to implement the CCRP? If so, how? If not, why?

7. School leaders and educators address any identified CCRP Tier 1 curriculum problems.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Ongoing and summative quantitative and qualitative data are collected and analyzed by school leaders and educators to identify and solve disconnects or gaps between the curriculum, standards, and student learning outcomes to improve effectiveness of the CCRP Tier 1 curriculum. Identified disconnects or gaps between the curriculum, standards, and student learning outcomes could be addressed by one or more of the following:

- changes to instructional practices;
- changes to the CCRP curriculum implementation;
- changes to the learning environment;
- increase professional learning focused on the CCRP curriculum implementation;
- increase professional learning focused on Florida's B.E.S.T. Standards for English Language Arts;
- adopt Supplemental Reading Programs to address identified gaps in the CCRP;
- increase students' opportunities to contribute to the design of learning experiences and learning pathways;
- increase opportunities for students to read, write, speak, listen, and think on a daily basis; and/or
- increase opportunities for multiple means of engagement, representation, and action/expression.

*The same problem-solving process is used to identify and solve problems to improve effectiveness of the Tier 1 curriculum for distance learning students enrolled in the Clay Virtual Academy (CVA).

How is instruction provided to students who receive instruction through distance learning?

Distance learning for students in Clay County is provided through Clay Virtual Academy (CVA) using an online learning platform with instructional and learning expectations aligned to Florida's B.E.S.T. Standards for English Language Arts. CVA is a fully virtual learning model with its own core comprehensive reading program curriculum. Students often work on assignments during non-traditional hours. Students and parents are supported by teachers who offer office hours.

	TIER 1 instruction and TIER 2 interventions

	Supplemental Instruction/Intervention:
	
	    • *is standards-aligned;*
	    • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
	    • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
	    • *are matched to the needs of the students;*
	    • *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
	    • *occurs during time allotted in addition to core instruction; and*
	    • *includes accommodations (IEP, ESOL, or 504).*

	IF Student meets the following criteria at the beginning of the school year:

*A triangulation of data including communication (parent and student input), observation (teacher input), and product (additional assessment) will need to be gathered and analyzed to determine the addition of Tier 2 interventions.) If Tier 2 instruction and intervention is determined to best support the academic needs of the student, then an intervention plan for reading is required. The additional time allotted for Tier 2 instruction and intervention is in addition to core instruction. Each evidence-based intervention includes materials and strategies designed to supplement core instruction.

The following course numbers from CPALMS are to be used to monitor students receiving Tier 2 instruction and intervention in Synergy:

Grade Level(s): K,1,2   Course Number: 5010020   Abbreviated Title: BAS SKLS READ K-2
Grade Level(s): 3,4,5   Course Number: 5010024   Abbreviated Title: BAS SKLS READ 3-5

District and State Criteria for Tier 2 Implementation:

- Any student in kindergarten through grade 5 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions.

- Retained students repeating the current grade level.

- 4th grade: Students who were promoted to 4th grade without meeting levels of performance for pupil progression based on meeting criteria for a good cause exemption or because of a prior retention in third grade.

- Students receiving Tier 2 intervention during the prior school year whose reading intervention plan was continued and not closed.

Grades Kindergarten-3 Star Early Literacy and Star Reading: 39-11th Percentile Rank
(**Students who score within the 39-11th Percentile Rank may require Tier 2 interventions**.)

Screening Scaled Scores (SSS) for Star Early Literacy
- Kindergarten BoY-Fall 689-623
- Grade 1 BoY-Fall 751-692
- Grade 2 BoY-Fall 867-795

Screening Scaled Scores (SSS) for Star Reading
- Grade 1 BoY-Fall 751-692
- Grade 2 BoY-Fall 867-795

Grades 3-5 FSA/FAST- Cambium: Level 2

Grades 3-5 Achieve3000
- Grade 3 270—515 Lexile
- Grade 4 390—735 Lexile
- Grade 5 505—825 Lexile

Acadience Reading Measures for Benchmark Status (Optional Assessment)

*All indicated Sub Scores are required for calculating the Reading Composite Score

Kindergarten
- BoY (FSF Score + LNF Score) = 13-25

1st Grade
- BoY (LNF Score + PSF Score + NWF CLS Score) = 113-128

2nd Grade
- BoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table) = 109-140

3rd Grade
- BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 180-219

4th Grade
- BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 245-289

5th Grade
- BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 258-356

Tier 2 Programs/Materials/Strategies & Duration (Progress Monitoring)

Grades 1-2

Peer Assisted Learning Strategies (PALS)
Structured sequence of literacy skills, such as phonemic awareness, phonics, sound blending, passage reading, and story retelling Supplemental Instruction/Intervention using Peer Assisted Learning Strategies (PALS) lessons delivered 3-5 times per week for 35 minutes for 16 weeks with the teacher and a peer partner.

Assessment & Frequency
To inform intervention and ensure phonemic awareness, word identification, decoding, listening and reading comprehension is tailored to individual students' assessment results, the CUBED or Acadience Reading Progress Monitoring Tool is used to collect student data twice a month.

Performance Criteria to discontinue Tier 2 interventions
Discontinuation of Tier 2 intervention using PALS is prompted when students are no longer exhibiting a decoding or linguistic language deficit based on the CUBED or Acadience Reading progress monitoring assessment tools.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Continuation of PALS is prompted when students are making adequate progress, but continue to exhibit a decoding or linguistic language deficit after 8 weeks of Peer Assisted Learning Strategies (PALS) lessons delivered 3-5 times per week for 35 minutes with the teacher and a peer partner.

Performance Criteria that prompts the addition of Tier 3 interventions
The possible addition of Tier 3 intervention is prompted when the CUBED or Acadience Reading Progress Monitoring data shows students are not making adequate progress after receiving 16 weeks of Peer Assisted Learning Strategies (PALS) lessons delivered 3-5 times per week for 35 minutes with the teacher and a peer partner. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Grades 1-2	**Supplemental Instruction/Intervention using SIPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)** Word recognition (decoding) Supplemental Instruction/Intervention using SIPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) implemented in flexible small groups 4 to 5 times per week for 16 weeks. SIPPS is implemented as an intervention for students in grades 1 and 2 who are identified through the Star Early Literacy, Star Reading, Acadience Reading, and/or CUBED measures as needing foundational reading skills intervention. The program corresponds to three developmental levels of progression in word recognition: simple alphabetic (SIPPS Beginning Level), spelling-pattern (SIPPS Extension Level). For students in need of additional support, the Intensive Multisensory Instruction for SIPPS Handbook provides teachers with enhanced routines, which include strategies for integrating visual, auditory, and kinesthetic-tactile learning pathways that help students connect and remember their learning. **Assessment & Frequency** A program-specific placement assessment provides the data needed to group students with similar decoding needs. Periodic mastery tests help teachers monitor student progress and support the teachers in decision-making around pacing and reteaching. Student progress is monitored through both the SIPPS Mastery Assessments and the Acadience Reading or CUBED progress monitoring tools. **Performance Criteria to discontinue Tier 2 interventions** Discontinuation of Tier 2 intervention using SIPPS is prompted when students no longer exhibit word recognition deficits and read on grade level. **Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction** Continuation of Tier 2 intervention using SIPPS is prompted when students are making adequate progress, but continue to exhibit word recognition deficits based on SIPPS Mastery Assessments and data from the Acadience Reading or CUBED progress monitoring tools. **Performance Criteria that prompts the addition of Tier 3 interventions** The possible addition of Tier 3 intervention is prompted when students are not making adequate progress based on SIPPS Mastery Assessments and data from the Acadience Reading or CUBED progress monitoring tools after 16 weeks of SIPPS lessons being implemented in small groups four to five times a week. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.
Grades Mid-K-2	**Sound Partners** Grades *Kindergarten (students identified with phonemic awareness and phonics deficits on the Middle of Year Star Early Literacy, Acadience Reading, and/or CUBED assessments) and Grades 1-2 Sound Partners provides Supplemental Instruction/Intervention focused on phonemic awareness, phonics, sight words, and oral reading practice using decodable texts delivered 1 to 1, 30 minutes a day, 4 days a week, for 18-20 weeks. **Assessment & Frequency** To inform intervention and ensure phonemic awareness, phonics, sight words, and oral reading practice using decodable texts is tailored to individual students' assessment results, the CUBED or Acadience Reading Progress Monitoring Tool is used to collect student data twice a month. **Performance Criteria to discontinue Tier 2 interventions** Discontinuation of Sound Partners is prompted when students are no longer exhibiting a decoding or linguistic language deficit based on the CUBED or Acadience Reading progress monitoring assessment tools. **Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction** Continuation of Sound Partners is prompted when students are making adequate progress, but continue to exhibit a decoding or linguistic language deficit after 10 weeks of Sound Partners being delivered 1 to 1, 30 minutes a day, 4 days a week. **Performance Criteria that prompts the addition of Tier 3 interventions** The possible addition of Tier 3 interventions is prompted when the CUBED or Acadience Reading Progress Monitoring data shows students are not making adequate progress after receiving 18-20 weeks of Sound Partners instruction delivered 1 to 1, 30 minutes a day, 4 days a week. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Grades 2-5	**Spelling Mastery**

Spelling Mastery

Explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention (Foorman et al., 2016) for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. The amount of lessons depends on the identified deficit in phonology, morphology, and orthography. Lessons are teacher-directed lessons focused on the relationship between spoken sounds and written letters and then apply them to word recognition and spelling for students to become proficient readers and writers.

Assessment & Frequency

The Acadience Reading Tool is used for pre/post instruction/intervention implementation effectiveness. The Word Recognition and Word Study Placement Test determines individual student instructional/intervention needs for Supplemental Instruction/Intervention in Word Recognition and Word Study. Progress monitoring occurs every fifth lesson through a cumulative skills assessment.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation of Tier 2 intervention is prompted when the Word Recognition and Word Study Placement Test reveals no deficits in phonology, morphology, or orthography after students have received explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Continuation of Tier 2 intervention is prompted when students are adequately responding to explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study, but deficits in phonology, morphology, and orthography still exist.

Performance Criteria that prompts the addition of Tier 3 interventions

The possible need for Tier 3 interventions is prompted when the Word Recognition and Word Study Placement Test reveals deficits in phonology, morphology, or orthography after students have received explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Grades 3-5	**Spelling through Morphology**

Spelling through Morphology

Explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention delivered 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons. The amount of lessons depends on the identified deficit in morphology. Lessons are teacher-directed lessons focused on morphemes, rules, and principles. Students receive supplemental instruction on prefixes, suffixes, and word bases and a small set of rules for combining them to enable students to correctly recognize and spell thousands of words. Each lesson takes a small step toward proficiency, building on and repeating essential principles of decoding to foster long-term retention.

Assessment & Frequency

The Morphology Placement Test determines individual student needs for Supplemental Instruction/Intervention. Progress monitoring occurs every tenth lesson through mastery assessments. The Acadience Reading Tool is used to for pre/post instruction/intervention implementation effectiveness.

Performance Criteria to discontinue Tier 2 interventions

Discontinuation is prompted when the Morphology Placement Test reveals no deficit in morphology when administered after students have received explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Continuation is prompted when students are adequately responding to explicit, systematic, cumulative morphology Supplemental Instruction/Intervention Strategy for word study and vocabulary, but deficits in morphology remain.

Performance Criteria that prompts the addition of Tier 3 interventions

The possible addition of Tier 3 intervention is prompted when the Morphology Placement Test reveals a deficit in morphology when administered after students have received explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.

Number of times per week intervention provided?

The 90-minute uninterrupted block of reading will need to be organized based on how frequently the teacher needs to meet with each group of students receiving Tier 2 instruction and intervention. It is recommended that Tier 2 intervention groups meet 2-5 times per week, but this will vary depending on student and class needs.

Number of minutes per intervention session?

The amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data. The number of minutes per Tier 2 intervention session will vary depending on the manner in which the intervention has been found to have the greatest impact on learning outcomes in relation to closing achievement gaps and ameliorating reading deficiencies. The recommended number of minutes per Tier 2 intervention session typically ranges from 10-45+ minutes.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Teachers providing Tier 2 intervention will collaborate with individuals on the School Literacy Leadership Team (e.g., district/school reading coach, media specialists, lead teachers, district literacy specialists, school Intervention Team Facilitator (ITF), school/district instructional leader) to:

- ensure the interventions being selected and implemented are evidence-based and correspond to the district K-12 Evidence-Based Comprehensive Reading Plan;
- ensure the Supplemental Instruction/Intervention being implemented adequately aligns with the student's identified area(s) of deficiency;
- frequently review and analyze progress monitoring data to evaluate the progress of students receiving Supplemental Instruction/Intervention;
- determine the adequacy of student progress and the need to dismiss or adjust the duration, frequency, and intensity of Supplemental Instruction/Intervention;
- measure and evaluate the Effectiveness of Interventions for Supplemental Instruction/Intervention (EI-S) by comparing the percentage of students receiving Tier 2 intervention at the being of the year with the percentage of those same students who no longer require Tier 2 intervention because the instruction and intervention ameliorated the identified deficit(s) determined by on or above grade level reading benchmarks;
- based on the EI-S evaluation, determine which Supplemental Instruction/Interventions are effectively meeting the needs of students and why;
- based on the EI-S evaluation, determine which Supplemental Instruction/Interventions are not effectively meeting the needs of students and why;
- make recommendations to add, keep, or remove Supplemental Instruction/Interventions to the district K-12 Evidence-Based Comprehensive Reading Plan.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

In alignment with ESSA, the district selects instructional practices and interventions shown to improve student outcomes through rigorous scientific studies. Members of the district's reading department consider the study design, results of a study, findings from related studies, sample size and setting, and how the students and setting in the study overlap with those in the districts when selecting Supplemental Instruction/Intervention programs/materials/strategies.

Tier 4: Strong Evidence Supplemental Instruction/Intervention adopted by the district are supported by strong evidence from at least one well-designed and well-implemented experimental study that aligns with the What Works Clearinghouse evidence standards without reservations. The experimental study or studies have demonstrated that the program/material/strategy improves a relevant student outcome (for example, reading scores or attendance rates). Experimental studies (Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that a strategy causes an outcome. The research study or studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

Tier 3: Moderate Evidence Supplemental Instruction/Intervention adopted by the district are supported by at least one well-designed and well-implemented quasi-experimental study that aligns with the What Works Clearinghouse evidence standards with reservations. Quasi-experimental studies have found that the instruction/intervention improves a relevant student outcome (for example, reading scores or attendance rates). Quasi experimental studies (Regression Discontinuity Design) are those in which students have not been randomly assigned to treatment or control groups, but researchers are using statistical matching methods that allow them to speak with confidence about the likelihood that a strategy causes an outcome. The research studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

**Supplemental Instruction/Intervention practices and strategies are supported by strong evidence from existing rigorous research. Recommendations for evidence-based practices and strategies are provided by the What Works Clearinghouse (WWC) in conjunction with an expert panel for grades K-3 and in diverse contexts:

- Develop awareness of the segments of sounds in speech and how they link to letters: Explicit, systematic, cumulative phonology and orthography instruction/intervention for word recognition and word study.
- Teach students to decode words, analyze word parts, and write and recognize words: Explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) instruction/intervention for word study and vocabulary.

**Supplemental Instruction/Intervention practices and strategies are supported by moderate evidence from existing rigorous research. Recommendations for evidence-based practices and strategies are provided by the What Works Clearinghouse (WWC) in conjunction with an expert panel for grades K-3 and in diverse contexts:
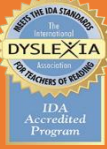
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension: Provide direct and explicit comprehension strategy instruction/intervention.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Distance learning for students in Clay County will be provided through Clay Virtual Academy (CVA). Tier 2 Supplemental Instruction/Interventions are provided through an online learning platform in breakout rooms for small group delivery.

TIER 1 instruction, TIER 2 intervention, and TIER 3 interventions

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional time allotted is in addition to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

IF Student meets the following criteria at the beginning of the school year:

A triangulation of data including communication (parent and student input), observation (teacher input), and product (additional assessment) will need to be gathered and analyzed to determine the addition of Tier 3 interventions.) If the need for Tier 3 instruction and intervention is determined, then instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in Basic Skills in Reading K-5 and core instruction.

The following course numbers from CPALMS are to be used to monitor students receiving Tier 3 Intensive, Individualize Instruction/Intervention in Synergy:

Grade Level(s): K,1,2   Course Number: 5010022   Abbreviated Title: Fun Read K-2
Grade Level(s): 3,4,5   Course Number: 5010026   Abbreviated Title: Fun Read 3-5

District and State Criteria for Tier 2 Implementation:

- Any student in kindergarten through grade 5 who exhibits a substantial reading deficiency based on screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations.

- Retained students repeating the current grade level.

- 4th grade: Students who were promoted to 4th grade without meeting levels of performance for pupil progression based on meeting criteria for a good cause exemption or because of a prior retention in third grade.

- Students receiving Tier 2 and Tier 3 intervention during the prior school year whose reading intervention plan was continued and not closed.

Grades Kindergarten-3 Star Early Literacy and Star Reading: at or below the 10th Percentile Rank (**Students who score at or below the 10th Percentile Rank may require Tier 3 interventions in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core Instruction**.)

Screening Scaled Scores (SSS) for Star Early Literacy
- Kindergarten BoY-Fall At/Below 622
- Grade 1 BoY-Fall At/Below 691
- Grade 2 BoY-Fall At/Below 794

Screening Scaled Scores (SSS) for Star Reading
- Grade 1 BoY-Fall At/Below 691
- Grade 2 BoY-Fall At/Below 794

Grades 3-5 FAST- Cambium: Level 1

Grades 3-5 Achieve3000

- Grade 3 At/Below 265 Lexile
- Grade 4 At/Below 385 Lexile
- Grade 5 At/Below 500 Lexile

Acadience Reading Measures for Benchmark Status (Optional Assessment)

*All indicated Sub Scores are required for calculating the Reading Composite Score

Kindergarten
- BoY (FSF Score + LNF Score) = At/Below 12
- MoY (FSF Score + LNF Score + PSF Score + NWF CLS Score) = At/Below 84

1st Grade
BoY (LNF Score + PSF Score + NWF CLS Score) = At/Below 96

2nd Grade
BoY (NWF WWR Score x 2 + ORF Words Correct + Accuracy Value from Table) = At/Below 108

3rd Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = At/Below 179

4th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = At/Below 244

5th Grade
BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = At/Below 257

Tier 3 Programs/Materials/Strategies & Duration (Progress Monitoring)

Grades 3-5

The Wilson Reading System®
The Wilson Reading System® is a complete curriculum for teaching reading to children in grades 3 and above who did not learn to read well in the primary grades. It focuses on phonics, but also emphasizes fluency, vocabulary, and comprehension. It uses a multisensory approach based on Orton-Gillingham methods. The Wilson Reading System® provides intensive structured literacy instruction due to language-based deficits, such as dyslexia. Wilson lessons are delivered 4 to 5 times per week for approximately 55 minutes in a one to one or very small group setting of three students. The expected duration is one + years depending on the degree of the identified deficit. The expected outcome is for the student to achieve grade-level proficiency.

Assessment & Frequency
Students complete a pre-assessment to determine placement in the program. Fully integrated end-of-step assessments monitor progress and guide movement through the program based on the needs of each student. Additional student progress is monitored through the Wilson® Assessment for Decoding and Encoding (WADE) and the Word Identification and Spelling Test (WIST).

Performance Criteria to discontinue Tier 3 interventions
Students who no longer exhibit word recognition or linguistic language deficits and read on grade level would meet the criteria for discontinuing the Wilson Reading System®.

Performance Criteria indicating continuation of Tier 3 interventions
Continuation of the Wilson Reading System® is prompted when students are making adequate progress based on end-of-step assessments and data from the Wilson® Assessment for Decoding and Encoding (WADE) and the Word Identification and Spelling Test (WIST), but decoding or linguistic language gaps have not completely closed and students have not achieved grade level reading proficiency.

Performance Criteria that prompts intensified Tier 3 interventions
The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated comprehension progress monitoring assessments after Corrective Reading lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.

Grades 3-5	**Corrective Reading Comprehension** Linguistic Comprehension (Language Comprehension: Syntax, Semantics, Pragmatics, Discourse) Individualized, Individualized Instruction/Intervention using Corrective Reading Comprehension implemented in small groups of three to four students for 45 minutes four to five times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The comprehension component consists of four levels with between 65 and 140 lessons. The expected duration is one + years depending on the degree of the identified deficit in Linguistic Comprehension. The expected outcome is for the student to achieve grade-level proficiency. *Corrective Reading Comprehension is for students who read at a laboriously slow rate, are unable to comprehend because of inaccurate reading, need comprehension intervention, do not write well, do not think or speak with clarity, and/or are not highly motivated. This Tier 3 Intensive, Individualized Instruction/Intervention Program can also be implemented for students who cannot follow multi-step directions, exhibit poor auditory memory and statement repetition skills, lack the analytical skills required to process arguments, have a deficient vocabulary, and/or lack background or domain knowledge. **Assessment & Frequency** Students complete a pre-assessment to determine placement in the program. Fully integrated assessments monitor progress and guide movement through the program based on the needs of each student receiving Corrective Reading Comprehension. Additional student progress is monitored through the Acadience Reading or CUBED progress monitoring and pre/post intervention assessments. The larger the gap, the more frequent the progress monitoring. **Performance Criteria to discontinue Tier 3 interventions** Students who no longer exhibit word recognition or linguistic language deficits and read on grade level would meet the criteria for discontinuing Corrective Reading Comprehension. **Performance Criteria indicating continuation of Tier 3** Continuation of the Corrective Reading Comprehension program is prompted when students are making adequate progress based on Mastery Assessments and data from the Acadience Reading progress monitoring tool, but linguistic language gaps have not completely closed and students have not achieved grade level reading proficiency. **Performance Criteria that prompts intensified Tier 3 interventions** The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated comprehension progress monitoring assessments after Corrective Reading lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.
Grades 3-5	**Corrective Reading Decoding** Decoding (Phonology, Orthography, Morphology) Intensive, Individualized Instruction/Instruction using Corrective Reading Decoding implemented in small groups of three to four students for 45-minutes four to five times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The decoding component has four levels containing between 65 and 125 lessons each. The expected duration is one + years depending on the degree of the identified deficit in decoding. **Assessment & Frequency** Students complete a pre-assessment to determine placement in the program. Fully integrated assessments monitor progress and guide movement through the program based on the needs of each student receiving Corrective Reading Decoding. Additional student progress is monitored through the Acadience Reading or CUBED progress monitoring and pre/post intervention assessments. The larger the gap, the more frequent the progress monitoring. **Performance Criteria to discontinue Tier 3 interventions** Students who no longer exhibit word recognition deficits and read on grade level would meet the criteria for discontinuing Corrective Reading Decoding. **Performance Criteria indicating continuation of Tier 3 interventions** Continuation of the Corrective Reading Decoding program is prompted when students are making adequate progress based on Mastery Assessments and data from the Acadience Reading or CUBED progress monitoring tools, but word recognition gaps have not completely closed and students have not achieved grade level reading proficiency. **Performance Criteria that prompts intensified Tier 3 interventions** The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated decoding progress monitoring assessments after Corrective Reading

decoding lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.

Number of times per week intervention provided?

The number of times per week each Tier 3 intervention is provided will vary depending on the guidelines of the Tier 3 intervention program and the individual needs of the student. Tier 3 intervention groups meet 4-5 times per week in addition to small group Tier 2 instruction/intervention and Tier 1 Core Instruction.

Number of minutes per intervention session?

The amount of time in one to one, one to two, or one to three instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data. The number of minutes per Tier 3 intervention session will vary depending on the manner in which the intervention has been found to have the greatest impact on learning outcomes in relation to closing achievement gaps and ameliorating reading deficiencies. The recommended number of minutes per Tier 3 intervention session typically ranges from 30-55+ minutes depending on the component of reading being addressed.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Teachers providing Tier 3 intervention will collaborate with individuals on the School Literacy Leadership Team (e.g., district/school reading coach, media specialists, lead teachers, district literacy specialists, school Intervention Team Facilitator (ITF), school/district instructional leader) to:

- ensure the interventions being selected and implemented are evidence-based and correspond to the district K-12 Evidence-Based Comprehensive Reading Plan;
- ensure the Tier 3 Intensive, Individualize Instruction/Intervention being implemented adequately aligns with the student's identified area(s) of deficiency;
- ensure that Intensive, Individualize Instruction/Intervention are being implemented in addition to small group Supplemental Instruction/Intervention and Core Instruction;
- frequently review and analyze progress monitoring data to evaluate the progress of students receiving Intensive, Individualize Instruction/Intervention;
- determine the adequacy of student progress and the need to dismiss or adjust the duration, frequency, and intensity of Intensive, Individualize Instruction/Intervention;
- measure and evaluate the Effectiveness of Interventions for Intensive, Individualize Instruction/Intervention (EI-I) by comparing the percentage of students receiving Tier 3 intervention at the being of the year with the percentage of those same students who no longer require Tier 3 intervention because the instruction and intervention ameliorated the identified deficit(s) determined by on or above grade level reading benchmarks;
- based on the EI-I evaluation, determine which Intensive, Individualize Instruction/Intervention are effectively meeting the needs of students and why;
- based on the EI-I evaluation, determine which Intensive, Individualize Instruction/Intervention are not effectively meeting the needs of students and why;
- make recommendations to add, keep, or remove Intensive, Individualize Instruction/Intervention to the district K-12 Evidence-Based Comprehensive Reading Plan.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

In alignment with ESSA, the district selects instructional practices and interventions shown to improve student outcomes through rigorous scientific studies. Members of the district's reading department consider the study design, results of a study, findings from related studies, sample size and setting, and how the students and setting in the study overlap with those in the districts when selecting Supplemental Instruction/Intervention programs/materials/strategies.

Tier 4: Strong Evidence Supplemental Instruction/Intervention adopted by the district are supported by strong evidence from at least one well-designed and well-implemented experimental study that aligns with the What Works Clearinghouse evidence standards without reservations. The experimental study or studies have demonstrated that the program/material/strategy improves a relevant student outcome (for example, reading scores or attendance rates). Experimental studies (Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that a strategy causes an outcome. The research study or studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

- **Corrective Reading Comprehension (evidenceforessa.org)**
- **Corrective Reading Decoding (evidenceforessa.org)**
- **Wilson Reading System® (evidenceforessa.org)**

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Distance learning for students in Clay County will be provided through Clay Virtual Academy (CVA). Tier 3 Intensive, Individualized Instruction/Intervention is delivered to students through distance learning in breakout rooms in a one to one setting in addition to small group Tier 2 Supplemental Instruction/Interventions, and Tier 1 Core Instruction.

Sixth-Twelfth Curriculum, Instruction, and Assessment Decision Tree

Florida's B.E.S.T. Standards: English Language Arts
Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide
Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12

	TIER 1 Core
TIER 1	*Core Instruction:* • *is standards-aligned;* • *builds background and content knowledge;* • *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;* • *incorporates writing in response to reading;* • *includes accommodations (IEP, ESOL, or 504);* • *incorporates the principles of Universal Design for Learning; and* • *includes specially designed instruction for students with disabilities.*

IF Student meets the following criteria at the beginning of the school year:

- All students receive Tier 1 Core Instruction.
- Assessment Criteria: Grades 6-10 2021-22 FSA- greater than or equal to level 3

THEN TIER 1 Only

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

SAVVAS myPerspectives is the district adopted Comprehensive Core Reading Program (CCRP) for grades 6-12. myPerspectives demonstrates promising evidence through a correlational study with statistical controls for selection bias.

SAVVAS myPerspectives is supported by the following district adopted Comprehensive Supplemental Reading Programs (CSRPs) for small group differentiated instruction:

- Lexia PowerUp (ESSA Strong Evidence) (Grades 6-10): Explicit, systematic instruction in word study, grammar, and comprehension;
- Achieve3000 (ESSA Strong Evidence) (Grades 6-12): Explicit, systematic instruction in vocabulary, fluency/automaticity, and comprehension.

Tier 1 Core Reading Instruction is Evidence-Based:

- Explicit- Concepts are taught using direct instruction. Instructional tasks are modeled, when appropriate.
- Systematic– The elements of the language are taught sequentially with intensive practice and continual feedback.
- Cumulative– Lessons build on previous knowledge, moving from simple concepts to more difficult concepts.
- Frequent assessments (progress monitoring) and error analyses - are used to inform instruction.
- Corrective feedback is provided after student responses.
- Meaningful interactions with language- are provided during each lesson.
- Practice- Students are given multiple opportunities to practice instructional tasks.
- Engagement– Lesson engagement during teacher-led instruction and independent work is monitored.
- Supportive– Student effort is encouraged. Self-confidence and motivation increase as the student gains mastery of the content.

Tier 1 Core Instruction includes:

- Word Study focusing on morphology and strategies for reading phonetically irregular and multisyllable words. Spelling instruction also includes explicit instruction of spelling rules and guidelines;
- Vocabulary Development focusing on morphology, classroom conversation, reading aloud, wide independent reading, word-learning strategies and word play;
- Listening and Reading Comprehension focusing on syntax, semantics, background knowledge, verbal reasoning, sentence processing, knowledge of literacy structures and conventions, and skills and strategies for close reading of text;
- Fluency focusing on accuracy, appropriate rate, and prosody; and
- Written Expression focusing on the mechanics and conventions of writing, composition (handwriting, spelling, punctuation, syntax), semantics, as well as the phases of the writing process (composition, revision, and editing).

Progress Monitoring (Assessments & Frequencies)

Name of the Assessment	To whom is the assessment administered	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST- Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Achieve 3000	3-12	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Lexia PowerUp	6-12	Screener (Placement Assessment), Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Daily, Weekly, Monthly
Acadience Reading	K-8 (Optional Assessment) Students receiving Tier 2 and Tier 3 Decoding and Linguistic Comprehension Instruction/Intervention	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students: **(Based on Beginning Year Assessment Data)**

FAST- Cambium Grades 6-10 At/Above Level 3

Achieve3000 Grades 6-12

- Grade 6 At/Above 925 Lexile
- Grade 7 At/Above 970 Lexile
- Grade 8 At/Above 1010 Lexile
- Grade 9 At/Above 1050 Lexile
- Grade 10 At/Above 1080 Lexile
- Grade 11/12 At/Above 1185 Lexile

Acadience Reading Measures for Benchmark Status (Optional Assessment)
- Oral Reading Fluency (ORF)
- Maze

*All indicated Sub Scores are required for calculating the Reading Composite Score

- 6th Grade (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = At/Above 344

Acadience Reading Measure or Gate for Benchmark status

7th Grade
- Gate 1 (Maze Adjusted x 6) + 179= At/Above 551
- Gate 2 BoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 divided by 2= At/Above 562

8th Grade
- Gate 1 (Maze Adjusted x 5) + 219 =At/Above 569
- Gate 2 BoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2= At/Above 591

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark:

The addition of Tier 2 interventions should be considered if assessment data indicates that 80% of students are demonstrating proficiency with Tier 1 evidence-based instruction/intervention; screener and diagnostic assessment data indicate a reading deficit in one or more of the components of reading; formative assessment data indicates that the student is not responding to Tier 1 evidence-based instruction/intervention.

**Reading research shows that reading deficits are often the direct result of a lack of initial instruction. Therefore, it must be determined that the student's difficulties are not due to a lack of evidence-based reading instruction. If the student's reading difficulty or deficit is found to be the result of a lack of evidence-based reading instruction, initial evidence-based reading instruction must be provided before initiating a tiered intervention program.

FAST- Cambium Grades 6-10 Level 2

Achieve3000 Grades 6-12

- Grade 6 560—920 Lexile
- Grade 7 630—965 Lexile
- Grade 8 665—1005 Lexile
- Grade 9 780—1045 Lexile
- Grade 10 835—1075 Lexile
- Grade 11/12 955—1180 Lexile

Acadience Reading Measures for Benchmark Status (Optional Assessment)

*All indicated Sub Scores are required for calculating the Reading Composite Score

6th Grade
- BoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 280-343
- MoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 285-357
- EoY (ORF Words Correct + Retell Score x 2 + Maze Adjusted x 4 + Accuracy Value from Table) = 324-379

Acadience Reading Measure or Gate for Benchmark status

7th Grade

Gate 1
- BoY (Maze Adjusted x 6) + 179= 449-550
- MoY (Maze Adjusted x 6) + 179= 449-562
- EoY (Maze Adjusted x 6) + 179= 479-598

Gate 2
- BoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 divided by 2= 441-561
- MoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 divided by 2= 483-596
- EoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 divided by 2= 485-600

Gate 3
- BoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score from Table + (Oral Reading Total Comprehension x 14) divided by 5= 429-556
- MoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score from Table + (Oral Reading Total Comprehension x 14) divided by 5= 489-597

- EoY (Maze Adjusted x 6) + 179 + (Silent Reading Total Score x 28) + 42 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score from Table + (Oral Reading Total Comprehension x 14) divided by 5= 496-601

8th Grade

Gate 1

- BoY (Maze Adjusted x 5) + 219= 474-568
- MoY (Maze Adjusted x 5) + 219= 514-613
- EoY (Maze Adjusted x 5) + 219= 569-663

Gate 2

- BoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2= 484-590
- MoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2= 518-613
- EoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2= 517-622

Gate 3

- BoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score from Table + (Oral Reading Total Comprehension x 16) + 170 divided by 5= 484-590
- MoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score from Table + (Oral Reading Total Comprehension x 16) + 170 divided by 5= 505-606
- EoY (Maze Adjusted x 5) + 219 + (Silent Reading x 30) + 13 divided by 2 + Oral Reading Total Words Correct + Oral Reading Total Accuracy Equated Score from Table + (Oral Reading Total Comprehension x 16) + 170 divided by 5= 533-642

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction will be measured through ongoing data collection in the form of General Outcome Measures (GOMs) and Mastery Measurements (MMs).

General Outcome Measures (GOMs):

- screener and progress monitoring/formative (Star Early Literacy, Star Reading, FAST Cambium);
- student work products (e.g., exit tickets, checking for understanding (CFUs);
- teacher logs (e.g., anecdotal notes, running records, and notes from individual reading conferences);
- teacher data discussions (e.g., grade-level meetings, PLCs, common planning);
- progress monitoring data: commitment to MTSS at all three tiers;
- observational data from district-level calibration walks; and
- observational data from weekly reading walkthroughs conducted by principals and content administrators.

GOMs are scored but are not used as a grade. Data from GOMs are used to:

- evaluate the effectiveness of instruction so teachers can create and implement improved instructional practices and programs;
- monitor growth across the school year;
- identify students who are not making adequate progress and need additional or alternative instruction; and
- predict performance on standardized achievement tests.

Mastery Measurements (MMs):

- standards-aligned skills assessments (curriculum assessments if standards-aligned); and
- assessments are administered multiple times within a unit of study for each set of standards-aligned skills.

MMs are scored and typically used as a grade. Data from GOMs are used to:

- evaluate the effectiveness of instruction so teachers can create and implement improved instructional practices and programs;
- evaluate the standards-alignment of the curriculum; and
- monitor acquisition of a specific standards-aligned skill.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Professional Learning Communities, District and School Literacy Leadership Team meetings, and grade-level data meetings with school administration will ensure the effectiveness of Tier 1 instruction for both in-person and distance learning students by:

- reviewing data;
- evaluating the effectiveness of instruction to ensure it is standards-aligned and evidence-based;
- allocating resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver evidence-based reading instruction to all students;
- evaluating the effectiveness of instructional programs for target groups including, but not limited to K-12 students with substantial reading deficiencies, students with disabilities, English language learners or Title I students; and/or
- determining the adequacy of student progress and the need to revise goals and instructional programs.

How is the effectiveness of Tier 1 curriculum being monitored?

The following steps will be followed to assess and monitor the level of change or increased learning to determine the effectiveness of the CCRP Tier 1 curriculum:

1. Teachers are provided CCRP implementation training aligned with evidence-based reading instructional practices.

2. Prior year EoY benchmark assessment data is used to establish a baseline for what student performance is before implementation to the current year curriculum.

3. Learning outcomes are clearly identified and aligned with Florida's B.E.S.T. Standards for English Language Arts. Objectives and learning activity goals should be directly linked to student learning outcomes. Educators determine what students should know or be able to do based on standards and curriculum alignment. This allows educators to look for and document possible disconnects or gaps between the curriculum, standards, and student learning outcomes.

4. Educators engage in content analysis by analyzing curriculum materials such as the scope and sequence, instructor guides, videos, online content, grade-level text, and student activities to measure the curriculum's level of efficacy. Is the curriculum coherent, cumulative, and knowledge-based? Does the curriculum systemically build a wide range of knowledge across domains to support reading comprehension and critical thinking skills? Are students provided opportunities to contribute to the design of learning experiences and learning pathways? Does the curriculum provide opportunities for students to read, write, speak, listen, and think on a daily basis?

5. Educators ensure assessment items match instructional objectives that are standards-aligned through curriculum alignment planning. Are students provided multiple opportunities and pathways to demonstrate learning progress and achievement? Are students provided differentiated assessments, personalized-learning options, or alternative assessment pathways for showcasing

standard mastery? Are students provided multiple opportunities to improve their learning outcomes when mastery is not demonstrated?

6. Educators collect and analyze EoY quantitative and qualitative data to determine the effectiveness of the CCRP Tier 1 curriculum.

- Quantitative Data: EoY FAST assessment data is analyzed and compared to the baseline data to measure students learning outcomes based on curriculum implementation. Did 80% or more of students achieve EoY benchmark mastery? What percentage of students achieved EoY benchmark mastery compared to the baseline data?
- Qualitative Data: Disconnects or gaps between the curriculum, standards, and student learning outcomes documented throughout the school year by educators.
- Qualitative Data: Curriculum feedback is sought from teachers and students to provide insights into the usefulness and effectiveness of the CCRP materials. Do teachers and students find the curriculum engaging and relevant? Do teachers and students find the curriculum to be coherent, cumulative, and knowledge-based? If so, how? If not, why? Do teachers and students feel the curriculum prepared them for end-of-year benchmark mastery? If so, how? If not, why? What was the overall impression of the curriculum? Did teachers feel knowledgeable and prepared to implement the CCRP? If so, how? If not, why?

7. School leaders and educators address any identified CCRP Tier 1 curriculum problems.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Ongoing and summative quantitative and qualitative data are collected and analyzed by school leaders and educators to identify and solve disconnects or gaps between the curriculum, standards, and student learning outcomes to improve effectiveness of the CCRP Tier 1 curriculum. Identified disconnects or gaps between the curriculum, standards, and student learning outcomes could be addressed by one or more of the following:

- changes to instructional practices;
- changes to the CCRP curriculum implementation;
- changes to the learning environment;
- increase professional learning focused on the CCRP curriculum implementation;
- increase professional learning focused on Florida's B.E.S.T. Standards for English Language Arts;
- adopt Supplemental Reading Programs to address identified gaps in the CCRP;
- increase students' opportunities to contribute to the design of learning experiences and learning pathways;
- increase opportunities for students to read, write, speak, listen, and think on a daily basis; and/or
- increase opportunities for multiple means of engagement, representation, and action/expression.

*The same problem-solving process is used to identify and solve problems to improve effectiveness of the Tier 1 curriculum for distance learning students enrolled in the Clay Virtual Academy (CVA).

How is instruction provided to students who receive instruction through distance learning?

Distance learning for students in Clay County is provided through Clay Virtual Academy (CVA) using an online learning platform with instructional and learning expectations aligned to Florida's B.E.S.T. Standards for English Language Arts. CVA is a fully virtual learning model with its own core comprehensive reading program curriculum. Students often work on assignments during non-traditional hours. Students and parents are supported by teachers who offer office hours.

	TIER 1 instruction and TIER 2 interventions
	Supplemental Instruction/Intervention: • *is standards-aligned;* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;* • *are matched to the needs of the students;* • *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;* • *occurs during time allotted in addition to core instruction; and* • *includes accommodations (IEP, ESOL, or 504).*
	IF Student meets the following criteria at the beginning of the school year:
	A triangulation of data including communication (parent and student input), observation (teacher input), and product (additional assessment) will need to be gathered and analyzed to determine the addition of Tier 2 interventions.) If Tier 2 instruction and intervention is determined to best support the academic needs of the student, then an intervention plan for reading is required. The additional time allotted for Tier 2 instruction and intervention is in addition to core instruction. Each evidence-based intervention includes materials and strategies designed to supplement core instruction. **Tier 2 Supplementary Instruction/Intervention is prompted when students meet the following criteria at the beginning of the school year:** • FAST Assessment Score: Level 1 or Level 2 (the equivalent of one + years behind) Additional diagnostic data from Acadience Reading and review of historical academic data should be considered along with teacher, parent, and student input. The Lexia PowerUp placement assessment will also assist with determining each student's specific skill gap(s). • Lexia PowerUp indicates a reading deficit when the student scores in the foundational zone in one or more of the three monitored strands (comprehension, word study, and grammar/writing).
	Tier 2 Programs/Materials/Strategies & Duration (Progress Monitoring)
Grades 6-12	**Spelling Mastery** Explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention (Foorman et al., 2016) for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. The amount of lessons depends on the identified deficit in phonology, morphology, and orthography. Lessons are teacher-directed lessons focused on the relationship between spoken sounds and written letters and then apply them to word recognition and spelling for students to become proficient readers and writers. **Assessment & Frequency** The Acadience Reading Tool is used for pre/post instruction/intervention implementation effectiveness. The Word Recognition and Word Study Placement Test determines individual student instructional/intervention needs for Supplemental Instruction/Intervention in Word Recognition and Word Study. Progress monitoring occurs every fifth lesson through a cumulative skills assessment.

	Performance Criteria to discontinue Tier 2 interventions Discontinuation of Tier 2 intervention is prompted when the Word Recognition and Word Study Placement Test reveals no deficits in phonology, morphology, or orthography after students have received explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. **Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction** Continuation of Tier 2 intervention is prompted when students are adequately responding to explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study, but deficits in phonology, morphology, and orthography still exist. **Performance Criteria that prompts the addition of Tier 3 interventions** The possible need for Tier 3 interventions is prompted when the Word Recognition and Word Study Placement Test reveals deficits in phonology, morphology, or orthography after students have received explicit, systematic, cumulative phonology, morphology, and orthography Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 10 to 25 minutes for 12 to a total of 60-180 lessons. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.
Grades 6-12	**Spelling through Morphology** Explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention delivered 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons. The amount of lessons depends on the identified deficit in morphology. Lessons are teacher-directed lessons focused on morphemes, rules, and principles. Students receive supplemental instruction on prefixes, suffixes, and word bases and a small set of rules for combining them to enable students to correctly recognize and spell thousands of words. Each lesson takes a small step toward proficiency, building on and repeating essential principles of decoding to foster long-term retention. **Assessment & Frequency** The Morphology Placement Test determines individual student needs for Supplemental Instruction/Intervention. Progress monitoring occurs every tenth lesson through mastery assessments. The Acadience Reading Tool is used to for pre/post instruction/intervention implementation effectiveness. **Performance Criteria to discontinue Tier 2 interventions** Discontinuation is prompted when the Morphology Placement Test reveals no deficit in morphology when administered after students have received explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a total of 70 to 140 lessons. **Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction** Continuation is prompted when students are adequately responding to explicit, systematic, cumulative morphology Supplemental Instruction/Intervention Strategy for word study and vocabulary, but deficits in morphology remain. **Performance Criteria that prompts the addition of Tier 3 interventions** The possible addition of Tier 3 intervention is prompted when the Morphology Placement Test reveals a deficit in morphology when administered after students have received explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) Supplemental Instruction/Intervention 5 times a week for 20 to 30 minutes for 14 to 28 weeks for a

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	total of 70 to 140 lessons. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.
Grades 7-12	**Promoting Adolescents' Comprehension of Text (PACT)** Direct and explicit comprehension strategy Supplemental Instruction/Intervention delivered 5 times a week for 20 to 30 minutes for 12 to a total of 36 + lessons using a routine of evidence-based instructional strategies designed to facilitate adolescents' comprehension of complex and difficult text. **Assessment & Frequency** Ongoing formative assessments are provided through comprehension checkpoints. The Acadience Reading ORF Tool is used to measure students' comprehension skills as a pre/post assessment to determine the effectiveness of the intervention. **Performance Criteria to discontinue Tier 2 interventions** Discontinuation of Tier 2 intervention is prompted when ongoing comprehension checkpoints reveal no deficits in comprehension after students have received direct and explicit comprehension Supplemental Instruction/Intervention Strategy delivered 5 times per week for 20 to 30 minutes for 12 to a total of 36 + lessons and student is reading on grade level. **Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction** Continuation of Tier 2 intervention is prompted when students are adequately responding to direct and explicit comprehension strategy Supplemental Instruction/Intervention, but deficits in comprehension still exist and student is not reading on grade level. **Performance Criteria that prompts the addition of Tier 3 interventions** The possible need for the addition of Tier 3 interventions is prompted when the comprehension checkpoints reveals deficits in comprehension after students have received direct and explicit comprehension Supplemental Instruction/Intervention Strategy for word recognition and word study delivered 5 times per week for 20 to 30 minutes for 12 to a total of 36 + lessons and student is not reading on grade level. It must be determined that the intervention was implemented with fidelity in addition to Tier 1 instruction. The MTSS team will also analyze student data to determine if a different Tier 2 intervention would best address the student's identified deficit prior to the addition of Tier 3 interventions.
	Number of times per week intervention provided? It is recommended that Tier 2 intervention groups meet 2-5 times per week, but this will vary depending on student and class needs as well as the implementation design of the program. **Number of minutes per intervention session?** The amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data. The number of minutes per Tier 2 intervention session will vary depending on the manner in which the intervention has been found to have the greatest impact on learning outcomes in relation to closing achievement gaps and ameliorating reading deficiencies. The recommended number of minutes per Tier 2 intervention session typically ranges from 10-45+ minutes. **What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

Teachers providing Tier 2 intervention will collaborate with individuals on the School Literacy Leadership Team (e.g., district/school reading coach, media specialists, lead teachers, district literacy specialists, school Intervention Team Facilitator (ITF), school/district instructional leader) to:

- ensure the interventions being selected and implemented are evidence-based and correspond to the district K-12 Evidence-Based Comprehensive Reading Plan;
- ensure the Supplemental Instruction/Intervention being implemented adequately aligns with the student's identified area(s) of deficiency;
- frequently review and analyze progress monitoring data to evaluate the progress of students receiving Supplemental Instruction/Intervention;
- determine the adequacy of student progress and the need to dismiss or adjust the duration, frequency, and intensity of Supplemental Instruction/Intervention;
- measure and evaluate the Effectiveness of Interventions for Supplemental Instruction/Intervention (EI-S) by comparing the percentage of students receiving Tier 2 intervention at the being of the year with the percentage of those same students who no longer require Tier 2 intervention because the instruction and intervention ameliorated the identified deficit(s) determined by on or above grade level reading benchmarks;
- based on the EI-S evaluation, determine which Supplemental Instruction/Interventions are effectively meeting the needs of students and why;
- based on the EI-S evaluation, determine which Supplemental Instruction/Interventions are not effectively meeting the needs of students and why;
- make recommendations to add, keep, or remove Supplemental Instruction/Interventions to the district K-12 Evidence-Based Comprehensive Reading Plan.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Tier 2 Supplemental Instruction/Intervention Strategies draw on strong evidence about the effectiveness of specific practices using guidelines from Evidence-Based Reading Instruction/Intervention for Adolescents Grades 6-12 (Hougen, 2014):

- Explicit, systematic, cumulative, multisensory morphology (word parts: morphemes) (decoding and encoding) instruction/intervention for word study and vocabulary.

- Explicit, systematic, cumulative phonology and orthography instruction/intervention for word recognition and word study.

- Provide direct and explicit comprehension strategy instruction/intervention.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Distance learning for students in Clay County will be provided through Clay Virtual Academy (CVA). Tier 2 Supplemental Instruction/Interventions are provided through an online learning platform in breakout rooms for small group delivery.

	TIER 1 instruction, TIER 2 intervention, and TIER 3 interventions
	Intensive, Individualized Instruction/Intervention: • *is targeted instruction based on student need;* • *provides small group or one-on-one instruction;* • *includes accommodations (IEP, ESOL, or 504);* • *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and* • *ensures additional time allotted is in addition to core instruction and Tier 2 interventions.* **All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**
	IF Student meets the following criteria at the beginning of the school year:
	Tier 3 Intensive, Individualized Instruction/Intervention is prompted when students meet the following criteria at the beginning of the school year: • FAST Assessment Score: Level 1 (the equivalent of two + years behind) Additional diagnostic data from Acadience Reading and review of historical academic data should be considered along with teacher, parent, and student input. The Lexia PowerUp placement assessment will also assist with determining each student's specific skill gap(s). • Lexia PowerUp indicates a substantial reading deficit when students score in the foundational zone in the three monitored strands (comprehension, word study, and grammar/writing).
	Tier 3 Programs/Materials/Strategies & Duration (Progress Monitoring)
Grades 6-12 DYSLEXIA IDA Accredited Program	**The Wilson Reading System®** The Wilson Reading System® is a complete curriculum for teaching reading to children in grades 3 and above who did not learn to read well in the primary grades. It focuses on phonics, but also emphasizes fluency, vocabulary, and comprehension. It uses a multisensory approach based on Orton-Gillingham methods. The Wilson Reading System® provides intensive structured literacy instruction due to language-based deficits, such as dyslexia. Wilson lessons are delivered 4 to 5 times per week for approximately 55 minutes in a one to one or very small group setting of three students. The expected duration is one + years depending on the degree of the identified deficit. The expected outcome is for the student to achieve grade-level proficiency. **Assessment & Frequency** Students complete a pre-assessment to determine placement in the program. Fully integrated end-of-step assessments monitor progress and guide movement through the program based on the needs of each student. Additional student progress is monitored through the Wilson® Assessment for Decoding and Encoding (WADE) and the Word Identification and Spelling Test (WIST). **Performance Criteria to discontinue Tier 3 interventions** Students who no longer exhibit word recognition or linguistic language deficits and read on grade level would meet the criteria for discontinuing the Wilson Reading System®. **Performance Criteria indicating continuation of Tier 3 interventions** Continuation of the Wilson Reading System® is prompted when students are making adequate progress based on end-of-step assessments and data from the Wilson® Assessment for Decoding

	and Encoding (WADE) and the Word Identification and Spelling Test (WIST), but decoding or linguistic language gaps have not completely closed and students have not achieved grade level reading proficiency. **Performance Criteria that prompts intensified Tier 3 interventions** The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated comprehension progress monitoring assessments after Corrective Reading lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.
Grades 6-12	**Corrective Reading Comprehension** Linguistic Comprehension (Language Comprehension: Syntax, Semantics, Pragmatics, Discourse) Individualized, Individualized Instruction/Intervention using Corrective Reading Comprehension implemented in small groups of three to four students for 45 minutes four to five times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The comprehension component consists of four levels with between 65 and 140 lessons. The expected duration is one + years depending on the degree of the identified deficit in Linguistic Comprehension. The expected outcome is for the student to achieve grade-level proficiency. *Corrective Reading Comprehension is for students who read at a laboriously slow rate, are unable to comprehend because of inaccurate reading, need comprehension intervention, do not write well, do not think or speak with clarity, and/or are not highly motivated. This Tier 3 Intensive, Individualized Instruction/Intervention Program can also be implemented for students who cannot follow multi-step directions, exhibit poor auditory memory and statement repetition skills, lack the analytical skills required to process arguments, have a deficient vocabulary, and/or lack background or domain knowledge. **Assessment & Frequency** Students complete a pre-assessment to determine placement in the program. Fully integrated assessments monitor progress and guide movement through the program based on the needs of each student receiving Corrective Reading Comprehension. Additional student progress is monitored through the Acadience Reading or CUBED progress monitoring and pre/post intervention assessments. The larger the gap, the more frequent the progress monitoring. **Performance Criteria to discontinue Tier 3 interventions** Students who no longer exhibit word recognition or linguistic language deficits and read on grade level would meet the criteria for discontinuing Corrective Reading Comprehension. **Performance Criteria indicating continuation of Tier 3 interventions** Continuation of the Corrective Reading Comprehension program is prompted when students are making adequate progress based on Mastery Assessments and data from the Acadience Reading progress monitoring tool, but linguistic language gaps have not completely closed and students have not achieved grade level reading proficiency. **Performance Criteria that prompts intensified Tier 3 interventions** The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated comprehension progress monitoring assessments after Corrective Reading lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS

	team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.
Grades 6-12	**Corrective Reading Decoding** Decoding (Phonology, Orthography, Morphology) Intensive, Individualized Instruction/Instruction using Corrective Reading Decoding implemented in small groups of three to four students for 45-minutes four to five times a week. Assessments determine the level at which each student is initially placed. Students are expected to complete all lessons within a level before advancing to the next level. All lessons involve a scripted, direct instructional approach to implement the series of targeted exercises. The decoding component has four levels containing between 65 and 125 lessons each. The expected duration is one + years depending on the degree of the identified deficit in decoding. **Assessment & Frequency** Students complete a pre-assessment to determine placement in the program. Fully integrated assessments monitor progress and guide movement through the program based on the needs of each student receiving Corrective Reading Decoding. Additional student progress is monitored through the Acadience Reading or CUBED progress monitoring and pre/post intervention assessments. The larger the gap, the more frequent the progress monitoring. **Performance Criteria to discontinue Tier 3 interventions** Students who no longer exhibit word recognition deficits and read on grade level would meet the criteria for discontinuing Corrective Reading Decoding. **Performance Criteria indicating continuation of Tier 3 interventions** Continuation of the Corrective Reading Decoding program is prompted when students are making adequate progress based on Mastery Assessments and data from the Acadience Reading or CUBED progress monitoring tools, but word recognition gaps have not completely closed and students have not achieved grade level reading proficiency. **Performance Criteria that prompts intensified Tier 3 interventions** The need for intensification of Tier 3 instruction/intervention is prompted when students are not making adequate progress on the Corrective Reading integrated decoding progress monitoring assessments after Corrective Reading decoding lessons have been delivered four to five times per week for approximately 45 minutes for 25 to 30 weeks in a one to one or very small group setting of three students. It must be determined that the intervention was implemented with fidelity in addition to Tier 2 Supplemental Instruction/Intervention and Tier 1 Core instruction. The MTSS team will also analyze student data to determine if a different Tier 3 intervention would best address the student's identified deficit prior to the intensifying Tier 3 interventions.
	Number of times per week intervention provided? The number of times per week each Tier 3 intervention is provided will vary depending on the guidelines of the Tier 3 intervention program and the individual needs of the student. Tier 3 intervention groups meet 4-5 times per week in addition to small group Tier 2 instruction/intervention and Tier 1 Core Instruction. **Number of minutes per intervention session?** The amount of time in one to one, one to two, or one to three instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data. The number of minutes per Tier 3 intervention session will vary depending on the manner in which the intervention has been found to have the greatest impact on learning outcomes in relation to closing achievement gaps and ameliorating reading deficiencies. The recommended number of minutes per Tier 3 intervention session typically ranges from 30-55+ minutes depending on the component of reading being addressed.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Teachers providing Tier 3 intervention will collaborate with individuals on the School Literacy Leadership Team (e.g., district/school reading coach, media specialists, lead teachers, district literacy specialists, school Intervention Team Facilitator (ITF), school/district instructional leader) to:

- ensure the interventions being selected and implemented are evidence-based and correspond to the district K-12 Evidence-Based Comprehensive Reading Plan;
- ensure the Tier 3 Intensive, Individualize Instruction/Intervention being implemented adequately aligns with the student's identified area(s) of deficiency;
- ensure that Intensive, Individualize Instruction/Intervention are being implemented in addition to small group Supplemental Instruction/Intervention and Core Instruction;
- frequently review and analyze progress monitoring data to evaluate the progress of students receiving Intensive, Individualize Instruction/Intervention;
- determine the adequacy of student progress and the need to dismiss or adjust the duration, frequency, and intensity of Intensive, Individualize Instruction/Intervention;
- measure and evaluate the Effectiveness of Interventions for Intensive, Individualize Instruction/Intervention (EI-I) by comparing the percentage of students receiving Tier 3 intervention at the being of the year with the percentage of those same students who no longer require Tier 3 intervention because the instruction and intervention ameliorated the identified deficit(s) determined by on or above grade level reading benchmarks;
- based on the EI-I evaluation, determine which Intensive, Individualize Instruction/Intervention are effectively meeting the needs of students and why;
- based on the EI-I evaluation, determine which Intensive, Individualize Instruction/Intervention are not effectively meeting the needs of students and why;
- make recommendations to add, keep, or remove Intensive, Individualize Instruction/Intervention to the district K-12 Evidence-Based Comprehensive Reading Plan.

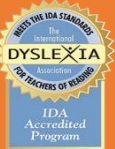**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

In alignment with ESSA, the district selects instructional practices and interventions shown to improve student outcomes through rigorous scientific studies. Members of the district's reading department consider the study design, results of a study, findings from related studies, sample size and setting, and how the students and setting in the study overlap with those in the districts when selecting Supplemental Instruction/Intervention programs/materials/strategies.

Tier 4: Strong Evidence Supplemental Instruction/Intervention adopted by the district are supported by strong evidence from at least one well-designed and well-implemented experimental study that aligns with the What Works Clearinghouse evidence standards without reservations. The experimental study or studies have demonstrated that the program/material/strategy improves a relevant student outcome (for example, reading scores or attendance rates). Experimental studies (Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that a strategy causes an outcome. The research study or studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers

have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

- **Corrective Reading Comprehension (evidenceforessa.org)**
- **Corrective Reading Decoding (evidenceforessa.org)**
- **Wilson Reading System® (evidenceforessa.org)**

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Distance learning for students in Clay County will be provided through Clay Virtual Academy (CVA). Tier 3 Intensive, Individualized Instruction/Intervention is delivered to students through distance learning in breakout rooms in a one to one setting in addition to small group Tier 2 Supplemental Instruction/Interventions, and Tier 1 Core Instruction.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

◦ The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

◦ The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

◦ The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Identifying Students with a Substantial Deficiency in Reading Grades K-12

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring
(CSPM) Program known as Florida's Assessment of Student Thinking (FAST). All students enrolled in Voluntary Pre Kindergarten (VPK) through 10th grade will be administered the FAST in the fall, winter and spring of each program year.

Step 2: The School Literacy Leadership Team will analyze the screening data from the fall administration of the FAST to determine which students have been identified at the lowest achievement level/benchmark.

Step 3: The School Literacy Leadership Team will use a triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) to determine if the identified students have received Tier 1 Evidence-Based Reading Instruction (EBRI) through a structured literacy approach to distinguish between instructional casualties and substantial reading deficiencies.

Step 4:

Option 1

If it is determined the students have not received initial EBRI, the instruction must be provided immediately. Instruction must be provided at the most basic level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, a class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

Option 2

If it is determined that the identified students have received initial EBRI and remediation at Tier 1, a diagnostic assessment should be administered to create an instructional and intervention approach to provide more individualized and frequent instruction, and more opportunity for practice using a structured literacy approach to address the identified areas of deficiency. All determinations must be made in compliance with current state statute regarding identification of students with a substantial deficiency in reading.

After diagnostic assessments have been administered, the School Literacy Leadership Team will meet with the School Intervention Team to analyze the diagnostic data. Any student in kindergarten through grade 12 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; and teacher observations will be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency. An intervention plan will be created to align the student's identified reading deficiencies which must include evidence-based interventions from the state-approved 2022-23 Clay County District Schools Comprehensive Evidence-Based Reading Plan (CERP).

Step Five: The school will provide written notification to the parent of any student determined to have a substantial deficiency in reading of the following:

- That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading;
- A description of the current services that are provided to the child;
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading;

- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;
- The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grades K-12 is identified as being at risk of retention or upon the request of the parent, whichever occurs first;
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level; and
- Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

Step Six: Instruction and intervention will be implemented in alignment with the individualized reading intervention plan along with progress monitoring. After initial notification, the school will communicate to the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step Seven: The School Intervention Team will continue to meet to review progress monitoring data and make determinations based upon the student's response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

2022-23

FUNDING FOR FLORIDA SCHOOL

DISTRICTS

DRAFT

FLORIDA DEPARTMENT OF
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OVERVIEW OF SCHOOL DISTRICT FUNDING

Article IX, section 1 of the Florida Constitution establishes the State of Florida's commitment to funding kindergarten through grade 12 education, as follows: "The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure and high quality system of free public schools that allows students to obtain a high quality education…"

In 1973, the Florida Legislature enacted the Florida Education Finance Program (FEFP) and established the state policy on equalized funding to guarantee to each student in the Florida public education system the availability of programs and services appropriate to his or her educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors.

To equalize educational opportunities, the FEFP formula recognizes: (1) varying local property tax bases; (2) varying education program costs; (3) varying costs of living; and (4) varying costs for equivalent educational programs due to sparsity and dispersion of the student population.

The FEFP is the primary mechanism for funding the operating costs of Florida school districts. As will be noted, there are other sources of funding; however, the FEFP is the foundation for financing Florida's K-12 educational programs. A key feature of the FEFP is that it bases financial support for education upon the individual student participating in a particular educational program rather than upon the number of teachers or classrooms. FEFP funds are primarily generated by multiplying the number of full-time equivalent (FTE) students in each of the funded education programs by cost factors to obtain weighted FTE students. Weighted FTE students are then multiplied by a base student allocation (BSA) and by a district cost differential (DCD) to determine the base funding from state and local FEFP funds. Program cost factors are determined by the Florida Legislature and represent relative cost differences among the FEFP programs. In addition to the base funding allocation, three major allocations within the FEFP are the Supplemental Academic Instruction (SAI) Allocation, the Exceptional Student Education (ESE) Guaranteed Allocation and the Teacher Salary Increase Allocation (TSIA), which are explained on pages 20 and 22.

Scholarship awards for K-12 education are available pursuant to the provisions of three scholarship programs described below.

(1)   Florida Tax Credit Scholarship Program – These scholarships are funded directly by private voluntary contributions to nonprofit scholarship-funding organizations for students in families with limited financial resources and students in foster care. These funds may be used for tuition and fees at an eligible private school or for transportation to a public school that is different than the school to which the student was assigned. In accordance with section (s.) 1002.395, Florida Statutes (F.S.), $873,565,674 in tax credits for participating corporations is authorized for 2022-23.

To be eligible for a Florida Tax Credit Scholarship, a student is on the direct certification list or the student's household income level does not exceed 375 percent of the federal poverty level or an adjusted maximum percent of the federal poverty level authorized under s. 1002.394(3)(a)3, F.S., or the student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home as defined in s. 39.01, F.S. A student who initially receives a scholarship based on eligibility under this paragraph remains eligible to participate until he or she graduates high school or attains the age of 21 years. A sibling of a student participating in the scholarship program is eligible if they reside in the same household. Scholarship amounts are based on 100 percent of the funds per unweighted FTE in the FEFP for a student in a basic program, plus a per FTE share for all categorical programs except the ESE Guaranteed Allocation. Up to $750 per year is available for students using the public school transportation option.

(2) Hope Scholarship Program – Students enrolled in a Florida public school in kindergarten through grade 12 who have been subjected to an incident of battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation or fighting at school have the opportunity to transfer to another public school with capacity or enroll in an approved private school under the Hope Scholarship.

A tax credit on scholarship contributions is limited to a single payment of $105 per motor vehicle purchased at the time registration is available under s. 212.1832(1), F.S. The revenue generated from these contributions to eligible nonprofit scholarship funding organizations is used to fund the Hope Scholarship. Scholarship amounts are based on 100 percent of the funds per unweighted FTE in the FEFP for a student in a basic program, plus a per FTE share for all categorical programs except the ESE Guaranteed Allocation. Up to $750 per year is available for transportation for students who transfer to a public school located outside of their district of residence.

(3) Family Empowerment Scholarship Program – The Family Empowerment Scholarship Program, which is established in s. 1002.394, F.S., consists of two subprograms that provide scholarship options for students with varying needs:

The Family Empowerment Scholarship Program for Educational Options (FES EO) provides scholarship funds to students in families that have limited financial resources. These funds may be used for tuition and fees at an eligible private school or for transportation to a public school that is different than the school to which the student was assigned. Students are eligible to receive an FES EO scholarship if: (1) the student is on the direct certification list pursuant to s. 1002.395(2)(c), F.S., or the student's household income level does not exceed 185 percent of the federal poverty level; (2) the student is currently placed, or during the previous state fiscal year was placed, in foster care or in out-of-home care as defined in s. 39.01, F.S.; (3) the student's household income level does not exceed 375 percent of the federal poverty level or an adjusted maximum percent of the federal poverty level that is increased by 25 percentage points in the fiscal year following any fiscal year in which more than 5 percent of the available scholarships authorized under s. 1002.394(12)(a), F.S., have not been funded; (4) the student is a sibling of a student who is participating in the scholarship program under s. 1003.394, F.S., and such siblings reside in the same household; (5) the student is a dependent child of a member of the United States Armed Forces; or (6) the student is a dependent child of a law enforcement officer.

The Family Empowerment Scholarship Program for Students with Unique Abilities (FES UA) provides scholarship funds to students with eligible disabilities, allowing them to personalize the education of their children by directing money toward a combination of programs and approved providers. A parent of a student with a disability may request and receive from the state a scholarship if the student: (1) is a resident of Florida; (2) is 3 or 4 years of age before or on September 1 of the year the student applies for program participation, or is eligible to enroll in kindergarten through grade 12 in a public school in the state; (3) has a disability as defined by s. 1002.394(2), F.S.; or (4) has an individualized educational plan (IEP) written with rules of the State Board of Education or with the applicable rules of another state or has received a diagnosis of a disability from a physician or psychologist.

Scholarship amounts for students receiving FES EO scholarships are based on 100 percent of the funds per unweighted FTE in the FEFP for a student in basic programs 101, 102 or 103, plus a per FTE share for all categorical programs, except for the ESE Guaranteed Allocation. Up to $750 per year is available for transportation for an FES EO student enrolled in a Florida public school that is different from the school to which the student was assigned if the school district does not provide the student with transportation to the school.

Scholarship amounts for students receiving FES UA scholarships reported in FEFP programs 111, 112 or 113 are based on 100 percent of the funds per unweighted FTE in the FEFP for a student in a basic ESE

program, plus a per FTE share for all categorical programs including the ESE Guaranteed Allocation, except that the ESE Guaranteed Allocation is allocated on each school district's average allocation funds per basic ESE student. For students receiving FES UA scholarships reported in FEFP programs 254 or 255, the calculated scholarship is based on 100 percent of the funds per unweighted FTE in the FEFP for those programs, plus a per unweighted FTE share of all categorical programs, not including the ESE Guaranteed Allocation.

The Florida Legislature repealed the Gardiner Scholarship Program in 2021 and the McKay Scholarship for Students with Disabilities Program in 2022. The students in these programs were transitioned to the Family Empowerment Scholarship Program.

Sources of Funds for School Districts – The following paragraphs provide background information regarding financial support for kindergarten through grade 12 education in Florida. School districts in 2020-21 received 37.27 percent of their financial support from state sources, 48.74 percent from local sources (including the Required Local Effort portion of the FEFP) and 13.99 percent from federal sources.

State Support – Funds for state support to school districts are provided primarily by legislative appropriations. The major portion of state support is distributed through the FEFP. State funds appropriated to finance the 2022-23 FEFP total $10,657,600,560. Included in this total is $9,543,030,819 from the General Revenue Fund, $867,665,839 from the Educational Enhancement Trust Fund and $246,903,902 from the State School Trust Fund. Although taxes from several sources are deposited in the General Revenue Fund, the predominant tax source is the 6 percent sales tax on goods and services. In addition to these funds, $2,896,071,526 is provided in the class size reduction allocation for operations, which consists of $2,706,134,072 from the General Revenue Fund, $103,776,356 from the Educational Enhancement Trust Fund and $86,161,098 from the State School Trust Fund.

The Florida Legislature established the Education Enhancement Trust Fund (EETF), which includes the net proceeds of the Florida Lottery and the tax proceeds on slot machines in Broward and Miami-Dade counties. For 2022-23, lottery proceeds were used to fund $127,915,436 for debt service for the Class Size Reduction and Educational Facilities Lottery Revenue Bond Program and $130,507,256 for school district workforce education, as defined in s. 1004.02(25), F.S.

Article IX, s. 1(a) of the Florida Constitution establishes a limit of 18 students in prekindergarten through grade 3 classrooms, 22 students in grades 4 through 8 classrooms, and 25 students in grades 9 through 12 classrooms. The Class Size Reduction categorical was established to fund this requirement exclusively from state funds.

The Florida Constitution authorizes certain revenues to be used by the school districts for capital outlay purposes. Article XII, s. 9(d) of the Florida Constitution guarantees a stated amount for each district annually from proceeds of licensing motor vehicles, referred to as Capital Outlay and Debt Service (CO&DS) funds. Additionally, Article XII, s. 9(a)(2) of the Florida Constitution provides that school districts may share in the proceeds from gross receipts taxes, referred to as Public Education Capital Outlay (PECO) funds, as provided by legislative appropriation.

Minor state funding sources include the sales tax distribution, which is collected by the Florida Department of Revenue and divided equally among Florida counties, in accordance with Article VII, s. 7 of the Florida Constitution. The allocation of these funds is to the counties, which may share the funds with school districts. Other funding sources are tax receipts from state forests, provided to certain school boards in accordance with s. 589.08, F.S., and proceeds from mobile home licenses, which are deposited into the License Tax Collection Trust Fund and distributed to local governments pursuant to s. 320.081, F.S.

Local Support – Local revenue for school support is derived almost entirely from property taxes levied by Florida's 67 counties, each of which constitutes a school district.

Each school board participating in the state allocation of funds for the current operation of schools must levy the millage set for its required local effort from property taxes. The Florida Legislature set the amount of $8,852,197,815 as adjusted required local effort for 2022-23. Each district's share of the state total required local effort is determined by a statutory procedure that is initiated by certification of the property tax valuations of each district by the Florida Department of Revenue. This certification occurs no later than two working days prior to July 19. No later than July 19, the Florida Commissioner of Education (commissioner) certifies each district's required local effort millage rate. These rates are primarily determined by dividing the dollar amount of required local effort by 96 percent of the aggregated taxable value for school purposes of all districts. Certifications vary due to the use of assessment ratios designed to equalize the effect on the FEFP of differing levels of property appraisal in the counties. Millage rates are also adjusted because required local effort may not exceed 90 percent of a district's total FEFP entitlement.

Based on the 2022 tax roll provided by the Florida Department of Revenue, the commissioner certified the required millage of each district on July 19, 2022. The state average millage was set at 3.262, and certifications for the 67 school districts varied from 3.355 (Dade) to 1.249 mills (Monroe) due to the assessment ratio adjustment and the 90 percent limitation. The 90 percent limitation reduced the required local effort of six districts. The districts and their adjusted millage rates were Collier (2.210), Franklin (2.259), Monroe (1.249), Sarasota (3.018), Sumter (2.688) and Walton (1.744).

In accordance with s. 1011.62(4)(e), F.S., the Florida Department of Education (department) is required to calculate the Prior Period Funding Adjustment Millage (PPFAM), which is levied by a school district if, in a prior year, the full amount of required local effort funds were not collected due to changes in property values, or if a prior year's final taxable value has not been certified for the current year's tax levy. The commissioner calculates the amount of the unrealized required local effort funds from the prior period and the millage required to generate that amount. This levy is in addition to the required local effort millage certified by the commissioner, but does not affect the calculation of the current year's required local effort. The funds generated by this levy are not included in the district's FEFP allocation.

School boards may set discretionary tax levies of the following types:

(1) Current operation – The Florida Legislature set the maximum discretionary current operating millage for the 2022-23 fiscal year at 0.748 mills, pursuant to s. 1011.71(1), F.S. If the revenue from 1.5 mills is insufficient to meet the payments due under a lease-purchase agreement entered into before June 30, 2009, by a district school board or to meet other critical district fixed capital outlay needs, the board may levy an additional 0.25 mills for fixed capital outlay in lieu of levying an equivalent amount of the discretionary mills for operations, pursuant to s. 1011.71(3), F.S.

(2) Capital outlay and maintenance – School boards may levy up to 1.5 mills as prescribed in s. 1011.71(2), F.S.

   Pursuant to s. 1013.62(1), F.S., if the funds appropriated through the Charter School Capital Outlay Allocation are less than the average charter school capital outlay funds per unweighted FTE student for the 2018-19 fiscal year, multiplied by the estimated number of charter school students for the applicable fiscal year and adjusted by changes in the Consumer Price Index, charter schools will also receive a portion of the revenue from the 1.5 discretionary millage levied by the school district. In 2022-23, school districts are not required to share revenue from the 1.5 discretionary millage levy because the legislature appropriated $195,768,743 for the Charter School Capital Outlay Allocation, which meets the funding requirement for charter schools in s. 1013.62(1), F.S. While s. 1013.62(1), F.S., does not prohibit a school district from sharing any 1.5 discretionary millage revenue with charter schools, the amount appropriated does not require a school district to do so.

   Section 1011.71(2)(a)-(j), F.S., authorizes school boards to expend the funds raised by the 1.5 mill capital outlay levy for the following:

- **The educational plant** – Costs of construction, renovation, remodeling, maintenance and repair of the educational plant. This also includes the maintenance, renovation and repair of leased facilities to correct deficiencies.

- **Expenditures that are directly related to the delivery of student instruction** – Purchase, lease or lease-purchase of equipment, educational plants and construction materials directly related to the delivery of student instruction.

- **Conversion of space** – Rental or lease of existing buildings or space within existing buildings, originally constructed or used for purposes other than education, for conversion to use as educational facilities.

- **A new school's library media center collection** – Opening day collection for the library media center of a new school.

- **School buses** – Purchase, lease-purchase or lease of school buses or the payment to a private entity to offset the cost of school buses.

- **Servicing of payments related to lease-purchase agreements** – Servicing of payments related to lease-purchase agreements issued for any purpose under authority of prior enactments of this law. Costs associated with the lease-purchase of equipment, educational plants and school buses may include the issuance of certificates of participation and the servicing of payments related to such certificates. Only three-fourths of the proceeds from this millage can be obligated to lease-purchase agreements, unless the lease-purchase agreements were entered into before June 30, 2009.

- **Equipment, computers, enterprise resource software** – Purchase or lease of new and replacement equipment: enterprise resource software applications that are classified as capital assets in accordance with definitions of the Governmental Accounting Standards Board, have a useful life of at least five years and are used to support district-wide administration or state-mandated reporting requirements; computer hardware, including electronic hardware and other hardware devices necessary for gaining access to or enhancing the use of electronic content and resources.

In addition, s. 1011.71(5), F.S., authorizes school boards to expend up to \$175 per unweighted FTE student from revenue generated by the 1.5 mill capital outlay millage levy for:

(a)   The purchase, lease-purchase or lease of driver's education vehicles; motor vehicles used for the maintenance or operation of plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.

(b)   Payment of the cost of premiums, as defined in s. 627.403, F.S., for property and casualty insurance necessary to insure school district educational and ancillary plants. As used in this paragraph, casualty insurance has the same meaning as in s. 624.605(1)(d), (f), (g), (h) and (m), F.S. This means that casualty insurance may only be for burglary and theft, glass, boiler and machinery, leakage and fire extinguishing equipment and elevators. Operating revenues that are made available through the payment of property and casualty insurance premiums from revenues generated under this subsection may be expended only for nonrecurring operational expenditures of the school district.

Violation of these expenditure provisions will result in an equal dollar reduction of FEFP funds in the year following an audit citation.

Pursuant to s. 1011.71(3), F.S., if revenue from the 1.5 mill levy is insufficient to make payments due under a lease-purchase agreement entered into prior to June 30, 2009, or to meet other critical district capital outlay needs, a district school board may levy up to 0.25 mills for fixed capital outlay in lieu of levying an equivalent amount of the 0.748 discretionary operating millage for operations authorized in s. 1011.71(1), F.S.

In addition to levies established by the school board, qualified electors may vote an additional millage levy for operations and/or capital outlay purposes for a period not to exceed two years, pursuant to Article VII, s. 9 of the Florida Constitution and s. 1011.73(1), F.S.

Sections 1011.71(9) and 1011.73(2), F.S., provide for an additional levy, not to exceed four years, for traditional and charter school operational purposes to be authorized by the electorate through a local referendum or in conjunction with a general election. This voted levy and the levies established by the school board must not exceed 10 mills in total. This levy is distinguished from the constitutional authority for voted millage noted in the previous paragraph because it is for operations only, may be approved for up to four years instead of two years, and is included in the 10 mill limit established by the state constitution. Funds generated by this levy must be shared with charter schools based on each charter school's proportionate share of a district's total unweighted FTE and used in a manner consistent with s. 1011.71(9), F.S.

School districts are authorized to sell bonds for capital outlay projects to be repaid from local property taxes. The authority for the issuance of the bonds and the repayment from local property taxes is Article VII, s. 12 of the Florida Constitution, s. 200.001(3)(e), F.S., and ss. 1010.40 through 1010.55, F.S.

Budgeted revenues from local taxes are determined by applying millage levies to 96 percent of the school taxable value of property. School board adoption of millage levies is governed by the advertising and public meeting requirements of chapter 200, F.S. (Determination of Millage).

SCHEDULE OF MILLAGES

Type of Millage	Statutory Authority	Established By	Uses
Required Local Effort	s. 1011.62(4), F.S.	Commissioner	Operating
Prior Period Funding Adjustment	s. 1011.62(4)(e), F.S.	Commissioner	Operating
Current Operating Discretionary – Maximum 0.748 Mills	s. 1011.71(1), F.S.	School Board	Operating
Local Capital Improvement – Maximum 1.50 Mills	s. 1011.71(2), F.S.	School Board	Capital improvements
Capital Improvement Discretionary – Maximum 0.25 Mills	s. 1011.71(3), F.S.	School Board	Lease-purchase payments or to meet other critical fixed capital outlay needs in lieu of operating discretionary millage
Operating or Capital (Not to Exceed Two Years)	s. 1011.73(1), F.S.	Voter Referendum	Not specified
Additional Millage (Not to Exceed Four Years)	s. 1011.73(2), F.S.	Voter Referendum	Operating
Debt Service	Article VII, s. 12 of the Florida Constitution, s. 200.001(3)(e), F.S.;	Voter Referendum	Debt service

School boards are authorized under s. 212.055(6), F.S., to levy a sales surtax of up to 0.5 percent for fixed capital outlay purposes if approval is obtained by referendum. This surtax may take effect on the first day of any month, but may not take effect until at least 60 days after the date of approval by the electors. The resolution providing for imposition of the surtax shall set forth a plan for use of the proceeds for fixed capital expenditures or fixed capital costs associated with the construction, reconstruction or improvement of school facilities and campuses that have a useful life expectancy of five or more years. The plan shall address any land acquisition, land improvement, design and related engineering costs. Additionally, the plan shall include the costs of retrofitting and providing for technology implementation, including hardware and software, for the various sites within the school district.

Surtax revenues may be used for the purpose of servicing bond indebtedness to finance authorized projects and any interest that accrues thereto may be held in trust to finance such projects. Neither the proceeds of the surtax nor any interest accrued thereto shall be used for operational expenditures. The Florida Department of Revenue distributes the surtax revenue to the school board imposing the tax.

The governing authority in each county is authorized under s. 212.055(2), F.S., to levy a discretionary sales surtax of 0.5 percent or 1.0 percent, if approval is obtained by referendum. If the governing bodies of the municipalities representing a majority of the county's population adopt uniform resolutions establishing the rate of the surtax and calling for a referendum on the surtax, the levy of the surtax shall be placed on the ballot and shall take effect if approved by a majority of the electors of the county voting in the referendum on the surtax. The surtax may not be levied for more than 15 years. The proceeds of the surtax authorized by this subsection and any accrued interest shall be expended by the school district to finance, plan and construct infrastructure.

Developmental research schools (lab schools) at state universities are classified for funding as special school districts, as is the Florida Virtual School (FLVS). Because these special districts have no taxing authority, the state provides the same dollar amount per student for the 0.748 discretionary operating millage revenues as is generated for district students by the tax base of the district where the school is located. For 2022-23, the contribution for the discretionary operating millage is $40,506,858 (2022-23 FEFP Second Calculation). There is no required local effort for special school districts; therefore, special districts are funded entirely with state funds.

Federal Support – The Florida State Board of Education may approve plans for cooperating with the federal government in carrying out any phase of the education program and must provide for the proper administration of funds apportioned to the state from federal appropriations. The commissioner recommends policies for administering funds appropriated from federal sources to the state for any education purpose and provides for the execution of plans and policies.

School districts receive funds from the federal government directly and through the state as an administering agency. School districts may receive federal funds from various agencies such as the Department of Labor, Veterans Administration, Department of Interior, Department of Education, Department of Defense and Department of Agriculture.

Federal funding also supports the Every Student Succeeds Act program, which establishes accountability measures for public schools to ensure that students in all schools are reaching proficiency in reading and mathematics (replaced the No Child Left Behind program effective beginning with the 2017-18 school year); Individuals with Disabilities Education Act programs, which support education services for students with physical and mental challenges; Workforce Investment Act entitlement programs (for details regarding Workforce Development Education programs, see page 30) and Carl D. Perkins Career and Technical Education Act programs, which improve the quality of career and technical education in Florida.

Federal funds are typically used to supplement state and local funds authorized by the Florida Legislature to support various education programs.

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law to provide significant financial support to mediate the impact that COVID-19 has had on schools. The act included $770.2 million in Elementary and Secondary School Emergency Relief (ESSER) funds that may be spent with considerable discretion by Florida school districts, but that were particularly intended to support remote learning, especially for disadvantaged and at-risk students and their teachers. Each school district has the discretion to determine how much of this funding to draw down in a given fiscal year, based on its needs. In addition, the Governor's Emergency Education Relief (GEER) program, supported by CARES, provided $64 million for summer recovery to reduce academic achievement gaps exacerbated by COVID-19 and $30 million to cover schools' increased costs for cleaning and sanitation due to COVID-19.

As the COVID-19 pandemic continued to challenge the financial stability of schools throughout the country, additional federal laws were passed to provide assistance. On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations Act was signed into law, providing an additional $3.13 billion in ESSER II funds for Florida school districts. On March 11, 2021, the American Rescue Plan was established, providing $7.04 billion for Florida schools to safely reopen and sustain safe operations.

FLORIDA EDUCATION FINANCE PROGRAM (FEFP)

LEGAL AUTHORIZATION Part II of chapter 1011, F.S.; chapter 2022-156, Laws of Florida (L.O.F.) (2022-23 General Appropriations Act)

2022-23 FEFP APPROPRIATION $10,657,600,560

REQUIREMENTS FOR PARTICIPATION

Each district participating in the state appropriations for the FEFP must provide evidence of its effort to maintain an adequate school program throughout the district and must meet, at a minimum, the requirements cited below:

(1)   Maintain adequate and accurate records, including a system of internal accounts for individual schools, and file with the department, in correct and proper form, on or before the date due, each annual or periodic report that is required by the Florida Administrative Code (F.A.C.).

(2)   Operate all schools for a term of 180 actual teaching days or the equivalent on an hourly basis. Upon written application, the Florida State Board of Education may prescribe procedures for altering this requirement.

(3)   Provide written contracts for all instructional personnel.

(4)   Expend funds for salaries in accordance with a salary schedule or schedules adopted by the school board, in accordance with Florida Statutes and the F.A.C.

(5)   Observe all requirements of the Florida State Board of Education relating to the preparation, adoption and execution of budgets for the district school system.

(6)   Levy the required local effort millage rate on the taxable value for school purposes of the district (see page 22 for a description of Required Local Effort).

(7)   Maintain an ongoing, systematic evaluation of the education program needs of the district and develop a comprehensive annual and long-range plan for meeting those needs.

DISTRIBUTING STATE DOLLARS

Overview – The amount of Gross State and Local FEFP Dollars for each school district is determined in the following manner:

| FTE Students | X | Program Cost Factors | = | Weighted FTE Students |

| Weighted FTE Students | X | Base Student Allocation (BSA) | X | District Cost Differential (DCD) | = | Base Funding |

| Base Funding | + | Department of Juvenile Justice (DJJ) Supplement | + | Sparsity Supplement | + | State Funded Discretionary Contribution | + | 0.748 Mills Discretionary Compression | + |

| Safe Schools | + | Reading Program | + | Supplemental Academic Instruction (SAI) | + | ESE Guaranteed Allocation | + | Instructional Materials | + |

| Teachers Classroom Supply Assistance | + | Student Transportation | + | Federally Connected Student Supplement | + | Mental Health Assistance Allocation | + | Total Funds Compression and Hold Harmless Allocation | + |

| Teacher Salary Increase Allocation | + | Turnaround Supplemental Services Allocation | = | Gross State and Local FEFP Dollars |

The Net State FEFP Allocation for the support of school district education activities is derived from Gross State and Local FEFP dollars calculated in the previous table in the following manner:

| Gross State and Local FEFP | − | Required Local Effort | = | Gross State FEFP |

Gross State FEFP	+	Adjustments	=	Net State FEFP Allocation
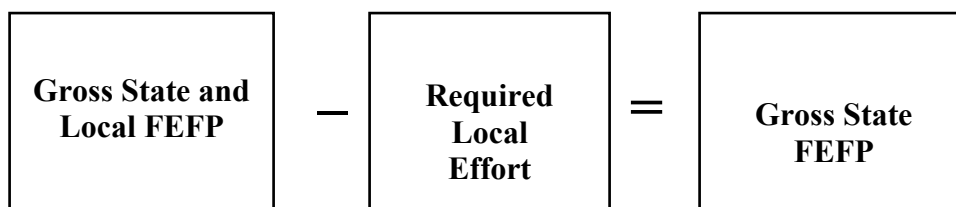
The Gross State and Local FEFP dollars, less the Required Local Effort, result in the Gross State FEFP dollars. Adjustments, whether positive or negative, are then added to obtain the Net State FEFP Allocation.

The Total State Allocation for the support of school district education activities is derived from the Net State FEFP Allocation in the following manner:

Net State FEFP Allocation	+	Categorical Program Funds	=	Total State Funding
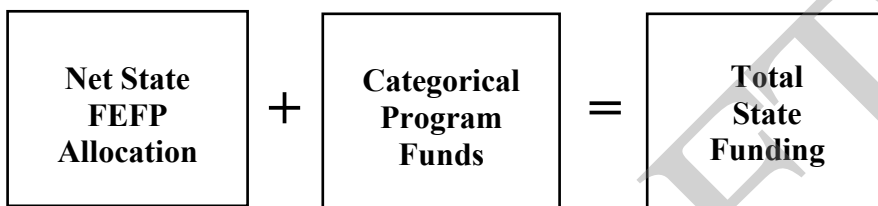
Categorical program funds, which include Class Size Reduction funds and any additional state funded allocations are added to the Net State FEFP Allocation to obtain the Total State Funding.

The following sections describe each component of the funding formula, and the last section of this document presents the 2022-23 FEFP Second Calculation Funding Summary as an example of the FEFP calculation.

FTE Students

An FTE student for FEFP funding purposes is one student in membership in one or more FEFP programs for a school year or its equivalent. The time equivalent for a school year is listed below by grade group.

(1)   Standard school

    (a)   Student in grades 4 through 12 – 900 hours of instruction

    (b)   Student in kindergarten through grade 3 or in an authorized prekindergarten ESE program – 720 hours of instruction

Funding for FTE membership in programs scheduled beyond the regular 180-day term is limited, as described later in this section.

For purposes of calculating the FTE student membership, a student is considered in membership until he or she withdraws or until the eleventh consecutive school day of his or her absence. A student is eligible for FTE student membership reporting if both of the following conditions are satisfied:

(1)   The student is in program membership at least one day during the survey period in an approved course of study as defined in the Course Code Directory, excluding non-instructional activities as defined in the F.A.C.; and

(2)   The student is in attendance at least one day during the survey period or one of the six scheduled meetings preceding the survey period when students were in attendance in school.

Note: For year-round schools, if the student's track is out of school during survey week, the last week the track was in session becomes survey week.

The FTE generated by a student for the purposes of FEFP funding is limited to 1.0 FTE during the 180-day school year. For information on how to report FTE for students in all programs, please see the *FTE General Instructions 2022-23* manual available at http://www.fldoe.org/fefp under "FTE Information."

Dual enrollment is the enrollment of an eligible secondary student or home education student in a postsecondary course earning credit toward completion of high school and a career certificate, or toward an associate or baccalaureate degree (s. 1007.271, F.S.). Dual enrollment courses may be taught at Florida public secondary or postsecondary schools, or at eligible Florida private secondary or postsecondary schools. Credit must be earned at both institutions. The course must offer credit leading to a high school diploma and a career certificate or an associate or baccalaureate degree. Career education dual enrollment is available for secondary students seeking a degree or certificate from a complete job preparatory program, but is not intended to sustain student enrollment in isolated career courses. Early admission is a form of dual enrollment through which eligible secondary students enroll in an eligible postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Participation in the early admission program is limited to students who have completed a minimum of six semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Dual enrollment students earn the Grades 9-12 Basic Cost Factor at the home school while dually enrolled elsewhere. Each of these forms of dual enrollment is included in the calculation of FTE students.

Section 1011.62(1)(i)2., F.S, provides for add-on FTE credit for dual enrollment students who earn a grade of "A" or better in a general education core course taught in the previous year. For details, please see "Bonus FTE Programs" on page 15.

Section 1007.271(21)(n), F.S., requires school districts to pay public postsecondary institutions the standard tuition rate per credit hour when dual enrollment course instruction takes place on a postsecondary institution's campus and the course is taken during the fall or spring term. Postsecondary institutions may receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term, subject to annual appropriation. When dual enrollment course instruction is provided at a high school site by postsecondary institution faculty, school districts must reimburse postsecondary institutions the proportion of salary and benefits used to provide the instruction.

School districts are not responsible for any costs to postsecondary institutions for dual enrollment courses that are offered by postsecondary institutions but provided on high school sites by school district faculty.

Students in kindergarten through grade 12 who are enrolled for more than six semesters in practical arts courses or exploratory courses, designed to expose them to a broad range of occupations to guide their academic and occupational plans, as defined in s. 1003.01(4)(a), F.S., shall not be counted as FTE students for such instruction. Students in grades 6-8 who are enrolled in career education courses shall be counted as Basic Grades 6-8. Only students in grades 9-12 who are enrolled in career education courses are reported in Program 300, Career Education.

Rule 6A-1.0451(4), F.A.C., provides that, during the year, at least four FTE student membership surveys be conducted under the administrative direction of, and on the schedule provided by, the commissioner. In addition to the four surveys, Survey 5 collects end-of-year student academic data. Section 1011.62(1)(a), F.S., specifies that the number of FTE student membership surveys shall not exceed nine in a fiscal year. The commissioner has established four FTE student enrollment surveys for the 2022-23 school year and these surveys are scheduled for July 11-15, 2022; October 10-14, 2022; February 6-10, 2023; and June 12-16, 2023.

The commissioner has the authority to establish for any school district or school an alternate period for an FTE student membership survey within eight weeks subsequent to the regular statewide survey period. Evidence must

be submitted by the school district indicating that an abnormal fluctuation in student membership may occur at the time of the statewide survey period to warrant an alternate survey period. The commissioner must limit consideration of "abnormal fluctuation" to changes of more than 25 percent in any school or 5 percent in any district between the FTE student membership at the time of the regular statewide survey and the alternate survey period. The "abnormal fluctuation" must be caused by factors such as major student boycotts; civil disturbances; in- or out-migration in agricultural, industrial or federal installations or contractors; or providential causes beyond the control of the district school board. Consistent with rule 6A-1.0451, F.A.C., district school boards are required to request alternate FTE surveys for DJJ programs experiencing fluctuations in student enrollment. Any request for an alternate survey period must be made prior to the original survey period.

Classification for special program FTE requires: (1) proper qualification of students, (2) proper qualification of teachers and (3) appropriate subject matter in accordance with the F.A.C.

FTE Recalibration and the Common Student Identifier

All FTE student enrollment is capped at 1.0 FTE per student for the year except FTE reported by DJJ students beyond the 180-day school year. School districts report all FTE student enrollment, and the department combines all FTE student enrollment reported for the student by all school districts, including FLVS. The department then recalibrates all reported FTE student enrollment for each student to 1.0 FTE if the total reported FTE exceeds 1.0.

When a student is served by multiple school districts or moves from one district to another, that student should retain the same student identifier in every school district.

The process for calculating FTE within a single survey has the following provisions:

1. If a student identifier is reported by more than one school district, then all reported FTE is gathered, recalibrated and funded.

2. If a student identifier is reported by only one school district, and there is no student record with similar demographics, then the FTE is recalibrated and funded only to the reporting school district.

3. If a student identifier is reported by only one school district, and there is a student record with similar or matching demographics reported by another school district, and at least one of the school districts reported less than 0.2 FTE, then all reported FTE is gathered, recalibrated and funded.

4. If a student identifier is reported by only one school district and there is a student record with similar or matching demographics reported by another school district, none of the school districts reported less than 0.2 FTE, and the student identifiers do <u>not</u> have entry codes during survey week, then the FTE will be recalibrated and funded separately.

5. If a student identifier is reported by only one school district and there is a student record with similar or matching demographics reported by another school district, none of the school districts reported less than 0.2 FTE, and at least one of the student identifiers has an entry code during survey week, then all reported FTE is gathered, recalibrated and funded.

The process for calculating FTE across multiple surveys has the following provisions: If a student identifier is reported in both surveys 2 and 3, then the FTE for the student identifier is processed in a manner similar to that for a single survey. For a student identifier that is not reported in both surveys 2 and 3, the FTE for that student identifier is gathered, recalibrated to 0.5 FTE and funded.

Program Cost Factors and Weighted FTE

Program cost factors assure that each program receives an equitable share of funds in relation to its relative cost per student. Through the annual program cost report, districts report the expenditures for each FEFP program. The cost per FTE student of each FEFP program is used to produce an index of relative costs, with the cost per FTE of Basic, Grades 4-8, established as the 1.000 base. In order to minimize the fluctuation in program cost factors, the Florida Legislature typically uses a three-year average in computing cost factors.

Multiplying the FTE students for a program by its cost factor produces "weighted FTE." This calculation weights the FTE to reflect the relative costs of the programs, as represented by the program cost factors. Program cost factors established for use in 2022-23 are as follows:

		2022-23 Cost Factors
(1) Basic Programs		
101 – Kindergarten and Grades 1, 2 and 3		1.126
102 – Grades 4, 5, 6, 7 and 8		1.000
103 – Grades 9, 10, 11 and 12		0.999
(2) Programs for Exceptional Student Education		
111 – Kindergarten and Grades 1, 2 and 3 with ESE Services		1.126
112 – Grades 4, 5, 6, 7 and 8 with ESE Services		1.000
113 – Grades 9, 10, 11 and 12 with ESE Services		0.999
254 – Support Level 4		3.674
255 – Support Level 5		5.401
(3)	**130** – English for Speakers of Other Languages	1.206
(4)	**300** – Programs for Grades 9-12 Career Education	0.999

ESE students in Levels 4 and 5 are reported with the appropriate cost factor (weight) for their respective levels. ESE students who are not classified in Level 4 or 5 are reported in the applicable Basic Program "with ESE services." Additional funding for these students is provided by the ESE Guaranteed Allocation component of the FEFP formula.

To provide for the planned use of FEFP funds, the Florida Legislature has established the following combination of programs during the 180-day regular school year and summer school:

Group	Program Group Title
1	Basic Education Programs
2	Exceptional Student Education for Support Levels 4 and 5
	English for Speakers of Other Languages
	Grades 9-12 Career Education Programs

Prekindergarten through grade 12 courses offered beyond the regular 180-day school year, including intersessions, except DJJ programs, Juveniles Incompetent to Proceed programs, and FLVS courses, do not generate FEFP funding; however, the FTE for intersession and summer school courses is reported so that the department may include this data in its statistical reports.

For the purpose of course completion and credit recovery pursuant to ss. 1002.45 and 1003.498, F.S., virtual instruction programs and virtual charter schools may operate beyond the regular 180-day school year, in

accordance with s. 1011.61(1)(c)2., F.S., and may report FTE for funding through the FEFP. Instructional programs operating within Florida DJJ programs and Incompetent to Proceed programs are required to provide 250 days of instruction over 12 months. Students attending residential DJJ facilities are funded for a 240- to 250-day school year. Nonresidential DJJ facilities are funded for a 230- to 250- day school year or the hourly equivalent. For more detailed reporting instructions, please refer to Appendix E of the *FTE General Instructions 2022-23* manual available at http://www.fldoe.org/fefp under "FTE Information."

Weighted FTE Cap

Program Group 2 has an enrollment ceiling (cap) that is established based on each district's estimates of FTE in each FEFP program. District estimates are reviewed and approved by a state enrollment estimating conference. The appropriated FTE in each program is multiplied by the program's cost factor. The resulting weighted FTE, aggregated by program group, establishes the group cap. After actual FTE is reported, Group 2 FTE in excess of the cap receive a program cost factor of 1.0. A statewide cap of 385,530.20 weighted FTE was set for Group 2 for the 2022-23 fiscal year.

Additional Weighted FTE

All FTE provided in this section is in addition to the recalibrated FTE calculation described on page 13.

Small District ESE Supplement

Supplemental funding is provided for districts that have fewer than 10,000 FTE and fewer than three FTE students in ESE Support Levels 4 and 5 in the GAA. This supplement is limited to the statewide value of 43.35 weighted FTE. The commissioner shall set the value of the supplemental FTE based on documented evidence of the difference in the cost of the service and the FEFP funding. The supplemental value for a district shall not exceed three FTE for each of these support levels (ESE Support Levels 4 and 5).

Small, Isolated School Supplement

Pursuant to s. 1011.62(1)(h), F.S., district-operated schools with at least 28 students and no more than 100 students in grades 9-12 and that are no closer than 28 miles to the nearest high school may qualify for an isolated school supplement.

A district elementary school may also qualify if:

1. The school serves a primary configuration of kindergarten through grade 5, but may also include prekindergarten or grades 6 through 8;
2. The school is located at least 35 miles by the shortest route from another elementary school within the district;
3. The school has been serving students primarily in basic studies;
4. The school has a student population in which at least 75 percent of the students are eligible for free or reduced-price school lunch; and
5. The school has a membership of at least 28, but not more than 100.

Districts with qualifying schools must levy the maximum discretionary operating millage in order to receive the supplement.

Bonus FTE Programs

An additional value of 0.16 FTE shall be reported by school districts for each student in Advanced Placement (AP) classes who earns a score of three or higher on each College Board AP Subject examination, provided he or she has been taught in an AP class in the prior year. A value of 0.3 FTE shall be reported for each student who

receives a College Board Advanced Placement Capstone Diploma and who meets the requirements for a high school diploma set out in s. 1003.4282, F.S. A value of 0.16 additional FTE is to be calculated for each student enrolled in an International Baccalaureate (IB) course who receives a score of four or higher on the subject examination. An Advanced International Certificate of Education (AICE) student earns an additional 0.16 if he or she receives a score of "E" on a full-credit subject exam or an additional 0.08 FTE if he or she is enrolled in a half-credit class and earns a score of "E" or higher on the subject exam. A value of 0.3 FTE should be calculated for each student who receives an IB or AICE diploma.

From the funding generated by the bonus FTE of these programs, ss. 1011.62(1)(l), (m), (n) and (o), F.S., require districts to distribute bonuses to certain classroom teachers as follows:

(l) International Baccalaureate – A bonus of $50 is earned by an IB teacher for each student in each IB course who receives a score of four or higher on the IB examination. An additional bonus of $500 is earned by the IB teacher in a school designated with a performance grade category of "D" or "F" who has at least one student scoring four or higher on the IB subject examination. Bonuses awarded under this paragraph shall be in addition to any regular wages or other bonuses the teacher received or is scheduled to receive.

(m) Advanced International Certificate of Education – A teacher earns a $50 bonus for each student in the full-credit AICE course who receives a score of "E" or higher on the subject exam and a $25 bonus for each student in each half-credit AICE course who receives a score of "E" or higher on the subject examination. Additional bonuses of $500 and $250 for full-credit and half-credit courses, respectively, shall be awarded to AICE teachers in a school designated with a performance grade category of "D" or "F" who have at least one student passing the subject examination in that class. Bonuses awarded under this paragraph shall be in addition to any regular wages or other bonuses the teacher received or is scheduled to receive.

(n) Advanced Placement – A $50 bonus is earned by an AP teacher for each student in each AP course who receives a score of three or higher on the College Board AP Examination. An additional bonus of $500 is earned by the AP teacher in a school designated with a performance grade category of "D" or "F" who has at least one student scoring three or higher on the College Board AP subject examination. Bonuses awarded under this paragraph shall be in addition to any regular wages or other bonuses the teacher received or is scheduled to receive.

(o) Career and Professional Education Act (CAPE)

Pursuant to s. 1011.62(1)(o), F.S., additional FTE shall be calculated as follows:

- A value of 0.025 FTE shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades.
- A value of 0.1 or 0.2 FTE shall be calculated for each student who completes a career-themed course as defined in s. 1003.493(1)(b), F.S., or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved in accordance with rule 6A-6.0573, F.A.C. A value of 0.2 FTE student membership shall be calculated for each student who is issued a CAPE Industry Certification that has a statewide articulation agreement for college credit approved by the State Board of Education. For CAPE industry certifications that do not articulate for college credit, the department shall assign an FTE value of 0.1 for each certification.
- A value of 0.3 FTE student membership shall be calculated for student completion of the courses and the embedded certifications identified on the CAPE Industry Certification Funding List and approved by the commissioner pursuant to ss. 1003.4203(5)(a) and 1008.44, F.S.
- A value of 0.5 FTE student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours.

- A value of 1.0 FTE student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours. These include CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203(5)(b) and 1008.44, F.S.

Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate may not use the previously funded examination to satisfy the requirements for earning an industry certification. Additional FTE membership for an elementary or middle grades student shall not exceed 0.1 FTE for certificates or certifications earned within the same fiscal year. The Florida State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List, in accordance with the F.A.C. Such value shall be added to the total FTE student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80, F.S. Nevertheless, if a student earns a certification through a dual enrollment course, and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

Section 1011.62(1)(o), F.S., provides for the following teacher bonuses:

- $25 for each student taught by a teacher who provided instruction in a course that led to the student's attainment of an industry certification on the CAPE Industry Certification Funding List with a weight of 0.1 FTE.
- $50 for each student taught by a teacher who provided instruction in a course that led to the student's attainment of an industry certification on the CAPE Industry Certification Funding List with a weight of 0.2 FTE.
- $75 for each student taught by a teacher who provided instruction in a course that led to the student's attainment of an industry certification on the CAPE Industry Certification Funding List with a weight of 0.3 FTE.
- $100 for each student taught by a teacher who provided instruction in a course that led to the student's attainment of an industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 or 1.0 FTE.

Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the school district in the year in which the additional FTE student membership calculation is included in the calculation. Any bonus awarded to a teacher under this paragraph is in addition to any regular wages or other bonuses the teacher received or is scheduled to receive.

Early High School Graduation

Section 1011.62(1)(p), F.S., authorizes the addition of 0.25 FTE to each district's total FTE for each student who earns 24 credits and graduates one semester in advance of the student's cohort pursuant to s. 1003.4281, F.S., and an additional 0.5 FTE for each student who earns 24 credits and graduates one year or more in advance of the student's cohort pursuant to s. 1003.4281, F.S.

Dual Enrollment

Students who are enrolled in an early college program pursuant to s. 1007.273, F.S., earn 0.16 FTE, and those students who are not enrolled in an early college program earn 0.08 FTE upon completion of a general education course through the dual enrollment program with a grade of "A" or better, in accordance with s. 1011.62(i), F.S.

In addition, students with a 3.0 grade point average or better who receive an associate degree through the dual enrollment program following completion of the degree earn 0.3 FTE. School districts must allocate at least half of the funds received from dual enrollment bonus FTE funding to the schools that generated the funds.

Base Student Allocation

The BSA from state and local funds is determined annually by the Florida Legislature and is a component in the calculation of Base Funding. For the 2022-23 fiscal year, the BSA is $4,587.40.

District Cost Differential

Section 1011.62(2), F.S., requires the commissioner to annually compute district cost differentials (DCD) by adding each district's Florida Price Level Index for the most recent three years and dividing the sum by three. The result is multiplied by 0.800 and divided by 100, and 0.200 is added to the product to obtain the DCD. This serves to limit the factor's adjustment to 80 percent of the index (i.e., the approximate percentage of district salary costs to total operating costs). The three-year averaging reduces the immediate impact on districts of fluctuations in the index. The following DCDs were established for 2022-23:

Alachua	0.9796	Liberty	0.9245
Baker	0.9606	Madison	0.9189
Bay	0.9687	Manatee	0.9937
Bradford	0.9513	Marion	0.9472
Brevard	0.9904	Martin	1.0164
Broward	1.0196	Monroe	1.0516
Calhoun	0.9222	Nassau	0.9870
Charlotte	0.9845	Okaloosa	0.9900
Citrus	0.9430	Okeechobee	0.9638
Clay	0.9798	Orange	1.0091
Collier	1.0523	Osceola	0.9870
Columbia	0.9407	Palm Beach	1.0438
Miami-Dade	1.0166	Pasco	0.9813
DeSoto	0.9645	Pinellas	1.0011
Dixie	0.9258	Polk	0.9704
Duval	1.0058	Putnam	0.9455
Escambia	0.9746	St. Johns	1.0023
Flagler	0.9560	St. Lucie	0.9935
Franklin	0.9275	Santa Rosa	0.9627
Gadsden	0.9435	Sarasota	1.0153
Gilchrist	0.9424	Seminole	0.9951
Glades	0.9734	Sumter	0.9708
Gulf	0.9389	Suwannee	0.9251
Hamilton	0.9168	Taylor	0.9215
Hardee	0.9557	Union	0.9415
Hendry	0.9823	Volusia	0.9639
Hernando	0.9587	Wakulla	0.9470
Highlands	0.9489	Walton	0.9844
Hillsborough	1.0072	Washington	0.9303
Holmes	0.9259	FAMU	0.9718
Indian River	0.9990	FAU – Palm Beach	1.0438
Jackson	0.9219	FAU – St. Lucie	0.9935
Jefferson	0.9396	FSU – Broward	1.0196
Lafayette	0.9187	FSU – Leon	0.9718
Lake	0.9746	UF	0.9796

Lee	1.0173	FLVS	1.0000
Leon	0.9718		
Levy	0.9431		

Base Funding

Base Funding is derived from the product of the weighted FTE students, multiplied by the BSA and the DCD.

Florida Department of Juvenile Justice Supplement

The total kindergarten through grade 12 weighted FTE student membership in juvenile justice education programs in each school district shall be multiplied by the amount of the state average class-size reduction factor multiplied by the district's cost differential. An amount equal to the sum of this calculation shall be allocated in the FEFP to each school district to supplement other sources of funding for students in juvenile justice education programs.

Sparsity Supplement

The FEFP recognizes the relatively higher operating cost of smaller districts due to sparse student populations through a statutory formula in which the variable factor is a sparsity index. This index is computed by dividing the nonvirtual FTE of the district by the number of permanent senior high school centers. For districts with nonvirtual FTE student memberships between 20,000 and 30,000, the number of high school centers is reduced to four. The number of high school centers is reduced to three for districts with fewer than 20,000 FTE students. By General Appropriations Act proviso, participation is limited to districts of 30,000 or fewer FTE students. There are four adjustments to the initial sparsity computation, including a wealth adjustment. This supplement is limited to $62,469,312 statewide for the 2022-23 fiscal year.

State-Funded Discretionary Contribution

Developmental research schools (lab schools) and FLVS are established as separate school districts for purposes of FEFP funding. Section 1002.32(9), F.S., authorizes the calculation and allocation of funds for the lab schools in lieu of discretionary local tax revenue that is generated for district students by the tax base of the district where the school is located. The FLVS discretionary contribution is calculated by multiplying the maximum allowable non-voted discretionary millage for operations pursuant to s. 1011.71(1), F.S., by the value of 96 percent of the current year's taxable value for school purposes for the state; dividing this product by the total FTE student membership of the state; and multiplying this quotient by the FTE student membership of the school. Funds for the discretionary contribution are appropriated from state funds in the General Appropriations Act.

0.748 Mills Discretionary Compression

If any school district levies the full 0.748 mill levy, and it generates an amount of funds per unweighted FTE student that is less than the state average amount per unweighted FTE student, the school district shall receive a discretionary millage compression supplement that, when added to the funds generated by the district's 0.748 mill levy, shall be equal to the state average as provided in s. 1011.62(5), F.S.

Safe Schools

The General Appropriations Act provides $210,000,000 for Safe Schools activities in the 2022-23 fiscal year. These funds guarantee each district a minimum of $250,000. Of the remaining amount, one-third shall be allocated to school districts based on the latest official Florida Crime Index provided by the Florida Department of Law Enforcement, and two-thirds shall be allocated based on each district's share of the state's total nonvirtual unweighted student enrollment. Safe Schools funds are to be used by school districts to help them comply with ss. 1006.07 through 1006.12, F.S., with priority given to establishing a school resource officer program pursuant to s. 1006.12, F.S. Each district must report to the department by October 15 that all of its public schools have

completed a security risk assessment pursuant to s. 1006.1493, F.S. If a district school board, through its adopted policies, procedures or actions, denies a charter school access to any safe school officer options pursuant to s. 1006.13, F.S., the school district must assign a school resource office or school safety officer to the charter school. Under such circumstances, the charter school's share of the costs of the school resource officer or school safety officer may not exceed the safe school allocation funds provided to the charter school, pursuant to s. 1011.62(12), F.S., and shall be retained by the school district.

Evidence-Based Reading

Funds in the amount of $170,000,000 are provided for the 2022-23 fiscal year for a system of comprehensive reading instruction to students enrolled in prekindergarten through grade 12 programs and certain students who exhibit a substantial deficiency in early literacy. The amount of $115,000 shall be allocated to each district, and the remaining balance shall be allocated based on each district's proportion of the total K-12 base funding.

Supplemental Academic Instruction

The Supplemental Academic Instruction (SAI) component of the FEFP formula provides funding of $719,314,907 (as of the second calculation of the FEFP) for the 2022-23 fiscal year. School districts with schools earning a "D" or "F" grade must use such schools' portion of SAI funds to implement intervention and support strategies for school improvement and for salary incentives. For all other schools, the district may use SAI funds for reading instruction, modified curriculum, after-school instruction, tutoring, mentoring, class size reduction, extended school year instruction, summer instruction, dropout prevention programs, and other methods of improving student achievement or instruction provided during or beyond the 180-day school year. The funds for the SAI allocation shall consist of a base amount with a workload adjustment based on changes in nonvirtual FTE.

Exceptional Student Education (ESE) Guaranteed Allocation

ESE services for students whose level of service is less than Support Levels 4 and 5 are funded through the ESE Guaranteed Allocation. The students generate FTE funding using the appropriate Basic Program weight for their grade level. This allocation provides for the additional services needed for exceptional students. District allocations from the appropriation of $1,094,851,200 are recalculated during the year based on actual student membership from FTE surveys. School districts that have provided education services in 2021-22 for exceptional education students who are residents of other districts shall not discontinue providing such services without the prior approval of the department.

Instructional Materials

For 2022-23, $246,978,361 is provided to purchase instructional materials, including $13,041,792 for library media materials, $3,564,756 for science lab materials and supplies, $11,056,278 for dual enrollment instructional materials and $3,334,158 for digital instructional materials for students with disabilities.

Florida Teachers Classroom Supply Assistance Program

This appropriation provides an allocation to each school district based on the prorated total of each school district's share of the total kindergarten through grade 12 nonvirtual unweighted FTE student enrollment. Pursuant to s. 1012.71, F.S., the funds are to be used only by classroom teachers for the purchase of classroom instructional materials and supplies for use in teaching students. An appropriation of $54,143,375 is allocated for the Florida Teachers Classroom Supply Assistance Program in 2022-23.

Student Transportation

To provide the equitable distribution of funds for safe and efficient transportation services in school districts in support of student learning, $515,009,084 is appropriated for Student Transportation in 2022-23. The formula for

allocating the funds is outlined in s. 1011.68, F.S., and contains the following provisions in the state allocation for student transportation: (1) students with special transportation needs earn a higher rate of funding than base students; (2) base funding for each district is established by the district's proportionate share of the total statewide students eligible for transportation; and (3) indices are applied that modify the base funding amount to reward more efficient bus utilization, compensate for rural population density and adjust funding based on the cost of living.

Federally Connected Student Supplement

In accordance with s. 1011.62(10), F.S, a district's total Federally Connected Student Supplement allocation is the sum of the student allocation and an exempt property allocation. As of the 2022-23 Second Calculation, a statewide total of $13,716,468 has been provided for the Federally Connected Student Supplement. The Federally Connected Student Supplement was created to provide supplemental funding for school districts to support the education of students connected with federally owned military installations, National Aeronautics and Space Administration property and Indian lands. To be eligible for this supplement, the district must be eligible for federal Impact Aid Program funds under s. 8003 of Title VIII of the Elementary and Secondary Education Act of 1965. The student allocation is calculated based on the number of students reported for federal Impact Aid Program funds who meet specific criteria described in s. 1011.62(10), F.S. The total number of qualifying federally connected students is multiplied by a percentage of the base student allocation as determined annually in the FEFP Conference Report. The total number of students with disabilities is multiplied by an additional percentage of the base student allocation. The exempt property allocation is equal to the tax-exempt value of federal impact aid lands multiplied by the capital outlay millage authorized and levied under s. 1011.71(2), F.S.

Mental Health Assistance Allocation

Funds in the amount of $140,000,000 are provided to help establish or expand school-based mental health care. Each school district will receive a minimum of $100,000, and the remaining balance will be distributed proportionally to districts based on their total unweighted student enrollment.

Pursuant to s. 1011.62(13), F.S., before receiving funds, school districts are required to annually develop and submit a plan outlining the local program and planned expenditures to their school boards for approval. Charter schools are eligible to receive a proportionate share of the district's allocation by submitting a plan to their governing body for approval and providing the approved plan to their district. The department will distribute the district's allocated funds upon the district's submission of an approved plan, including approved plans of all charter schools. The allocated funds may not supplant funds that are provided for mental health assistance from other operating funds and may not be used to increase salaries or provide bonuses.

Funding Compression and Hold Harmless Allocation

The amount of $68,163,995 was appropriated for the Funding Compression and Hold Harmless Allocation in 2022-23 to provide additional funding for school districts whose funds per unweighted FTE student in the prior fiscal year were less than the statewide average or whose district cost differential in the current year is less than the prior year. Funds shall be allocated based on the requirements in specific appropriation 86, chapter 2022-156, L.O.F. The two components in the Funding Compression and Hold Harmless Allocation are calculated as follows:

- For the 2022-23 funding compression amount, 25 percent of the difference between the district's prior-year funds per FTE student and the state average shall be used to determine the amount. A district's amount shall not be greater than $100 per FTE student.
- To calculate the DCD hold harmless amount for districts with a DCD in 2022-23 that is less than the DCD in 2021-22, the absolute value of the difference is multiplied by the district's 2022-23 weighted FTE and by the 2022-23 BSA.

Districts receive the greater of either the funding compression amount or the DCD hold harmless amount.

Turnaround School Supplemental Services Allocation

The amount of $24,383,050 is appropriated to provide eligible schools with funds to improve the overall academic and community welfare of students and their families, pursuant to s. 1011.62(17), F.S. Eligible schools include district-managed turnaround schools earning two consecutive grades of "D" or a grade of "F," district-managed turnaround schools that earn a grade of "C" or higher and are no longer in turnaround status, and schools that earn three consecutive grades below a "C." Eligible activities may include tutorial and after-school programs, student counseling, nutrition education, parental counseling and an extended school day and school year. Service models should encourage students to complete high school and attend college or career training, set high academic expectations, and inspire character development. Eligible schools will receive up to $500 per FTE student. Upon receipt of school grades, the department provides school districts with a list of preliminary allocations for qualifying schools, which are recalculated in subsequent FEFP calculations.

Teacher Salary Increase Allocation

The sum of $800,000,000 in recurring funds is provided for the Teacher Salary Increase Allocation, created by s. 1011.62(14), F.S. Each district receives a maintenance allocation, which should be used to maintain the salary increases provided by the $550 million appropriated in previous years. The remaining sum of $250,000,000 is considered the growth allocation and is to be used for salary increases in the 2022-23 fiscal year. Fifty percent of these funds are provided for school districts to increase the salaries of all full-time district and charter school classroom teachers (including certified prekindergarten teachers funded through the FEFP, but not including substitute teachers) to at least $47,500 or the maximum amount achievable based on the district's allocation. The remaining 50 percent of the $250,000,000, plus any unused funds from the district's share of the first 50 percent of the growth allocation, is to provide salary increases to full-time classroom teachers who did not receive an increase, received an increase of less than 2 percent, or other full-time instructional personnel excluding substitute teachers.

School districts must submit board-approved salary distribution plans to the department by October 1, 2022, indicating how they plan to distribute Teacher Salary Increase Allocation funds. In addition, they must submit a preliminary report to the department detailing planned expenditures of the Teacher Salary Increase Allocation by December 1, 2022, and a final report by August 1, 2023. The department will use district data in its February 1, 2023, report to the Governor, President of the Senate, and Speaker of the House on the planned statewide expenditure of Teacher Salary Increase Allocation funds.

Required Local Effort

The district required local effort is subtracted from the state and local FEFP dollars. The amount of required local effort that each district must provide to participate in the FEFP is calculated as described in the following paragraphs.

Adjusted required local effort from ad valorem taxes for 2022-23 was set in the Second Calculation at $8,854,248,311. Using the certified 2022 tax roll from the Florida Department of Revenue, the commissioner computed and certified the required local effort millage rate for each district. For the current fiscal year FEFP calculation, each district's contribution for required local effort is the product of the certified mills multiplied by 96 percent of the taxable value for school purposes of the district. Section 1011.62(4), F.S., directs the commissioner to adjust required local effort millage rates if the millage would produce more than 90 percent of a district's total FEFP entitlement. As previously noted in the discussion about local support on pages 3-7, the certified millage rates of six districts were reduced in accordance with this provision.

The amount produced by applying the average computed required local effort millage rate of 3.262 to the certified tax roll is adjusted by an equalization factor for each district in accordance with s. 1011.62(4)(b), F.S. The purpose

of this adjustment is to offset variations among districts in the level of assessment of property. The Florida Department of Revenue provides the commissioner with its most recent determination of the assessment level of the prior year's assessment roll for each district and for the state. A millage rate is computed based on the positive or negative variation of each district from the state average assessment level. The millage rate resulting from application of this equalization factor is added to the state average required local effort millage. The sum of these two rates becomes each district's certified required local effort millage (see page 3, Local Support).

As explained on page 7, developmental research schools and FLVS have no taxing authority. Therefore, state funds are used to provide the required local effort, as well as equivalent discretionary local revenue, for these schools.

Adjustments

The department is authorized to make adjustments in the allocation of funds to a district for adjudication of litigation, arithmetical errors, assessment roll change, FTE student membership errors or allocation errors revealed in an audit report. An under-allocation in a prior year caused by a school district's error may not be the basis for a positive allocation adjustment for the current year.

If state revenue collections are not sufficient to fund the amount appropriated for the FEFP, a special session may be held to reduce the appropriation and allocations. If the program calculates an amount that exceeds the appropriation, a proration of available funds will be deducted from districts' calculated funding in proportion to each district's relative share of state and local FEFP dollars. This procedure preserves equity in the distribution of available dollars. The 2022-23 FEFP Second Calculation includes a proration to available funds, reducing the calculated FEFP by $34,435,453.

If appropriated funds for the FEFP were inadvertently omitted in the FEFP Conference Report, these funds will be added in a later calculation as an additional allocation. The allocation of these funds will be determined by the Florida Education Finance Program Appropriation Allocation Conference, as authorized in s. 1011.65, F.S.

Categorical Program Funds

Categorical program funds are added to the FEFP allocation that is distributed to districts. Categorical programs currently include only the Class Size Reduction Allocation.

Class Size Reduction

As a result of the voter-approved amendment to Article IX, s. 1, of the Florida Constitution, regarding class size reduction, additional operating and capital outlay funds were appropriated to assist districts in their efforts to not exceed the class size maximums. Beginning with the 2010-11 school year, Florida classrooms could have no more than 18 students in prekindergarten through grade 3, 22 students in grades 4-8, and 25 students in grades 9-12. If a district school board determines that it is impractical, educationally unsound or disruptive to student learning, students who enroll after the October student membership survey may be temporarily assigned to a class that exceeds the maximums cited above. Up to three students may be assigned to a teacher in the kindergarten through grade 3 group. Up to five students may be assigned to a teacher in the grades 4-8 and 9-12 groups.

For 2022-23, the class size reduction appropriation is $2,896,071,526 for operations. These funds are used by districts primarily to hire teachers to meet class size requirements. The class size reduction allocation factors for the 2022-23 fiscal year for the operating categorical program are as follows: $964.60 (grades PreK-3), $920.98 (grades 4-8), and $923.21 (grades 9-12) per weighted FTE student.

Florida School Recognition Program Funds

The Florida School Recognition Program provides monetary awards to schools that earn an "A" grade or improve at least one performance grade when compared to the 2018-19 year. This program, which was funded as part of the FEFP in previous years, was appropriated $200 million for the 2022-23 fiscal year. These funds are appropriated outside of the FEFP formula and are not included in district allocation amounts.

FEFP CALCULATION SCHEDULE

The FEFP is calculated five times throughout the year to arrive at each year's final appropriation. These calculations are as follows:

(1)   First Calculation – This calculation is completed by the Florida Legislature. District allocations for July 10 are based on this calculation.

(2)   Second Calculation – This calculation is made upon receipt of the certified tax roll from the Florida Department of Revenue as provided for in s. 1011.62(4), F.S. District allocations for July 26 through January are based on this calculation.

(3)   Third Calculation – This calculation is made upon receipt of districts' October survey FTE counts. District allocations for January through April are based on this calculation. (District current-year July and October and prior-year June FTE amounts are summed with a February estimate derived from annualization factors provided by each school district.)

(4)   Fourth Calculation – This calculation is made upon receipt of districts' February FTE counts and estimated June FTE. District allocations for April through June are based on this calculation.

(5)   Final Calculation – This calculation is made upon receipt of districts' June FTE counts. Prior-year adjustments in the following fiscal year are completed based on a comparison of this Final Calculation to the Fourth Calculation.

With each calculation, districts are sent a detailed report of the input data and results. Summary pages from the 2022-23 Second Calculation are included at the end of this publication.

PUBLIC EDUCATION CAPITAL OUTLAY (PECO) FUNDS

Background

Pursuant to Article XII, s. 9(a)(2) of the Florida Constitution, PECO and Debt Service Trust Fund consists of revenues derived from the collection of the gross receipts tax on utilities, including transfers from the Communications Services Tax, and through the issuance of bonds supported by these revenues. School districts, Florida colleges, state universities and other education agencies receive PECO funds to construct new facilities or to perform maintenance, renovation and/or repairs on existing facilities. These funds are also used for site acquisitions and improvements.

Survey-Recommended Needs

Each year, Florida public school districts complete a Five-Year District Facilities Work Plan identifying the need for construction of new education facilities, as well as major additions, renovations or repairs necessary to extend the useful life of buildings. Each public school district has local control over the allocation of funds to meet public school district facility needs. The projects to be funded by the district must be included in the district's educational plant survey, as approved by the department. A portion of the PECO appropriation is allocated to the university developmental research (lab) schools and represents the local millage equivalent to be used for fixed capital outlay purposes.

Legal Authorization
Sections 1002.32(9)(e) and 1013.64(3), F.S.
Specific Appropriation 16, chapter 2022-156, L.O.F. (2022-23 General Appropriations Act)

2022-23 Appropriation
$8,128,636 appropriated to university developmental research schools

Maintenance, Repair and Renovation

School districts receive a portion of PECO funds for remodeling, renovation, maintenance, repairs and site improvements for existing satisfactory facilities. These funds assist school districts in expanding or upgrading educational plants to prolong the useful life of the facilities. Charter schools meeting the criteria in s. 1013.62, F.S., also receive PECO funds for capital outlay needs from this appropriation category.

Legal Authorization
Sections 1013.62(1)(a) and (b), 1013.64(1) and 1013.738, F.S.
Specific Appropriation 15, chapter 2022-156, L.O.F. (2022-23 General Appropriations Act)

2022-23 Appropriation
$207,190,966 appropriated for the following:

    $195,768,743 appropriated to charter schools
    $11,422,223   appropriated to public schools – school districts that qualify for a grant under the High Growth District Capital Outlay Assistance Grant Program

Special Facilities

PECO funds may be appropriated to school districts lacking sufficient resources to meet urgent construction needs. The proposed projects must be deemed a critical need and must be recommended for funding by the Special Facility Construction Committee, pursuant to s. 1013.64(2), F.S. The school districts must adopt a resolution committing the value of three years of available local capital outlay revenue to the project.

Legal Authorization
Section 1013.64(2), F.S.
Section 197, chapter 2022-156, L.O.F. (2022-23 General Appropriations Act)

2022-23 Appropriation*
$64,445,244 appropriated for the following projects:

$ 2,721,401	Baker County School District
$ 16,657,226	Bradford County School District
$ 11,161,015	Calhoun County School District
$ 16,798,745	Jackson County School District
$ 1,496,994	Levy County School District
$ 15,609,863	Okeechobee County School District

*General Revenue appropriations from Section 197 are contingent upon the state's award from the federal Coronavirus State Fiscal Recovery Fund.

CAPITAL OUTLAY AND DEBT SERVICE (CO&DS) FUNDS

Background

Pursuant to Article XII, s. 9(d), of the Florida Constitution, the first proceeds from the tax on motor vehicle licenses are available to school districts and Florida colleges for capital outlay purposes. The number of instruction units determines the annual allocation of these funds for each school district and Florida college. For school districts, each instruction unit for the base year equals $600 and each growth unit, or the increase in instruction units of the current year over the base year, is valued at $800. Both base instruction units and growth instruction units for Florida colleges are worth $400. A school district or Florida college may elect to bond its allocation or receive the funds as cash, in which case it is commonly referred to as "flow-through" funds. CO&DS funds may be used for capital outlay projects included on a school district's or college's Project Priority List, which is developed from the educational plant survey as approved by the department.

Legal Authorization
Article XII, s. 9(d), Florida Constitution.
Specific Appropriation 20, chapter 2022-156, L.O.F. (2022-23 General Appropriations Act)

2022-23 Appropriation
$112,000,000 appropriated for both school districts and Florida colleges.

SPECIAL FACILITIES FUNDS APPROPRIATED
FROM GENERAL REVENUE

Educational Facilities Security Grant

Pursuant to specific appropriation 108 of chapter 2022-156, L.O.F., $20,000,000 is appropriated to the department for the School Hardening Grant program that will provide awards to schools to fund, in whole or in part, the fixed capital outlay costs associated with improving the physical security of school buildings as identified by a security risk assessment by a school district or charter school.

Legal Authorization
Specific Appropriation 108, chapter 2022-156, L.O.F. (2022-23 General Appropriations Act)

2022-23 Appropriation
The amount of $20,000,000 is appropriated to school districts and charter schools.

WORKFORCE DEVELOPMENT EDUCATION FUND

Note: Workforce Development Education Fund programs are administered by the department's Division of Career and Adult Education.

Requirements for Participation

Funds appropriated must be used for the delivery of Workforce Development Education Fund programs by school districts and shall be used for no other purpose. Workforce Development Education programs include adult general education programs, technical certificate programs, applied technology diploma programs and apprenticeship programs. State funds may not be spent on continuing workforce education programs.

Distributing State Dollars

The distribution of funds for 2022-23 was identified with a specific appropriation for each school district.

Lifelong Learning may be offered at the discretion of the district, but is not to be reported for funding under the Workforce Development Education Fund or under the FEFP. Such courses and activities may be supported by: (1) a fee sufficient to pay part or all of the costs; (2) local funds; or (3) a combination of fees and state and local funds. "Lifelong Learning" means a noncredit course or activity offered by a school district that seeks to address community social and economic issues related to health and human relations, government, parenting, consumer economics and senior citizens [s. 1004.02(17), F.S.]. Lifelong Learning includes making school media centers and school athletic facilities available for public use during after-school hours.

Legal Authorization
Specific Appropriations 7 and 118, chapter 2022-156, L.O.F. (2022-23 General Appropriations Act); s. 1011.80, F.S.

2022-23 Appropriations
$390,356,891   Workforce Development Funds
$ 6,500,000   Performance-Based Incentive Funds

Adult Fees

In accordance with ss. 1009.22(c)-(d), F.S., the following schedule reflects current fees:

Workforce Education Program	Tuition Range Per Contact Hour
Resident: Career Certificate (Postsecondary Adult Vocational - PSAV) or Applied Technology Diploma	$2.22 to $2.44
Tuition Plus Out-of-State Fee for Non-Residents:	$8.86 to $9.78
Resident: Adult General Education	$30 per semester or $45 per half year

Adult General Education Block Tuition

Effective July 1, 2014, s. 1009.22(3)(c), F.S., was amended to include the following language:

> For adult general education programs, a block tuition of $45 per half year or $30 per term shall be assessed. Each district school board and Florida College System institution board of trustees shall adopt policies and procedures for the collection of and accounting for the expenditure of the block tuition. All funds

received from the block tuition shall be used only for adult general education programs. Students enrolled in adult general education programs may not be assessed the fees authorized in subsection (5), subsection (6) or subsection (7).

Fees for Continuing Workforce Education

Effective July 1, 2010, s. 1009.22(3)(b), F.S., was amended to include the following language:

Fees for continuing workforce education shall be locally determined by the district school board or Florida College System institution board. Expenditures for the continuing workforce education program provided by the Florida College System institution or school district must be fully supported by fees. Enrollments in continuing workforce education courses may not be counted for purposes of funding FTE enrollment.

Districts will be required to report fiscal and enrollment information on students in Continuing Workforce Education.

Fee (Tuition) Statutes

The following statutory references pertain to workforce fees:

- s. 1009.21, F.S., Determination of resident status for tuition purposes
- s. 1009.22, F.S., Workforce education postsecondary student fees
- s. 1009.25, F.S., Organizes all fee exemptions for all sectors
- s. 1009.26, F.S., Organizes all fee waivers for all sectors
- s. 1009.27, F.S., Organizes references to fee deferrals for all sectors
- s. 1011.80(10), F.S., Includes language on fee exemption for co-enrolled adult education students

Standard Tuition for Career Certificate/Applied Technology Diploma Programs

Standard tuition shall be $2.33 per contact hour for programs leading to a career certificate or an applied technology diploma. Each district school board may adopt a tuition amount that varies within the range of 5 percent below to 5 percent above the standard tuition and out-of-state fee, if applicable [s. 1009.22(3)(d), F.S.]. For career certificate programs, the out-of-state fees must be charged to students classified as nonresidents for tuition purposes, in addition to the tuition.

Residency for Tuition Purposes

Section 1009.22(3)(a), F.S., provides for the following:

Except as otherwise provided by law, fees for students who are nonresidents for tuition purposes must offset the full cost of instruction. **Residency of students shall be determined as required in section 1009.21**. Fee-nonexempt students enrolled in vocational-preparatory instruction shall be charged fees equal to the fees charged for adult general education programs. Each Florida College System institution that conducts college-preparatory and vocational-preparatory instruction in the same class section may charge a single fee for both types of instruction.

For all students in career certificate and applied technology diploma programs, a determination of residency for tuition purposes must be made according to the requirements in s. 1009.21, F.S. Districts must identify students as residents for tuition purposes in the Workforce Development Information System (WDIS) data reporting system using the Adult Fee Status data element.

Financial Aid Fee

School districts are permitted to collect, for financial aid purposes, up to an additional 10 percent of the student fees collected for workforce development education programs as stated in s. 1009.22(5), F.S. This fee may not be collected for adult general education programs [s. 1009.22(3)(c), F.S.].

Capital Improvement Fee

School districts are permitted to collect a separate capital improvement fee for capital improvements, technology enhancements or equipping buildings, which may not exceed 5 percent of the tuition fee for resident students or 5 percent of the tuition and out-of-state fee for nonresident students. For additional information, see s. 1009.22(6), F.S. This fee may not be collected for adult general education programs [s. 1009.22(3), F.S.].

Technology Fee

School districts are permitted to collect a separate technology fee in accordance with s. 1009.22(7), F.S. According to the statute, "Each district school board and Florida College System institution board of trustees is authorized to establish a separate fee for technology, not to exceed 5 percent of tuition per credit hour or credit-hour equivalent for resident students and not to exceed 5 percent of tuition and the out-of-state fee per credit hour or credit-hour equivalent for nonresident students. Revenues generated from the technology fee shall be used to enhance instructional technology resources for students and faculty and shall not be included in any award under the Florida Bright Futures Scholarship Program." This fee may not be collected for adult general education programs [s. 1009.22(3)(c), F.S.].

Other Fees

Section 1009.22, F.S., states, in subsections (8) and (9):

> (8) Each district school board and Florida College System institution board of trustees is authorized to establish specific fees for workforce development instruction not reported for state funding purposes or for workforce development instruction not reported as state funded FTE students. District school boards and Florida College System institution boards of trustees are not required to charge any other fee specified in this section for this type of instruction.

> (9) Florida College System institution boards of trustees and district school boards are not authorized to charge students enrolled in workforce development programs any fee that is not specifically authorized by statute. In addition to tuition, out-of-state, financial aid, capital improvement, and technology fees, as authorized in this section, Florida College System institution boards of trustees and district school boards are authorized to establish fee schedules for the following user fees and fines: laboratory fees; parking fees and fines; library fees and fines; fees and fines relating to facilities and equipment use or damage; access or identification card fees; duplicating, photocopying, binding, or microfilming fees; standardized testing fees; diploma replacement fees; transcript fees; application fees; graduation fees; and late fees related to registration and payment. Such user fees and fines shall not exceed the cost of the services provided and shall only be charged to persons receiving the service.

Fee Exemptions and Waivers

Most fee exemptions are defined in s. 1009.25, F.S. Included in this statute are exemptions for:

- A student enrolled in a dual enrollment or early admission program pursuant to s. 1007.271, F.S.;
- A student enrolled in an approved apprenticeship program, as defined in s. 446.021, F.S.;

- A student in the custody of the Florida Department of Children and Families (DCF) or adopted from DCF, under certain conditions; and
- A student who is homeless.

In other areas of the statutes, exemptions/waivers are specified for the following:
- A student who is a dependent of a deceased or disabled veteran pursuant to s. 295.01, F.S., through s. 295.05, F.S.;
- A student who is a dependent of a deceased special risk member pursuant to ss. 112.19(3), F.S., and 112.191(3), F.S.; and
- A student who was a victim of wrongful conviction under s. 961.06(1)(b), F.S.

In the 2022 legislative session, several exemptions and waivers updates were made, as described in the paragraphs below. Section 1009.25, F.S., was amended in 2022 with additional exemption language for homeless students and individuals involved in actions with DCF.

Summary of 2022 Changes

Exemption or Waiver	Summary of Legislative Actions
DCF related exemptions	SB 7034 (chapter 2022-68, L.O.F.) amended s. 1009.25, F.S., to expand the tuition and fee exemption for foster care students to include a student who is the subject of a shelter proceeding, a dependency proceeding, or a termination of parental rights proceeding, and who: • Is, or was upon reaching 18 years of age, in out-of-home care, rather than in the custody of the DCF, as is provided for in current law; • Was adopted from DCF after May 5, 1997; • After reaching 14 years of age, spent at least 18 months in out-of-home care and was then reunited with his or her parents, who were the subject of the dependency proceeding, before reaching 18 years of age, including a student who was reunited under s. 39.8155, F.S. (reinstatement of parental rights). A student is only eligible for this tuition waiver if, in addition to the above-described factors, the student is also Pell Grant-eligible; or • Was placed in a permanent guardianship, regardless of whether the caregiver participates or participated in the Relative Caregiver Program under s. 39.5085, F.S., and remains in such guardianship until either the student reaches 18 years of age or, if before reaching 18 years of age, enrolls in an eligible institution.
Homeless Students	HB 1577 (chapter 2022-65, L.O.F.) modified the exemptions statute to specify that students who meet the definition of homeless children and youths under section 725 of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. s. 11434a(2), are exempt from the payment of tuition and fees, including lab fees. The bill specified that the State Board of Education shall consider, in rule, that the standards under 20 U.S.C. s. 1087uu-2(a) shall be adequate to determine fee exemption eligibility. Additionally, the bill presumed that any student determined to be an unaccompanied homeless youth for the tuition and fee exemption for a preceding year shall be considered to be homeless for each subsequent year unless the institution has specific conflicting information.
Disabled Veterans	HB 45 (chapter 2022-187, L.O.F.) created s. 295.011, F.S., to establish a new fee waiver for disabled veterans who are enrolled in a postsecondary program

	and receive education assistance under the GI Bill, but who do not qualify for the 100 percent eligibility tier federally. Beginning in 2022-23, these students are eligible to receive a waiver in the amount that is the difference between the portion of tuition and fees authorized under federal law and the full amount of tuition and fees charged by the institution attended.

In addition to these exemptions, there are various fee exemptions in different sections of the statutes. Fee waivers are defined in s. 1009.26, F.S. School districts may waive fees for any nonexempt student. The total value of the fee waivers granted by the school district may not exceed the amount established annually in the General Appropriations Act. Waivers for nonexempt students for programs funded through Workforce Development Education appropriations may not exceed 8 percent of the fee revenues that would otherwise be collected.

Section 112.1912, F.S., establishes educational benefits for children and spouses of first responders killed in the line of duty on or after July 1, 2019. The benefits are similar to the benefits currently provided under ss. 112.19 and 112.191, F.S.; however, the eligibility for benefits is expanded to include any first responders accidentally killed while engaged in the performance of their official duties and paramedics and EMTs killed while engaged in the performance of their duties.

Section 295.061, F.S., establishes an educational benefit for survivors of service members killed while on active duty. The benefits mirror the benefits provided pursuant to s. 112.1912, F.S.

Section 250.34, F.S., ensures that survivors of members of the Florida National Guard who are killed accidentally or receive accidental bodily injury resulting in death are eligible for the educational benefits provided in s. 112.1912, F.S.

Section 409.1452, F.S., requires postsecondary institutions that grant fee exemptions under s. 1009.25, F.S., to have an on-campus liaison who is, at a minimum, a knowledgeable, accessible and responsive staff member to help with any problems related to the use of the exemption. Institutions are required to provide the liaison's contact information to each student using a tuition and fee exemption, DCF and community-based care lead agencies.

Out-of-state fee waivers are provided for certain students, as follows:
- Students who are undocumented for federal immigration purposes, who meet certain conditions outlined in s. 1009.26(12), F.S.;
- An honorably discharged veteran of the United States Armed Forces, the United States Reserve Forces, or the National Guard who physically resides in this state while enrolled in the institution; or persons who are entitled to and use educational assistance provided by the United States Department of Veterans Affairs for a quarter, semester or term beginning after July 1, 2015, who physically reside in this state while enrolled in the institution, in accordance with s. 1009.26(13), F.S.; and
- A person who is an active-duty member of the Armed Forces of the United States or stationed outside of this state. Tuition and fees charged to a student who qualifies for this out-of-state waiver may not exceed the tuition and fees charged to a resident student, in accordance with s. 1009.26(14), F.S.

In other areas of the statutes, exemptions/waivers are specified for the following individuals:
- A student who is a dependent of a deceased or disabled veteran pursuant to s. 295.01, F.S., through s. 295.05, F.S.;
- A student who is a dependent of a deceased special risk member pursuant to ss. 112.19(3), F.S., and 112.191(3), F.S.; and
- A student who was a victim of wrongful conviction under s. 961.06(1)(b), F.S.

Differential Out-of-State Fee

Section 1009.22(4), F.S., provides that a district school board that has a service area that borders another state may implement a plan for a differential out-of-state fee.

Applied Academics for Adult Education

The Applied Academics for Adult Education program is designed to prepare students for academic, technical and personal success. It includes career assessment, basic skills-related instruction, workforce readiness instruction and competency training. The department considers Applied Academics to be an adult education course. Students receiving this instruction must be charged the adult general education block tuition.

Certification by the Superintendent of Data Reporting for Enrollment and Performance

The following language was added to the proviso for the specific appropriations for Workforce Development Funds in the General Appropriations Act:

> District superintendents shall certify that workforce education enrollment and performance data used for funding allocations to districts is accurate and complete in accordance with reporting timelines established by the department. If the district's workforce education programs are operated through a charter technical career center as provided by s. 1002.34, F.S., the director appointed by the charter board may certify the enrollment and performance data. Upon certification, the district data shall be considered final for purposes of use in state funding formulas. After the final certification, the department may request a supplemental file in the event that a district has reported a higher level of enrollment or performance than was actually achieved by the district.

FUNDS FOR STUDENT TRANSPORTATION

Overview

The student transportation funding formula provides funds to 67 school districts based on each district's pro rata share of eligible state-transported students. Eligible transported charter school students are reported in the student membership surveys authorized in rule 6A-1.0451(4), F.A.C. The formula includes an additional weight for the transportation of students with disabilities requiring specialized transportation services. In addition to students transported by public school buses, the funding formula includes students transported to and from school on local general purpose transportation systems (public transit). The formula also includes students transported to and from school in private passenger cars and boats when the transportation is for certain isolated students or for students with disabilities, when the need is documented on the student's Individual Education Plan (IEP). Adjustments to each district's share of state transportation funds are made for cost-of-living differences, the percentage of population outside of urban centers and efficiency [as defined by average bus occupancy (ABO) or the average number of eligible students transported per day, per bus].

Requirements for Participation

A school district must participate in the FEFP to be eligible to receive funds from the state student allocation for transportation of eligible school district or charter school students.

Legal Authorization
Section 1011.68, F.S.
Specific Appropriations 5 and 86, chapter 2022-156, L.O.F. (2022-23 General Appropriations Act)
Sections 1006.21-1006.27, F.S.

2022-23 Appropriation
$515,009,084

Students Eligible for Transportation Funding

Students in membership in kindergarten through grade 12 and in ESE programs are eligible for transportation funding if one of the following conditions is met:

(1)   The student lives two or more miles from the school.

(2)   The student is classified as a student with a disability under the Individuals with Disabilities Education Act (IDEA), regardless of distance (excluding gifted students). Students in kindergarten through grade 12 who live less than two miles from their assigned school are eligible only if transportation services are required by the student's IEP.

(3)   The student/parent or infant is enrolled in the Teenage Parent Program (TAP), regardless of distance.

(4)   The student is enrolled in a state-funded prekindergarten program (IDEA or TAP), regardless of distance from home to school. Prekindergarten children not enrolled in IDEA programs, or whose parent or parents are not enrolled in a TAP program, are not eligible for state transportation funding. Prekindergarten students in the following programs are **ineligible** for transportation funding under s. 1011.68, F.S., unless the students are also disabled or in a TAP program. These ineligible groups include, but are not limited to, students in Prekindergarten Title I, federally funded Prekindergarten Migrant Programs, Prekindergarten Early Intervention, Head Start, Voluntary Prekindergarten and Readiness Coalition programs.

(5)   The student is a career or exceptional student being transported from one school center to another where appropriate programs are provided. Dually enrolled students, as defined by s. 1011.68(1)(d), F.S., who attend a university, state college or career center, are included.

(6)   The student meets the criteria for hazardous walking as stated in s. 1006.23, F.S. Only elementary school students are eligible for funding under the hazardous walking category. If the elementary school includes grade 6, the funding is extended to all students in the school.

(7)   Summer transportation funding is only available for non-residential DJJ students and students with disabilities requiring extended school year services whose IEPs required extended school year transportation and include transportation as a related service.

DISTRIBUTING STUDENT TRANSPORTATION DOLLARS

The two major components of the state transportation funding formula are the district's base allocation factor and the district's ESE allocation factor. These factors are determined in the following manner:

District Base Allocation Factor

Base Allocation Students

Adjusted July Students	+	Adjusted October Students	+	Adjusted February Students	+	Adjusted June Students	=	Total Adjusted Students
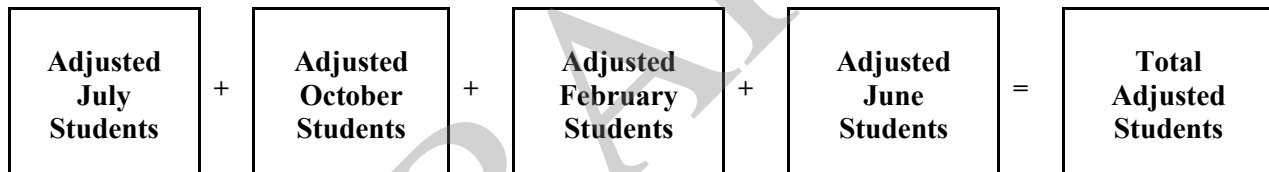
The adjusted student count is determined by applying an adjustment factor to the number of transported students equal to the number of days in term divided by 180 days.

Total Adjusted Students	x	Florida Price Level Index Factor	x	Average Bus Occupancy Index Factor	x	Rurality Index Factor	=	District Base Allocation Factor

The district base allocation factor is determined by multiplying the district's total adjusted transported students by factors that make adjustments for the district's Florida Price Level Index (FPLI), the district's ABO and the district's Rurality Index. Each factor is designed to affect the base allocation factor by no more or less than 10 percent.

District Exceptional Student Education Allocation Factor

Exceptional Student Education Allocation

Adjusted July ESE Students	+	Adjusted October ESE Students	+	Adjusted February ESE Students	+	Adjusted June ESE Students	=	Total Adjusted ESE Students

The student count for the ESE allocation is determined by applying an adjustment factor to the number of transported students equal to the number of days in term divided by 180 days.

Total Adjusted ESE Students	x	Factor of 1.8	=	Total Weighted Adjusted ESE Students

The district's total weighted adjusted transported ESE students are determined by multiplying the district's total adjusted ESE students by a factor of 1.8.

Total Weighted Adjusted ESE Students	x	Florida Price Level Index Factor	x	Average Bus Occupancy Index Factor	x	Rurality Index Factor	=	District ESE Allocation Factor

The district ESE allocation factor is determined by multiplying the district's total weighted adjusted transported ESE students by factors that make adjustments for the district's FPLI, the district's ABO and the district's Rurality Index. Each factor is designed to affect the district base allocation by no more or less than 10 percent.

Using these major components, the amount of transportation dollars for each school district is calculated as follows:

District ESE Allocation Factor	x	ESE Per-Student Allocation	=	District ESE Allocation

Total Transportation Appropriation	–	Total of All Districts ESE Allocations	=	Total Base Allocation

The district's ESE transportation allocation is determined by multiplying the district's allocation factor by an average per-student allocation amount, as determined by the Florida Legislature. The sum of the districts' ESE allocations is then subtracted from the total transportation appropriation to determine the total base allocation.

District Base Allocation Factor	÷	Total of All District Base Allocation Factors	=	District Base Proration Factor

District Base Proration Factor	x	Total Base Allocation	=	District Base Allocation
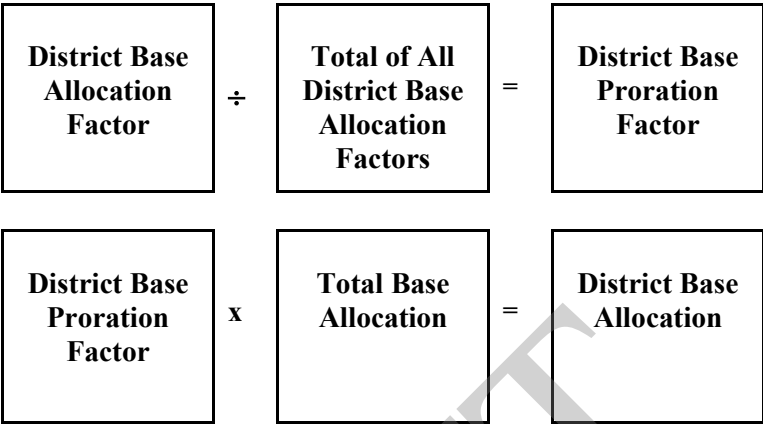
The district's base proration factor is determined by dividing the district's base allocation factor by the total state base allocation factor. To determine the district base allocation, the total base allocation is multiplied by the district base proration factor.

District Base Allocation	+	District ESE Allocation	=	Total District Allocation
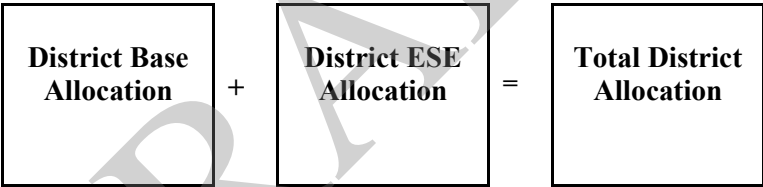
The total district allocation is determined by adding the district base allocation to the district ESE allocation.

STUDENT TRANSPORTATION CALCULATION SCHEDULE

The transportation calculation is performed four times throughout the year in order to establish each school district's transportation categorical allocation. These calculations are scheduled as follows:

(1)   First Calculation – This calculation is completed immediately after the annual legislative session. It is based on each school district's number of eligible students transported from the transportation surveys for July, preceding fiscal year; October, preceding fiscal year; February, preceding year; and June, second preceding fiscal year.

(2)   Second Calculation – This calculation is completed upon receipt of the transported student count for the October survey. It is based on each school district's number of eligible students transported from the transportation surveys for July, current fiscal year; October, current fiscal year; and June, preceding fiscal year. The October transported student count is used for the February count.

(3)   Third Calculation – This calculation is completed upon receipt of the transported student count for the February survey. It is based on each school district's number of eligible students transported from the transportation surveys for July, current fiscal year; October, current fiscal year; February, current fiscal year; and June, preceding fiscal year.

(4)   Final Calculation – This calculation is completed upon receipt of the transported student count for the June survey. It is based on each school district's number of eligible students transported from the transportation surveys for July, current fiscal year; October, current fiscal year; February, current fiscal year; and June, current fiscal year.

Upon request, districts are sent a detailed report of the input data and results.

2022-23 FEFP Second Calculation
Prekindergarten through Grade 12 Funding Summary - Page 1

District	2022-23 Unweighted FTE	2022-23 Funded Weighted FTE[1]	$4,587.40 Times Funded Weighted FTE	District Cost Differential	Base Funding[2]	Sparsity Supplement	State-Funded Discretionary Contribution	0.748 Mills Compression
	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-
1 Alachua	30,172.37	32,704.37	150,028,027	0.9796	146,967,455	0	0	5,437,061
2 Baker	4,837.86	5,214.04	23,918,887	0.9606	22,976,483	863,669	0	2,431,557
3 Bay	26,279.15	30,222.70	138,643,614	0.9687	134,304,069	2,597,409	0	612,041
4 Bradford	2,963.82	3,172.97	14,555,683	0.9513	13,846,821	1,232,747	0	1,182,179
5 Brevard	75,349.51	82,969.19	380,612,862	0.9904	376,958,979	0	0	9,267,990
6 Broward	263,621.47	291,210.74	1,335,900,149	1.0196	1,362,083,792	0	0	0
7 Calhoun	2,085.53	2,291.26	10,510,926	0.9222	9,693,176	1,895,362	0	1,114,737
8 Charlotte	16,776.84	18,536.12	85,032,597	0.9845	83,714,592	0	0	0
9 Citrus	15,955.44	17,151.19	78,679,369	0.9430	74,194,645	2,273,145	0	1,461,040
10 Clay	39,517.35	43,110.86	197,766,759	0.9798	193,771,870	0	0	16,549,471
11 Collier	48,534.91	54,543.67	250,213,632	1.0523	263,299,805	0	0	0
12 Columbia	10,373.91	11,071.69	50,790,271	0.9407	47,778,408	1,553,856	0	4,616,805
13 Dade	350,795.01	384,564.25	1,764,150,040	1.0166	1,793,434,931	0	0	0
14 DeSoto	4,590.74	4,867.56	22,329,445	0.9645	21,536,750	933,339	0	1,471,745
15 Dixie	2,174.07	2,352.51	10,791,904	0.9258	9,991,145	1,251,068	0	1,038,988
16 Duval	134,868.07	146,868.26	673,743,456	1.0058	677,651,168	0	0	25,450,953
17 Escambia	39,163.04	42,566.13	195,267,865	0.9746	190,308,061	0	0	8,419,270
18 Flagler	13,669.98	14,762.30	67,720,575	0.9560	64,740,870	1,343,519	0	0
19 Franklin	1,177.38	1,279.10	5,867,743	0.9275	5,442,332	0	0	0
20 Gadsden	4,682.44	5,062.25	23,222,566	0.9435	21,910,491	919,821	0	1,871,431
21 Gilchrist	2,857.08	3,216.05	14,753,308	0.9424	13,903,517	2,299,964	0	1,214,830
22 Glades	1,706.83	1,812.33	8,313,883	0.9734	8,092,734	1,161,338	0	476,052
23 Gulf	1,882.38	2,074.20	9,515,185	0.9389	8,933,807	849,374	0	0
24 Hamilton	1,649.37	1,764.73	8,095,522	0.9168	7,421,975	1,149,987	0	342,822
25 Hardee	4,926.93	5,274.83	24,197,755	0.9557	23,125,794	845,169	0	1,944,955
26 Hendry	13,771.40	14,629.15	67,109,763	0.9823	65,921,920	2,287,300	0	7,229,710
27 Hernando	25,661.77	28,075.40	128,793,090	0.9587	123,473,935	2,516,257	0	7,350,814
28 Highlands	12,735.17	13,641.08	62,577,090	0.9489	59,379,401	3,126,465	0	3,820,933
29 Hillsborough	229,392.45	252,435.78	1,158,023,897	1.0072	1,166,361,669	0	0	51,491,723
30 Holmes	3,159.29	3,332.54	15,287,694	0.9259	14,154,876	2,771,358	0	1,830,240
31 Indian River	17,315.61	18,840.66	86,429,644	0.9990	86,343,214	0	0	0
32 Jackson	5,740.81	6,327.49	29,026,728	0.9219	26,759,741	3,729,287	0	2,598,922
33 Jefferson	794.98	862.00	3,954,339	0.9396	3,715,497	671,565	0	0
34 Lafayette	1,157.91	1,285.14	5,895,451	0.9187	5,416,151	1,033,734	0	579,140
35 Lake	48,736.76	52,667.89	241,608,679	0.9746	235,471,819	0	0	10,296,128
36 Lee	99,908.05	110,089.41	505,024,159	1.0173	513,761,077	0	0	0
37 Leon	33,875.42	36,693.63	168,328,358	0.9718	163,581,498	0	0	7,813,027
38 Levy	5,687.12	6,242.95	28,638,909	0.9431	27,009,355	3,706,621	0	1,967,516
39 Liberty	1,291.55	1,465.09	6,720,954	0.9245	6,213,522	1,111,522	0	672,665
40 Madison	2,422.76	2,578.80	11,829,987	0.9189	10,870,575	1,241,672	0	1,003,628
41 Manatee	51,737.07	56,120.69	257,448,053	0.9937	255,826,130	0	0	0
42 Marion	45,361.88	50,526.87	231,786,963	0.9472	219,548,611	0	0	11,291,933
43 Martin	19,007.19	21,266.57	97,558,263	1.0164	99,158,219	0	0	0
44 Monroe	8,817.22	9,621.37	44,137,073	1.0516	46,414,546	0	0	0
45 Nassau	13,104.64	14,127.70	64,809,411	0.9870	63,966,889	3,017,575	0	0
46 Okaloosa	33,381.04	36,443.52	167,181,004	0.9900	165,509,194	0	0	4,650,646
47 Okeechobee	6,553.43	6,990.71	32,069,183	0.9638	30,908,279	642,002	0	1,819,691
48 Orange	214,553.60	241,797.39	1,109,221,347	1.0091	1,119,315,261	0	0	8,951,176
49 Osceola	78,752.26	85,478.08	392,122,144	0.9870	387,024,556	0	0	24,887,289
50 Palm Beach	194,563.49	218,086.59	1,000,450,423	1.0438	1,044,270,152	0	0	0
51 Pasco	85,550.75	94,312.45	432,648,933	0.9813	424,558,398	0	0	28,072,623
52 Pinellas	95,991.09	106,000.96	486,268,804	1.0011	486,803,700	0	0	0
53 Polk	116,184.44	125,663.56	576,469,015	0.9704	559,405,532	0	0	40,669,201
54 Putnam	10,362.25	11,153.76	51,166,759	0.9455	48,378,171	3,547,521	0	3,017,280
55 St. Johns	50,198.06	55,702.46	255,529,465	1.0023	256,117,183	0	0	3,336,163
56 St. Lucie	46,381.29	50,091.89	229,791,536	0.9935	228,297,891	0	0	7,285,109
57 Santa Rosa	31,175.15	34,254.27	157,138,038	0.9627	151,276,789	0	0	10,648,184
58 Sarasota	45,637.78	51,186.83	234,814,464	1.0153	238,407,125	0	0	0
59 Seminole	69,901.86	75,921.97	348,284,445	0.9951	346,577,851	0	0	14,491,355
60 Sumter	9,126.05	9,982.66	45,794,454	0.9708	44,457,256	0	0	0
61 Suwannee	6,295.41	6,666.03	30,579,746	0.9251	28,289,323	2,420,251	0	2,700,920
62 Taylor	2,658.49	2,972.71	13,637,010	0.9215	12,566,505	1,304,761	0	505,193
63 Union	2,290.27	2,478.44	11,369,596	0.9415	10,704,475	1,258,842	0	1,388,911
64 Volusia	65,663.77	71,669.35	328,743,976	0.9639	316,907,163	0	0	7,038,500
65 Wakulla	5,184.76	5,604.48	25,709,992	0.9470	24,347,362	762,896	0	2,249,082
66 Walton	11,400.62	12,267.95	56,277,994	0.9844	55,400,057	0	0	0
67 Washington	3,345.91	3,747.72	17,192,291	0.9303	15,993,988	2,432,988	0	1,498,700
69 FAMU Lab School	612.80	635.44	2,915,017	0.9718	2,832,814	547,178	299,647	141,336
70 FAU - Palm Beach	1,301.15	1,332.61	6,113,215	1.0438	6,380,974	567,316	1,379,531	0
71 FAU - St. Lucie	1,457.32	1,539.44	7,062,027	0.9935	7,016,124	0	819,815	228,901
72 FSU Lab - Broward	706.84	877.38	4,024,893	1.0196	4,103,781	0	515,124	0
73 FSU Lab - Leon	1,789.79	1,898.62	8,709,729	0.9718	8,464,115	1,178,235	875,172	412,797
74 UF Lab School	1,231.96	1,292.58	5,929,581	0.9796	5,808,618	1,007,113	664,544	221,999
75 Virtual School	50,922.08	52,503.51	240,854,602	1.0000	240,854,602	0	35,953,025	691,522
State	2,983,464.64	3,278,046.87	15,037,712,211		15,040,409,554	62,052,226	40,506,858	357,756,951

1. Additional Weighted FTE for the Small District ESE Supplement, Isolated Schools, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early Graduation, Industry Certified Career Education Supplement and Dual Enrollment Additional FTE are included in the Weighted FTE.
2. Weighted FTE x BSA x DCD (column 2 x column 3 x column 4)

2022-23 FEFP Second Calculation
Prekindergarten through Grade 12 Funding Summary - Page 2

District	Safe Schools -1-	ESE Guaranteed Allocation -2-	Supplemental Academic Instruction -3-	Reading Allocation -4-	DJJ Supplemental Allocation -5-	Instructional Materials -6-	Transportation -7-	Teachers Classroom Supply Assistance -8-
1 Alachua	2,752,243	11,503,325	8,182,728	1,693,001	117,520	2,536,717	4,534,620	554,588
2 Baker	520,933	1,277,592	1,728,650	361,700	0	373,450	1,882,177	90,888
3 Bay	2,149,602	8,911,996	7,203,957	1,557,033	26,283	2,132,365	4,172,487	488,109
4 Bradford	431,045	1,302,973	887,534	263,674	0	238,323	749,933	55,014
5 Brevard	5,328,511	29,088,372	19,946,549	4,162,437	92,173	6,349,237	12,312,735	1,397,294
6 Broward	18,363,762	99,433,551	57,087,521	14,739,795	207,454	20,612,628	33,518,437	4,934,703
7 Calhoun	360,965	781,810	444,900	219,076	0	166,585	475,213	37,642
8 Charlotte	1,253,257	6,500,518	3,665,542	1,013,850	0	1,465,422	3,933,932	311,334
9 Citrus	1,261,595	7,610,408	3,362,482	911,633	136,287	1,305,341	4,716,206	292,473
10 Clay	2,428,553	13,822,108	9,911,688	2,195,543	96,393	3,279,836	8,429,603	727,532
11 Collier	3,029,480	23,514,783	10,851,728	2,942,070	65,665	4,131,958	9,691,931	902,758
12 Columbia	957,059	4,195,726	3,073,491	628,000	0	860,206	2,346,669	191,898
13 Dade	26,582,683	134,628,190	113,238,499	19,371,245	164,209	29,007,020	21,701,424	6,521,266
14 DeSoto	552,000	1,966,308	1,731,257	346,242	0	372,299	847,707	85,048
15 Dixie	382,002	729,583	472,101	222,276	0	181,523	570,886	40,599
16 Duval	10,791,582	50,676,555	32,369,357	7,390,991	157,454	10,775,503	20,298,584	2,465,996
17 Escambia	3,382,368	14,021,451	10,172,229	2,158,352	108,198	3,039,016	9,316,883	729,268
18 Flagler	1,004,159	6,768,717	2,876,599	810,128	0	1,174,716	3,003,639	252,484
19 Franklin	333,360	482,655	244,381	173,435	0	90,109	339,143	21,190
20 Gadsden	524,986	1,608,062	1,311,961	350,255	0	359,010	1,567,817	87,318
21 Gilchrist	391,516	1,097,028	616,966	264,283	0	244,047	573,124	52,698
22 Glades	342,981	508,173	409,729	201,892	0	142,207	272,577	31,842
23 Gulf	366,953	393,683	374,163	210,923	0	148,942	389,657	35,060
24 Hamilton	365,565	527,009	343,160	194,690	30,229	128,836	621,423	30,114
25 Hardee	545,850	1,866,536	1,056,362	363,303	0	392,225	1,267,409	91,750
26 Hendry	697,623	3,797,057	1,858,641	822,809	0	1,154,114	1,768,956	138,845
27 Hernando	1,751,155	11,830,251	5,929,746	1,440,749	63,803	2,260,703	5,560,271	472,860
28 Highlands	1,099,396	4,520,318	2,474,407	752,561	0	1,073,871	3,266,092	232,607
29 Hillsborough	12,991,019	84,452,824	51,176,809	12,638,312	353,898	18,768,287	37,495,534	4,181,643
30 Holmes	421,311	1,037,132	666,079	266,982	0	256,662	814,104	57,969
31 Indian River	1,301,641	6,183,564	3,726,108	1,042,073	0	1,402,265	2,932,036	322,775
32 Jackson	553,778	2,287,299	1,118,403	402,321	22,964	456,856	1,836,056	106,566
33 Jefferson	332,270	394,163	309,126	154,894	0	72,928	338,289	14,821
34 Lafayette	307,906	380,026	198,211	173,154	0	103,401	220,707	21,708
35 Lake	3,249,510	18,701,057	11,009,592	2,643,278	8,191	4,309,558	9,986,554	900,304
36 Lee	6,049,135	35,971,221	23,254,983	5,631,291	115,135	8,327,394	27,988,464	1,857,739
37 Leon	2,981,299	17,647,893	9,396,491	1,871,387	98,331	2,729,808	5,198,039	625,361
38 Levy	650,029	1,980,863	1,282,640	405,001	0	467,431	1,548,237	105,763
39 Liberty	315,224	498,118	264,043	181,715	55,720	104,465	280,362	24,046
40 Madison	397,560	1,008,356	639,022	231,718	17,785	201,195	605,479	45,320
41 Manatee	3,646,974	20,525,824	12,746,432	2,861,824	152,947	4,232,809	8,955,244	968,956
42 Marion	3,266,929	15,307,231	13,126,616	2,472,310	145,702	3,663,411	12,050,784	837,190
43 Martin	1,387,822	7,082,677	4,114,766	1,179,669	0	1,689,102	3,687,277	357,202
44 Monroe	814,554	3,522,709	1,905,333	613,356	0	720,344	1,250,222	164,659
45 Nassau	988,028	3,845,434	2,828,208	801,817	0	1,127,706	3,793,556	242,645
46 Okaloosa	2,214,997	13,944,560	8,894,124	1,892,085	103,287	2,763,244	7,732,963	614,524
47 Okeechobee	705,777	2,896,638	1,986,109	446,864	91,342	570,026	1,825,967	120,652
48 Orange	15,009,562	58,278,011	48,587,989	12,133,171	175,640	17,821,191	33,757,401	3,943,094
49 Osceola	4,695,964	23,935,808	16,831,499	4,270,512	53,996	7,021,091	19,223,692	1,447,245
50 Palm Beach	13,484,104	69,897,625	42,709,304	11,327,407	123,652	15,534,950	29,782,511	3,642,786
51 Pasco	5,134,017	33,157,373	21,878,422	4,673,515	87,098	7,545,354	20,773,249	1,563,755
52 Pinellas	7,523,362	42,451,509	22,471,461	5,341,848	157,272	7,660,251	13,715,771	1,793,706
53 Polk	7,031,298	44,788,923	28,989,979	6,121,379	146,298	10,050,135	29,552,827	2,162,708
54 Putnam	910,920	3,340,390	2,954,492	634,440	0	822,468	2,583,998	192,592
55 St. Johns	2,799,645	16,448,813	9,930,058	2,864,949	81,407	4,410,346	13,244,734	927,300
56 St. Lucie	2,910,219	19,817,481	11,226,425	2,566,251	80,637	4,120,665	11,614,852	863,111
57 Santa Rosa	1,800,568	11,127,459	8,195,640	1,739,270	0	2,669,282	8,375,016	554,157
58 Sarasota	3,313,393	23,509,850	9,215,756	2,674,795	0	3,794,019	8,540,558	853,789
59 Seminole	4,286,458	21,205,010	16,033,622	3,836,232	0	5,884,582	13,957,902	1,276,728
60 Sumter	823,378	3,917,788	1,833,844	592,341	0	766,425	1,418,462	170,156
61 Suwannee	645,655	1,453,177	1,268,377	418,745	0	552,362	1,526,970	114,362
62 Taylor	461,305	1,090,336	568,306	249,927	0	216,977	831,170	49,522
63 Union	370,371	676,985	502,177	229,935	0	177,751	699,336	43,041
64 Volusia	4,581,979	24,334,382	16,837,957	3,517,656	98,581	5,497,061	12,777,746	1,197,079
65 Wakulla	549,620	1,924,219	963,463	376,419	0	474,412	1,887,268	97,413
66 Walton	887,736	4,336,436	2,305,328	709,835	25,774	1,050,271	3,054,413	212,311
67 Washington	437,196	764,950	932,107	286,729	0	288,741	1,021,799	62,196
69 FAMU Lab School	277,326	54,172	320,094	145,416	0	47,808	0	11,516
70 FAU - Palm Beach	308,021	129,896	331,344	183,513	0	338,089	0	24,453
71 FAU - St. Lucie	314,985	222,643	422,420	190,333	0	113,420	0	27,387
72 FSU Lab - Broward	281,520	168,401	144,582	159,063	0	52,364	0	13,284
73 FSU Lab - Leon	329,760	352,107	302,671	205,880	0	151,444	0	33,614
74 UF Lab School	304,691	419,838	312,533	177,368	0	103,246	0	23,049
75 Virtual School	0	2,630,688	0	2,701,074	0	3,850,555	0	0
State	210,000,000	1,091,466,597	717,239,273	170,000,000	3,461,325	246,978,361	515,009,084	54,143,375

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District	Federally Connected Student Supplement -1-	Mental Health Assistance Allocation -2-	Total Funds Compression Allocation -3-	Turnaround Supplemental Services Allocation -4-	Teacher Salary Increase Allocation -5-	Gross State & Local FEFP -6-	Required Local Effort Taxes -7-	Proration To Appropriation -8-	Net State FEFP -9-
1 Alachua	0	1,441,010	2,030,148	500,080	7,817,205	196,067,701	69,997,519	(345,420)	125,724,762
2 Baker	0	315,019	277,459	0	1,222,121	34,321,698	4,534,887	(60,466)	29,726,345
3 Bay	947,492	1,267,976	13,864	487,760	7,143,639	174,016,082	79,654,174	(306,571)	94,055,337
4 Bradford	0	231,727	231,435	0	736,513	21,389,918	4,163,579	(37,683)	17,188,656
5 Brevard	2,890,258	3,448,907	2,000,945	0	20,050,464	493,294,851	195,146,734	(869,057)	297,279,060
6 Broward	0	11,816,649	877,639	835,145	72,449,293	1,696,960,369	815,222,926	(2,989,601)	878,747,842
7 Calhoun	0	192,691	118,773	0	515,580	16,016,510	1,722,303	(28,217)	14,265,990
8 Charlotte	0	845,646	391,150	0	4,452,783	107,548,026	90,270,925	(189,472)	17,087,629
9 Citrus	0	809,139	440,743	0	3,946,416	102,721,553	43,659,972	(180,969)	58,880,612
10 Clay	467,665	1,856,347	1,656,668	296,490	10,306,733	265,796,500	50,286,235	(468,264)	215,042,001
11 Collier	0	2,257,133	0	0	14,004,928	334,692,239	301,268,112	(589,640)	32,834,487
12 Columbia	0	561,068	432,605	0	2,541,335	70,437,126	12,562,854	(124,092)	57,750,180
13 Dade	104,882	15,691,092	0	0	95,392,877	2,255,838,318	1,381,198,224	(3,974,199)	870,665,895
14 DeSoto	0	304,035	310,379	0	1,145,540	31,602,649	7,873,582	(55,676)	23,673,391
15 Dixie	0	196,626	148,928	0	531,430	15,757,155	2,273,452	(27,760)	13,455,943
16 Duval	913,157	6,094,208	2,418,902	883,245	36,044,294	884,381,949	309,767,252	(1,558,050)	573,056,647
17 Escambia	1,420,410	1,840,600	1,678,812	1,129,270	10,122,493	257,846,681	87,455,613	(454,259)	169,936,809
18 Flagler	0	707,562	533,910	0	3,443,569	86,659,872	47,805,121	(152,672)	38,702,079
19 Franklin	0	152,329	5,868	0	289,478	7,574,280	6,817,313	(13,344)	743,623
20 Gadsden	0	308,111	185,781	355,895	1,165,420	32,526,359	6,493,308	(57,303)	25,975,748
21 Gilchrist	0	226,983	172,614	0	739,529	21,797,099	3,649,218	(38,401)	18,109,480
22 Glades	317,793	175,860	136,348	0	430,453	12,699,979	3,262,286	(22,374)	9,415,319
23 Gulf	0	183,662	24,739	0	475,190	12,386,153	10,151,553	(21,821)	2,212,779
24 Hamilton	0	173,306	44,525	0	394,775	11,768,416	3,569,346	(20,733)	8,178,337
25 Hardee	0	318,977	254,076	0	1,230,062	33,302,468	6,915,890	(58,670)	26,327,908
26 Hendry	0	712,069	1,348,520	0	3,506,390	91,243,954	11,341,920	(160,748)	79,741,286
27 Hernando	0	1,240,537	1,133,379	0	6,567,584	171,592,044	48,699,116	(302,300)	122,590,628
28 Highlands	0	666,014	715,912	0	3,158,393	84,286,370	23,596,081	(148,491)	60,541,798
29 Hillsborough	1,402,254	10,295,341	5,923,325	4,597,000	62,038,825	1,524,168,463	490,629,678	(2,685,187)	1,030,853,598
30 Holmes	0	240,415	206,384	0	752,899	23,476,411	1,916,981	(41,359)	21,518,071
31 Indian River	0	869,592	77,787	0	4,592,599	108,793,654	80,197,087	(191,666)	28,404,901
32 Jackson	0	355,150	148,036	0	1,423,351	41,798,730	6,655,706	(73,638)	35,069,386
33 Jefferson	0	135,333	37,962	0	197,628	6,374,476	2,710,309	(11,230)	3,652,937
34 Lafayette	0	151,463	38,910	0	288,086	8,912,597	1,080,990	(15,702)	7,815,905
35 Lake	0	2,266,104	2,654,223	301,070	12,524,755	314,322,143	107,515,979	(553,754)	206,252,410
36 Lee	124,052	4,540,410	2,222,106	0	27,326,973	657,169,980	424,767,992	(1,157,762)	231,244,226
37 Leon	0	1,605,592	885,529	511,660	8,700,906	223,646,821	71,107,856	(394,007)	152,144,958
38 Levy	0	352,764	300,709	0	1,436,628	41,213,557	9,167,768	(72,608)	31,973,181
39 Liberty	0	157,403	67,882	0	330,497	10,277,184	1,053,822	(18,106)	9,205,256
40 Madison	0	207,680	73,346	47,120	578,206	17,168,662	3,171,002	(30,247)	13,967,413
41 Manatee	0	2,399,453	1,455,045	0	13,607,402	327,379,040	188,481,768	(576,756)	138,320,516
42 Marion	0	2,116,107	2,355,165	209,805	11,677,799	298,069,593	92,769,953	(525,121)	204,774,519
43 Martin	0	944,774	87,802	0	5,274,230	124,963,540	96,246,451	(220,153)	28,496,936
44 Monroe	996,987	491,881	0	0	2,468,791	59,363,382	53,443,772	(104,583)	5,815,027
45 Nassau	0	682,435	181,466	0	3,402,401	84,878,160	44,643,617	(149,533)	40,085,010
46 Okaloosa	2,879,665	1,583,619	217,335	0	8,803,441	221,803,684	86,236,780	(390,760)	135,176,144
47 Okeechobee	0	391,267	516,314	0	1,644,013	44,564,941	12,479,652	(78,512)	32,006,777
48 Orange	0	9,635,829	1,964,229	1,079,515	59,536,425	1,390,188,494	622,621,549	(2,449,149)	765,117,796
49 Osceola	0	3,600,142	4,590,645	0	20,585,852	518,168,291	138,612,160	(912,877)	378,643,254
50 Palm Beach	22,963	8,747,369	0	0	55,544,772	1,295,087,595	900,427,413	(2,281,606)	392,378,576
51 Pasco	0	3,902,301	1,792,518	1,533,095	22,582,278	577,253,996	146,321,593	(1,016,971)	429,915,432
52 Pinellas	17,166	4,366,321	0	1,014,510	25,893,108	619,209,985	386,174,268	(1,090,886)	231,944,831
53 Polk	0	5,263,814	6,885,973	2,451,435	29,754,803	773,274,305	187,773,655	(1,362,308)	584,138,342
54 Putnam	0	560,550	614,001	0	2,573,237	70,130,060	19,081,905	(123,551)	50,924,604
55 St. Johns	0	2,331,051	894,353	0	13,622,883	327,008,885	141,800,788	(576,104)	184,631,993
56 St. Lucie	0	2,161,415	1,953,228	215,220	12,143,174	305,255,678	112,529,646	(537,781)	192,188,251
57 Santa Rosa	1,211,724	1,485,579	1,304,246	0	8,046,419	208,434,333	51,997,758	(367,207)	156,069,368
58 Sarasota	0	2,128,370	0	0	12,680,884	305,118,539	274,563,250	(537,539)	30,017,750
59 Seminole	0	3,206,786	5,642,858	0	18,434,490	454,833,874	153,588,111	(801,299)	300,444,464
60 Sumter	0	505,607	0	0	2,364,684	56,849,941	51,168,891	(100,155)	5,580,895
61 Suwannee	0	379,799	398,905	0	1,504,710	41,673,556	8,163,803	(73,418)	33,436,335
62 Taylor	0	218,157	49,093	0	668,413	18,779,665	5,994,912	(33,085)	12,751,668
63 Union	0	201,791	180,777	0	569,372	17,003,764	1,148,470	(29,956)	15,825,338
64 Volusia	0	3,018,424	4,592,704	840,360	16,856,305	418,095,897	173,654,628	(736,576)	243,704,693
65 Wakulla	0	330,437	138,834	0	1,295,037	35,396,529	6,543,831	(62,359)	28,790,339
66 Walton	0	606,700	0	0	2,946,732	71,535,593	64,399,047	(126,027)	7,010,519
67 Washington	0	248,709	153,011	0	850,721	24,971,835	4,045,975	(43,994)	20,881,866
69 FAMU Lab School	0	127,236	0	0	150,678	4,955,221	0	(8,730)	4,946,491
70 FAU - Palm Beach	0	157,830	0	0	339,404	10,140,371	0	(17,865)	10,122,506
71 FAU - St. Lucie	0	164,771	66,754	0	373,188	9,960,741	0	(17,548)	9,943,193
72 FSU Lab - Broward	0	131,415	0	0	218,281	5,787,815	0	(10,197)	5,777,618
73 FSU Lab - Leon	0	179,547	0	0	450,207	12,935,549	0	(22,789)	12,912,760
74 UF Lab School	0	154,754	0	0	308,960	9,506,713	0	(16,748)	9,489,965
75 Virtual School	0	2,363,230	0	0	12,811,066	301,855,762	0	(531,791)	301,323,971
State	13,716,468	140,000,000	66,255,577	17,288,675	800,000,000	19,546,284,324	8,854,248,311	(34,435,453)	10,657,600,560

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District	Net State FEFP -1-	Adjustment for Family Empowerment Scholarships -2-	Adjusted Net State FEFP -3-
1 Alachua	125,724,762	(17,056,035)	108,668,727
2 Baker	29,726,345	(991,640)	28,734,705
3 Bay	94,055,337	(5,549,213)	88,506,124
4 Bradford	17,188,656	(2,092,305)	15,096,351
5 Brevard	297,279,060	(38,731,413)	258,547,647
6 Broward	878,747,842	(119,543,634)	759,204,208
7 Calhoun	14,265,990	(230,345)	14,035,645
8 Charlotte	17,087,629	(5,569,452)	11,518,177
9 Citrus	58,880,612	(6,018,844)	52,861,768
10 Clay	215,042,001	(10,623,033)	204,418,968
11 Collier	32,834,487	(11,523,747)	21,310,740
12 Columbia	57,750,180	(6,016,927)	51,733,253
13 Dade	870,665,895	(225,184,792)	645,481,103
14 DeSoto	23,673,391	(1,437,589)	22,235,802
15 Dixie	13,455,943	(1,062,030)	12,393,913
16 Duval	573,056,647	(79,564,030)	493,492,617
17 Escambia	169,936,809	(18,734,427)	151,202,382
18 Flagler	38,702,079	(6,042,970)	32,659,109
19 Franklin	743,623	(284,236)	459,387
20 Gadsden	25,975,748	(3,531,544)	22,444,204
21 Gilchrist	18,109,480	(1,433,966)	16,675,514
22 Glades	9,415,319	(262,771)	9,152,548
23 Gulf	2,212,779	(464,942)	1,747,837
24 Hamilton	8,178,337	(902,060)	7,276,277
25 Hardee	26,327,908	(425,976)	25,901,932
26 Hendry	79,741,286	(2,930,283)	76,811,003
27 Hernando	122,590,628	(14,347,674)	108,242,954
28 Highlands	60,541,798	(5,516,983)	55,024,815
29 Hillsborough	1,030,853,598	(75,655,852)	955,197,746
30 Holmes	21,518,071	(504,094)	21,013,977
31 Indian River	28,404,901	(4,646,167)	23,758,734
32 Jackson	35,069,386	(1,547,706)	33,521,680
33 Jefferson	3,652,937	(532,659)	3,120,278
34 Lafayette	7,815,905	(176,091)	7,639,814
35 Lake	206,252,410	(24,755,818)	181,496,592
36 Lee	231,244,226	(23,386,744)	207,857,482
37 Leon	152,144,958	(16,191,458)	135,953,500
38 Levy	31,973,181	(2,959,337)	29,013,844
39 Liberty	9,205,256	(330,756)	8,874,500
40 Madison	13,967,413	(634,626)	13,332,787
41 Manatee	138,320,516	(21,027,920)	117,292,596
42 Marion	204,774,519	(20,794,080)	183,980,439
43 Martin	28,496,936	(7,016,989)	21,479,947
44 Monroe	5,815,027	(2,511,393)	3,303,634
45 Nassau	40,085,010	(4,620,743)	35,464,267
46 Okaloosa	135,176,144	(12,049,208)	123,126,936
47 Okeechobee	32,006,777	(1,901,013)	30,105,764
48 Orange	765,117,796	(112,168,222)	652,949,574
49 Osceola	378,643,254	(42,861,226)	335,782,028
50 Palm Beach	392,378,576	(76,055,962)	316,322,614
51 Pasco	429,915,432	(29,329,350)	400,586,082
52 Pinellas	231,944,831	(46,737,973)	185,206,858
53 Polk	584,138,342	(50,493,829)	533,644,513
54 Putnam	50,924,604	(3,342,973)	47,581,631
55 St. Johns	184,631,993	(13,865,214)	170,766,779
56 St. Lucie	192,188,251	(21,937,199)	170,251,052
57 Santa Rosa	156,069,368	(9,147,447)	146,921,921
58 Sarasota	30,017,750	(17,568,582)	12,449,168
59 Seminole	300,444,464	(28,424,964)	272,019,500
60 Sumter	5,580,895	(2,410,054)	3,170,841
61 Suwannee	33,436,335	(3,007,924)	30,428,411
62 Taylor	12,751,668	(1,147,652)	11,604,016
63 Union	15,825,338	(531,315)	15,294,023
64 Volusia	243,704,693	(33,568,825)	210,135,868
65 Wakulla	28,790,339	(1,089,049)	27,701,290
66 Walton	7,010,519	(2,988,377)	4,022,142
67 Washington	20,881,866	(866,649)	20,015,217
69 FAMU Lab School	4,946,491	0	4,946,491
70 FAU - Palm Beach	10,122,506	0	10,122,506
71 FAU - St. Lucie	9,943,193	0	9,943,193
72 FSU Lab - Broward	5,777,618	0	5,777,618
73 FSU Lab - Leon	12,912,760	0	12,912,760
74 UF Lab School	9,489,965	0	9,489,965
75 Virtual School	301,323,971	0	301,323,971
State	10,657,600,560	(1,304,858,301)	9,352,742,259

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District	Net State FEFP -1-	Class Size Reduction Allocation -2-	Total State Funding -3-	Required Local Effort Taxes -4-	0.748 Discretionary Local Effort -5-	Total Local Funding -6-	Total State and Local Funding -7-
1 Alachua	125,724,762	28,292,856	154,017,618	69,997,519	16,275,457	86,272,976	240,290,594
2 Baker	29,726,345	4,601,135	34,327,480	4,534,887	1,049,859	5,584,746	39,912,226
3 Bay	94,055,337	26,502,538	120,557,875	79,654,174	18,298,932	97,953,106	218,510,981
4 Bradford	17,188,656	2,767,975	19,956,631	4,163,579	950,659	5,114,238	25,070,869
5 Brevard	297,279,060	73,472,986	370,752,046	195,146,734	44,955,268	240,102,002	610,854,048
6 Broward	878,747,842	268,778,476	1,147,526,318	815,222,926	192,119,329	1,007,342,255	2,154,868,573
7 Calhoun	14,265,990	1,863,728	16,129,718	1,722,303	386,060	2,108,363	18,238,081
8 Charlotte	17,087,629	16,354,149	33,441,778	90,270,925	20,436,638	110,707,563	144,149,341
9 Citrus	58,880,612	14,403,112	73,283,724	43,659,972	10,020,761	53,680,733	126,964,457
10 Clay	215,042,001	37,661,135	252,703,136	50,286,235	11,888,149	62,174,384	314,877,520
11 Collier	32,834,487	51,716,014	84,550,501	301,235,781	101,967,669	403,286,282	487,786,282
12 Columbia	57,750,180	9,518,863	67,269,043	12,562,854	2,848,443	15,411,297	82,680,340
13 Dade	870,665,895	353,847,031	1,224,512,926	1,381,198,224	307,939,276	1,689,137,500	2,913,650,426
14 DeSoto	23,673,391	4,282,941	27,956,332	7,873,582	1,831,863	9,705,445	37,661,777
15 Dixie	13,455,943	1,989,181	15,445,124	2,273,452	525,507	2,798,959	18,244,083
16 Duval	573,056,647	132,716,781	705,773,428	309,767,252	71,602,566	381,369,818	1,087,143,246
17 Escambia	169,936,809	37,657,781	207,594,590	87,455,613	19,763,383	107,218,996	314,813,586
18 Flagler	38,702,079	12,712,788	51,414,867	47,805,121	10,842,399	58,647,520	110,062,387
19 Franklin	743,623	1,063,538	1,807,161	6,817,313	2,257,348	9,074,661	10,881,822
20 Gadsden	25,975,748	4,399,193	30,374,941	6,493,308	1,498,148	7,991,456	38,366,397
21 Gilchrist	18,109,480	2,720,077	20,829,557	3,649,218	841,176	4,490,394	25,319,951
22 Glades	9,415,319	1,638,710	11,054,029	3,262,286	752,216	4,014,502	15,068,531
23 Gulf	2,212,779	1,800,156	4,012,935	10,151,553	2,276,870	12,428,423	16,441,358
24 Hamilton	8,178,337	1,430,744	9,609,081	3,569,346	844,095	4,413,441	14,022,522
25 Hardee	26,327,908	4,616,499	30,944,407	6,915,890	1,600,583	8,516,473	39,460,880
26 Hendry	79,741,286	7,250,879	86,992,165	11,341,920	2,680,492	14,022,412	101,014,577
27 Hernando	122,590,628	24,198,093	146,788,721	48,699,116	11,115,941	59,815,057	206,603,778
28 Highlands	60,541,798	11,662,577	72,204,375	23,596,081	5,343,587	28,939,668	101,144,043
29 Hillsborough	1,030,853,598	225,883,022	1,256,736,620	490,629,678	113,584,339	604,214,017	1,860,950,637
30 Holmes	21,518,071	2,799,667	24,317,738	1,916,981	443,246	2,360,227	26,677,965
31 Indian River	28,404,901	17,177,584	45,582,485	80,197,087	18,531,795	98,728,882	144,311,367
32 Jackson	35,069,386	5,288,848	40,358,234	6,655,706	1,532,308	8,188,014	48,546,248
33 Jefferson	3,652,937	750,547	4,403,484	2,710,309	637,319	3,347,628	7,751,112
34 Lafayette	7,815,905	1,047,045	8,862,950	1,080,990	254,111	1,335,101	10,198,051
35 Lake	206,252,410	46,437,055	252,689,465	107,515,979	24,775,709	132,291,688	384,981,153
36 Lee	231,244,226	100,989,601	332,233,827	424,767,992	96,164,182	520,932,174	853,166,001
37 Leon	152,144,958	32,020,590	184,165,548	71,107,856	16,564,521	87,672,377	271,837,925
38 Levy	31,973,181	5,269,706	37,242,887	9,167,768	2,125,036	11,292,804	48,535,691
39 Liberty	9,205,256	1,177,606	10,382,862	1,053,822	256,762	1,310,584	11,693,446
40 Madison	13,967,413	2,166,895	16,134,308	3,171,002	739,835	3,910,837	20,045,145
41 Manatee	138,320,516	50,982,207	189,302,723	188,481,768	43,061,809	231,543,577	420,846,300
42 Marion	204,774,519	43,326,227	248,100,746	92,769,953	21,351,361	114,121,314	362,222,060
43 Martin	28,496,936	19,633,780	48,130,716	96,246,451	22,247,326	118,493,777	166,624,493
44 Monroe	5,815,027	9,276,700	15,091,727	53,443,772	32,006,358	85,450,130	100,541,857
45 Nassau	40,085,010	12,626,816	52,711,826	44,643,617	10,265,424	54,909,041	107,620,867
46 Okaloosa	135,176,144	32,447,396	167,623,540	86,236,780	19,370,904	105,607,684	273,231,224
47 Okeechobee	32,006,777	6,009,800	38,016,577	12,479,652	2,896,301	15,375,953	53,392,530
48 Orange	765,117,796	218,637,350	983,755,146	622,621,549	145,446,883	768,068,432	1,751,823,578
49 Osceola	378,643,254	76,213,115	454,856,369	138,612,160	31,784,763	170,396,923	625,253,292
50 Palm Beach	392,378,576	203,333,417	595,711,993	900,427,413	206,284,749	1,106,712,162	1,702,424,155
51 Pasco	429,915,432	82,709,186	512,624,618	146,321,593	33,490,989	179,812,582	692,437,200
52 Pinellas	231,944,831	96,035,247	327,980,078	386,174,268	89,847,077	476,021,345	804,001,423
53 Polk	584,138,342	111,889,574	696,027,916	187,773,655	42,939,374	230,713,029	926,740,945
54 Putnam	50,924,604	9,581,944	60,506,548	19,081,905	4,439,585	23,521,490	84,028,038
55 St. Johns	184,631,993	49,354,306	233,986,299	141,800,788	32,787,323	174,588,111	408,574,410
56 St. Lucie	192,188,251	44,849,756	237,038,007	112,529,646	26,091,809	138,621,455	375,659,462
57 Santa Rosa	156,069,368	28,747,372	184,816,740	51,997,758	11,786,158	63,783,916	248,600,656
58 Sarasota	30,017,750	46,555,281	76,573,031	274,563,250	68,049,473	342,612,723	419,185,754
59 Seminole	300,444,464	66,862,941	367,307,405	153,588,111	35,811,692	189,399,803	556,707,208
60 Sumter	5,580,895	8,730,716	14,311,611	51,168,891	14,238,962	65,407,853	79,719,464
61 Suwannee	33,436,335	5,522,094	38,958,429	8,163,803	1,829,396	9,993,199	48,951,628
62 Taylor	12,751,668	2,409,171	15,160,839	5,994,912	1,407,910	7,402,822	22,563,661
63 Union	15,825,338	2,126,554	17,951,892	1,148,470	259,220	1,407,690	19,359,582
64 Volusia	243,704,693	61,376,043	305,080,736	173,654,628	40,214,756	213,869,384	518,950,120
65 Wakulla	28,790,339	4,925,746	33,716,085	6,543,831	1,481,921	8,025,752	41,741,837
66 Walton	7,010,519	10,954,317	17,964,836	64,399,047	27,620,692	92,019,739	109,984,575
67 Washington	20,881,866	3,152,721	24,034,587	4,045,975	909,099	4,955,074	28,989,661
69 FAMU Lab School	4,946,491	576,850	5,523,341	0	0	0	5,523,341
70 FAU - Palm Beach	10,122,506	1,293,887	11,416,393	0	0	0	11,416,393
71 FAU - St. Lucie	9,943,193	1,437,920	11,381,113	0	0	0	11,381,113
72 FSU Lab - Broward	5,777,618	740,919	6,518,537	0	0	0	6,518,537
73 FSU Lab - Leon	12,912,760	1,673,782	14,586,542	0	0	0	14,586,542
74 UF Lab School	9,489,965	1,150,289	10,640,254	0	0	0	10,640,254
75 Virtual School	301,323,971	0	301,323,971	0	0	0	301,323,971
State	10,657,600,560	2,896,071,526	13,553,672,086	8,854,248,311	2,106,443,151	10,960,691,462	24,514,363,548

6A-6.053 District K-12 Comprehensive Evidence-Based Reading Plan.

(1) Annually, school districts shall submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) for the specific use of the evidence-based reading instruction allocation by June 15. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation, based on a root-cause analysis. By July 1 of each year, the Department shall release to each school district its allocation of appropriated funds pending plan submission. The District K-12 CERP must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, F.A.C. This information must be reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents. The District K-12 CERP must ensure that:

(a) Leadership at the district and school level is guiding and supporting the initiative;

(b) The analysis of data drives all decision-making;

(c) All intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading in accordance with Section (s.) 1011.62(8)(e), F.S., or instructional personnel pursuant to Section 1012.01(2), F.S., who possess a literacy micro-credential. For instructional personnel who possess a literacy micro-credential and provide intensive reading interventions, supervision must be provided by an individual certified or endorsed in reading;

(d) Measurable student achievement goals are established and clearly described;

(e) Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i) and comply with Section 1001.215(8), F.S.;

(2) Evidence-Based Reading Instruction Allocation. The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten through grade 12. Districts will submit a budget for the Evidence-Based Reading Instruction Allocation, including salaries and benefits, professional development, assessment, and programs/materials, tutoring and incentives pursuant to Section 1011.62(8)(d), F.S. In accordance with Section 1008.25(3)(a), F.S., budgets must be prioritized for K-3 students with substantial deficiencies in reading as identified in subsection (10) of this rule.

(3) School Literacy Leadership Teams. Districts must describe in the plan the process the principal will use to form and maintain a Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.

(4) Professional Development. The plan must make adequate provisions to require principals to:

(a) Provide the professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

(b) Differentiate and intensify professional development for teachers based on progress monitoring data;

(c) Identify mentor teachers and establish model classrooms within the school; and

(d) Ensure that time is provided for teachers to meet weekly for professional development including lesson study and professional learning communities.

(5) Charter schools. Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered in accordance with paragraph (1)(c) of this rule.

(6) Literacy Coaches.

(a) If the funding of literacy coaches is part of the Evidence-Based Reading Instruction Allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading.

(b) Districts must use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model.

(c) The Just Read, Florida! literacy coach model is described below:

1. The literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student achievement. Coaches will support and provide initial and ongoing professional development to teachers in:

a. Each of the major reading components, as needed, based on an analysis of student performance data;

b. Administration and analysis of instructional assessments; and

c. Providing differentiated instruction and intensive interventions.

2. Coaches will:

a. Model effective instructional strategies for teachers in whole and small group instruction;

b. Collect and use data on instructional practices to inform and implement professional learning activities;

c. Train teachers to administer assessments, analyze data, and use data to differentiate instruction;

d. Coach and mentor teachers daily;

e. Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;

f. Participate in literacy leadership teams;

g. Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;

h. Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and

i. Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes as defined in 20 U.S.C. s. 7801(21)(A)(i).

3. Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

(d) Minimum Qualifications. Literacy coaches must have a minimum of a bachelor's degree and be endorsed or K-12 certified in reading. Literacy coaches must have an effective or highly effective rating from the most recently available evaluation that contains student performance data. Literacy coaches must exhibit specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction, and data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills.

(7) District-level monitoring of the District K-12 CERP Implementation. The plan must demonstrate adequate provisions for:

(a) Monitoring the level of implementation of the District K-12 CERP at the school level, including an explanation of the data that will be collected, the frequency of review, and actions for continuous support and improvement. Districts must also explain how concerns are communicated if it is determined that the District K-12 CERP is not being implemented in a systematic and explicit manner, based on data to meet the needs of students.

(b) Reporting of data elements as required by the District K-12 CERP within the Comprehensive Management Information System as provided in Rule 6A-1.0014, F.A.C. These data elements include:

1. Student Enrollment in Reading Interventions;

2. Reading Endorsement competency status for teachers;

3. Reading Certification progress status for teachers; and,

4. Literacy Micro-Credential status for instructional personnel.

(c) Evaluating District K-12 CERP implementation and impact on student achievement.

1. Districts must annually evaluate the implementation of their District K-12 CERP on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions.

2. The evaluation must:

a. Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, interventions, assessment, professional learning, tutoring services, and family engagement;

b. Include input from teachers, literacy coaches, and administrators at the school level;

c. Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

d. Analyze the effectiveness of interventions implemented in the prior year.

3. Districts must submit the District K-12 CERP Reflection Tool to the Just Read, Florida! Office by May 15 of each year.

4. The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

(8) School-level monitoring of District K-12 CERP Implementation.

(a) Districts must describe the process used by principals to monitor implementation of the reading plan, including frequent

reading walkthroughs conducted by administrators.

(b) Districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

(9) Assessment, Curriculum, and Instruction.

(a) K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

1. Six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

2. Four (4) types of classroom assessments: screening, progress monitoring, diagnostic, and summative;

3. Three (3) tiers of instruction that are standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

a. Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;

b. Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and

c. Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency as defined in subsection (10) of this rule. All intensive reading interventions must be delivered in accordance with paragraph (1)(c) of this rule.

(b) Elementary schools must teach reading in a dedicated, uninterrupted block of time of at least ninety (90) minutes duration daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

(c) Data from the results of progress monitoring and formative assessments will guide differentiation of instruction and interventions in the classroom.

(d) Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. The chart must include:

1. Name of assessment(s): screening, progress monitoring, diagnostic, local assessment data, statewide assessments, or teacher observations in use within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to Section 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.

2. Targeted audience (grade level);

3. Performance criteria used for decision-making for each instrument listed in subparagraph (9)(d)1. of this rule at each grade level;

4. Assessment/curriculum connection;

5. The decision trees must include specific criteria for when students are identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered in accordance with paragraph (1)(c) of this rule.

6. Districts must identify the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading.

(10) Identification of Students with a Substantial Reading Deficiency. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an Individual Educational Plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if the following criteria are met:

(a) For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;

(b) For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

(c) For grade 3, the student scores:

1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to Section 1008.22(3)(a), F.S.

(11) Family Engagement through a Read-at-Home Plan. In accordance with Section 1008.25(5)(c), F.S., the parent of any student who exhibits a substantial deficiency in reading, as identified in accordance with subsection (10) of this rule, must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

(12) Summer Reading Camps. For summer reading camps required by Section 1008.25(7), F.S., districts must:

(a) Provide instruction to grade 3 students who score Level 1 on the statewide, standardized English Language Arts assessment;

(b) Implement evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

(c) Provide instruction by a teacher endorsed or certified in reading.

(13) The following documents are incorporated by reference in this rule:

(a) District K-12 CERP Reflection Tool, Form No. CERP-RT, (http://www.flrules.org/Gateway/reference.asp?No=Ref-15159) effective, February 2023;

(b) 20 U.S.C. s. 7801(21)(A)(i) (http://www.flrules.org/Gateway/reference.asp?No=Ref-12691), effective, December 10, 2015; and

(c) 34 C.F.R. s. 200.2(b)(2)(ii) (http://www.flrules.org/Gateway/reference.asp?No=Ref-12692), effective, December 8, 2016.

These documents may be obtained from the Department at https://www.fldoe.org/academics/standards/just-read-fl/readingplan.stml.

Rulemaking Authority 1001.02(1), (2)(n), 1011.62, 1008.25 FS. Law Implemented 1001.215, 1011.62, 1008.25 FS. History–New 6-19-08, Amended 4-21-11, 2-17-15, 12-22-19, 2-16-21, 3-15-22, 2-21-23.

May 4, 2023 - Regular School Board

Title
C10 - Approval to Advertise and Notice of Public Hearing 2023-2024 Student & Family Handbook and Code of Student Conduct

Description
Per statutory requirements, the 2023-2024 Code of Student Conduct is being noticed prior to its official adoption by the School Board of Clay County. The Code of Student Conduct is a policy adopted by the district that defines and describes the expected behavior of students while in the learning environment and is a guide for administrators on addressing conduct infractions through intervention and consequences.

Gap Analysis
The Code of Student Conduct is updated annually to address new statutory requirements and strengthen existing language based on a review of discipline data profiles.

Previous Outcomes
The Code of Conduct was enforced with fidelity by each school.

Expected Outcomes
By publicly advertising this revised version of the Student Handbook and the Code of Student Conduct per statutory regulation, the District will continue its cycle of compliance with the Florida Department of Education and allow for public input on the practices and procedures related to student rights and responsibilities as well as how the District handles student misbehavior while in the learning environment.

Strategic Plan Goal
Goal: Goal 3 Establish a respectful climate and culture that provides equity and access to all.
Strategy: 3.2: Develop systems and processes that focus on developing the whole child.

Recommendation
That the Clay County School Board will approve the advertisement of the 2023-2024 Student Handbook and Student Code of Conduct, and set the public hearing for June 29, 2023.

Contact
Roger Dailey, Chief Academic Officer, 904.336.6904 roger.dailey@myoneclay.net

Financial Impact
None

Review Comments

Attachments

Legal Adv. Notice of PH 23-24 Code of Student Conduct.pdf

Board Redline Final - 2023_2024 - CCDS Student and Family Handbook and Code of Student Conduct.pdf

Summary of Changes - 23_24 Code of Conduct.pdf

Approval to Advertise: The School Board of Clay County, Florida ("the Board") approves the advertisement of The 2023-2024 Student and Family Handbook and Code of Student Conduct.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed 2023-2024 Student and Family Handbook and Code of Student Conduct is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District's website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - May 4, 2023. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt the 2023-2024 Student and Family Handbook and Code of Student Conduct under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced policy revisions are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed policy was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt the 2023-2024 Family Handbook and Code of Student Conduct following a public hearing. ***The public hearing shall be held on Thursday, June 29, 2023,*** during the course of the Board's regular meeting, which begins ***at 6:00 p.m.*** and takes place in the Boardroom at the Teacher In-service Training Center at Fleming Island High School, 2233 Village Square Parkway, Orange Park, Florida.

Any person requiring special accommodations to attend or participate in public meetings should advise the School District at least 48 hours before the meeting by contacting the Superintendent's Office at (904) 336-6508. If you are hearing or speech impaired, you may contact the District by email addressed to bonnie.onora@myoneclay.net or by calling (904) 336-6584 (TDD).

If a person decides to appeal any decision made by the Board with respect to any matter considered at the meeting, he or she will need a record of the proceedings, and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

Student and Family Handbook
and Code of Student Conduct
~~2022 –~~ 2023 – 2024

David S. Broskie
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

District 1: Erin Skipper ~~Janice Kerekes~~
District 2: Mary Bolla
District 3: Beth Clark
District 4: Michele Hanson ~~Tina Bullock~~
District 5: Ashley Gilhousen

Clay County District Schools

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Superintendent's Message

Dear Parents and Guardians:

Clay County District Schools is committed to being a world-class education system that focuses on providing students a public education experience that is motivating, challenging, and rewarding for all students in a safe and healthy environment. The 2023-2024 ~~2022-2023~~ Student Code of Conduct details the expectations for student behaviors that encourage a positive learning experience for all. These skills build a foundation for students to obtain academic and personal success.

The Student Code of Conduct is the District's policy that is approved each year by the Clay County School Board. This handbook contains important information to ensure your child has a successful school year. I ask that you please review the Student Code of Conduct with your child, discuss the content within the handbook, and complete the acknowledgment form. Should you have any questions or concerns, I encourage you to reach out to your child's principal and they will be happy to assist with any questions regarding our policies and procedures within the handbook. Parental and caregiver support is crucial to student success and well-being and I thank you for your partnership as we provide an educational experience to our students that will help them grow, achieve, and reach their full potential.

Respectfully,

David Broskie

Jurisdiction of the School Board

This Handbook and all of its referenced policies and procedures is in force at all times on all school campuses and properties, as well as such times and places, including but not necessarily limited to, school sponsored events, field trips, athletic functions and other activities where school administrators have jurisdiction over students. Jurisdictional control over the student may extend to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on the health, safety, or welfare of the school. With respect to bullying and harassment behavior, jurisdiction of the Board extends to data or computer software accessed at a non-school related location, activity, function, or program, or to technology or an electronic device that is not owned, leased, or used by the Clay County District Schools.

Our primary role as School Board members is to ensure the safety of all school district members and guests, and to craft policies that reflect the spirit of our communities while also considering the future of our most precious asset – the kids. This Handbook is just one of those guides that help to make our schools great. We are honored to be given this opportunity, and look forward to the collaboration and partnership that makes Clay County a truly special place to live.

Mission, Vision, and Philosophy

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.

Our Philosophy

Instruction should occur in an environment that promotes the highest level of learning. Effective instruction requires high levels of student engagement, innovation of classroom rituals and routines, and clearly articulated behavioral expectations. This is described as the absence of distractions, frictions, and disturbances that interfere with the effective functioning of the student, class, and school. It is the presence of a friendly, student-centered environment in which students and school personnel work cooperatively toward mutually recognized and accepted goals, and in which the parent and the school develop and maintain a positive, collaborative relationship focused on what is best for the learner.

As a student progresses through the grade levels, it is reasonable to assume that an increase in age and maturity will result in the student assuming new opportunities to grow and greater responsibility for their actions. It is recognized that differences in age and maturity require different types of opportunities and disciplinary action; while maintaining a fair and equitable system that is applied to all students in grades PreK-12.

To assist parents, administrators, and faculty in maintaining a positive learning environment, this Student & Family Handbook, along with its embedded Code of Student Conduct, will:

- Describe the role of the home, student, and school in the education of the learner.
- Describe student's rights and responsibilities as part of the learning environment.
- Describe student conduct and processes associated with student misconduct.
- Describe aspects of student health and wellness, safety and security, and other relevant information that will help lead to a positive experience for all stakeholders.

The content of this Handbook will be shared with all students, parents, faculty, and councils associated with district and school teams, in language that is understandable to the audience, through multiple media and sensory platforms, and in writing when requested by an individual, to ensure that a common understanding is established for the education of our children and youth.

Student Rights and Responsibilities

It is the intent of this document to help students understand that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare of the entire school community. The principal shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, and in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which the principal is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

School Participation

Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a modern democratic society. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed.

Student Rights	Student Responsibilities
To be informed of School Board policies and individual school rules regarding absenteeism and tardiness.	Take advantage of their educational opportunity by attending all classes daily and on time.
To appeal a decision pertaining to an absence.	To provide the school with an adequate explanation and documentation indicating the reason for an absence.
To make up class work within a prescribed length of time in case of an excused absence.	To request the make-up assignment from their teachers upon their return from an excused absence and to complete the work within a reasonable length of time as determined by school board policy (1 day per each day of absence).

Clay County District School employees are not responsible for supervising students who arrive on school property 30 or more minutes before school or a school-sponsored activity is scheduled to begin. Further, Clay County District School employees are not responsible for supervising students who remain on school property 30 minutes or more after school ends, or 30 or more minutes after a school-sponsored activity ends.

Learning Experiences and Outcomes

Active involvement in the learning process is critical to academic success, and is a complex interaction between age, maturity, ability, and personal commitment. For all learners, the level of engagement with the material and the experiences will be reflected in grades and assessments.

Student Rights	Student Responsibilities
To have equal educational opportunity with regard to academic programs and extracurricular activities.	To pursue participation in academic programs and extracurricular activities of interest and that are commensurate with ability.

To be informed of district curriculum course descriptions that will facilitate informed choices.	To actively pursue assistance from qualified school staff with course selection that is consistent with ability and program of study.
To receive instruction in courses of study under competent instructors and in an atmosphere free from bias and prejudice.	To cooperate fully and exert every effort to achieve mastery at the highest level possible.
To receive access to instructional materials and resources for the subject(s) they are studying.	To take care of instructional materials/resources issued to them and to pay for lost or damaged instructional materials.*
To receive and have explained to a teacher's grading criteria at the beginning of each year long or semester course.	To become informed of the grading criteria and any updates to grading rubrics.
To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed.	To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress

*[Florida Statutes 1006.42(1)](): Each Parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

Freedom of Speech and Expression

Citizens in our democracy are guaranteed self-expression under the 1st and 4th Amendments of the United States Constitution; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

Student Rights	Student Responsibilities
To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous.	To respect the rights, property, and beliefs of other individuals, to express disagreement in a manner which does not infringe upon the rights of others, and does not interfere with the orderly educational process.**
To not be subject to disciplinary action because of use of a language other than English if the student has limited English proficiency.	To act in a manner which preserves the dignity of patriotic observances.
To affirm their identity with the American ideals as allowed and encouraged by state law.*	To respect the religious beliefs and observances of others.
To refrain from any activity which violates the precepts of their religion.	To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school.
To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with school district guidelines.	

*Pursuant to [F.S. 1003.44]().

Privacy and Property Rights

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students (4th Amendment of the United States Constitution).

Student Rights	Student Responsibilities
To maintain privacy of personal possessions unless school personnel have reasonable suspicion to believe a student possesses any object or material which is prohibited by law or School Board Policy.	To not carry or conceal any such material that is prohibited by law or would detract from the educational process.
To attend school in an educational environment in which personal property is respected.	To respect the property rights of the public at large as well as those of individuals, and to refrain from destruction of, or damage to such property.
To be informed of state laws governing the search of personal effects while on school property, including lockers, backpacks, purses and gym bags.*	To accept the consequences for content stored within an assigned locker or other storage device.*

*Pursuant to [F.S. 1006.09(9)](#), school officials may conduct a warrantless search of a student's locker, vehicle, or any storage area on school property if such officials have reason to believe that illegal, prohibited, or harmful items may be concealed.

Student Executive Officers

Effective student associations are the forums for the training and involvement of students in the democratic process, and promote the ideals of shared governance, respecting differing opinions, and engaging productive discourse with one another. Members of the school community share the responsibility for shaping such associations into positive instruments for student involvement.

Student Rights	Student Responsibilities
To form and operate executive officers within student groups under the direction of a faculty advisor.	To elect student executive officers and representatives in student groups who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
To seek an executive office in student government or other student organization regardless of race, sex, color, creed, or political beliefs.	To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
To attend, as a student executive officer or representative, official student group meetings upon approval of such meetings by the school principal.	To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

Student Publications

Education is the process of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the entire student body.

Student Rights	Student Responsibilities
To possess, post, and distribute forms of literature that are not inherently disruptive to the school program through means such as, but not limited to, newspapers, magazines, leaflets, pamphlets, and online forums.	To use only those bulletin boards or wall areas designated for use by students and student organizations, and accept responsibility for the effect that the posting might have on the normal activities of the school.
To be free of censorship on their publications except within the framework of guidelines previously agreed upon by students and administrators.	To refrain from publishing libelous and obscene materials, to seek full information on the topics about which they write, and observe the normal rules for responsible journalism under the guidance of the faculty advisor.
	Principals may suppress or recall literature which they consider primarily commercial in nature or material which could endanger the orderly operation of the school.

Pledge of Allegiance Notice

Pursuant to [F.S. 1002.20(12)](#), students have the right not to participate in reciting the pledge. Upon a written request by his or her parent, a student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

Role of Home, Student, and School

In order for effective instruction to occur, there must be a cooperative relationship between student, parent, and educator. This relationship may be described as follows:

Parents or Guardians Who:
- ❏ assume responsibility for their child's behavior.
- ❏ maintain regular communication with the school and encourage their child to maintain acceptable behaviors specific to their home, community, and school.
- ❏ ensure that their child is in daily attendance, and promptly report and explain an absence to the school. provide their child with the resources needed to complete class work.
- ❏ assist their child in developing grooming habits consistent with a school environment.
- ❏ bring to the attention of school authorities any problem or condition which affects their child or other children of the school community.
- ❏ discuss report cards and work assignments with their child.
- ❏ maintain up-to-date contact information and addresses at the school, including medical provider and hospital preference.

Students Who:
- ❏ attend all classes daily, and arrive on time.
- ❏ are prepared to come to class with appropriate working materials.
- ❏ are responsible for their own work and actions.
- ❏ are responsible for delivery of written communications to their parent/guardian.
- ❏ are respectful to all individuals and property.
- ❏ refrain from profane or inflammatory statements.
- ❏ maintain grooming habits appropriate for a school environment.
- ❏ abide by the rules and regulations set forth by the school and individual classroom teachers, while conducting themselves in a safe and responsible manner.

Schools That:
- ❏ encourage the use of good guidance procedures.
- ❏ maintain an atmosphere conducive to good behavior.
- ❏ exhibit an attitude of respect for students.
- ❏ plan a flexible curriculum to meet the needs of all students.
- ❏ promote effective training and discipline based upon fair and impartial treatment of all students.
- ❏ develop a positive working relationship among staff, students, and community partners.
- ❏ encourage the school staff, parents and students to use the services of community partners.
- ❏ encourage parents to maintain regular communication with the school and participate in its affairs.
- ❏ seek to involve students in the development of district policy.
- ❏ inform all employees of their requirement to report to law enforcement felony offenses and violent misdemeanors or delinquent acts which would be a felony offense if committed by an adult on or near school property.

Equal Opportunity: Prevention of Discrimination, Harassment, and Bullying

Notice of Non-Discrimination

Notice of Non-Discrimination and Procedures for Handling Allegations of Possible Discrimination within Clay County District Schools - Employment and Programs

Non-discrimination and diversity are foundation principles of the School Board. It is School Board policy to hire and promote the best qualified candidate measured against the requirements of the job and to provide equal employment and advancement opportunity for all individuals without discrimination because of race, color, gender, religion, age, national origin, disability, veteran, marital status or any other protected status.

The School Board also makes reasonable accommodations for disabled employees. Employees who would like to be considered for accommodation assistance should contact the Assistant Superintendent for Human Resources. Information obtained concerning individuals requesting accommodations is kept confidential, to the extent possible, except that principals and supervisors may be informed regarding restrictions on the work duties of disabled individuals and information regarding necessary accommodations.

The policy applies to all areas of employment, including recruitment, hiring, training, promotion, compensation, benefits, transfer, and social and recreational programs.

The Clay County School Board reaffirms its Equal Education Opportunity (EEO) commitment as follows:

❏ Guidance counseling, financial assistance and access to academic, career and vocational opportunities are available without regard to race, religion, color, sex, marital status, age, national origin, disability, or other protected status.
❏ Criteria for admission to programs and courses do not have the effect of restricting access.
❏ Recreational and athletic activities do not exclude participation in, deny benefits of, or treat people differently on the basis of sex.

The Policy of the Clay County School Board (6GX-10-1.06) relative to Non-Discrimination states the following:

DISCRIMINATION ON THE BASIS OF RACE, RELIGION, COLOR, SEX, MARITAL STATUS, AGE, NATIONAL ORIGIN, PREGNANCY, OR DISABILITY IS PROHIBITED IN THE EMPLOYMENT OF PERSONNEL IN THE PROVISION OF EDUCATIONAL PROGRAMS AND IN THE CONDUCT OF THE BUSINESS AFFAIRS OF THE CLAY COUNTY SCHOOL SYSTEM, AND PROVIDES EQUAL ACCESS TO THE BOY SCOUTS AND OTHER DESIGNATED PATRIOTIC GROUPS.
(Ref. F.S. 760.10; F.S. 760.50; Federal Civil Rights Acts title VI, VII, IX; Section 504F. Rehabilitation Act, 1973-78; IDEA, ADEA; Equal Pay Act; Americans with Disabilities Act)

The procedures outlined below shall be used for the processing of allegations of possible discrimination.

❏ All such allegations should be discussed initially on an informal basis with the school principal, supervisor or appropriate division head directly responsible for the area of concern. Such discussion should be held within ten (10) days of alleged incidents(s) if possible.

❏ In addition, each school has a school-based Title IX Coordinator, which is listed under each school's webpage under the administration tab. A compiled list can be found on the District's Title IX webpage. Any student matter not resolved by the school principal to the satisfaction of the aggrieved party shall be referred to the attention of the Title IX Office.
Title IX Office
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-6919

❏ Any student matter not resolved by the school principal to the satisfaction of the aggrieved party shall be referred to the attention of the following office:

Coordinator of Student Engagement
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-5000 6917

❏ Any **Human Resources** matter not resolved by the school principal or division head to the satisfaction of the aggrieved party shall be referred to the attention of the following office:

Assistant Superintendent for Human Resources

School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-6701

❏ All complaints of discrimination or harassment shall be investigated fully and all person(s) involved shall be questioned. The aggrieved party may be required to appear in person to answer questions.

❏ Such investigation shall be initiated within fifteen (15) days of receipt of the complaint. If an extension of the timelines is deemed necessary, the aggrieved party shall be notified of such extension prior to the end of the fifteen (15) days.

❏ Retaliation against any person who makes a complaint pursuant to this policy, or who participates in any investigation initiated pursuant to this policy, will not be tolerated. Any employee who engages in such retaliation shall be subject to disciplinary action up to and including termination.

Discrimination/Harassment

Discrimination is defined as treating a person of a particular group differently based on their protected class characteristic. Harassment is defined as verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of the person's protected status and has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive education environment. Harassing conduct includes epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group that is placed on walls or elsewhere on the district's premises or circulated by e-mail, phone (including voice messages), text messages, social networking sites, or other means. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum.

It shall be a violation of District policy for any student, teacher, administrator, or other district personnel to harass a student or adult through conduct of a sexual nature, or regarding race, color, sexual orientation, national origin or disability as defined by this policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment based on race, color, sexual orientation, national origin, or disability by a student, teacher, administrator, or other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

Examples of conduct that may constitute harassment based on race, color, sexual orientation, or national origin, include:

❏ graffiti containing offensive language which refers to a person's race, color, sexual orientation, or national origin
❏ name calling, jokes, or rumors
❏ threatening or intimidating conduct directed at a person because of his/her race, color, sexual orientation, or national origin
❏ racial or ethnic slurs, negative stereotypes, and hostile acts based on another's race, color, sexual orientation, or national origin
❏ a physical act of aggression or assault upon another because of, or in a manner reasonably related to, that person's race, color, sexual orientation, or national origin

- other kinds of aggressive conduct such as theft or damage to property which is motivated by race, color, sexual orientation, or national origin

Harassment based on a disability consists of verbal or physical conduct relating to an individual's physical or mental impairment when the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from services or opportunities in an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct that may constitute harassment because of a disability include:

- graffiti containing offensive language derogatory to a person because of their physical or mental disability
- threatening or intimidating conduct directed at another because of that person's physical or mental disability

For additional information, please refer to District Policy Rule 1.11.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, whistling, or touching; insulting or obscene comments or gestures; display of sexually suggestive objects or pictures; and other physical, verbal, or visual conduct of a sexual nature in the workplace. Sexual harassment can take two forms: 1) hostile environment and 2) "quid pro quo" which means "you do something for me and I'll do something for you" in a sexual context.

All public schools receiving any federal funds must also comply with Title IX of the Education Amendments of 1972. A school has a responsibility to respond promptly and effectively to a claim of sexual harassment or sexual violence. Title IX requires schools to adopt and publish grievance procedures for students to file complaints of sex discrimination, including complaints of sexual harassment or sexual violence. Schools can use general disciplinary procedures to address complaints of sex discrimination but all procedures must provide for prompt and equitable resolution of sex discrimination complaints.

Bullying

Bullying is defined as any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student, or would be reasonably assumed to cause harm. Bullying is prohibited against any student for any reason, including but not limited to, any such behavior that is directed toward a student on the basis of academic performance, or against whom federal and state laws prohibit discrimination.

To guide the investigation of alleged bullying, three key elements must be present in order to fall into the Substantiated Bullying category. This includes behaviors that are repeated, or could be reasonably repeated, intentional, and reflect a power imbalance between the individual engaged in bullying behavior and the one being bullied.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, or purposely excluding someone from a group. Cyberbullying is a specific form of bullying using technology to hurt, harm or humiliate another individual or group.

Reporting Discrimination, Harassment, and Bullying

If you feel you have been a victim of, or witness to, discrimination, harassment, or bullying, report it immediately. Retaliation for reporting is not tolerated. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or report of harassment/bullying/hazing and the investigative procedures that follow. The following actions are encouraged in reporting this behavior:

- ❏ Students are always encouraged to report the complaint directly to a teacher, school counselor, school administrator, or parent.
- ❏ If a student or other person familiar with the situation would like to submit a report anonymously, they may call the Bullying Hotline at (904) 336-6799.
- ❏ If the accused is a district employee, the student or parent should contact Human Resources at (904) 336-6706.
- ❏ If the accused is an adult not employed by the school district, the student or parent should contact the school principal.

Procedures for Investigating Accusations of Harassment and Bullying

- ❏ When a report is made, the school principal will notify the parents of both the student(s) accused of bullying and the student(s) that has been allegedly bullied within 48 hours. This notification will include a description of the accusation and the process for investigation that will take place, along with a timeline of action.
     - It is expected that a thorough investigation will require more than one day but will be completed in a timely manner. It must review more than a single incident to be considered bullying behavior but not for harassment or hazing.
- ❏ The principal will designate a staff member that can remain neutral to lead the investigation.
- ❏ All interviews of students and adults will be documented and uploaded into the SIS referral system. All interviewees should be prepared to give as much detail as possible regarding who, what, when, where, and how the behavior allegedly occurred.
- ❏ The School Counselor will be notified within 48 hours of the report in order to meet with the student(s) that was harassed, bullied, or hazed, to determine their counseling needs.
- ❏ Collection and evaluation of facts will include:
     - ❏ the nature of the behavior
     - ❏ how often the behavior occurred
     - ❏ past incidents or past continuing patterns of behavior
     - ❏ relationship between the parties involved, including any positions of power one may have over another
     - ❏ race, national origin, sex, disability (if any) and age of the person being harassed or bullied
     - ❏ identity of the student(s) bullying others
     - ❏ locations of all incidents
     - ❏ impact on educational progress and educational environment
     - ❏ context in which the alleged incidents occurred
- ❏ Once an investigation is completed, information and findings are entered into the SIS and appropriate actions are taken regarding student discipline per this Code of Student Conduct and supports put in place for all individuals involved.

❏ The principal will notify the parent of the student being harassed or bullied of the Hope Scholarship program within 15 days of the initial report and provide them with requisite paperwork for submission to the state.

A maximum of 60 school days shall be the limit for the initial filing of incidents that fall under the Federal guidelines for harassing behavior and completion of the investigative procedural steps.

HOPE Scholarship

Section 1002.40, Florida Statutes, was established in last year's legislative session and provides the parent of a public school student who was subjected to an incident of bullying or violence (a complete list of incidents is found in section 1002.40(3), F.S., an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, "Upon receipt of a report of an incident, the school principal, or his or her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by 1006.09(6) F.S. Within 24 hours after receipt of the report, the principal or his or her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent.

Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the program and offer the parent an opportunity to enroll his or her student in another public school that has capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding."

Please go to the FLDOE website for more detailed information.

Student-Led Organizations

Student-led organizations are permitted in secondary schools, and such organizations are allowed to meet on school premises during non-instructional time, as designated by the school principal. Students wishing to establish an organization shall work with their school and within district policy. Membership in all student organizations shall be on a voluntary basis and only open to students currently enrolled in the school at which meetings are to be held. Student organizations shall not engage in any activity which is contrary to law, district policy, or school rules.

Student Activities, Athletics, and Extracurricular Activities

Organized clubs and activities are characteristic of student life from the elementary school through college, and are characteristic of adult life as well. All members of the school community share the responsibility for organizing and supporting clubs and activities that meet student needs and serve definite and worthwhile purposes.

Rules for Student Activities and Clubs

❏ Clubs and activities must be open to all qualified students.
❏ Clubs cannot interfere with school activities and School Board policies must be followed.

- ❏ Clubs must have a charter and a constitution that state the membership qualifications and the rules of conduct (written by both students and teachers, be approved by the administration, and be kept on file so that all students, parents, and school personnel may read them).
- ❏ Local chapters of national organizations whose charters are prescribed are exempt from the requirement that they must be written by both students and teachers.
- ❏ Clubs must have a faculty sponsor approved by the administration; this sponsor must be at all meetings/events and with chaperones when appropriate.
- ❏ Club members cannot be hazed pursuant to School Board Policy 4.11 and F.S. 1006.135(1). Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student. Hazing includes any forced activity that could adversely affect the mental health or dignity of the student. Students are always encouraged to talk to parents and school administrators about any activity in which they are made to feel uncomfortable. Demeaning or dangerous activities are not necessary to be a part of a team or group.
- ❏ Club dues must be reasonable.
- ❏ Club meetings must be held on the school grounds except for special meetings/events approved by the administration.
- ❏ Club money must be handled through the school's internal accounts system.

NOTE: Florida Statute 1006.14: Secret societies prohibited in public K-12 school states that (1) It is unlawful for any person, group, or organization to organize or establish a fraternity, sorority, or other secret society whose membership is comprised in whole or in part of students enrolled in any public K-12 school or to go upon any public K-12 school premises for the purpose of soliciting any students to join such an organization.

A student not currently suspended for interscholastic extracurricular activities, or suspended or expelled from school, pursuant to the district's suspension or expulsion authority provided in law is eligible to participate interscholastic extracurricular activities pursuant to F.S. 1006.195(1).

Per F.S. 1006.09(2), if a student is convicted of, or is found to have committed a felony or a delinquent act, including an off-campus incident which would have been a felony if committed by an adult, the student's eligibility in interscholastic extracurricular activities is contingent upon local administration policy, regardless of whether or not adjudication is withheld.

Students who participate in interscholastic extracurricular activities for, but are not enrolled in a district public school, are subject to the district's code of Student Conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.

All junior high students must have a 2.0 on a 4.0 GPA scale at the conclusion of each semester. A high school student must have a cumulative 2.0 GPA on a 4.0 unweighted GPA scale at the conclusion of each semester.

Students are limited to four years of athletic eligibility upon entering high school.

The Florida High School Athletic Association continues to retain jurisdiction over eligibility rules dealing with recruitment violations and sanctions against students.

Attendance

Compulsory School Attendance

Florida Law [(Section 1003.21, Florida Statutes)](#) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent or legal guardian. [F.S. 1003.21(1)(c).](#)

Florida law ([Section 1003.26, Florida Statutes](#)) specifies steps for enforcement of regular school attendance. It is the responsibility of the school district superintendent to enforce school attendance of all children who are subject to compulsory school age requirements. The responsibility includes:

- ❏ Develop policies and procedures to ensure that schools respond in a timely manner to each unexcused absence, or absence for which the reason is unknown.
- ❏ Contact the home for every unexcused absence or absence for which the reason is unknown, to obtain parent justification for the absence.
- ❏ Evaluate each justification and, based on district policy, determine whether the absence is excused or unexcused; if excused, allow the student to make up assigned work without academic penalty.
- ❏ Track excused and unexcused absences.
- ❏ Identify and refer students who may be developing a pattern of nonattendance to the school child study team for intervention services.
- ❏ Schedule a meeting with certain identified parents to discuss their child's attendance.
- ❏ Implement prevention and intervention strategies to address truancy and attendance issues as required for drivers' licenses and related requirements for habitual truants.
- ❏ Send a notice to the superintendent of schools and to the district home education contact regarding patterns of nonattendance for specific students.
- ❏ Refer habitual truancy cases to the case staffing committee and/or child-in-need- of-services provider for assistance.

Absences/Truancy

Absenteeism, regardless of the reason, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a greater responsibility for the school to deter future absenteeism, and a greater responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery. One of the greatest indicators of success is simply showing up on a daily basis.

The parent/guardian has the responsibility to ensure the student is rested and prepared for the rigor of a learning environment.

All elementary, middle and high school students who are absent will be marked "unexcused" (U) until the parent/guardian notifies the school in writing and justifies the absence with one of the acceptable reasons as defined below.
- ❏ Failure to do so within three (3) school days may cause the absence to be recorded as "unexcused".
- ❏ In the case of excessive or extended absences, which are claimed to be due to illness, upon request of the principal or designee, a parent must provide documentation (doctor's statement) of a student's illness.

- ❏ Excessive or extended absences are considered five (5) in one grading period, ten (10) in one semester or twenty (20) in a calendar year, or a history of excessive absences per period. Absences that meet this threshold as defined above will require a doctor's note. The principal of the school shall determine when it is necessary to require a doctor's note from the student's medical provider and require the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

Reasons for acceptable (excused) absences include but are not limited to:An absence from school under the following circumstances shall be considered excused:

- ❏ With permission – The absence was with the knowledge and consent of the principal of the school that the student attends. It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/10 days per semester/20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and require the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.
- ❏ Scheduled doctor or dentist appointments.
- ❏ Illness of the student.Sickness, injury, or other insurmountable condition – Attendance was impractical or inadvisable on account of sickness or injury, or was impractical because of some other stated insurmountable condition.
- ❏ Major illness in the immediate family of the student (immediate family is determined as parents, brothers, sisters, grandparents, aunts, uncles, legal guardians or persons "in loco parentis," or a member of one's own household)
- ❏ Death in the immediate family of the student.
- ❏ Financial inability to provide necessary clothes for the student when reported by the parent in writing to the Superintendent and validated by the Superintendent (FS 1003.24(3).
- ❏ Religious holiday of the student's faith Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time.
- ❏ Religious instruction
- ❏ Religious institutes, conferences, or workshops, provided that the principal or designee approves the absence in advance.
- ❏ The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
    - a. The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
    - b. The student's grades/academic progress is insufficient to allow for the student's promotion or graduation.
- ❏ Absences due to head lice will be excused. However, once a student has accumulated 10 absences during a school year due to head lice, the school will refer the case to the School Social Worker for family support and appropriate intervention, including a possible referral to the Truancy Arbitration Program through the State Attorney's Office. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

- ❏ Subpoena or forced absence by any law enforcement agency, a copy of the subpoena or court summons must be submitted to the school.
- ❏ For purposes of attendance, school related activities would not be counted as absences from school.
- ❏ Issues and occasions specific to military families

An absence from school under the following circumstances may be considered unexcused.
- ❏ The absence was without the parent/guardian's knowledge or consent.
- ❏ Permission for the absence was requested but denied by the principal of the student's school.
  - ❏ This could include the following:No written statement of the absence from the parent/guardian has been received by the school explaining the reason for the absence within three (3) school days following the return of the student to school.
    - ❏ Shopping trips
    - ❏ Pleasure trips
    - ❏ Suspension
    - ❏ Appointments without prior approval
    - ❏ Truancy
    - ❏ Other avoidable absences

The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

For additional information, please refer to District Policy Rule 4.01.

Senior Attendance Policy

Students must be in attendance for at least 90% of their total possible class periods during their senior year of high school to participate in commencement ceremonies. Once all attendance is recorded and verified, the rate of attendance will be pulled from the Student Information System.

This is not an excused/unexcused absence policy; it is an attendance policy. The type of absence does not matter with the following exceptions:
- ❏ doctor appointments or doctor mandated stay at home that is documented on a physician's professional stationary subpoenas to court
- ❏ bereavement time for an immediate family member
- ❏ participation in a school-sanctioned activity
- ❏ pre-approved college visits documented by email or regular mail correspondence
- ❏ parent approved absence from school

It is the student's responsibility to bring verification from the doctor, parent or court for an exception; otherwise the absence will count against the policy. Verification must be supplied within three school days following the absence.

NOTE: All decisions regarding participation in graduation activities as a function of the Senior Attendance Policy will be at the discretion of school administration.

Truancy

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

Absence by a student for twenty (20) or more days during the school year shall create a strong presumption that the student has failed those subjects or courses in which he is enrolled during that period. For semester courses, ten (10) days shall apply; for individual grading periods, five (5) days shall apply. Such a presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade. A review committee representing the administration, the instructional staff, and guidance, appointed by the principal, will review each such case individually and will make recommendations. Individual teacher(s) shall give strong consideration to the recommendation of the review committee in determining the effort or performance of the student.

Attendance Requirements for Minors to Maintain Driving Privileges

Recognizing the importance of education and keeping the students in school, the 1997 legislature enacted 322.091 F.S. relating to the driver's license for students, ages 14 to 18, as an incentive for students to stay in school and continue their education. In order for a student to retain or obtain his/her regular Florida driver's license or learner's driver's license, the student must comply with compulsory school attendance. Accumulating 15 unexcused absences in a period of 90 calendar days or failure to remain enrolled in school will result in being classified as a habitual truant and the loss of said license, or the withholding of the necessary forms to obtain a license by the Florida Department of Highway Safety and Motor Vehicles. (F.S. 1003.27(2b)). Parents and students will need to contact the school district at (904) 336-9639 for detailed information regarding reporting, reinstatement, and appeal procedures.

For additional information, please refer to District Policy Rule 4.53.

Make-Up Work

It is essential that students absent from school make up work missed. It is the responsibility of the student and the family to initiate requests for, and to pick up, make-up work on the day the student returns to class from an excused absence. All work missed from an ~~excused~~ absence can be made up within 24 hours for 100% credit. For example, if a student misses three days, they have three days to complete missing assignments for full credit.

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act of 2000 (Subtitle VII-B) per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, ensures homeless children transportation to and from school free of charge, allowing children to attend their school of origin (last school enrolled or the school they attended when they first became homeless) regardless of what district the family resides in. It further requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence. Local school districts must appoint Local Education Liaisons to ensure that school staff are aware of these rights, to provide public notice to homeless families (at shelters and at school) and to facilitate access to school and transportation services. Contact information and eligibility documents can be found at Project REACH.

Student Conduct

It is the belief of the Clay County District Schools that teachers and students deserve school environments that are safe, nurturing, and conducive to education and development. Creating a positive school/classroom climate while decreasing student time spent outside of the classroom now requires close attention to the social and emotional needs of the student as well as the behavioral intent. In the event that the school or classroom discipline has been disrupted to a level where a school must take action, the following information outlines the steps and the powers that the District will and must take.

Academic Honesty

Clay County District Schools recognizes the importance of promoting a learning environment, whether traditional or distance learning, that values academic honesty. In order to foster ethical behavior among students, it is critical to educate all students regarding the characteristics of academic integrity. When engaged in learning activities, students should demonstrate the discipline necessary to seek guidance from their instructor rather than resorting to inappropriate behaviors that may undermine their own academic and personal development. This is a shared responsibility of all students, families, teachers, and staff.

Dress Code

Responsibility for the dress and appearance of students generally rests with individual students and their families. Students may wish to express themselves by the manner of their dress and appearance; however, students shall not wear clothing or affect an appearance at school or school-sanctioned activities or events that are or may be disruptive to the educational environment. Clay County District Schools standards on student attire are intended to help students focus on schoolwork, reduce discipline problems, and improve school order and safety. Subject to approval, principals, working with their school community, may establish additional specific standards for their schools. Any such standards must be published and distributed to families.

Dress and personal appearance of students should be a positive reflection on the family, student, school and community. A good rule of thumb: if there is a question about whether an outfit would be acceptable, choose a different outfit. Ultimately, school leadership reserves the right to determine if the dress code is being violated.

The following guidelines are to be followed:

- ❏ All students shall be properly groomed and attired appropriate to the activity when on school property or participating in school-sponsored events.
- ❏ Students should have a school ID in their possession while on campus, and present their school ID to staff upon request.~~School IDs must be worn and visible at all times.~~
- ❏ Students shall be dressed so they will not present a clear danger to health and safety. Clothing should be tailored in such a manner that because of fit, design, color, texture, or inadequate coverage of the body does not create a classroom or school disruption as determined by administration, or expose inappropriate areas of the body while in normal activity.

Permitted Apparel:
- ❏ ~~Outfits are to be tailored in such a manner so as not to expose inappropriate areas of the body while in normal activity.~~

- ❏ Shorts, dresses or skirts should come to the middle thigh be 3 inches above the knee or longer. If leggings are worn with the above mentioned clothing items, then the top layer of clothing (shorts, dress, skirt, etc.) MUST come to the middle thigh be the proper length of 3 inches above the knee or longer.
- ❏ Pants and shorts should be worn at the waistline without the necessity of support whether a shirt is tucked in or out and fastened at the top closure. Belts will be buckled at all times if worn.
- ❏ Jeans/pants that have frays/holes above the middle thigh knee must have something underneath them, such as leggings that cover the skin, so as not to expose skin or undergarments.
- ❏ Shirts must cover the shoulder and not expose undergarments in any manner or any part of the torso. the midriff.
- ❏ The neckline of a shirt must limit exposure of the body.
- ❏ Footwear of some type must be worn at ALL times.

Non-Permitted Apparel:
- ❏ Apparel or personal items may not have imagery regarding drugs or alcohol, indecent remarks, tobacco slogans or advertisements, or display violence or sexually suggestive imagery. with off-color remarks or pictures, or emblazoned with drug, alcohol or tobacco related slogans.
- ❏ Apparel, or personal items, displaying violent or pornographic imagery.
- ❏ Sleepwear, such as bedroom slippers, pajamas, etc.
- ❏ Tank tops, halter tops, muscle shirts, tube tops, spaghetti straps, mesh/see-through shirts, sheer-tops or bottoms.
- ❏ Head coverings - Hats, hoods, bandannas, and caps are not to be worn in class or in buildings unless approved by the administration or for special events.
- ❏ Any apparel or accessory determined by administration to present a safety hazard for the student or the school.

Disciplinary action for violation of the student dress code shall include notifying the student of the violation and a requirement that the dress or appearance be corrected before the student reenters the classroom, school environment, or school sanctioned activity or event. An administrator will determine the suitability of attire in question as it reflects the spirit of the dress code policy. Students found to be in violation of dress code policy will have the following options; 1) change into appropriate school provided dress for the remainder of the day, 2) change into their own appropriate dress for the remainder of the day, be required to change for the remainder of the day. Student refusal to change will result in their placement or 3) be assigned to the in-school suspension class for the remainder of the day or until a proper outfit can be brought for the student. At the discretion of the building level administrator, a family conference may be held. More serious consequences may result from repeated or serious violations.

For additional information, please refer to District Policy Rule 4.03.

Student Use of the Internet

The Internet and related electronic instructional resources are used in schools to support student learning and distance learning. The use of these resources are for educational purposes only when on district property, at district or school sanctioned activities or events, when students are being transported in vehicles dispatched by Clay County District Schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. Teachers and school administration determine use of the Clay County District Schools Instructional Network based on educational goals of the school and classroom, and may determine to limit access. Students are encouraged to use the network to do homework, class-related research, and class work when appropriate. Students should not use this network for music, gaming, or non-educational video streaming. In compliance with the Child Information Protection Act (CIPA) requirements,

this network will be monitored. Clay County District Schools accept no responsibility associated with loss, damage, or theft of a device connected to the network.

Wireless Communication Devices ~~Bring Your Own Device~~

The School Board is aware that parents and students use Wireless Communication Devices (WCDs) (laptops, chromebooks, tablets, smartphones, smartwatches, bluetooth devices (to include earbuds), etc.) to communicate with each other. However, the use of wireless communication devices on school grounds must be appropriately regulated to protect students, staff, and the learning environment.

Possession of a WCD by a student at school during school hours and/or during extracurricular activities is a privilege that may be forfeited by any student who fails to abide by the terms outlined in the Code of Conduct, or otherwise abuses this privilege.
~~Clay County District Schools is committed to helping students learn the skills they need to succeed in a world filled with technology. Our network allows secure access to the Internet for students who want to use their own personal devices (laptops, netbooks, tablets, smartphone, smartwatches, etc.) during the school day for classroom activities. Bring Your Own Device (BYOD) fosters student ownership of learning, extends learning for students from home to classroom, provides easier access to online instructional material, and supplements school equipment. Students are expected to use their devices in accordance with district policy.~~

Taking audio recordings, photographs or videos by any means whatsoever while on school property or while on school transportation is prohibited. The only exceptions to this rule ~~prohibition~~ are:

❏ Taking photos or video for reproduction in a school sponsored publication.
❏ Taking photos or video during a school sponsored social event, sporting event, awards ceremony or other school sponsored activity or function at which photography is allowed and the photographs are images of activities which are reasonably considered to be part of the activity or event.
❏ Taking photographs or video with the permission of the school administration.

Publication on any internet site or social media platforms of any audio recordings, photographs, videos or images taken in violation of the rules ~~prohibitions~~ listed above or recording fights or similar events is strictly prohibited, will be deemed disruptive to the order of the school and will be sufficient reason to impose disciplinary action.

All Students ~~Elementary~~
❏ Students may have an electronic device on school property.
❏ Students may NOT use their electronic devices during instructional time for any reason. ~~educational purposes when~~ If no school issued technology is available, it is sanctioned by school administration AND under the guidance of the classroom teacher, students may be permitted to use their own device for instructional purposes. Otherwise, the electronic device must be silenced or powered off AND ~~and~~ out of sight once students enter the classroom. ~~during the instructional day.~~
❏ Students may not use an electronic device in areas considered personal space (i.e. - bathroom, locker room) and other areas designated by Administration.
❏ Students may not use their Wireless Communication Devices to accept or make phone calls or video conferencing during school hours unless instructed to do so by Administration/School Personnel.

Secondary Only
❏ ~~Students may have an electronic device on school property.~~

- ❏ Students may use an electronic device before and after school, during lunch break, transitions between classes, at school related functions, and extracurricular activities as long as the electronic devices are not audible. (cannot be heard by others)
- ❏ ~~Students may use their electronic devices during instructional time for educational purposes when it is sanctioned by the classroom teacher. Otherwise, the electronic device must be powered off and out of sight once they enter the classroom.~~
- ❏ ~~Students may not use an electronic device in areas considered personal space (ie bathroom, locker room) and other areas designated by Administration.~~
- ❏ ~~Students may not use their electronic devices to accept or make phone calls or video conferencing during school hours unless instructed to do so by Administration/School Personnel.~~

Use of a Wireless Communication Device during standardized testing is prohibited and can cause the student's test to be invalidated.

Student Conduct on a School Bus

The privilege of students to ride a school bus is contingent upon following the expectations outlined in this handbook. The driver of the school bus shall be in complete charge of the bus during the ride and while students are entering or leaving the vehicle. Students shall be required to conform to all regulations concerning discipline, safety, and behavior while riding on the school bus. The driver shall notify appropriate authorities if a student persists in violating the established rules of conduct. After due warning has been given to the student and/or families, the privilege of riding the bus may be withheld from the student. Violation of district policies and regulations while on the school bus may result in student discipline up to and including suspension or expulsion, in accordance with district policy.

The Clay County District Schools have jurisdiction over students who are on the school bus or at the school bus stop when the bus is present at the bus stop. [F.S. 1006.10 (3)] Therefore it is the parent's responsibility to take any action with local law enforcement to correct a problem during the time students are waiting at the bus stop or when students are en route to or from the school bus stop. Other responsibilities of parents of transported students include (exerted from F.A.C. 6A-3.0121):

- ❏ To ensure the safe travel of students to and from school, ~~and home when students are not under the custody and control of the district,~~ including to and from ~~home and~~ the assigned bus stop.
- ❏ To ensure that students ride only in their assigned school buses and get off only at assigned bus stops, except when alternative buses or arrangements have been made and documented by the district..
- ❏ To ensure students are aware of and follow the expected rules of behavior while they are at the bus stops and to provide the necessary supervision during times when the bus is not present.
- ❏ To provide the necessary assistance for students to get on and off at the bus stop when the physical disability of the student renders them unable to get on and off the bus without assistance (as required by district policy or the student's individual education plan).

We believe that all pupils can behave appropriately and safely while riding the school bus, and as such we will not tolerate behavior that is disruptive to the driver or which inhibits or interferes with the safe operation of the bus. In order to guarantee your child and other children who ride buses the safe and efficient transportation they deserve, the following has been established:

- ❏ Arrive at the bus stop ten (10) minutes prior to the scheduled pick up time.
- ❏ Take responsibility for their behavior and conduct themselves in a respectful, orderly manner while waiting at the bus stop for the bus to arrive.

- ❏ Wait until the bus comes to a stop before attempting to get on or off the bus.
- ❏ Enter and leave the bus only at the front door after it has come to a stop, except in the case of an emergency as directed by the driver.
- ❏ Leave the bus only with the consent of the driver.
- ❏ Be silent when approaching or crossing railroad tracks.
- ❏ Keep the aisle and stepwell clear at all times.
- ❏ Do not tamper with door handles, windows, and other safety equipment at any time.
- ❏ Do not use wireless communication devices, or electronic devices. Exception: Field trips in which the school administration approves the use of these devices or as a planned intervention for special needs students. Do not use wireless communication devices except in an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

Large Objects on the School Bus: Oversized objects, including, but not limited to, large band instruments or cases, school projects or athletic equipment which cannot be held in the seat, are prohibited, unless prior approval is obtained from the bus driver and the school administration.

Cameras: School buses are equipped with video cameras for the purposes of ensuring the health, welfare and safety of all staff, students, and drivers.

NOTE: Bicycle riders under the age of 16 must wear properly fitted, safety-related helmets when riding a bicycle. Law enforcement officers may issue a traffic citation and assess fines to riders who do not comply.

Student Conduct in the Restroom

The restroom is a place on campus with an expectation of privacy. Students should not perform any action, engage in any behavior, or promote behavior in others which could result in the loss of privacy, or the dignity, of any individual. In order to promote the safety and welfare of all students, the following restroom procedures are to be followed within Clay County District Schools:

- ❏ Students shall make every effort to maintain the cleanliness and effective working order of the restrooms.
- ❏ Students may not loiter, or use the restroom as a place to socialize. At no time should more than one person be in a restroom stall.
- ❏ Students may not utilize recording devices of any kind while in the restroom – including but not limited to, cell phones, audio recording devices or cameras.
- ❏ Students may only utilize the restroom which corresponds to their biological sex assigned at birth.
- ❏ Upon request through the school administration, students may be provided access to single-use restroom facilities.
- ❏ A student should exit the restroom immediately if they observe others engaged in actions that violate school policy, or procedures of conduct. At their earliest opportunity, they should report the behavior to a staff member.

Parking /Vehicle Rules

All parking areas are the property of Clay County District Schools. The parking of a student's vehicle on campus is a privilege granted by the Clay County District Schools upon availability of parking, Written consent from parent/guardian, purchase of a parking decal at the school of attendance, and written agreement to comply with the Student Code of Conduct. The Clay County District Schools regard the use of motor vehicles

for travel to and from school by students as an assumption of responsibility on the part of those students to care for school property, in the observation of safety rules, and in the display of courtesy and consideration toward others. Students who violate school parking rules may have their parking decal revoked and/or are subject to disciplinary action that may result in loss of privileges, suspension, alternative disciplinary placement, or expulsion from school. Searches of motor vehicles on school grounds may be conducted by the principal or designee when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or uncover the presence of an item that presents an immediate danger of physical harm or illness to any person.

Youth Gang Membership

Students are not allowed to form or participate in groups virtually or in person which threaten, frighten or harm other students. Such groups, when they become known by school and district authorities, may ~~will~~ be considered a gang. These groups generally have common names, and wear common colors, jewelry, signs or clothing. Students are encouraged to alert an adult if such activity or groups become known to them.

Zero Tolerance Rule

Florida Statute 1006.13 mandates that "each district school board shall adopt a policy of zero tolerance for crime and substance abuse…and victimization of students…" whenever and wherever students are under the jurisdiction of the school district. The law requires that expulsion be recommended for any student at school or at a school-related function that was determined to have had possession of a firearm or weapon as defined in Chapter 790, or any student making a threat or false report as defined by state statutes 790.162 and 790.163.

Simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under Chapter 790 or s.1006.13. Simulating a firearm or weapon while playing includes, but is not limited to:

❏ Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
❏ Possessing a toy firearm or weapon that is 2 inches or less in overall length.
❏ Possessing a toy firearm or weapon made of plastic snap-together building blocks.
❏ Using a finger or hand to simulate a firearm or weapon.
❏ Vocalizing an imaginary firearm or weapon.
❏ Drawing a picture, or possessing an image, of a firearm or weapon.
❏ Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

A student may be subject to disciplinary action if simulating a firearm or weapon while playing that substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of consequences imposed upon a student including referral to the criminal justice or juvenile system, must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions.

In fulfilling this statutory requirement, we have incorporated the specified legal definitions into the language of the Code of Student Conduct. Regardless of language to the contrary in federal or Florida Law, possession of a firearm, electric weapon or destructive device on the property of any school, school bus, or school bus stop is prohibited. This prohibition includes firearms in motor vehicles parked in parking lots, or anywhere on any school property.

Certain disruptive behavior(s) will be reported to law enforcement authorities as defined by the state SESIR codes. A referral by law enforcement to the criminal justice or juvenile delinquency system must be made on all violent acts noted below and weapon charges as defined in the Gun Free School Act of 1994 & F.S.790.115. The following are prohibited on any school property (including parking areas), school bus, school bus stop, and school sponsored event:

❏ Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
❏ The frame or receiver of any weapon described above.
❏ Any firearm muffler or firearm silencer.
❏ Any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device.
❏ Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
❏ Any Firearm.
❏ Any weapon as defined in Florida Statute 790.00 (13).

Incidents defined in the next section of this Handbook will be reported and may result in criminal prosecution. If the infraction involves a victim, the school shall notify the victim and parents, if a minor, of the infraction and the victim's right to press charges against the offender. The Clay County District Schools will take all steps necessary to protect the victim of any violent crime from any further victimization. Florida law prohibits any student that commits any of the felony offenses specified by s.985.455(2)., against another student from attending school with, or riding the same school bus as, the victim or any sibling of the victim. All school personnel will be made aware of the Student Victimization and Zero Tolerance Rule F.S. 1006.13 Chapter 2009-53.

Infractions that fall under Zero Tolerance Rule are defined by the Florida Department of Education through the School Environmental Safety Incident Reporting (SESIR) and receive the most severe consequences provided for by School Board Policy.

THE DISTRICT MAY ASSIGN MORE SEVERE CONSEQUENCES THAN NORMAL WHEN THE STUDENT APPEARS MOTIVATED BY HOSTILITY TOWARD THE VICTIM'S REAL OR PERCEIVED RACE, RELIGION, COLOR, SEXUAL ORIENTATION, ETHNICITY, ANCESTRY, NATIONAL ORIGIN, POLITICAL BELIEFS, MARITAL STATUS, AGE, SOCIAL AND FAMILY BACKGROUND, LINGUISTIC PREFERENCE, DISABILITY, OR WHEN THE OFFENSE IS DETERMINED TO BE GANG- RELATED.

Student Accountability, Discipline, and Misconduct

Self-direction and personal responsibility are goals of Clay County District Schools. Students must be accountable for their actions, and CCDS recognizes that effective student discipline is a major contributor to the creation of a positive and productive learning environment for all students. In accordance with state law, CCDS uses this student/parent handbook as a written code of conduct, based upon the principle that every student is expected to follow accepted rules of conduct and show respect for persons of authority. Certain

behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. Clay County District Schools uses proportionate disciplinary action and/or restorative practices to keep students engaged in learning.

Teachers and other instructional personnel shall have the authority to undertake any of the following actions in managing student behavior and ensuring the safety of all students in their classes, on school grounds, and at school sponsored events.

- ❏ Establish classroom rules of conduct that includes positive reinforcement of desired behaviors.
- ❏ Establish and implement consequences, designed to modify undesired behavior.
- ❏ Methods may include:
    - ❏ monitoring student behavior through short-term progress reports.
    - ❏ conferences and/or contracts between administrators, parents, teachers, and students.
    - ❏ referrals to school or district services, e.g., school social worker, school counselor, and/or district mental health therapist, etc.

The Code of Student Conduct defines infractions that have been committed by students while under the supervision of district staff or designees.

- ❏ A major consideration in the application of the Code of Student Conduct is the identification of the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, specific grounds for disciplinary action have been divided into three categories: the offense, disciplinary actions, and restorative practices. Administrators may choose the discipline for each event.

- ❏ It is important to note that the administrator and teacher, consistent with the power delegated to him/her, has the authority to take additional or more severe administrative action under this Code if, in his/her opinion, the nature of the misconduct warrants it.

- ❏ Each classroom teacher should deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling conferences with parent(s) or guardian and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his/her designee. Teachers will be notified of the results of the action taken.

Hearing Office

The Student Hearing Office is designed for circumstances that warrant District-level review of intervention beyond a school administration decision. This is the case for zero-tolerance infractions, as well as school-based decisions that a parent wishes to appeal.

Hearings will be conducted pursuant to Florida Statutes 1006.07(1)(a) and 1006.08(1). Suspension hearings are exempted from provisions of Ch. 120 F.S. Expulsion hearings shall be governed by F.S. 120.57(2) and are exempt from F.S. 286.0111.

Florida Statute 1003.32(4) and 1006.09(1)(a), along with School Board policies of the Clay County District Schools, give teachers and other school staff who have control and direction of students assigned to them by the principal or the principal's designee, the authority to remove students who are disobedient, disrespectful, violent, abusive, uncontrollable or disruptive to the learning environment. If the teacher requests the student not be returned to the classroom, the principal may not return the student to that teacher's class without the teacher's consent. In the event of a disagreement on the student's return to the teacher's classroom, a committee determines that such placement is the best or only available alternative.

Due Process Procedures

Students will be informed of the infraction and have the opportunity to be heard before disciplinary action. Students will be notified of the school rules that have been violated, either verbally or in writing, by an administrator or designee. Students will be given the right to present evidence or provide a list of witnesses concerning the charges. The following steps will be taken to guarantee due process:

- ❏ Proper notification of the infraction or complaint against the student and proposed disciplinary action.
- ❏ Explanation of evidence against the student.
- ❏ Opportunity to present evidence and/or provide a list of witnesses on their behalf.
- ❏ Opportunity to refute charges with an administrator/designee.

In-School Suspension

In-school suspension (ISS) is a strategy used to discipline students for their behavior while ensuring that they continue to participate in learning activities. It consists of students being removed from their classroom environment, and spending their day or assigned time working on their class work in a designated location for these students. Adult supervision and assistance will be provided to students with their assignments and activities.

The goals and primary student outcomes of ISS are:

- ☐ Allows students to continue with school work.
- ☐ Gives students a "time out" to regroup and refocus.
- ☐ Provides the student an opportunity to remediate behavioral concerns.
- ☐ Keeps students in their school routine.
- ☐ Makes transition back into a regular school day easier.

In-School Suspension For Students With Disabilities

Like all students, students with disabilities can be placed in ISS for violating the school's code of conduct. However, the Individuals with Disabilities Education Act (IDEA) requires schools to follow additional procedures when placing students with disabilities in ISS.

Students with Disabilities Must Be Able to:

- ☐ **Appropriately progress in the general curriculum.** Generally, this means that the student is receiving all of their regular education assignments and that regular education teachers are involved in the setting, either through supervising it or making regular appearances there.
- ☐ **Receive the services specified on the child's IEP or 504.** Generally this means that the student is receiving an appropriate amount of specialized instruction, supplementary aids and services, and all related services (E.g. – Speech, OT/PT, Adaptive PE, Counseling, etc.).
- ☐ **Participate with nondisabled students to the same extent.** This means that the student is not in a setting that is exclusively for students with disabilities or that he is permitted to leave the setting to attend certain activities with nondisabled peers.

The ISS program should include both an academic and behavioral component. The behavior component should address the specific behavior for which the student is placed in ISS.

Note: The school does not have to include ISS in counting removal days if, during the suspension, it affords the student the opportunity to continue to progress in the general curriculum, receive ESE services, and participate with non-disabled peers.

Out of School Suspension, Alternative Placement, and Expulsion

Clay County District Schools may consider the following factors to determine whether to suspend or expel a student:

- ❏ Age;
- ❏ Disciplinary history;
- ❏ Eligibility as a student with a disability;
- ❏ Seriousness of the infraction;
- ❏ Threat posed to other students and staff; and
- ❏ Likelihood that a lesser intervention would properly address the violation.

In matters involving student behavior which may result in the suspension or expulsion of a student, it is district policy that the family will be provided the opportunity to be involved in all such disciplinary procedures.

Out of School Suspension

A school principal may suspend a student from all classes of instruction on school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee, for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal and other formal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Pursuant to Florida Statute 1006.09(1)(b), no student who is required by law to attend school shall be suspended for unexcused tardiness, or absences. Therefore, suspension is not an appropriate disciplinary action for truancy as it relates to students who fall within the mandatory state attendance requirements.

Procedures for OSS
- ❏ Prior to suspension, the student shall be advised of why he/she is being suspended (i.e., infraction code), be provided an opportunity to refute the charges verbally or through a written statement, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident. It should be noted that any statement a student makes may be used, along with other documentation, to prove whether the student is guilty or not guilty of the infraction.
- ❏ If the student is found to be guilty of the misconduct, determination of the suspension will be provided in writing through the notification of consequences.
- ❏ Written notice such as a copy of the electronic referral and a notification of consequences shall be sent to the parent(s) or guardian by mail within 24 hours. All reasonable attempts to conference with the parent via phone or in person must be made during the suspension process.
- ❏ If the immediate suspension of the student is justified because the student's presence endangers others or school property, the necessary notice and conference, if requested, will follow as soon as possible.
- ❏ The school is required to provide all work assignments to be completed by the student.
- ❏ Principal Review will be held for any student referred to the hearing office.

Appeal of Suspension/Principal Review
- ❏ The school principal, after reviewing the case with the parent or adult student, will either affirm or adjudicate the length of suspension as originally stated in the suspension notification during a Principals review. This change shall be made on the electronic referral in the Student Information System.
- ❏ The parent, or adult student, at the Principal's Review should be advised of his/her right to appeal the action to the Hearing Office.
- ❏ If the parent/guardian, or adult student feels that they were not afforded due process at the Principal's Review, he/she shall appeal to the Hearing Office in writing within 3 days.
- ❏ The Hearing Office shall review the case to rectify any procedural errors.
- ❏ The Hearing Office recommendation will be presented back to the school for a modification of the original suspension decision or uphold the original suspension.

Alternative Learning Placement
The removal of a student from the traditional educational setting to an alternative learning placement with continued educational services.

Expulsion
Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. All Level IV infractions and Level III infractions that are especially egregious, violent, or otherwise significant enough to warrant such a decision will be considered for expulsion.

Procedures for Alternative Learning Placement/Expulsion/District Hearing Office
- ❏ Prior to a meeting with the District Hearing Office, a Principal's Review will be held to advise the student as to why he/she has been recommended for alternative learning placement and/or expulsion, be provided with an opportunity to refute the charges in a meeting with the principal or principal designee, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident leading to the recommendation.
- ❏ The parent or adult student shall also be advised in the Principal Review of the right to appeal and be advised of the appeal procedures to the District Hearing Office.
- ❏ Once the Principal Review is completed, a referral is made to the Hearing Office for final review and consideration of expulsion recommendation to the Superintendent.
- ❏ The District Hearing Office will determine if sufficient basis is found for a recommendation to an alternative learning placement or expulsion to the School Board.

In the event that a student who has been recommended for expulsion withdraws from the Clay County District Schools, the expulsion proceedings with the School Board shall continue as though the student had not withdrawn. The Superintendent and School Board shall not delay action on an expulsion recommendation pending re-entry/reregistration of the student in Clay County District Schools.

Clay County District Schools will uphold and enforce disciplinary proceedings from other public school districts. A student who has been expelled from another school district, shall not be permitted to transfer, enroll, or be admitted into a Clay County District School. If a student was expelled with services or alternatively placed in another district, Clay County District Schools will uphold said expulsion or alternative disciplinary placement.

Reports To Law Enforcement Agencies

The School Board views criminal acts committed by students to be extremely serious. In addition to School District disciplinary action, criminal acts will be reported to the appropriate law enforcement agency as outlined in the School District's zero tolerance policy. These include:

Must be reported as a SESIR incident and shall be Reported to Law Enforcement:

- ❏ Aggravated Battery
- ❏ Breaking and Entering Burglary
- ❏ Drug Sale/Distribution excluding Alcohol
- ❏ ~~Grand Theft >$750~~
- ❏ Homicide
- ❏ Kidnapping
- ❏ Robbery
- ❏ Sexual Assault
- ❏ Sexual Battery
- ❏ Simple Battery ~~Physical Attack~~
- ❏ Weapons Possession

Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement to determine if Law Enforcement action is required:

- ❏ Alcohol
- ❏ Arson
- ❏ Disruption on Campus Major
- ❏ Drug Use-Possession excluding Alcohol
- ❏ Hazing
- ❏ Grand Theft ~~Larceny-Theft~~<$750
- ❏ Sexual Harassment
- ❏ Sexual Offenses Other
- ❏ Threat/Intimidation
- ❏ Trespassing
- ❏ Criminal Mischief ~~Vandalism~~<$1000
- ❏ Other Major

Must be reported as a SESIR incident or SESIR related, but MAY NOT need to include consultation with Law Enforcement:

- ❏ ~~Bullying~~
- ❏ ~~Fighting~~
- ❏ ~~Harassment~~
- ❏ ~~Tobacco-Nicotine~~
- ❏ Alcohol-Related
- ❏ Bullying-Related
- ❏ Drug-Related
- ❏ Gang-Related
- ❏ Hate Crime-Related
- ❏ Hazing-Related
- ❏ Injury-Related

❏ Vaping-Related
❏ Weapon-Related

"Law enforcement action" means that official action was taken by a School Resource Officer (SRO) or local law enforcement officer in response to a SESIR incident, including but not limited to: an arrest, referral to a civil citation or similar prearrest diversion program authorized by Section 985.12, F.S., or initiation of an involuntary examination authorized by Section 394.463, F.S.

~~"Reported To Law Enforcement" means that an official action was taken by a School Resource Officer or a Local Law Enforcement Officer such as: a case number was assigned, a report was filed, an affidavit was filed, a civil citation was issued, an investigation was conducted and found to be an incident reportable as a SESIR, or an arrest was made. The presence of, notification of, or consultation with a Law Enforcement Officer, or SRO, is not sufficient for an incident to be coded as "Reportable To Law Enforcement."~~

Investigations of Suspected Student Misconduct

In order to protect the safety and welfare of students and school personnel, and to maintain order and discipline on school property or at school-sponsored activities or events, school authorities may search a student's locker or desk and its contents, personal property, or automobile under the circumstances described in policy and may seize any illegal, unauthorized, or contraband materials.

School lockers, desks, and other storage areas provided for student use on school premises are school property and remain at all times under the ownership and control of the school. Lockers, desks, and storage areas, as well as the contents therein, are subject to inspection at any time, without notice and without cause, at the discretion of the Clay County District Schools. No student shall lock or impede access to any locker or storage areas except with a lock provided or approved by school authorities. Searches of a student's person or personal effects such as a backpack, purse, book bag, electronic devices, motor vehicle, etc, within the school or on school grounds may be conducted by the principal or designee when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or uncover the presence of an item that presents an immediate danger of physical harm or illness to any person.

Tobacco, Vapes, Drugs, and Alcohol

Clay County District Schools is committed to promoting the general health, welfare, and well-being of our school community. Consequently, it is district policy that no student shall be permitted to use, be under the influence of, possess, distribute, gift, purchase, exchange, or sell any tobacco product, alcohol, or illegal drug while on district property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched CCDS or one of its schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. As used in this policy, "illegal drugs" are all substances defined under either federal statutes as "drugs" or "controlled substances," or state statutes as a controlled substance including marijuana or marijuana concentrate as well as counterfeit or synthetic illegal drugs and substances falsely represented as being drugs. As used in this policy, "drugs" also are legal and illegal drugs not properly possessed under state or federal law. An exception to this policy will be made for the administration of medical marijuana in accordance with state law and district policy. As per Florida Statute 1006.09(8): School personnel are REQUIRED to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance as defined in s.893.02; any counterfeit controlled substance as defined in s.831.31; any alcoholic beverage as defined in s.561.01(4); or model glue. School personnel are exempt from civil liability when reporting in good faith to the proper

school authority suspected unlawful use, possession, or sale by a student. Only a principal or principal's designee is authorized to contact a parent or legal guardian of a student regarding this situation.

Compliance with the standards of conduct set forth in this policy and its accompanying regulations are mandatory for all students. A violation shall subject a student to appropriate disciplinary action, up to and including expulsion and referral for prosecution. For tobacco violations, students may have the option to complete an alternative to suspension program, in lieu of other disciplinary procedures.

All students, families, and community members are expected to be aware of the prohibited conduct addressed in district policy and comply with the prohibitions. Failure to comply may result in student discipline up to and including expulsion; or family member or community member trespass from district property.

"School property" means all property owned, leased, rented, or otherwise used or contracted for by a school. This includes, but is not limited to: all buildings used for instruction, administration, support services, maintenance, or storage; the grounds surrounding those buildings if the school is authorized to exercise dominion and control over the grounds; and all vehicles used by the school for transporting students, workers, visitors, or other persons.

"Tobacco product" means any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested, inhaled, or applied to the skin of an individual. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product. However, due to the wide range of nicotine levels available in tobacco cessation products, the school may request a written document from a medical provider, for anyone under the age of 18, detailing dosage recommendation for tobacco cessation product use. "Use" means the lighting, chewing, smoking, inhaling, vaporizing, ingesting or application of any other tobacco substance.

Weapons In School

The possession and/or use of a weapon by a student is detrimental to the welfare and safety of students and school personnel within the district. Carrying, bringing, using, or possessing a weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without the authorization of the school or the school district is prohibited.

Firearms

Any student who is determined to have brought a firearm or weapon (as defined in Chapter 790.115(1), F.S.) to school, onto any school ground (including parking areas), to any school function, or onto any school-sponsored transportation and for making threats or false reports against a person or persons (as defined in F.S. 790.162 and 790.163) is automatically recommended to be expelled for not less than one full year.

The Superintendent may consider the one year expulsion on a case by case basis and request the School Board to modify the requirement, including placement in an alternative program if in the best interest of the student and school system.

❏ Possession of an artificial firearm is an automatic suspension and possible expulsion recommendation to the Superintendent.

Striking or Threatening a School Board Employee

Infractions include:

❑ Striking a school board employee.
❑ Threatening or attempting bodily harm when the person being threatened feels that the threat is real and may be carried out.

Procedures for investigating the striking or threatening of school district employees will include, but no be limited to, the following:

❑ Collect all relevant information, including witness statements.
❑ Consult with law enforcement at the staff member's direction; school administration and the district Human Resources office should assist the staff member if needed in notifying CCEA or CESPA.
❑ Notify the parent of the incident; notice the family with a certified letter of principal review.
❑ Issue suspension notice with recommendation for expulsion (see ESE guidelines if student is a Student with Disabilities; a ten-day recommended suspension must be addressed at the district meeting).
❑ Notify the Hearing Office by sending paperwork and recommendations.
❑ Recommendations may include temporary placement in an appropriate alternative setting prior to any district level hearing.
❑ The Superintendent or designee will convene the District Discipline Review Committee to investigate the incident. The Superintendent or designee will select the members of the committee, including members of the Clay County Education Association (CCEA) or Clay Educational Staff Professional Association Local 7409 (CESPA) when the injured staff member presses charges. If the district employee chooses to press charges, they can attend the district-wide meeting.
❑ The student must attend the review meeting. Unusual circumstances that prevent their participation should be processed as part of the discipline backup material.
❑ The committee will present its findings to the Superintendent through the Hearing Office for his expulsion recommendation to the School Board.

Discipline Action Matrix

All infractions can be paired with multiple actions as set forth in the guidelines for assessing consequences of student misconduct. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than ones stated in the guidelines if it is determined that there are mitigating or aggravating circumstances. Clay County District Schools has implemented the use of restorative practices designed to strengthen relationships. Restorative practices focus on responsibility/accountability, repairing harm, communication, and appropriate responses.

The nature of the misbehavior and the student's past disciplinary record may be considered in disciplinary action under progressive discipline. Students may be referred for mental health services as indicated by need and history. The school district employee who is supervising the student or who observes the misbehavior should intervene in the misconduct. If repeated misbehavior or further action is necessary the school district employee should refer the student to the school administrator. After hearing the student's explanation, consulting with staff members and investigating as necessary, the administrator will decide on disciplinary action and/or restorative practice.

Following are disciplinary actions and/or restorative practices that can be used to address student misconduct. Each disciplinary action and/or restorative practice is coded in the Student Information System (SIS) to guide

the user when choosing which action/intervention to apply. ALL INFRACTIONS REQUIRE PARENT CONTACT SUCH AS A CONFERENCE. More than one disciplinary action and/or restorative practice can be used for a single incident.

It is strongly encouraged that an action and/or restorative practice is focused on building better coping skills or desired behavior be used when an exclusionary action is also utilized.

Level 0/Minor Offenses		
Incident Description	**Disciplinary Actions**	**Restorative Practices**
● Behavior Incident Tracking (BIT) ● Unsubstantiated Bullying (UBL) ● Unsubstantiated Harassment (UHR)	● Letter of Apology ● Loss of Privileges ● Time Out ● School Defined Consequence ● Warning/Verbal Reprimand ***Alphabetized all categories	● Check In/Check Out with Identified Staff Member ● Counseling ● Parent Contact ● Reflection Sheet ● School Defined Practice ● Student Conference ● Teach/Reteach Student Expectations

Level 1/ Minor Offenses		
Incident Description	**Disciplinary Actions**	**Restorative Practices**
● Dress Code Violation (DRS) ● Profanity/Obscene Language or Gesture (PRO) ● Providing False Information/Forgery (FLS) ● Skipping Class (SKP) ● Tardy (TAR) ● Violation of Classroom Rule (VCR) ● Wireless Communication Device (WCD)	● Contract ● ISS (1-5) ● Loss of Privileges ● School Detention ● School Defined Consequence ● Work Detail/School Chores ***Alphabetized all categories	● Check In/Check Out with Identified Staff Member ● Counseling ● Letter of Apology ● Parent Contact ● Reflection Sheet ● School Defined Practice ● Student Conference ● Teach/Reteach Student Expectations

Level 2/ Major Offenses		
Incident Description	**Disciplinary Actions**	**Restorative Practices**
● Abuse of School Property - vandalism under $1000 (ABS) ● Defiance/ Disrespect Insubordination (DEF) ● Dispute/Student to Student Verbal Confrontation(DSP) ● Inappropriate Conduct (IAC)	● Bus Suspension (1-10) ● Consultation ● Consultation with Law Enforcement ● Contract ● ISS (1-10) ● Loss of Privileges ● OSS (1-10) ● School Defined Consequence ● School Detention ● Work Detail/School Chores	● Check In/Check Out with Identified Staff Member ● Counseling ● FEP- Family Education Program ● Letter of Apology ● Parent Contact ● Reflection Sheet ● School Defined Practice ● Student Conference

● Leaving School Without Permission (LVS) ● Possession of Inappropriate Object (POS) ● Student uses Profanity or Gesture/School Board Employee (SPE) ● Stealing/Petty Theft < $750~~300~~ (STP)	***Alphabetized all categories	● Teach/Reteach Student Expectations

Level 3/Major Offenses

Incident Description	Disciplinary Actions	Restorative Practices
Local District Codes ● Felony Charges filed outside of the school (SAO) ● Identity Theft (IDT) ● Inappropriate Use of Technology (TEC) ● Multiple Level 2 Referrals (MUL) ● Room Clearing Event (RCE) ● Student Confrontation/School Board Employee non physical (SCE) ● Violation of Behavior Contract (VBC) ***SESIR Violation Codes*** ● Bullying/ Cyberbullying (BUL) ● ~~Breaking and Entering/~~Burglary (BRK) ● Disruption on Campus - Major Disorderly Conduct (DOC) ● Fighting (FIT) ● Harassment (HAR) ● Hazing (HAZ) ● Other Major OMC ● Sexual Offense SXO ● Simple Battery~~Physical Attack~~ - including school board personnel (PHA) ● Tobacco (TBC) ● Threat/Intimidation (TRE)	● Alternative Learning Placement ● Bus Suspension (1-10) ● Consultation ● Contract ● ISS (1-10) ● Loss of Privileges ● OSS (1-10) ● Recommendation for Expulsion with or without services ● Refer to Hearing Office ● Refer to ~~Consultation with~~ Law Enforcement ● School Defined Consequence ● School Detention ● Work Detail/School Chores ***Alphabetized all categories	● Check In/Check Out with Identified Staff Member ● Counseling ● FEP- Family Education Program ● Letter of Apology ● Parent Contact ● Reflection Sheet ● School Defined Practice ● Student Conference ● Teach/Reteach Student Expectations ● Tobacco Education Program

Level 4/Major Offenses

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Incident Description	Disciplinary Actions	Restorative Practices
- Aggravated Battery (BAT) - Alcohol (ALC) - Arson (ARS) - Criminal Mischief Vandalism > $1000 (VAN) - Drug Sale and Distribution, Excluding Alcohol (DRD) - Drug Use Possession, Excluding Alcohol (DRU) - Grand Theft Larceny/Theft > $750300, including Motor Vehicle Theft (STL) - Kidnapping (KID) - Homicide (HOM) - Robbery/Extortion (ROB) - Sexual Assault (SXA) - Sexual Battery (SXB) - Sexual Harassment (SXH) - Trespassing (TRS) - Weapon Possession (WPO)	- Alternative Learning Placement - OSS (10) - Recommendation for Expulsion with or without services - Refer to Hearing Office - Refer to Law Enforcement - School Defined Consequence ***Alphabetized all categories	- Check In/Check Out with Identified Staff Member - Counseling - FEP- Family Education Program - Letter of Apology - Parent Contact - Reflection Sheet - School Defined Practice

Category Action		
Parent Involvement	Parent Involvement is critical to upholding the Code of Conduct	- Admin/Parent/Student Conference - Parent Phone Call
School Defined	The School has the authority to define consequences based on the offenses	- Consequence - Restorative Practice
Restorative Practice	Restorative practices help students in taking ownership of their behavior and understanding how it affects others.	- Apology Letter (required for each infraction) - Peer Mediation - Reflection Sheet - Restitution - Work Detail/School Chores
Contract	Students may be placed on a contract as a way to correct behavior	- Attendance Contract - Behavior Contract - No Contact Contract
Detention	Students may be assigned detention as a consequence for Code of Conduct violations	- After School Detention - Class Detention - Saturday Detention - Silent Lunch Detention

Removal	Removal from Extracurricular Activities based on Code of Conduct Violations	• Loss of Privilege(s)/Extracurricular Activities
Consultation	Consultation with various departments to ensure student needs are met	• ~~Bus Suspension~~ • ESE Department Collaboration • Referral to Family Education Program • Referral to School Counselor ~~Guidance Services~~ • Referral to Hearing Office • Referral to ~~for~~ Social Worker or Mental Health • Referral to Tobacco Education Program • ~~School Suspension~~
Suspension	Students may be suspended from school for violations of the Code of Conduct	• School Bus Suspension • In-School Suspension • Out-of-School Suspension
Alternative Learning Placement	Students may be placed at the alternative school in lieu of expulsion	• Alternative Learning Placement
Expulsion	The School Board of Clay County must hear and vote on any case of Expulsion	• Expulsion

***Alphabetized all categories

Discipline and Students with Disabilities

The School District of Clay County is committed to providing all students with disabilities a free, appropriate public education. While this commitment includes all aspects of ~~the disabled students'~~ learning experiences for students with disabilities, it in no way lessens the School Board's intention to maintain a safe, orderly environment for the entire student and staff population.

Additionally, the School Board believes that the implementation of thoughtful, carefully constructed disciplinary procedures is a necessary component of student education.

Formal disciplinary actions described in the Clay County Code of Student Conduct may be used with students with disabilities when trained professionals have evidence that such strategies are appropriate to the student's conduct and contribute to his learning process. When necessary to ensure the overall safety, welfare, and/or order of the school environment, a student with disabilities may be subjected to ~~short-term~~ out of school suspension (not to exceed 10 school days within a school year) with all alternative procedures and safeguards affirmed. More serious violations may result in a recommendation for expulsion and/or an administrative placement in an Alternative Exceptional Education setting.

When working with students with disabilities, the goal is to focus on proactive strategies using positive behavioral interventions and supports with an intentionally reduced focus on exclusionary methods (i.e. out-of-school suspension). Individualized Education Plan (IEP) or 504 teams must convene when a student reaches his or her fifth day, or any time prior to the fifth day of out-of-school suspension in order to proactively address the student's needs. ~~Teams may convene any time prior to the fifth day of suspension if the need is warranted.~~

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Procedures which govern a change of placement generally follow these guidelines:

❏ The district prohibits any student with a disability from being suspended out-of-school for more than ten (10) consecutive days or ten (10) cumulative days within a school year. Any disciplinary removal of a student with a disability for more than ten (10) days in a school year is considered a change of placement. If a decision is made that a change of placement will occur for a student with a disability, the student's IEP or 504 team will be convened to conduct a manifestation determination review.

❏ Students with disabilities who have been determined to have committed certain Level III or Level IV infractions of the Code of Student Conduct may be recommended for expulsion.

❏ The manifestation review committee is a team A group of professionals trained to provide input regarding the student's disabling condition needs and disability. The team conducts a comprehensive records/data review and makes a determination if the student's behavior was or was not documents evidence that the on- campus expellable event is not a manifestation of the student's disability this condition. The team group shall include the school psychologist, appropriate Exceptional Student Education (ESE) or 504 personnel, parents/student, and administrative representation of the referring campus. This group shall convene with the parents of the student recommended for expulsion to generate an appropriate Individualized Education Plan or 504 Plan. If the student's behavior is determined to be a manifestation of the student's disability and the student's misconduct did not involve weapons, drugs, or serious bodily injury, the student may not be expelled and the student's original placement is restored.   The IEP or 504 team will ensure the student's needs are addressed via the IEP or 504 plan.

❏ If it is determined that the offense is a manifestation of the student's disability disabling condition, but the conduct involves drugs, weapons, or serious bodily injury, the student may not be expelled, but may be provided services for a limited time in an alternative setting. The setting will be determined by an IEP or 504 Plan committee. For Students with Disabilities, appropriate goals and objectives to address the inappropriate behavior(s) will be reviewed or generated and will be implemented in the resulting educational setting.

❏ In addition to the student's placement in an appropriate ESE Program or 504 Plan, there is documented evidence of the availability of necessary support services and concentrated alternatives. Furthermore, For students with an IEP, a Functional Behavior Assessment/ Positive Behavior Support Plan (FBA/PBSP) is to be generated or reviewed and added to the IEP. For students with 504 Plan, a behavior plan will be generated or reviewed.

❏ If the manifestation determination team determines that the student's behavior is not a manifestation of the student's disability, the district may discipline the student according to its regular discipline code of conduct.

❏ A district-wide discipline hearing may be held to consider the Principal's recommendations to the Superintendent.

❏ The recommendations will be based on the Statement of Manifestation and the determination of eligibility for expulsion.

❏ After a review of the following documentation by the ESE Director or Student Services staff, the Superintendent may notify the parents (regarding) the Clay County School Board hearing schedule and the rights accorded the student at the hearing:
  ❏ Statement of Manifestation
  ❏ Current IEP, including relevant matrix amendments, or 504 Plan or Least Restrictive Environment (LRE)
  ❏ Functional Behavior Assessment/Positive Behavior Support Plan

- ❏ All Due Process Rights and Procedures are granted to students with disabilities. Parents must be provided with a copy of the procedural safeguards at the IEP/Manifestation Determination or 504/Manifestation Determination meeting as applicable.
- ❏ Under no circumstances shall expulsion of a student with disabilities result in a complete cessation of educational services. Students will be provided an alternative setting in order to ensure that the IEP or 504 Plan is continued.

NOTE: In reference to students with a 504 Plan, the consequences for drug or alcohol use or possession by any student with a disability are not different from non-disabled students.

ESE Parent Notification
Notice of Procedural Safeguards for Parents of Student with Disabilities
~~As a parent you can access the electronic Procedural Safeguards on the district website at:~~ ~~https://www.oneclay.net/Page/5109.~~ A copy of the ESE procedural safeguards will be provided to you when your child is initially referred and placed in the exceptional student education program and at each annual IEP meeting thereafter. You will also receive a copy when a decision is made to take a disciplinary action against your child that constitutes a change of placement, upon receipt of your first State or due process complaint, when you request an evaluation, and upon your request. For easy reference, the procedural safeguards are located on the Clay County District Website's Exceptional Student Education page. ~~This provides information about~~ This document provides parents with a full explanation of the procedural safeguards available under IDEA and the Department of Education regulation such as: ~~Exceptional Student Educational programs regarding:~~ prior written notice, parent consent meetings, independent evaluations, records, state complaint procedures, mediation, hearings, administrative law judges, due process hearing rights, appeals of due process, placement during due process hearings and appeals, attorney's fees, discipline including long term removals and interim alternative educational settings (IAES), placement consent and revocation, and private school placements, ~~local education agency complaints (LEA) and state education agency complaints (SEA)~~.

Notice of Rights for Students With Disabilities and Their Parents Under Section 504 of the Rehabilitation Act of 1973

A copy of the 504 procedural safeguards will be provided to you when your child is initially determined eligible for a 504 plan and at each annual 504 plan meeting thereafter. You will also receive a copy when a decision is made to take a disciplinary action against your child that constitutes a change of placement, upon receipt of an impartial due process hearing, and upon your request. For easy reference the procedural safeguards are located on the Clay County district's website Climate and Culture page.

The purpose of this notice is to inform parents and students of their rights granted to them under 504 [34 CFR 104.32] such as, the right to receive a free and appropriate education, evaluation, placement decisions, educational records, and grievance or complaint procedures.

Students Charged with a Felony

Pursuant to Section 1006.09(2), Florida Statutes, a student charged with a felony or delinquent act that would be a felony if committed by an adult, whether it occurred on or away from school board property, may be suspended or assigned to an alternative education program. Such assignment may be made upon determination that the student is eligible according to federal and state program criteria, and:
- ❏ the nature of the offense is such that the student poses a threat to safety of other students or personnel at school
- ❏ the student's safety is at risk by remaining in school or at a school-sponsored event with other students.

A principal can initiate this process in writing through the Hearing Office under authority of F.S. 1001.54 and guidance of F.S. 1006.13(6). Suspension pursuant to this process shall not affect the delivery of educational services to the student and the student shall be enrolled in an alternative education program. Students who are eligible for services under the IDEA or Section 504 of the Americans with Disabilities Act are subject to those procedural safeguards. The recommendation of the principal to exercise this policy must be approved by the principal supervisor.

Student Safety

Threat Management Assessment

In support of maintaining school safety, staff will investigate reports of, or evidence regarding, student behavior on or off school grounds that could pose a threat to the safety or welfare of other students or staff. Threatening or potentially dangerous behavior may include verbal, written, or non-verbal communications or gestures. Threats may be direct, indirect, conditional, or veiled. Threats may be communicated in person, electronically, through a third party, or by other intentional or unintentional means.

In assessing the potential level of danger of a student's behavior, school staff may conduct a threat assessment following district policy. Families may be invited to assist school staff in completing the assessment. However, family refusal to assist staff in completing the assessment will not prevent staff from completing those parts of the assessment about which staff is knowledgeable. Clay County District Schools may also make a determination of risk based on information received from law enforcement agencies, court personnel, mental health professionals, human services, or other agency partners.

Families will be notified when a threat assessment is being conducted, or as soon as possible after such assessment has been conducted, regarding their student. Records of student threat management assessments shall be provided to families upon request. Students may be required to participate in the development of a safety plan and comply with such a plan.

FortifyFL

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials. It is available on the CCDS student portal, and may be downloaded to any portable device through the FLDOE website.

SaferWatch App

SaferWatch is a free emergency notification app. Please take a short moment to download the free app to your phone by accessing the App Store for iPhone users or Google Play for Android users. The app is programmed so that when CCDS teachers and staff are on any of our district's properties, a mobile panic button is available for use in the event of an immediate emergency. For CCDS students, the app allows them to report suspicious activity and tips occurring in schools.

The SaferWatch App Terms of Service (ToS) prohibits using the app for **fraudulent, abusive, or illegal activity**. SaferWatch makes it clear that any suspected fraudulent, abusive, or illegal activity may be grounds for terminating the User's right to use the SaferWatch app.

SaferWatch's User Privacy Policy (UPP) states that anonymous tips may not remain anonymous in the event that a user makes a False Report with the app, and that SaferWatch may release the user's information to law enforcement in these circumstances.

Since SaferWatch connects to the 911/E911 system, the misuse of the app could result in criminal charges.

Random Searches

School officials or school employees designated by the principal may conduct random searches of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; on every third individual entering an athletic event, etc.). Random searches may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal container, object, or weapon, he or she may conduct a metal detector check of the student's person and personal effects.

A student's failure to permit a search as provided in this policy will be considered grounds for disciplinary action, including suspension.

School personnel may conduct a search of a student's possessions, a student's locker, or any other storage area on school property or student vehicle without a warrant when school personnel have reasonable suspicion that illegal, prohibited, harmful items or substance, or stolen property may be concealed in such location. School personnel have the authority to search a student's possessions upon reasonable suspicion if the student refuses to reveal the contents inside.

School personnel are encouraged to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substance, or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally-possessed substance or object.

Principals are authorized to request from law enforcement the need to utilize trained dogs to detect the presence of illegally possessed substances or objects in student lockers, in student automobiles parked on campus, and any student possession that is located on campus per Florida Statute 1006.09(9).

Family and Behavior Expectations

All Clay County District Schools students and staff deserve to learn and work in an environment free from disruption, threat or intimidation. Family members and adult visitors will display appropriate and professional adult behavior in schools, during school events and at sanctioned school activities at all times. In accordance with Florida law, failure of a family member or adult visitor to act appropriately may result in the violator being prohibited (trespassed) from being on school property or attending any school sanctioned events. In cases of significant disruption, law enforcement will be contacted regarding the matter.

Student Health

Immunization

The Florida Department of Health has published the 2020-21 School Entry Immunization Requirements on their website, along with multiple resources to help families navigate the Immunization Guidelines for school-age and preschool/daycare requirements. There is a FAQ section to assist in this process.

A Certificate of Immunization (DH 680) indicating compliance with the current required schedule of immunizations must be presented prior to enrollment in school. A physical exam (performed within 1 year prior to initial enrollment in Florida public or private schools) is required for all students new to the district. (FS 1003.22)

Health Services/Screenings

The new Florida Statute 1014.06 titled "Parents' Bill of Rights", requires parental consent to provide health services in our schools. Parents will need to have a consent form for care provided in the school health rooms signed for each student and on file with the school. At the beginning of each school year, the Clay County Schools and the Florida Department of Health in Clay County are required, by law, (F.S. 381.0056) to inform parents of the health screening program. This program is carried out to appraise, protect and promote the health of students through assisting in the early identification of health problems in the areas of hearing, vision, growth & development, dental, mental health, and scoliosis. These screenings are limited to procedures that do not penetrate the skin or any body orifice (i.e.., any invasive screening requires written parent permission).

Food Allergens

For the safety and wellness of our student body, outside foods and beverages that are not commercially prepared and/or packaged are not allowable at school events or for shared consumption. All outside foods and beverages must contain an FDA-compliant nutrition label and/or a complete list of ingredients that will allow school personnel and/or students to identify potential allergens.

Live Lice Policy

The Florida Department of Health in Clay County is committed to utilizing best practice recommendations for lice management in schools in a manner that respects the privacy of students and families. No Clay County District School (CCDS) personnel, parents of other students or unauthorized personnel other than clinic staff and school principal (on a need to know basis) will be notified of a student having lice/nits. Lice exclusions are viewed as necessary only when excessive infestations (more than 10 live lice, diagnosed by a treating health care provider) are present or there is lack of follow up with treating lice.

Per the Centers for Disease Control and Prevention, head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. For more information, go to head lice information for schools from the CDC.

Both the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN) offers the following information and advocates that school districts review policies regularly based on the following reasons:

❏ Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as 'casings'.

- ❏ Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- ❏ The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- ❏ Misidentification of nits is very common during nit checks conducted by nonmedical personnel.
- ❏ Lice are typically not spread within the school setting. Lice transmission requires close head-to head contact or the sharing of personal hair related items.

School health room staff responsibilities regarding lice in schools:

- ❏ Educate school staff regarding head lice causes, treatment and common misconceptions such as:
    - ❏ Getting head lice is not related to cleanliness of the person or his/her environment.
    - ❏ Head lice are mainly spread by direct contact with the hair of an infested person.
    - ❏ Head lice are not known to transmit disease.
    - ❏ Head lice move by crawling, not hopping or flying.
    - ❏ Head lice are not reportable to the public health departments unless there are other communicable disease related concerns.
- ❏ Educate students and their families about how to prevent lice and what to do if a family member has lice.
- ❏ Collaborate with the Public Health Department or other resources in planning assistance to families who have chronic infestation.

Treatment:

If you suspect a child has head lice, it's important to encourage the parent(s)/guardian(s) to consult with a pediatrician or family physician for proper care as soon as possible. Treatment failure may be caused by lack of response to a treatment, incorrect product usage, misdiagnosis of the original condition, or re-infestation. To help avoid these pitfalls, the physician can confirm the diagnosis, discuss treatment options, provide an appropriate recommendation, and advise parent(s)/guardian(s) on how to properly use the medication.

Key treatment considerations:

- ❏ A common approach to head lice treatment is to use an over-the-counter (OTC) medication. While these treatments have been effective in the past, resistance to some OTC head lice treatments has been reported in recent years. A 2016 study showed that 48 states now have lice that may be genetically predisposed to resistance to commonly used treatments.
- ❏ There are new prescription treatment options available that are safe and do not require nit combing.
- ❏ Parent(s)/guardian(s) should closely follow treatment instructions. Using extra amounts or multiple applications of the same medication is not recommended, unless directed by a healthcare professional.
- ❏ Family bed linens and recently used clothes, hats, and towels should be washed in very hot water and dried on the highest setting.
- ❏ Personal articles such as combs, brushes, and hair clips should be soaked in very hot water (at least 130° F) for 5 to 10 minutes.
- ❏ All household members and other close contacts should be checked, and anyone with evidence of an active infestation should be treated. All persons with active head lice should be treated at the same time.

Communicating with families:

School nurses will help educate the community about head lice and treatment options, including OTC and prescription products, through letters to parents at the beginning of the school year or during a lice outbreak, handouts in the nurse's office, and presentations during parent-teacher nights.

School nurses can also help prevent stigmatization in the community by spreading the word that head lice infest children from all backgrounds and walks of life. Anyone can get head lice, no matter how clean their home or hair is, or where they live or go to school or play.

Head Lice Protocol:

❏ When live lice are identified, the child's parent or guardian WILL be notified that same day by telephone stating that prompt, proper treatment must be completed before return to school after live lice diagnosis.
❏ There are many acceptable treatment options; however, treatment with a product that is both a pediculicide as well as ovicidal is the surest way to kill lice and prevent further re-infestation.
❏ Students will not be allowed to return to school until proof of treatment is presented by parent(s)/guardians(s). Acceptable proof of treatment is a health care provider note, receipt from purchase of over-the-counter lice treatment or visual confirmation from CCDS health room staff of no live lice on scalp upon students return to school.
❏ Notification letters should be sent home to alert parents only if a high percentage (20% or more) of children in a classroom are infested with lice.

Home Responsibilities for General Health Updates

It is the responsibility of the parent(s)/guardian to notify the school of any health condition of their student(s) which may require medication, treatment, or monitoring at school or on school-sponsored trips or activities.

It is the responsibility of the parent(s)/guardian to submit a properly executed "Authorization for Medication/Treatment" form (MIS 12470) to school administration if their student requires medication (including over the counter) or treatment to be given during the school day. Parents will be responsible for delivery and retrieval of medications to the school nurse/health designee. No medications are to be transported via the school bus system. All medications to be administered by school personnel shall be received and stored in the ORIGINAL container; this includes over-the-counter medications.

It is the responsibility of the parent(s)/guardian to notify the school immediately of any chronic or acute medical conditions a child may have and of any necessity for a child to be allowed to self-medicate during the school day. The Health Services Manual may be viewed at Health Services.

Other Important Information for Families

Family Educational Rights and Privacy Act (FERPA)

The revised Family Educational Rights and Privacy Act (FERPA) became a Federal law in November, 1974 (amended 1976). The intent of this law is to protect the accuracy and privacy of student educational records. The Clay County School Board has adopted a policy for the implementation of this Act and the Superintendent of Schools has approved administrative procedures for this purpose.

Accordingly, this notice outlines the type of student information collected and how that information is maintained and released. It further indicates the school officials who have the responsibility to follow appropriate procedures regarding the information.

Section 1003.25 and Section 1002.22, F.S. mandates that each principal maintain a permanent cumulative record for each student enrolled in a public school. Such records are to be maintained according to a format prescribed by rules of the State Board of Education. These State Board Rules also define the data which must be kept.

What information is in a student's record?

Education records of a student include but are not necessarily limited to: personally identifiable data (student and parent name, address, birth date, birthplace, sex, race), academic record, standardized test results, attendance records, health data, family background information, teacher or counselor ratings and observation, psychological reports, extracurricular activities, honors and awards, list of schools attended, and any other evidence, knowledge, or information recorded in any medium and maintained and used by an educational institution or by a person acting for such institution. The principal may maintain a separate disciplinary file for students involved in misconduct to include, but not be limited to, description of misconduct, suspension notices, records of action taken, etc. As amended by NCLB (No Child Left Behind), the district will transfer disciplinary records, with respect to a suspension or expulsion, as part of the student's educational record to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full-or part-time basis, in the school (Section 4155 of the Elementary and Secondary Education Act of 1965). Confidential records created by the Department of Juvenile Justice are not included in a Student's Educational record. The destruction of student records is in accordance with a retention schedule approved by the Bureau of Archives.

Who has access to student records?

Those persons having access to student records are the School Board, the Superintendent, school personnel within a school or school district with a legitimate educational interest and others specified by Section 1002.22 F.S. A Record of Request shall be maintained in the records. These records are maintained under the direction of the principal.

What are the rights of a parent or adult student?

According to (34C.F.R. § 300.20), a parent means:

❏ A natural or adoptive parent of a child;
❏ A guardian;
❏ A person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare); or
❏ A surrogate parent; or
❏ A foster parent if the natural parent's authority to make educational decisions on the child's behalf has been extinguished under State law and the foster parent has an "ongoing, long-term parental relationship with the child; is willing to make the educational decisions required of parents under the Act; and has no interest that would conflict with the interests of the child."

Parents, legal guardians, or adult students (age 18 and/or in post-secondary education) have the right of access, right of waiver of access, right to revoke waiver of access, right to challenge and hearing, and right of privacy of records maintained on their child, and a right of a copy of the record (at the cost of reproduction).

Transfer, disclosure, or release of student records requires prior written consent of the parent of eligible student exceptions include:

❏ disclosures made to school officials with legitimate educational interests;
❏ disclosures made to another school at which the student intends to enroll;
❏ disclosures made to state or local education authorities for auditing or evaluating federal-or state-supported education programs, or enforcing relevant federal laws; and
❏ disclosures including information the school has designated as "directory information."

A parent who wishes to review his/her child's record should make an appointment with the principal or school counselor. School personnel are available to interpret student record information. All such requests will be honored by school officials as soon as possible. It is required that requests be honored within thirty (30) days. A copy of the Clay County Student Records Policy is available in all schools, and at the School Board offices in Green Cove Springs.

In case of divorce or legal separation, either parent may have access to a child's educational record unless an appropriate court order to the contrary has been filed with the school.

Whatever rights are vested in the parent shall pass to the student whenever the student has attained eighteen (18) years of age or is attending a postsecondary educational institution, unless the student continues to be carried as a dependent on the parent's income tax return. [Ref. 1002.22(3)] Students under age 18 may assume adult rights if they become married or are emancipated by court order. [Ref. F.S. 743.01 and 743.015] Note: Pregnant and parenting teens continue as minors unless they become married or emancipated by court order.

Parents or eligible students have the right to file a complaint with the Department of Health and Human Services concerning the alleged failure by the educational agency to comply with Section 438 of the Act. (200 Independence Avenue, S.W., Washington, D. C., 20207). F.S. 1000.21(5) defines "Parent" as: either or both parents, any guardian, or any person who is in a parental relationship to a student, or who is exercising supervisory authority in place of a parent over a student of public school age. The school district specific guidelines regarding "in-loco parentis" situations are detailed in School Board Policy 4.08.

Are there any records which the school can refuse to show a parent or eligible student?
The right to access does not pertain to the following educational records: teacher's/counselor's /administrator's personal notes and records that are not accessible to any other person except a substitute of any such person; law enforcement records which are maintained solely for their purposes; personnel records, physician, psychologist, psychiatrist records, or other recognized professional or paraprofessional records that are maintained solely in connection with treatment; letters of recommendation/evaluation which were considered confidential and entered into the record prior to July 1, 1977. No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920; See additional details in F.S. 1002.22(2)(c)1-8.

What information is released without parent permission?
The School District of Clay County reserves the right for its agents to release "directory information" without prior permission of the parent or adult student. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Such information will be limited to name, address, telephone number (if not unlisted), electronic mail address, field of study, age, participation in school

sponsored activities, height and weight of athletic team members, dates of attendance, most recent school attended, and degrees and awards received.

This information relating to the student body in general (bulk information release) may not be released to any individual or agency unless it is normally published for the public in general. Such information may be released only to a business rendering services under contract with the School Board. Examples: the local newspapers, television, school newspaper, school yearbook, or military services.

Section 9528 of the No Child Left Behind (NCLB) Act requires local education agencies (LEAs) to provide military recruiters with the name, address, and telephone listing of secondary students. The District shall honor any request of a parent or eligible student to withhold any or all of the information relating to a particular student. Photographs are designated as directory information and annual yearbooks and other publications may customarily include student photographs. Parents or eligible students objecting to the use of specific directory information must notify the school principal of such objection in writing within the first month of the student's enrollment. Notification objecting to the use or disclosure of directory information must be in writing and either hand delivered to the Principal of the school at which the student is attending, sent by mail to the Director of Information Services/Public Records Officer at the county office of the Clay County District Schools, 900 Walnut Street, Green Cove Springs, Florida 32043 or sent by email to optoutferpa@myoneclay.net.

Personally identifiable information may be disclosed, transferred, or released without prior consent of the parent or eligible student in connection with enrollment in another school, in emergency situations, application for financial aid, research, a state statute, or an accrediting organization; a court of competent jurisdiction in compliance with an order of that court, or a lawfully issued subpoena upon the condition that the pupil or student and his parent are notified of the order or subpoena in advance of compliance therewith by the educational institution.

In preparation of cases for prosecution under the Compulsory School Attendance and Child Welfare Law (F.S. 1003.21), the school system is authorized to release pertinent data in interpretative form to the State Attorney's Office, to the Department of Juvenile Justice, and the appropriate court without parent consent.

Student Device Electronic Agreement

Please read the following carefully before electronically signing this document. This is a legally binding contract and must be signed by the student ("Student") and a Parent or Legal Guardian ("Parent/Guardian") before a Chromebook (hereafter "Electronic Device") is assigned to you.

Purpose
The primary purpose of Clay County District School's provision of access to electronic devices, network resources, and computer support services is to facilitate education and research consistent with the educational objectives of Clay County District Schools ("CCDS").

This Agreement must be signed by both the Student and the Parent/Guardian and is binding upon both parties.

Terms and Conditions
Term and Termination: This Agreement shall commence on the issue date and shall terminate at the end of the school year the agreement is signed.

Student and Parent/Guardian's Obligations
Student and their Parent/Guardian agrees to:

- ❏ Use, maintain, and keep the Electronic Device in good operating order, at their own expense, in the manner for which it was designed and intended
- ❏ Not allow or make any alterations or additions to the Electronic Device without the prior written consent of CCDS
- ❏ Return the Electronic Device to CCDS in the same condition as received on the beginning date of the Agreement, minus reasonable wear and tear
- ❏ Use the Electronic Device in ways that are not disruptive, offensive, harmful, or otherwise improper or against the acceptable use policies of CCDS
- ❏ Provide CCDS with written notice to any change in address or telephone number during the term of this Agreement

Issuing Electronic Devices

If you have an objection to your student using CCDS electronic devices, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

Return of Electronic Device

Students are required to return the Electronic Device to the assigned school administrative office upon: · Graduation OR

- ❏ Transfer from CCDS School OR
- ❏ Temporary or permanent discontinuance of schooling OR
- ❏ Last Day of School OR
- ❏ Termination of this Agreement for Failure to Comply

Student and Parent/Guardian acknowledge that failure to return the property after notice of termination constitutes theft.

Failure to Comply

Failure to comply with any of the terms of this Agreement may result in the imposition of fines (for repair or replacement of the device), termination of the Student's ability to participate in this Program, and/or the imposition of appropriate civil or criminal penalties against Student and/or Parent/Guardian.

Criminal or Civil Liability

Student and Parent/Guardian acknowledge that they are subject to criminal prosecution or civil liability for the destruction or misuse of the device. A theft report will be filed with the local Law Enforcement if a device is reported as stolen and Student and Parent/Guardian would still be financially responsible for the Electronic Device.

Ownership of Electronic Device

The Electronic Device is, and shall remain, the property of CCDSB. Student and Parent/Guardian shall have no right, title, or interest herein or thereto except as expressly set forth in this Agreement.

Student and Parent/Guardian shall not assign rights or obligations under this Agreement or enter into any sublease of all or any part of the Electronic Device.

Warranty

Student is being issued the device acknowledges that the device is being presented "as is" without warranty, other than any warranty provided by the manufacturer of the Electronic Device.

Lost or Damaged Electronic Device

Should the Student damage or lose the Electronic Device, the Student and Parent/Guardian will be responsible for paying all outstanding lease payments for the entire term of this Agreement or repair cost, as applicable.

Right to Audit
As permitted by law, CCDS reserves and intends to exercise the right to review, audit, intercept, access, and search the Electronic Device at will, monitor data usage and messages on the Electronic Device at any time for any reason, without notice or other restrictions.

Computer Resource Use Policies
All users of CCDS devices and network resources are required to comply with the following:
- Files, user ID's, passwords, and computer output belonging to an individual or to CCDS are considered to be personal property, but may be subject to audit by CCDS.
- Users shall not examine, change, or use CCDS or another person's files, output, or usernames for which they do not have explicit authorization.
- Users shall not deliberately attempt to degrade system performance or capability. Knowledge of systems or special passwords shall not be used to damage a system or file, or to change or remove information without authorization.
- Users shall not use the system for any illegal purpose or to enter or send any material that is obscene, pornographic, or defamatory, or material that is intended to annoy, harass, or alarm another person.
- All users shall use software only in accordance with applicable license agreements. Users shall not make unauthorized copies of any software under any circumstances. Duplication of licensed software for any purpose except for backup and archival purposes or when otherwise specifically authorized is prohibited. Users shall not give or transfer software to anyone except other authorized users of the CCDS network or device without specific approval from the CCDS. All software must be lawfully purchased or acquired.
- Use of computer systems and databases shall be limited to the purpose(s) for which access is granted. Unless such use is specifically granted, use of CCDS digital resources for personal or private use for-profit, is prohibited.
- Students are authorized to use electronic devices and network services for incidental personal use, provided such use does not interfere with the educational objectives of CCDS or overload network resources, thereby denying it to others.
- Repeated minor infractions of the Student Responsible Use Guidelines or violations of a serious nature may result in the temporary or permanent loss of network access and/or Electronic Device use. More serious violations that may result in permanent loss of network access and/or Electronic Device use include, but are not limited to, extending computing resources to unauthorized users, attempts to steal passwords or data, unauthorized use or copying of licensed software, unauthorized attachment of personal computers to the CCDS network, unauthorized use of another's account, or overloading network resources thereby denying it to others. No payments made for the Electronic Device will be refunded if network access and/or Electronic Device use is denied due to violations or infractions of any CCDS or computer use policies, whether or not such infractions are mentioned in this Agreement.
- Filtering will be provided by CCDS for school and off-site use. This filtering is a best effort to ensure that inappropriate material is not accessed by students whether in school or off site. No filtering solution is perfect, and this service is being provided free of any warranty.

Responsible Use Guidelines

Discovering Endless Possibilities
Technology is an integral part of the CCDS curriculum across subjects and grades in developmentally appropriate ways, and it is aligned to the competencies listed in the Florida Standards which include: seek

knowledge and understanding; think critically and solve problems; listen, communicate and interact effectively; exhibit strong personal qualities; and engage and compete in a global environment.

Technology Agreement

I understand that using digital devices (whether personal or school owned) and the CCDS network is a privilege, and when I use them according to the Responsible Use Guidelines I will keep that privilege.
I understand that I have no right to privacy when using the CCDS network.

All students of Clay County District Schools agree to follow the Clay County District Schools Code of Student Conduct, school rules, and commit to the following Responsible Use Guidelines:

I will:
- use digital devices, networks, email, and software in school for educational purposes.
- keep my personal information (including home/mobile phone number, mailing address, and user password) and that of others private.
- show respect for myself and others when using technology, including social media.
- give acknowledgement to others for their ideas and work.
- report inappropriate use of technology immediately.

The **Responsible Use Guidelines** will be reviewed each school year together with students and teachers and will provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship, ethical, and appropriate use of technology.

Child Abuse Reporting

All employees and agents of the District School Board are authorized and mandated by Florida Statute 1006.061 to report all actual or suspected cases of child abuse, abandonment, or neglect to the Department of Children and Families, Central Abuse Hotline (1-800-962-2873), and to provide them with the necessary information to pursue such complaints. Employees have immunity from liability if they report such cases in good faith.

<u>**Student Surveys**</u>
No Child Left Behind (NCLB) requires Local Education Agencies (LEA's) to notify parents and/or obtain parental consent prior to the administration of a student survey that is:

- ❏ part of an "applicable program" (funded in whole or in part by any program administered by the United States Department of Education (USDOE) require LEAs to obtain prior written consent of the parent.
- ❏ surveys that are created by a third party (funded by sources other than USDOE programs) required LEAs to adopt specific policies. (These surveys do not require prior written parental consent but instead require districts to offer parents the opportunity to opt the student out of participation.)

LEAs are required to make the survey instrument available for inspection by parents regardless of funding source. By request of the State of Florida, school districts administer the Florida Youth Survey (FYS) which is funded from sources other than the USDOE. The district is required to offer parents the opportunity to opt their child out of the survey.

~~Notice of Child Find Activities~~

~~The School District of Clay County will actively seek to locate exceptional students and maintain information on those students screened and identified as exceptional. The term "exceptional student" includes the mentally handicapped, the speech and language impaired, the deaf and hard-of-hearing, the blind and partially sighted, the physically impaired, the other health impaired, the emotionally handicapped, the gifted, the homebound or hospitalized and those with specific learning disabilities.~~
~~Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, check lists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, and other professional personnel, and the child himself. The information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies.~~

~~Students are screened periodically for vision, hearing, speech, and academic achievement as the initial step in the process of identifying those students with suspected exceptionalities. If your child is considered for further testing, you will be invited to participate in the decision-making process in a Child Study Team meeting at your child's school. Before you are asked to give your permission, you will be informed of the purpose of the evaluation and the procedural safeguards made available to you.~~

~~Should you have any questions, please contact your child's principal or school counselor.~~

ESE Parent Notification moved to Section on ESE Discipline - Page 39/40

Parental Notification of McKay Scholarship
~~Effective July 1, 2006, Florida Statute, Section 1002.39(5)(a)1, states that by April 1 of each year or within 10 days after an individual educational plan meeting out district must notify you of all available options. This includes informing you of the availability of the DOE toll free information hotline (1-800-447-1636) and internet website, www.floridaschoolchoice.org and offering the parents an opportunity to enroll the student in another public school within the district during the required time limit if the school is not closed or otherwise at capacity. This notice is one of several ways the district meets the Florida Statute requirements.~~

Notice of Request for Individuals with Disabilities Education Act Input
~~The Clay County Exceptional Student Education Department receives federal funding through the Individuals with Disabilities Education Act (IDEA). We solicit input from Parents, Administrators, Specialists, Teachers, Assistants, and ESE secretaries in developing our federal IDEA grants. Currently it is spent almost entirely for personnel. This includes over 150 assistants, 30 teachers, nurses, mental health counselors, secretaries, private school services, particularly speech therapy, and specialists. We also provide training for teachers and parents through the IDEA grants. Our current district goals include augmenting the autistic (ASD) program and training, and expanding PreK, InD and E/BD programs to more sites closer to home. Another goal is to increase specialized programs in the Oakleaf and Keystone areas and offer new VI/HI classes at additional grade levels.~~

~~For questions or additional information please contact the ESE Department at (904) 336-6866.~~

Use of Student Work, Video, and Photographs

From time to time, students have the opportunity to be recorded, photographed, or display artwork. Some of these recordings, photographs, schoolwork or artwork may be archived, included in the local news, on the

school's CCTV or web page, and may eventually air on the School District of Clay County educational channel or be used at local, state or national conferences.

If you have an objection to your student's work or name being used for any of the above purposes, or if you object to photographs or recordings of your student being used, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

For your information, if your student is an exceptional education student, your explicit, written permission will be obtained prior to any media release which identifies your student by name, along with his exceptionality or exceptional placement designation.

Social Media Guidelines

In accordance with the Clay County District Schools' Student Code of Conduct, the District expects students to set and maintain high ethical standards in their use of social networking. Personal use of social media may have an effect at school. While at times it is easy to tell whether social media use is school-related or personal, at other times it may be difficult to distinguish fully between different uses. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action such as a parent conference, suspension, alternative disciplinary placement, and/or expulsion. It is important to remember that infractions outlined in the CCDS Student Code of Conduct prohibiting certain types of communication also apply to electronic communication. To be safe, be in control of what you do online, even if it is during personal time.

Guidelines for Student Use of Social Media

❏ Think before you post. Clay County District Schools recommends that students use discretion when posting to social media sites at all times and requires that students follow the CCDS Student Code of Conduct when on school district property.
❏ If you see anything of concern on a fellow student's social networking page or account, you should promptly contact your school based administration, your teacher, or other school staff.
❏ Be thoughtful about what you share online and consider how it would appear to family, friends, colleges, and future employers. Do not post or link anything (photos, videos, web pages, audio files, forums, groups, fan pages, etc.) to your social networking site(s) that you wouldn't want anyone to access. Social media venues are public and information can be shared beyond your control.
❏ When responding to others, remember to be respectful and avoid comments that may be hurtful. You should refrain from using profane, obscene, or threatening language.
❏ Use of school or District logos or images on your personal social networking sites is prohibited. The Clay County District Schools reserves the right to request school-related images or content posted without permission to be removed from the internet. If you wish to promote a specific activity or event, you may do so only by means of a link to school or District official social media accounts.
❏ You should always take responsibility for what you post. Do not misrepresent yourself by using someone else's identity.
❏ Only accept invitations to share information from people you know. Utilize privacy settings to control access to your network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.
❏ Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to: Social Security numbers, phone numbers, addresses, exact birth dates, and pictures with parties you don't know or on unsecure sites.

- ❏ Users should keep their passwords secure and never share passwords with others. If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable.
- ❏ Cyberbullying is considered an act of harassment. See the CCDS Student Code of Conduct for detailed information.

Rights of Divorced Parents

Under current divorce laws, "shared parental responsibility" awards both parents full rights to the child, although "primary physical residence" is awarded to one parent. Neither parent has priority over the other with regard to the child's education, both parents have full and complete rights to pick up the child, to inquire about school work, and participate in school activities. The parent(s) should provide the school with a copy of the final court judgment to determine new shared responsibility. Additional court documents, such as injunctions or modifications to the final judgments, should be provided to the school immediately as these may put new limits on access rights of a parent."In the event a parent is not granted shared parental responsibility then that parent may not pick up or check out the child unless the parent who is the primary residential custodian informs the school in writing that such actions are acceptable.

Custody papers issued by a court outside the state of Florida will not be accepted at face value. Out-of-state documents must be domesticated through the Florida Courts.

Parental Concerns Regarding Employees

The Clay County School Board recommends that parents who have a complaint about an employee begin by registering their concern directly with the employee in question, if possible. The vast majority of parental concerns are solved at this level. If not, parents are urged to contact the principal, district office staff, the Deputy Superintendent or the Superintendent to express their concerns.

Parents are often asked to put their concerns in writing. While this is not a requirement, it is often important, depending on the seriousness of the charge and the ultimate action proposed as the result of investigation. It is not the school system's intent to discourage parental concerns by establishing complex procedures for registering them. It is our intent, however, to make certain that parents are heard, that their concerns are investigated, if appropriate, and that our employees' due process rights are protected.

Appendix A: Glossary

Commonly used acronyms and definitions of educational terms frequently used in Clay County District Schools:

Glossary of Acronyms and Definition of Terms	
504 Plan	Disability Accommodation Plan under Section 504 Rehabilitation Act of 1973
Access Points	Expectations written for students with significant cognitive disabilities to access the general education curriculum
Achieve3000	Reading and writing intervention program using non-fiction text to differentiate instruction
ACT	American College Test; college entrance exam
ADD/ADHD	Attention Deficit/Hyperactivity Disorder
AP	Advanced Placement
ASD	Autism Spectrum Disorder
AYP	Adequate Yearly Progress
CCEA	Clay County Education Association
CESPA	Clay Educational Staff Professional Association
CTE	Career and Technical Education
CVA	Clay Virtual Academy
ELA	English Language Arts
ELL	English Language Learners
EOC	End of Course Exam
ESE	Exceptional Student Education
ESL	English as a Second Language
ESY	Extended School Year
FERPA	Family Educational Rights and Privacy Act
FHSAA	Florida High School Athletic Association
FLDOE	Florida Department of Education
Focus	CCDS Student Information System
FSA	Florida Standards Assessment
GPA	Grade Point Average

Guardian	School employee qualified and trained to carry a gun on a school campus
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IQ	Intelligence Quotient
i-Ready	An interactive online learning environment for reading and math
LLI	Leveled Literacy Intervention
PSAT	Preliminary SAT; practice college entrance exam
RAIT	Risk Assessment & Intervention Team
SAC	School Advisory Council
SAT	Scholastic Assessment Test; college entrance exam
SEDNET	The Multi-agency Network for Students with Emotional/Behavioral Disabilities creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional or behavioral challenges
SEL	Social-Emotional Learning
SESIR	School Environmental Safety Incident Reporting; FLDOE student behavior coding system
SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
SIS	Student Information System
SRO	School Resource Officer
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
YMHFA	Youth Mental Health First Aid

Appendix B: Behavior Infraction Codes

Level 0

Level 0 codes are reserved for documentation purposes only for state reporting purposes and student behavior records. Any actions/intervention can be administered and recorded in the student information system at the principal's discretion. Suspension of any kind should not be used with these codes.

Behavior Incident Tracking (BIT) - To be used for documentation of problematic student behaviors. Consequences can be issued using this code.

Unsubstantiated Bullying (UBL) – After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of bullying as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).

Unsubstantiated Harassment (UHR) – After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).

Level 1

Level 1 infractions is relatively minor misbehavior or general classroom disruption that interferes with the orderly educational process in the classroom or other areas.

Dress Code Violation (DRS) - To dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety. Non-conformity to the general code of appearance as outlined in Board Policy.

Profanity/Obscene Language or Gesture (PRO) – Abusive, profane, obscene or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.

Providing False Information Lying/Forgery (FLS) - Giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school. Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. This includes Forgery - to fashion or reproduce for fraudulent purposes, such as signing parents' name to a note.

Skipping Class (SKP) – If the student does not report to their assigned class but has been marked present throughout the school day or if the student reports 15 minutes or later to their assigned class.

Tardiness (TAR) - Late to class or school; if the student arrives 15 minutes after the beginning of class w/o permission then the student is considered SKP/skipping class.

Violation of Classroom Rules (VCR) - Violation of specific posted or written class rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

❑ **Cheating** - Academic cheating is defined as representing someone else's work as your own. If the student cheated on their own with no other student or participant then the cheating will be a Violation of Classroom Rules. In the event the student was cheating with multiple participants or on a state assessment, the student will receive Inappropriate Conduct.
  ● Example: having answers prior to an exam.

Wireless Communication Device (WCD) - Use of a wireless communication device in a way that is not outlined in the Wireless Communication Device Guidelines. (Refer to Inappropriate Use of Technology/Wireless Communication Devices as a possible code)

Level 2

Level 2 infractions are acts of misbehavior whose frequency and seriousness tends to disrupt the learning climate of the school. These infractions usually result from a continuation of Level 1 misbehavior and require administrative personnel intervention. This misconduct must be reported to the appropriate school administrator for disciplinary action. The administrator will follow the procedure designated for major violations (Level 1) when investigating the situation and deciding on disciplinary action.

Abuse of School Property vandalism under $1,000 (ABS) - To use wrongly or improperly, or to maltreat any school equipment or property, including, but not limited to, the inappropriate use of a computer by breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software and entering, distributing or printing unauthorized files.

Defiance/Disrespect Insubordination (DEF) - Refusal or failure to obey, marked by resistance to authority. The flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority. Examples see below:
  ❑ Leaving Class Without Permission - Student did not have permission granted by the teacher or other school entity to leave the classroom environment; unauthorized leaving of assigned class.

Inappropriate Conduct (IAC) - Violation of specific posted or written school rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.
  ❑ Cheating - Academic cheating is defined as representing someone else's work as your own. If the student cheated on their own with no other student or participant, the cheating will be a Violation of Classroom Rules. In the event the student was cheating with multiple participants or on a state assessment, the student will receive IAC: Inappropriate Conduct. Several examples of IAC include sharing work with someone else, purchasing an academic paper or test questions in advance, paying another student to do the work, and plagiarism.
  ❑ Gambling - One who participates in games of chance or skill for money or profit.

Leaving School Without Permission (LVS) – Unauthorized leaving of school grounds.

Low Level Confrontation (DSP) - Student who deliberately pushes, pulls, shoves, strikes, taunts, antagonizes, or mutual physical altercation with another student or by acts or words that does not result in any injuries and is stopped by verbal intervention.

Possession of an Inappropriate Object (POS) - Possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, cellular telephones, portable cassette or CD players, electronic games, rollerblades, skateboards, lighters, hats, etc. and any other items that cause distraction and/or damage to persons or property or otherwise interferes with learning. An example

is the possession of a pocket knife which may be potentially dangerous or harmful to others. These items will be confiscated.

Stealing/Petty Theft <$750~~300~~ (STP) - taking of property while on school grounds or from a vehicle on school property worth under $750~~300~~

Student uses Profanity directed at a School Board Employee (SPE) - A student who intentionally engages in a verbal confrontation involving a school board employee with profanity/obscene gestures. If the verbal confrontation involves a threat, the behavior will be coded as Threat/Intimidation (**TRE**).

<div align="center">

Level 3

</div>

Level 3 infractions are major acts of misconduct. They include serious disruptions of school order and threats to the health, safety and property of others. The misconduct must be reported promptly to a school administrator, who may remove the student from the school or activity immediately.

Local Codes

Felony Charges (SAO) - Previously defined as State Attorney Charges.

Identity Theft (IDT) - When a student represents themselves as another individual (including but not limited to students and district employees) with the intent of creating confusion or disruption to another's well-being. The fraudulent acquisition and use of a person's private identifying information.

Inappropriate use of Technology/Wireless Communication Devices (TEC) - When the possession of a wireless communication device disrupts the educational process. This includes the unauthorized use of a wireless communication device to capture images or recordings without permission during school hours, attaching power cords to school devices, and/or the unauthorized use on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

Multiple Level 2 Infractions (MUL) - If a student commits 7 or more Level 2 infractions they may receive a "multiple level 2" infraction. This code can be used to initiate a Hearing Office Referral.

Room Clearing Event (RCE) – Should a student create an unsafe environment and the student population of the classroom needs to be removed for their safety.
> Examples:
> ❏ Student is throwing objects and turning over chairs
> ❏ Student is running around the classroom and refuses to stop while pushing into other students.
> Non-Example:
> ❏ Student refuses to do work and yells when asked to begin.
> ❏ Student throws an object not directed towards another student

Student Confrontation/ School Board Employee Non Physical (SCE) - A student who intentionally engages in a confrontation involving a school board employee.

Violation of Behavior Contract (VBC) – If a student violates the school or district behavior contract.

SESIR Codes - These are violations defined by the Florida Department of Education and are to be reported as School Environmental Safety Incident Reporting incidents.

Bullying/Cyberbullying (BUL) - Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment. ~~Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.~~

> Examples:
> ❏ Student uses a cell phone to take a picture of a student using the bathroom at school and shares it electronically.
> ❏ Student spreads nasty rumors at school about another person, in conversation, in a note, or electronically.
> ❏ Student repeatedly teases another person in a mean way, calling him/her inappropriate names, making fun of his/her appearance, or the way he/she talks, dresses, or acts.
>
> Non-Examples:
> ❏ Student calls another student an inappropriate name once.

The most common places where cyberbullying occurs are:
> ❏ Social Media, such as Facebook, Instagram, Snapchat, and Twitter
> ❏ SMS (Short Message Service) also known as Text Message sent through devices
> ❏ Instant Message (via devices, email provider services, apps, and social media messaging features)
> ❏ Email

~~Breaking and Entering~~/Burglary (BRK) - Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein. ~~The unlawful entry with force, or unauthorized presence in a building or other structure, or conveyance with evidence, or the intent to damage or remove property or harm a person(s).~~

> Examples:
> ❏ Student or other breaking and entering into:
>> ❏ a school building during athletic events,
>> ❏ a school bus, or
>> ❏ a residential garage that is being used for a school-sponsored event
> ❏ Student or other willfully remaining within a building after it has been secured and committing a crime, such as vandalism or theft.
>
> Non-Examples:
> ❏ Student or other entering an unlocked gym, without permission, and using the basketball court.
> ❏ Student or other wandering the halls, after hours, after entering through an unlocked door.

Disruption on Campus (DOC) - Major - ~~Majorly Disorderly Conduct~~ Disruptive behavior that poses a serious threat to the learning environment, health, safety or welfare of others.
> Examples:
> ❏ Student or other making a bomb threat.

- ❏ Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group.
- ❏ Student or other causing an incident that results in closing the cafeteria.
- ❏ Student or other inciting a riot.
- ❏ Student or other pulling the fire alarm.
- ❏ Student or other deliberately crashing the school computer system.
- ❏ Student or other causing an incident that prevents others from proceeding to the next class or prevents egress.

Non-Examples:
- ❏ Disruption of a single classroom.
- ❏ Student defying authority.
- ❏ Student disobeying or showing disrespect to others.
- ❏ Student or other using obscene or inappropriate language or gestures.
- ❏ Student not sitting in seat and/or talking loudly while school bus is moving.

Fighting (FIT) - When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury.

Examples:
- ❏ Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
- ❏ Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants.

Non-Examples:
- ❏ Student verbally confronting another student/teacher.
- ❏ Student or other engaging in pushing and shoving who is easily separated or stopped.
- ❏ Student or other engaging in a fight which is resolved without injury or need for physical intervention ~~restraint~~.

Harassment (HAR) - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.
- ❏ ~~places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property~~
- ❏ ~~has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.~~

Example:
- ❏ One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset.

Non-Example:
- ❏ Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends, no offense was taken by either student from the interaction.

Hazing (HAZ) - Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements. ~~"Hazing" includes but is not limited to: (1) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, (2) any brutality of a physical nature, such as whipping, beading, branding, or exposure to the elements.~~

> Examples:
> ❏ Pressuring, coercing or forcing a student into: 1) violating state or federal law; 2) consuming food, liquid, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student.
> Non-Examples:
> ❏ Requiring new team members to attend additional supervised practices.

Other Major (OMC) - (Major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified. This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate Related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown. ~~Students selling items on school grounds that have not been authorized by the school or for school sanctioned events.~~

> Examples:
> ❏ Student produces or uses counterfeit money.
> ❏ Student participates in gambling activities.
> ❏ Student possessing drug paraphernalia.~~, vaping oils, device used to vape~~.
> ❏ Student possesses pornographic materials depicting others under the age of 18.
> ❏ ~~Student is selling goods, services or food that has not been authorized by the school for a sanctioned event~~
> Non-Examples
> ❏ Student arrested for violating probation.
> ❏ Student or other arrested for committing crimes off-campus.

Sexual Offenses (SXO) - Other sexual contact, including intercourse, without force or threat of force, subjecting an individual to lewd sexual gestures or comments or sexual activity, or exposing private body parts in a lewd manner.

> Examples:
> ❏ Student or other participating in sexual activity in front of a student.
> ❏ Student or other intentionally exposing genitals.
> ❏ Student or other touching the buttocks of another in lewd, lascivious manner.
> ❏ Two or more students engaging in sexual activity.
> ❏ Student or other soliciting or encouraging a person to commit a sexual act.
> Non-Examples:
> ❏ Students kissing consensually
> ❏ A kindergarten child relieving himself publicly.
> ❏ A first grade student hugging another
> ❏ Student inadvertently touching the breasts, buttocks or groin of another student.
> ❏ Inappropriate or suggestive gestures.

Simple Battery~~Physical Attack (PHA)~~ - An ~~Refers to an~~ actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

Example:

- ❏ Throwing an object and hitting someone hard enough to cause injury.
- ❏ Aggressively punching another person in the face.
- ❏ Student committing a battery upon a school district employee such as a teacher or other staff person.

Non-Examples:

- ❏ Horseplay, low-level pushing and shoving between students.
- ❏ Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it. o Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants. (Refer to Fighting as a possible alternative code.)

Tobacco (TBC) -The possession, use, distribution, or sale of tobacco products and vape/vaping related products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21 ~~18~~.

Examples:

- ❏ A student under 21 possessing and/or smoking cigarettes, cigars, etc.
- ❏ A student under 21 possessing and/or using a nicotine dispensing device or electronic nicotine delivery system (ENDS) such as electronic cigarettes, vape pens, hookah pens, etc.
- ❏ A student using smokeless tobacco or nicotine products.
- ❏ ~~Students using any device, or in possession of any part of a device, that allows for the inhalation of vapor.~~
- ❏ ~~Student sharing device with another student for the purpose of use or possession.~~

Non-Examples:

- ❏ Student in possession of any oils or products containing THC or CBD (refer to **DRU**).
- ❏ Student in possession of aromatic essential oils.

Threat/Intimidation (TRE) - An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means. ~~A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements:~~

- ❏ ~~intent – that the threat is heard or seen by the person who is the object of the threat.~~
- ❏ ~~fear – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and~~
- ❏ ~~capability – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.~~

Examples:

- ❏ Student or other willfully and repeatedly following another or stalking with intent to cause the person to fear for their safety.
- ❏ Student or other who willfully and repeatedly uses email or text messages to cause another to fear for their safety or cause substantial emotional distress (cyber stalking).

~~Non-Examples:~~

- ❏ ~~Student or other engaging in mutual combat with another.~~
- ❏ ~~Student or other actually using force or violence against another. (Refer to Battery or Fighting as possible alternative codes.)~~
- ❏ ~~Student waving to another student in the hallway, waiting after class to talk to him/her and calling to ask him/her out.~~

Level 4

Level 4 acts of misconduct are the most serious. All Level 4 infractions are grounds for expulsion, and will result in a mandatory 10-day suspension. These acts are clearly criminal and are serious enough to require administrative actions that result in immediate removal of the student from school, the intervention of law enforcement authorities, or action by the Superintendent and Clay County School Board.

Aggravated Battery (BAT) - A battery where the attacker intentionally or knowingly causes more serious injury (as defined in paragraph (8)(g) of 6A-1.0017 (SESIR), such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.~~The physical use of force or violence by an individual against another.~~

> Examples:
> - ❏ Student hitting another with a heavy object over the head.
> - ❏ Student jabbing a pen into another's arm resulting in serious injury.
> - ❏ Student or other engaging in a mutual physical altercation with another and continuing to hit/beat that person even after that person stops fighting, or is no longer able to fight back resulting in serious injury.
> - ❏ Student committing aggravated battery upon a school district employee such as a teacher or other staff person.
>
> Non-Examples:
> - ❏ Student or other delivering a single poke to the chest.
> - ❏ Student or other delivers a single, non-injuring strike to the arm of another.
> - ❏ Students or others actively engaging in fight with each other (refer to Fighting code as a possible SESIR code).
> - ❏ Student or other striking back when hit by an aggressor and becoming engaged in a fight with the aggressor (refer to Fighting code as a possible SESIR code).

Alcohol (ALC) - Possession, sale, purchase, distribution, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related. ~~or in the course of the investigation it is discovered that the person is impaired.~~

> Examples:
> - ❏ Student testing positive for alcohol by law enforcement.
> - ❏ Student possessing, using, or selling alcohol.
>
> Non-Examples:
> - ❏ Student suspected of using alcohol without evidence.
> - ❏ Student smelled of alcohol who after investigation, was found to be diabetic.

Arson (ARS)- To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

> Examples:
> - ❏ Student or other deliberately setting a fire on campus.
>
> Non-Examples:
> - ❏ Student or other unintentionally starting a fire.

Criminal Mischief~~Vandalism~~ **> $1,000 (VAN)** - Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti

thereon or other acts of vandalism thereto. Incidents that fall below the $1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.~~The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.~~

> Examples:
> ❏ Student or other extensively defacing school with graffiti.
> ❏ Student or other keying or scratching a car in a campus parking lot.
> ❏ Student or other trashing a classroom resulting in damages of $1,000 or more.
> ❏ Student(s) damaging a hotel room ($1,000 or more) on a school-sponsored trip.
>
> Non-Examples:
> ❏ Student or other accidentally damaging chemistry lab equipment.
> ❏ Student or other causing damages under $1,000.

Drug Sale/Distribution Excluding Alcohol (DRD) - The manufacture, cultivation, sale or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.

> Examples:
> ❏ Student passing a marijuana cigarette around in the school bathroom.
> ❏ Student giving prescription drugs prescribed for someone else to another.
> ❏ Student selling cocaine to another.
> ❏ Student or other misrepresenting substances as illegal drugs.
>
> Non-Examples:
> ❏ Student taking medication prescribed for themselves.
> ❏ Student giving an aspirin or other over-the-counter medication to another in dosage prescribed.
> ❏ Student smoking a marijuana cigarette alone. (Refer to DRU: Drug Use/Possession)
> ❏ Student found with a single marijuana cigarette in backpack. (Refer to DRU: Drug Use/ Possession)

Drug Use Possession Excluding Alcohol (DRU) - The use, or possession of any drug, narcotic, controlled substance or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. ~~hallucinogenic purposes.~~

> Examples:
> ❏ Student or other possessing or being under the influence of illegal drugs at school, at school-sponsored events, or on school transportation.
> ❏ Student possessing or observed swallowing prescription drugs that are not prescribed for him/her.
> ❏ Student found inhaling or ingesting intoxicants, glue, solvents, or aerosols for hallucinogenic purposes.
>
> Non-Examples:
> ❏ Student possessing or using over-the-counter medications in dosage prescribed.
> ❏ Student using inhalers for asthmatic condition.
> ❏ Student possessing drug paraphernalia (refer to Other Major, **OMC**).

Grand Theft ~~Larceny/Theft~~ **(STL),** The unauthorized taking of the property of another person or organization, including motor vehicles, valued at $750 or more, without threat, violence, or bodily harm. Incidents that fall below the $750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery. ~~including motor vehicle theft - The unauthorized taking, carrying, riding away or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm.~~

Examples:
- ❏ Student or other embezzling public funds.
- ❏ Student or other stealing an item/items worth $750 ~~300~~ or more.
- ❏ Student finding a checkbook, signing owner's name and making a purchase.
- ❏ Student or other stealing a car or motorcycle.

Non-Examples:
- ❏ Student or other borrowing an item without permission.
- ❏ Student or other committing robbery (code as Robbery instead)
- ❏ Student or other stealing an item less than $750~~300~~.
- ❏ Student steals a credit card but no charges are made to the card.

Homicide (HOM) - The unjustified killing of one human being by another.
Examples:
- ❏ Student or other person, known or unknown, committing any homicide on school campus, at school-sponsored events, or on school transportation.

Non-Examples:
- ❏ Student or other accidentally dying
- ❏ Student or other committing suicide.

Kidnapping (KID) - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.
Examples:
- ❏ Student or other holding another person for ransom or reward, as a shield, or as a hostage.
- ❏ Non-custodial caregiver, with a restraining order, picking up a student.

Non-Example:
- ❏ Student running away with her boyfriend after being picked up from school by him.

Robbery (ROB) - The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property ~~anything of value that is owned by another person or organization,~~ under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear
Examples:
- ❏ Student or other snatching a gold chain off someone's neck
- ❏ Student or other extorting lunch money
- ❏ Student or other engaging in "Carjacking"

Non-Examples:
- ❏ Student or other taking money or valuable worth $750 or more from an unattended purse. (Refer to Grand Theft ~~STL:Larceny/Theft~~ as a possible alternative code.)

Sexual Assault (SXA) - An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault. ~~a threat of rape, fondling, indecent liberties, child molestation, or sodomy. The threat must include all of the following elements: 1) intent; 2) fear; and 3) capability.~~

Example:

❏ Student or other threatening to rape another.
❏ Student or other intentionally touching anyone younger than 16 years old in a lewd manner.

Non-Example:

❏ Kindergarten student threatening another with a sexual act.

Sexual Battery (Rape) (SXB) - Forced or attempted oral, anal or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object. Both males and females can be victims of sexual battery.

Examples:

❏ Student or other raping someone.
❏ Student or other attempting to rape someone.

Non-Examples:

❏ Students engaging in consensual sex acts. (Consensual sex is not Sexual Battery. Refer to SXO: Sexual Offenses (Other) as a possible alternative code.)
❏ Student or other threatening to rape someone. (Refer to Sexual Assault as a possible SESIR code.)

Sexual Harassment (SXH) - Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties. ~~Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. (6A-19.008(1)SBE Rule) An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.~~

Examples:

❏ Student or other causing unwanted and ongoing episodes of leering, pinching, grabbing.
❏ Student or other making repeated suggestive comments or jokes or actions of a sexual nature.
❏ Student or other pressuring one to engage in sexual activity.
❏ ~~Teacher threatening to lower a student's grade if sexual favors are not given.~~
❏ Student or other repeatedly showing a photograph, poster or other images of nudity, lewd or sexual activity.
❏ ~~Student or other pressuring another student for sexual favors by threatening to prevent him/her from participating in a school activity.~~

~~Non-Examples:~~

❏ ~~Student engaging in consensual sex. (Refer to Sexual Offenses (other) code as a possible SESIR code.~~
❏ ~~Student unintentionally brushing up against another in the hallway.~~
❏ ~~A single incident of a kiss that may be unwanted.~~

Trespassing (TRS) - To enter or remain on a school grounds/campus, school transportation, or at a school-sponsored function/off campus without authorization or invitation and with no lawful purpose for entry.

> Examples:
>> ❏ Any unauthorized person entering the campus.
>> ❏ Any unauthorized person remaining on property after being issued an official trespass warning by school officials~~directed to leave by the chief administrator or designee~~.
>> ❏ A student currently under suspension or expulsion returning to campus without authorization or invitation.
>
> Non-Examples
>> ❏ Parent entering the building to pick up his/her child without first getting clearance through the office.
>> ❏ Person searching for assistance ~~a phone~~ at a school facility after his/her car has broken down.

Weapons Possession (WPO) - Possession of any instrument or object (as defined by Section 790.001 (13), Florida Statutes, or district code of student conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

> Examples:
>> ❏ Student or other possessing a firearm or knife.
>> ❏ Student or other using a knife, pocket knife, or other sharp or pointed implement as a weapon ~~to threaten or harm another~~.
>
> Non-Examples:
>> ❏ Student, after investigation, found to possess a common pocket knife, or eating utensil with no intent to harm.
>> ❏ Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.
>> ❏ Student possessing a cutting tool that is being used in art shop or other class.
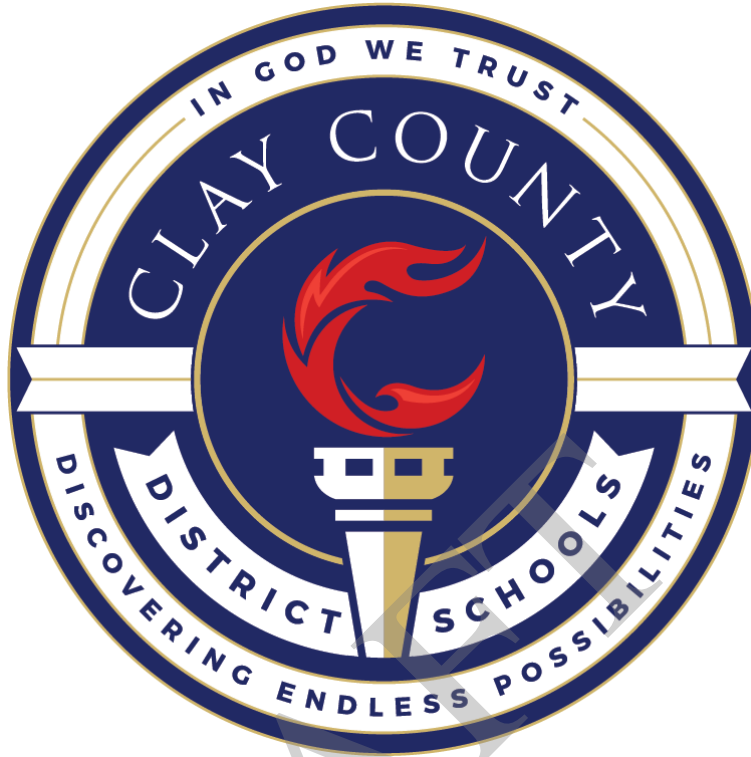
A reminder from the Office of Climate and Culture: We are in this together and together we make a difference!

Summary of Changes
2023-2024 Student Code of Conduct

The following is a summary of updates and revisions to the student code of conduct.

- ***Entire Document*** - Dates updated to reflect current year.
- ***Entire Document*** - Will be justified and pages assigned once finalized.
- ***Front Cover*** - Board Members updated.
- ***Table of Contents*** - Changes/Addition of sections and pages updated. Additional sections added to highlight added procedures/information. Page numbers will be adjusted once the deleted portions are removed.

Introduction	
Board Picture (pg 3)	Updated with current Board
Equal Opportunity: Prevention of Discrimination, Harassment, and Bullying	
Title IX (pg 10)	Added updated information about Title IX procedures to comply with current practice and included District contact information.
Coordinator of Student Engagement (pg 10)	Updated phone number.
Attendance	
Absences/Truancy (pgs 16-18)	- Added language to emphasize the importance of attendance and strengthen current policy. - Provided definitions and clarified regarding Board Policy 4.01 to provide stakeholders with user friendly language. - Provided a list of examples of excused and unexcused absences.
Make-Up Work (pg 19)	Removed the word excused (in front of the word "absence")
Student Conduct	
Dress Code (pg 20-21)	- Updated language regarding student ID cards - Clarified the language within the guidelines - Permitted Apparel - Removed repetitive language from the guidelines - Adjusted length of shorts, skirts, and dresses - Adjusted language of holed/frayed jeans to be consistent with shorts, skirts (etc.) - Clarified "any part of the torso" should be covered. - Non-Permitted Apparel - Combined two bullet points to remove repetitive language

	○ Simplified Head covering definition. ● Provided three discipline alternatives for students if they are found in violation of the Dress Code Violations.
Wireless Communication Devices (pgs 22-23)	Changed Bring Your Own Device to Wireless Communication Devices Provided context for the reason to have Wireless Communication Devices language in the Student Code of Conduct. It is there to protect stakeholders and the learning environment. ● Added Language to include Audio and Video Recordings ● Added language about posting to social media ● Added language about recording fights ● Deleted, combined, and clarified acceptable and non-permitted use for all students ● Defined guidelines only applicable at the Secondary Level. ● Included language about use of devices during standardized testing.
Student Conduct on a School Bus (pg 23)	Clarified Language about parent responsibilities.
Student Conduct in the Restroom (pg 24)	Added new language about Student Conduct in the Restroom
Youth Gang Membership (pg 25)	● Clarified language to include both virtual and in person actions. ● Gang consideration will be determined through investigation.
Student Accountability, Discipline, and Misconduct	
Reports to Law Enforcement Agencies (pgs 31-32)	Updated Language and Terms to match new state requirements.
Discipline Action Matrix (pgs 35-37)	● All sections were alphabetized. ● Added Wireless Communication Device violation as a level 1 offense. ● Updated Language and Terms to match state requirements. ● Separated Local and SESIR Level 3 Violations.
Discipline and Students with Disabilities (pgs 39-40)	● Updated language to be more user friendly ● Updated procedures to reflect current District practice and alignment to policy ● Updated language to align with our Admissions and Placement Manual ● Added ***Notice of Rights for Students With Disabilities and Their Parents Under Section 504 of the Rehabilitation Act of 1973***.

	● Relocated ***ESE Parent Notification*** to this section. ● ***ESE Parent Notification*** - Updated language from District ESE to comply with current practice.
Other Important Information for Families	
Notice of Child Find Activities (pgs 52-53)	Removed section by the recommendation of the ESE Department.
ESE Parent Notification moved to Section on ESE Discipline (pgs 52-53)	Relocated this section to ***ESE Discipline*** (pgs 39/40)
Parental Notification of McKay Scholarship (pgs 52-53)	Removed section by the recommendation of the ESE Department due to redundancy with the Family Empowerment Scholarship.
Notice of Request for IDEA Input (pgs 52-52)	Removed section on advice from District ESE as this information is available on CCDS ESE publications.
Appendix B: Behavior Infraction Codes	
(pgs 58-69)	● All Sections Alphabetized ● Added Wireless Communication Device Violation Definition ● Updated ***SESIR*** language and terms to match state requirements. ● Separated Local and ***SESIR*** Level 3 Violations. ● Updated ***SESIR*** Examples and Non Examples to align with those published by the FLDOE ● Linked All ***SESIR*** Events to the FLDOE ***SESIR*** definitions.

May 4, 2023 - Regular School Board

Title

C11 - Proclamation of Mental Health Month May 2023

Description

Recognizes the importance of coordinated mental health services in promoting the academic success of our students.

Gap Analysis

Previous Outcomes

Expected Outcomes

The citizens of Clay County will recognize and further support coordinated mental health services that support children, youth, young adults, and families.

Strategic Plan Goal

Recommendation

Contact

Heather McDonald 904-336-6900 heather.mcdonald@myoneclay.net; Laura Fogarty 904-336-6513

laura.fogarty@myoneclay.net

Financial Impact

None

Review Comments

Attachments

 2023 mental health awareness month proclamation.pdf

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

PROCLAMATION # *23-17*

Mental Health Month

WHEREAS, *the need for comprehensive, coordinated mental health services for children, youth, young adults, and families places a critical responsibility on our community*; and

WHEREAS, *it is appropriate that Clay County District Schools dedicate a time each year to raise the awareness of mental health;* and

WHEREAS, *Clay County District Schools, through its unique approach to providing resources to students and families with mental health needs, is striving to effectively help students be more successful;* and

WHEREAS, Clay County District Schools, encourages its citizens to participate in uniting to meet the mental health needs of children and youth in our community; and

NOW, THEREFORE, BE IT RESOLVED, *that the School Board of Clay County, Florida, does hereby proclaim May 2023 as Mental Health Month.*

Duly adopted **and approved by the School Board of Clay County, Florida, this 4th day of May, 2023**

ATTEST:

_____
David S. Broskie
Superintendent of Schools
Clay County, Florida

_____
Ashley Gilhousen, School Board Chair

May 4, 2023 - Regular School Board

Title
C12 - Proposed Allocation Changes for 2022-2023

Description
Staff allocation documents clarify how each school, district department and division is staffed for the 2022-2023 school year. The School Board is required to take action on all staff allocation changes.

Gap Analysis
These allocation changes are required to ensure the adequate staffing of the district and schools.

Previous Outcomes
The district and schools are adequately staffed.

Expected Outcomes
Staffing will be sufficient to meet the needs of the various schools and district departments.

Strategic Plan Goal
The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation
Approve staff allocation plan as submitted.

Contact
Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904)336-6722, susan.legutko@myoneclay.net

Financial Impact
Reflected in attachment.

Review Comments

Attachments

    22-23 Allocation Summary May 4, 2023.pdf

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2022-2023 ACTIONS				
			Federal Funds Title II (420/4020)				
PD District - 9009		2.0	Curriculum Coach, 10-Month	Change job title to match role	($48,450)	($16,163)	($64,613)
PD District - 9009	2.0		Teacher Support Coach	Change job title to match role	$48,450	$16,163	$64,613
				TOTAL:	$0	$0	$0

May 4, 2023 - Regular School Board

Title

C13 - Proposed Allocation Changes for 2023-2024

Description

Staff allocation documents clarify how each school, district department and division is staffed for the 2023-2024 school year. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocation changes are required to ensure the adequate staffing of the district and schools.

Previous Outcomes

The district and schools are adequately staffed.

Expected Outcomes

Staffing will be sufficient to meet the needs of the various schools and district departments.

Strategic Plan Goal

The district ensures fiscal responsibility and equitable distribution of resources.

Recommendation

Approve staff allocation plan as submitted.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904)336-6722, susan.legutko@myoneclay.net

Financial Impact

Reflected in attachment.

Review Comments

Attachments

📎 23-24 Allocation Summary May 4, 2023.pdf

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2023-2024 ACTIONS				
			General Funds				
LJH - 0351		1.0	Teacher, Basic, Grade 7-8	Program needs	($48,450)	($16,163)	($64,613)
PD District - 9009	1.0		Curriculum Coach, 10-Month	Program needs	$48,450	$16,163	$64,613
				TOTAL:	**$0**	**$0**	**$0**
			Federal Funds Title II (420/4020)				
PD District - 9009		2.0	Curriculum Coach, 10-Month	Change job title to match role	($48,450)	($16,163)	($64,613)
PD District - 9009	2.0		Teacher Support Coach	Change job title to match role	$48,450	$16,163	$64,613
				TOTAL:	**$0**	**$0**	**$0**

DRAFT

May 4, 2023 - Regular School Board

Title
C14 - Monthly Financial Reports for March, 2023

Description
The Monthly Financial Reports, in accordance with SBE Rule 6A-1.008, are submitted for the use and consideration of the Board for the month ending March 31, 2023.

Gap Analysis
The Monthly Financial Reports show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes
It has been a past (normal) practice to provide Monthly Financial Reports, in accordance with SBE Rule 6A-1.008.

Expected Outcomes
The Monthly Financial Reports are provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's finances.

Strategic Plan Goal
Goal 2: Strategy 2.4: Ensures effective and efficient use of resources for fiscal stability.

Recommendation
That the Clay County School Board accept for use and consideration the Superintendent's Monthly Financial Reports for March, 2023.

Contact
Dr. Susan M. Legutko, Assistant Superintendent of Business Affairs, (904) 336-6721, susan.legutko@myoneclay.net

Financial Impact
The Monthly Financial Reports reflect the year-to-date results of operations.

Review Comments

Attachments

⌗March 2023 Monthly Board Financial Report.pdf

⌗March 2023 Monthly Board Property Report.pdf

⌗Contracts $50,000 - $100,000 Signed by Superintendent.pdf

CLAY COUNTY SCHOOL BOARD
SUMMARY OF CASH INVESTMENTS
07/01/2022 thru 03/31/2023

	CASH BALANCE	INVESTMENT AMOUNT	TYPE	GRAND TOTAL
General Fund(3)	4,005,003.00	49,629,893.71	(1) & (4) SBA/OTH	53,634,896.71
Debt Services(5)	0.00	614,188.24	SBA/OTH	614,188.24
Capital Projects	0.00	60,769,933.73	SBA/OTH	60,769,933.73
Special Rev. - Other	0.00	0.00	SBA	0.00
Spec. Rev - Food Service	11,847,711.62	1,126,132.94	SBA	12,973,844.56
Self Insurance	0.00	6,750,803.99	SBA	6,750,803.99
GRAND TOTAL	**15,852,714.62**	**118,890,952.61**		**134,743,667.23**

NOTES:

1. The rate of interest earned on investments with the State Board of Administration (PRIME) during the month of March, 2023 was 4.84%.

2. For comparison purposes with the General Fund Statement of Revenue, we have completed 75% of the fiscal year. All other percentages are only a comparison of cash collections or expenditures to budgeted revenue or appropriations.

3. On the Summary of Cash & Investments, the figure reported for General Fund Investments includes $1,485,158.62 invested for School Internal Accounts.

4. The rate of interest earned on investments with the Florida Education Investment Trust Fund (FEITF) during the month of March, 2023 was 4.80%.

5. Trustee Accounts - Amounts placed with SBA by the Florida Department of Education for investment of debt service moneys.

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF REVENUE
07/01/2022 thru 03/31/2023

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Federal Impact Aid	3121	500,000.00	500,000.00	502,875.00	100.58%
	R O T C	3191	375,000.00	375,000.00	214,721.60	57.26%
Federal Direct - Total			**875,000.00**	**875,000.00**	**717,596.60**	
Fed thru Local and State	Medicaid	3202	2,000,000.00	2,000,000.00	1,066,767.61	53.34%
	Federal Through Local Revenue	3280	300,000.00	334,148.29	200,062.52	59.87%
Fed thru Local and State			**2,300,000.00**	**2,334,148.29**	**1,266,830.13**	
State Sources	Florida Educ Finance Program	3310	215,042,001.00	213,666,567.00	151,780,720.00	71.04%
	Workforce Development	3315	730,888.00	730,888.00	548,172.00	75.00%
	Workforce Performance Incentive	3317	0.00	0.00	12,314.00	NA
	CO&DS Withheld/Admin Expense	3323	22,000.00	22,000.00	0.00	0.00%
	State License Tax	3343	20,000.00	20,000.00	33,389.55	166.95%
	Class Size Reduction	3355	37,661,135.00	37,485,693.00	28,158,132.00	75.12%
	School Recognition	3361	0.00	3,007,741.00	3,007,741.00	100.00%
	Voluntary Pre-K High Schools	3370	103,000.00	103,000.00	39,254.12	38.11%
	Voluntary Pre-K	3371	750,000.00	750,000.00	288,481.71	38.46%
	Miscellaneous State Revenue	3390	770,000.00	1,035,409.77	473,420.54	45.72%
State Sources - Total			**255,099,024.00**	**256,821,298.77**	**184,341,624.92**	
Local Sources	District School Taxes	3411	62,285,636.34	62,174,384.00	58,677,703.64	94.38%
	Prior Year Coll School Taxes	3419	30,000.00	30,000.00	29,634.69	98.78%
	Tax Redemptions	3421	1,000,000.00	1,000,000.00	0.00	0.00%
	Rent	3425	600,000.00	600,000.00	431,627.40	71.94%
	Interest Incl Profit On Investment	3430	200,000.00	200,000.00	2,088,018.70	900.11%
	Gifts Grants & Bequests	3440	188,531.29	253,691.92	130,969.17	50.50%
	Adult Gen Educ Course Fee-GED	3461	45,120.00	65,877.73	23,638.45	35.88%
	Postsecondary Voc Course Fees	3462	0.00	2,798.98	2,799.03	100.00%
	Lifelong Learning Fees	3466	0.00	0.00	243.36	0.00%
	Other Student Fees	3469	0.00	5,620.00	10,272.00	182.78%
	Preschool Program Fees	3471	350,000.00	350,000.00	379,292.36	108.21%
	Other Schl Class Fees	3479	25,320.00	43,192.30	18,192.30	42.12%
	Miscellaneous Local Sources	3490	1,064,768.57	1,675,254.38	1,922,907.41	114.78%
	Receipt Of Fed Indirect Cost	3494	1,000,000.00	1,000,000.00	670,374.68	67.04%
	Other Misc Local Sources	3495	300,000.00	300,000.00	291,342.88	87.34%
	Refund Of Prior Year's Expense	3497	50,000.00	50,000.00	19,940.12	39.88%
	Lost Damaged &Sale Of Textbook	3498	100.00	100.00	0.00	0.00%
	Receipt Of Food Serv Ind Cost	3499	400,000.00	400,000.00	194,556.72	48.64%
Local Sources - Total			**67,539,476.20**	**68,150,919.31**	**64,891,512.91**	
Transfers	Transfer From Capital Projects	3630	4,394,750.00	4,394,750.00	3,479,583.80	77.61%
	Transfer From Internal Service	3670	3,000,000.00	3,000,000.00	0.00	0.00%
Transfers - Total			**7,394,750.00**	**7,394,750.00**	**3,479,583.80**	
Other Financing Sources	Sale Of Equipment	3733	100,000.00	100,000.00	18,882.71	10.36%
	Insurance Loss Recoveries	3740	5,000.00	5,000.00	62,156.00	1,243.12%
OFS - Total			**105,000.00**	**105,000.00**	**81,038.71**	
Revenues - Total			**333,313,250.20**	**335,681,116.37**	**254,778,187.07**	**75.90%**
Fund Balance	Restricted Fund Balance	2720	0.00	0.00	0.00	
	Fund Balance 7-1-2022	2750	31,117,992.99	31,117,992.99	31,117,992.99	
Grand Total			**364,431,243.19**	**366,799,109.36**	**285,896,180.06**	**77.94%**

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2022 thru 03/31/2023

Expense

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Basic FEFP K-12	5100	157,428,029.23	161,181,886.53	62,965,070.38	21,160,194.90	14,674,599.70	927.29	5,036,182.38	375,274.18	932,417.25	105,144,666.08	65.23%
Exceptional Education	5200	51,408,670.30	51,998,300.51	24,914,006.16	8,560,252.41	1,814,115.37	2,559.77	259,683.21	96,010.47	29,993.71	35,676,621.10	68.61%
Career Technical Education	5300	10,168,582.01	10,792,790.04	3,850,545.30	1,296,471.43	321,788.29	1,876.86	278,615.94	564,706.32	33,143.53	6,347,147.67	58.81%
Adult General	5400	276,350.77	441,541.51	106,592.74	32,574.67	17,588.62	0.00	6,493.21	3,669.32	15,011.37	181,929.93	41.20%
Voluntary Pre K	5500	1,026,668.84	1,049,878.95	493,102.77	164,612.69	16,082.64	0.00	30,038.97	0.00	0.00	703,837.07	67.04%
Other Instruction	5900	0.00	106,179.64	736,562.59	115,147.52	0.00	0.00	9,272.77	2,289.25	0.00	863,272.13	813.03%
Student Support Services	6100	18,279,709.29	18,270,590.75	9,585,252.13	2,985,973.61	391,389.64	2,411.00	111,445.63	146,158.22	21,632.06	13,244,262.29	72.49%
Instructional Media Services	6200	4,644,256.03	4,699,453.21	2,162,421.78	762,550.69	199,389.10	0.00	43,918.40	80,960.78	2,162.00	3,251,402.75	69.19%
Inst & Curric Dev Services	6300	4,729,462.99	4,688,874.25	2,407,010.28	742,699.15	57,221.62	652.00	9,159.80	22,686.41	735.54	3,240,164.80	69.10%
Inst Staff Training Services	6400	2,861,629.96	3,256,363.17	1,462,030.27	426,480.46	326,018.31	0.00	52,481.79	6,427.22	26,427.50	2,299,865.55	70.63%
Instruction Related Technology	6500	5,798,794.65	5,787,083.03	1,849,357.53	608,481.21	1,513,462.17	0.00	40,949.22	230,273.98	0.00	4,242,524.11	73.31%
Board	7100	1,045,176.20	1,157,176.20	300,652.06	136,803.47	221,544.93	0.00	1,000.33	0.00	23,817.50	683,818.29	59.09%
General Administration	7200	485,955.38	485,955.38	286,846.62	125,440.70	15,139.14	310.00	3,199.28	0.00	17,592.00	448,527.74	92.30%
School Administration	7300	17,237,122.21	17,484,333.49	9,964,254.52	3,087,451.76	31,920.91	0.00	34,872.94	116,148.62	26,337.18	13,260,985.93	75.84%
Facilities Acquisition and Construction	7400	4,131,187.30	5,243,640.52	709,349.27	221,956.05	341,774.47	5,608.84	6,683.06	1,138,199.14	640,471.60	3,064,042.43	58.43%
Fiscal Services	7500	1,813,394.37	1,672,515.63	765,311.64	236,881.72	35,025.34	0.00	7,304.94	5,090.31	23,412.05	1,073,026.00	64.16%
Food Services	7600	145,385.15	262,724.55	222,189.18	45,372.78	0.00	0.00	0.00	0.00	0.00	267,561.96	101.84%
Central Services	7700	4,896,565.81	5,117,229.86	1,870,937.42	582,249.15	161,368.77	5,208.90	62,031.42	506,449.65	13,561.20	3,201,806.51	62.57%
Pupil Transportation Services	7800	12,626,872.07	13,032,608.25	5,823,175.62	1,840,321.50	509,319.51	1,426,532.16	645,811.96	252,627.30	3,340.97	10,501,129.02	80.58%
Operation of Plant	7900	24,728,568.32	24,963,281.97	5,223,259.06	1,893,848.93	3,943,524.41	5,899,993.06	619,164.92	160,294.71	253.24	17,740,338.33	71.07%
Maintenance Of Plant	8100	7,400,412.57	7,406,343.19	2,699,488.19	928,761.55	954,173.45	118,009.40	794,515.12	141,305.92	6,432.89	5,642,686.52	76.19%
Administrative Technology Svcs	8200	1,646,968.36	1,617,874.91	891,548.24	283,783.22	6,609.58	9,680.00	8,317.28	2,665.42	180.28	1,202,784.02	74.34%
Community Services	9100	639,724.21	673,992.46	226,912.79	96,775.54	292.50	0.00	28,751.97	73.69	8,822.70	361,629.19	53.65%
Debt Service	9200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Total Expense		333,419,486.02	341,390,618.00	139,515,876.54	46,335,085.11	25,552,348.47	7,473,769.28	8,089,894.54	3,851,310.91	1,825,744.57	232,644,029.42	68.15%

Nonspendable Fund Balance	6/30/2023	1,000,000.00	1,000,000.00		1,000,000.00
Restricted Fund Balance	6/30/2023	5,902,730.53	5,902,730.53		5,902,730.53
Assigned Fund Balance	6/30/2023	7,815,247.00	3,815,247.00		3,815,247.00
Unassigned Fund Balance	6/30/2023	16,293,779.64	14,690,513.83		42,534,173.11
Total Fund Balance	6/30/2023	31,011,757.17	25,408,491.36		53,252,150.64

	Original Budget	Amended Budget	Totals	%
Grand Totals	364,431,243.19	366,799,109.36	285,896,180.06	77.94%

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF REVENUE
07/01/2022 thru 03/31/2023

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Local Sources	District School Taxes	3411	15,893,247.34	15,893,247.34	14,672,850.90	92.32%
Local Sources	**- Total**		**15,893,247.34**	**15,893,247.34**	**14,672,850.90**	
Revenue			15,893,247.34	15,893,247.34	14,672,850.90	
Fund Balance	Fund Balance	2750	9,703,736.47	9,703,736.47	9,703,736.47	
Fund Balance	**- Total**		**9,703,736.47**	**9,703,736.47**	**9,703,736.47**	
Fund Balance July 1, 2022			**9,703,736.47**	**9,703,736.47**	**9,703,736.47**	
Grand Total			**25,596,983.81**	**25,596,983.81**	**24,376,587.37**	**95.23%**

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2022 thru 03/31/2023

Expense

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Pur Services	Eng Services	Mat Supplies	Cap Outlay	Other Transfers	Totals	% OF Budget
Facilities Aquisition & Const	7400	7,954,833.55	7,954,835.55	0.00	0.00	135,000.00	0.00	0.00	3,996,707.70	0.00	4,131,707.7	51.94%
Facilities (S D)	7700	1,000.00	2,000.00	0.00	0.00	1,839.00	0.00	0.00	0.00	0.00	1,839	91.95%
Pupil Transportation Services	7800	109,736.60	109,736.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Operation Of Plant	7900	5,040,959.19	5,039,959.19	2,039,489.81	854,965.76	410,363.55	49,193.94	19,206.25	39,653.30	387.80	3,413,260.41	67.72%
Maintenance Of Plant	8100	148,184.18	148,184.18	87,246.87	26,827.16	0.00	0.00	0.00	0.00	0.00	114,074.03	76.98%
Total Expense		13,254,713.52	13,254,715.52	2,126,736.68	881,792.92	547,202.55	49,193.94	19,206.25	4,036,361.00	387.80	7,660,881.14	57.80%
Restricted Fund Balance	6/30/2023	12,342,270.29	12,342,268.29								16,715,706.23	
Unassigned Fund Balance	6/30/2023	0.00	0.00								0.00	
Total Fund Balance	6/30/2023	12,342,270.29	12,342,268.29								16,715,706.23	
Grand Totals		25,596,983.81	25,596,983.81								24,376,587.37	95.23%

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CLAY COUNTY SCHOOL BOARD
DEBT SERVICE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2022 Thru 03/31/2023

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Investment	3430	0.00	125.00	12,573.18	8,578.14%
Total Local Sources		0.00	125.00	12,573.18	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Withhld For SBE Bonds	3322	61,800.00	61,800.00	0.00	0.00%
Racing Commission Funds	3341	215,473.76	215,473.76	167,437.50	77.71%
Total State Sources		277,273.76	277,273.76	167,437.50	

Transfers

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Transfer From Capital Projects	3630	6,805,195.91	6,805,195.91	2,034,591.39	29.90%
Total Transfers		6,805,195.91	6,805,195.91	2,034,591.39	
Total REVENUE AND TRANSFERS		7,082,469.67	7,082,594.67	2,214,602.07	31.27%
Fund Balance July 1, 2022		484,244.57	484,244.57	484,244.57	
GRAND TOTAL		7,566,714.24	7,566,839.24	2,698,846.64	35.67%

EXPENDITURES

Debt Service

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Redempt Of Prnc	710	6,034,367.09	6,034,367.09	1,509,367.09	25.01%
Interest	720	1,033,227.58	1,033,227.83	568,809.36	55.05%
Dues And Fees	730	15,000.00	15,000.00	9,268.88	61.79%
Total Debt Service		7,082,594.67	7,082,594.92	2,087,445.33	
Total EXPENDITURES		7,082,594.67	7,082,594.92	2,087,445.33	29.47%

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2023	2750	484,119.57	484,244.32	611,401.31	
GRAND TOTAL		7,566,714.24	7,566,839.24	2,698,846.64	35.67%

CLAY COUNTY SCHOOL BOARD
CAPITAL IMPROVEMENTS FUNDS
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2022 Thru 03/31/2023

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
District Local Cap Improv Taxes	3413	23,839,871.00	22,886,277.12	22,464,733.18	98.16%
Local Sales Taxes	3418	15,500,000.00	15,500,000.00	11,145,625.03	71.91%
Tax Redemptions	3421	0.00	0.00	0.00	NA
Interest Incl Profit On Investment	3430	0.00	0.00	489,974.42	NA
Impact Fees	3496	12,700,000.00	12,700,000.00	4,732,751.87	37.27%
Total Local Sources		52,039,871.00	51,086,277.12	38,833,084.50	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Distributd To District	3321	1,275,000.00	1,275,000.00	0.00	0.00%
Interest On Undistrib CO & DS	3325	25,000.00	25,000.00	0.00	0.00%
Miscellaneous State Revenue	3390	46,500.00	46,500.00	39,446.35	84.83%
Charter Sch Capital Outlay Revenue	3397	796,000.00	796,000.00	640,033.00	80.41%
Total State Sources		2,142,500.00	2,142,500.00	679,479.35	
Total REVENUE AND TRANSFERS		54,182,371.00	53,228,777.12	39,512,563.85	
Fund Balance July 1, 2022		69,832,204.22	69,832,204.22	69,832,204.22	
GRAND TOTAL		**124,014,575.22**	**123,060,981.34**	**109,344,768.07**	**88.85%**

EXPENDITURES

Debt Service

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Redempt Of Prnc	710	568,094.77	568,094.77	112,320.00	19.77%
Interest	720	106,192.33	106,192.33	0.00	0.00%
Dues And Fees	730	0.00	0.00	0.00	0.00%
Total Debt Service		674,287.10	674,287.10	112,320.00	

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Tech Other Purchased Services	399	0.00	13,471.48	12,274.10	91.11%
Books New Library	611	0.00	135,000.00	0.00	0.00%
AV Mat L/T $1000	622	3,000.00	2,840.00	2,840.00	100.00%
Bldgs & Fixed Equipment	630	41,918,241.51	45,556,675.02	19,730,439.53	43.31%
Dir Purch Bldgs	631	18,108,598.04	18,108,598.04	10,763,777.67	59.44%
Equip $1000 Over	641	1,418,526.92	701,524.16	5,640.96	0.80%
Equip L/T $1000	642	1,119,672.78	1,598,761.59	55,096.99	3.45%
Comp Hdw > $1000	643	4,399.00	191,954.99	5,451.50	2.84%
Cptr Hdwr <$1000	644	113,634.18	1,417,512.42	401,418.08	28.32%
TechRel FFE >$1000	648	0.00	55,519.70	0.00	0.00%
TechRel FFE<$1000	649	247.39	28,430.51	5,832.92	20.52%
School Buses	651	1,594,260.00	1,594,260.00	0.00	0.00%
Land	660	1,216,500.00	1,325,051.25	0.00	0.00%
Non-Cap Imprv Other Than Bldgs.	671	1,818,723.80	901,329.89	302,162.36	33.52%
Non-Cap Improvem	672	2,638,856.36	4,947,185.29	1,300,163.71	26.28%
Cap Remodlg	681	18,950,761.39	15,050,952.09	6,144,888.16	40.83%
Non-Cap Remodlg/Renovations	682	6,917,315.29	8,645,616.09	3,419,826.03	39.56%
Dir Purch-Non-Cap Remodlg	684	0.00	195,000.00	0.00	0.00%
Software >$1000	691	573,732.66	583,143.20	485,885.00	83.32%
Software <$1000	692	28,335.73	30,335.73	0.00	0.00%
CHARTER Cap TAX	795	0.00	39,615.38	405,861.46	1,024.50%
Total Gen Sup Srvc		96,424,805.05	101,122,776.83	43,041,558.47	

Xfer Of Funds

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Xfer To Gen Fnd	910	4,394,750.00	4,394,750.00	3,479,583.80	79.18%
Xfer To Dbt Svc	920	6,805,195.51	6,805,195.51	2,034,591.39	29.90%
Total Xfer Of Funds		11,199,945.51	11,199,945.51	5,514,175.19	
Total EXPENDITURES		108,299,037.66	112,997,009.44	48,668,053.66	**43.07%**

Fund Balance

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Fund Balance June 30, 2023	2750	15,715,537.56	10,063,971.90	60,676,714.41	
GRAND TOTAL		**124,014,575.22**	**123,060,981.34**	**109,344,768.07**	**88.85%**

CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - FOOD SERVICES
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2022 Thru 03/31/2023

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Invest	3430	10,000.00	10,000.00	125,444.08	1,254.44%
Student Lunches	3451	2,471,000.00	2,471,000.00	2,141,526.15	86.67%
Student Breakfasts	3452	217,500.00	217,500.00	207,072.61	95.21%
Adult Breakfasts/Lunches	3453	1,800.00	1,800.00	310.00	17.22%
Student A La Carte	3454	1,500,000.00	1,500,000.00	1,355,011.97	90.33%
Miscellaneous Local Sources	3490	5,000.00	5,000.00	32,091.89	641.84%
Total Local Sources		4,205,300.00	4,205,300.00	3,861,456.70	

Federal thru Local and State

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Lunch Reimbursement	3261	10,607,500.00	10,607,500.00	9,583,668.78	90.35%
School Breakfast Reimbursement	3262	2,793,250.00	2,793,250.00	1,579,003.46	56.53%
After School Snack Reimb	3263	20,000.00	20,000.00	4,164.48	20.82%
U S D A Donated Commodities	3265	1,900,000.00	1,900,000.00	0.00	0.00%
Cash In Lieu of Donated Foods	3266	5,000.00	5,000.00	0.00	0.00%
Summer Food Service Program	3267	100,000.00	100,000.00	62,470.00	62.47%
Food Service Misc	3269	0.00	0.00	1,495,732.36	NA
Total Fed thru Local and State		15,425,750.00	15,425,750.00	12,725,039.08	

State Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Breakfast Supplement	3337	60,000.00	60,000.00	34,186.00	56.98%
School Lunch Supplement	3338	85,000.00	85,000.00	50,382.00	59.27%
Total State Sources		145,000.00	145,000.00	84,568.00	
Total REVENUE AND TRANSFERS		19,776,050.00	19,776,050.00	16,671,063.78	
Fund Balance July 1, 2022		10,512,592.73	10,512,592.73	10,512,592.73	
GRAND TOTAL		30,288,642.73	30,288,642.73	27,183,656.51	89.75%

EXPENDITURES

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Administrator	110	2,061,619.16	2,061,619.16	1,620,922.34	78.62%
Other Support	160	4,329,816.03	4,338,836.03	3,906,954.03	90.05%
Retirement	210	735,492.92	735,492.92	674,013.81	91.64%
Social Security	220	485,145.79	485,835.82	405,673.49	83.50%
Group Insurance	230	1,896,097.32	1,896,097.32	1,013,916.72	53.47%
Workmans Comp	240	67,148.88	67,277.87	76,203.54	113.27%
Pro & Tech Services	310	0.00	7,700.00	1,817.50	23.60%
Prof Srvcs - Substitutes	313	108,500.00	108,500.00	25,827.24	23.80%
Travel-In cnty	331	6,300.00	6,300.00	1,637.79	26.00%
Travel-Out Cnty	332	2,500.00	2,500.00	1,577.05	63.08%
Trvl-Out State	333	2,500.00	2,500.00	0.00	0.00%
Travel-Reg Fees	334	0.00	145.00	145.00	100.00%
Repairs And Maintenance	350	25,000.00	25,000.00	12,251.79	49.01%
Rentals	360	5,000.00	5,000.00	1,826.81	36.54%
Tech Rentals	369	44,000.00	44,000.00	38,338.46	87.13%
Stamps	371	25,000.00	25,000.00	9,263.30	37.05%
Cell Phones	378	1,000.00	1,000.00	496.40	49.64%
Othr Purch Srvc	390	59,700.00	59,700.00	28,884.93	48.38%
Printing	391	25,000.00	25,000.00	7,490.17	29.96%
Bottled Gas	420	500.00	1,000.00	27.78	2.78%
Electricity	430	192,500.00	192,500.00	92,159.38	47.88%
Gasoline	450	4,000.00	4,000.00	4,695.00	117.38%
Diesel Fuel	460	2,000.00	2,000.00	2,896.05	144.80%
Supplies	510	828,500.00	909,793.80	651,836.29	71.65%
TonerType Fee	515	30,000.00	30,000.00	4,921.46	16.40%
Tech Supplies	519	800.00	1,100.00	996.35	90.58%
Oil & Grease	540	1,000.00	1,000.00	137.00	13.70%
Repair Parts	550	7,500.00	7,500.00	1,992.00	26.56%
Tires & Tubes	560	8,000.00	8,000.00	0.00	0.00%
Food	570	7,276,300.00	8,509,750.00	6,691,551.26	78.63%
Commodities	580	1,900,000.00	1,900,000.00	0.00	0.00%
AV Mat L/T $1000	622	0.00	400.00	87.77	21.94%
Equip $1000 Over	641	150,000.00	566,350.00	358,485.92	63.30%
Equip L/T $1000	642	10,000.00	170,000.00	53,039.63	31.20%
Comp Hdw > $1000	643	25,000.00	25,000.00	2,382.78	9.53%
Cptr Hdwr <$1000	644	25,000.00	45,161.20	48,649.14	107.72%
TechRel FFE<$1000	649	2,500.00	2,500.00	420.92	16.84%
Vehicles	652	0.00	0.00	0.00	0.00%
Cap Remodlg	681	87,000.00	876,860.98	207,019.93	23.61%
Non-Cap Remodlg/Renovations	682	0.00	30,000.00	27,454.49	91.51%
Software >$1000	691	2,500.00	2,500.00	0.00	0.00%
Dues And Fees	730	30,000.00	30,000.00	28,326.50	94.42%
Misc Ex/Ind Cst	792	250,000.00	250,000.00	194,556.72	77.82%
Total Gen Sup Srvc		20,712,920.10	23,462,920.10	16,198,876.74	
Total EXPENDITURES		20,712,920.10	23,462,920.10	16,198,876.74	69.04%
Fund Balance June 30, 2023	2750	9,575,722.63	6,825,722.63	10,984,779.77	
Total Fund Balance		9,575,722.63	6,825,722.63	10,984,779.77	
GRAND TOTAL		30,288,642.73	30,288,642.73	27,183,656.51	89.75%

CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF REVENUE
07/01/2022 thru 03/31/2023

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	363,349.96	363,349.96	41,875.01	11.52%
Federal Direct - Total			**363,349.96**	**363,349.96**	**41,875.01**	
Fed thru Local and State	Career And Technical Education	3201	685,086.06	371,166.35	173,974.27	46.87%
	Adult General Education	3221	267,582.23	266,414.97	160,925.43	60.40%
	English Literacy And Civics Ed	3222	24,738.19	146,979.00	94,902.49	64.57%
	Title II	3226	1,401,642.60	1,401,642.60	831,538.29	59.33%
	I D E A	3230	8,113,997.62	8,803,089.67	6,160,296.12	69.98%
	Title I - Elem & Secondary Edu	3240	7,832,042.76	7,919,336.52	3,172,740.21	40.06%
	Title III	3241	503,805.66	288,070.00	194,364.29	67.47%
	Twenty-First Century Schools	3242	581,244.82	610,845.96	183,569.80	30.05%
	Other Federal Thru State	3290	329,854.51	197,078.00	59,774.64	30.33%
Fed thru Local & State - Total			**19,739,994.45**	**20,004,623.07**	**11,032,085.54**	
Local Sources	Interest Incl Profit On Inves	3430	0.00	0.00	0.00	0.00%
Local Sources - Total			**0.00**	**0.00**	**0.00**	
Total			**20,103,344.41**	**20,367,973.03**	**11,073,960.55**	**54.37%**

CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2022 thru 03/31/2023

Expense

	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Eng Services	Mat Supplies	Cap Outlay	Other Misc.	Totals	% OF Budget
Basic FEFP K-12	5100	7,411,374.51	4,894,430.34	1,648,626.87	539,120.48	155,105.20	0.00	143,032.41	355,277.15	2,321.50	2,843,483.61	58.10%
Exceptional	5200	5,234,905.35	5,171,989.97	2,529,438.22	924,858.53	178,505.34	0.00	33,161.09	39,367.87	0.00	3,705,331.05	71.64%
Career Technical Education	5300	310,017.96	310,017.96	1,195.38	250.89	5,000.00	0.00	37,918.75	106,763.15	12,792.50	163,920.67	52.87%
Adult General	5400	116,475.76	217,375.05	32,744.40	17,943.88	20,290.80	0.00	6,085.87	41,720.30	25,811.50	144,596.75	66.52%
Other Instruction	5900	59,375.37	59,375.37	29,697.78	6,271.87	0.00	0.00	50,072.16	0.00	0.00	86,041.81	144.91%
Student Support Services	6100	1,656,763.83	1,673,016.42	749,250.68	261,902.08	75,726.06	0.00	29,079.50	0.00	1,120.00	1,117,078.32	66.77%
Instructional Media	6200	0.00	9.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Inst & Curric Dev Services	6300	2,083,653.79	2,116,183.41	1,147,346.61	352,179.40	2,866.26	0.00	105.95	237.37	0.00	1,502,735.59	71.01%
Inst Staff Training Services	6400	2,473,452.25	2,335,621.21	673,571.57	208,566.61	284,804.97	0.00	21,302.08	11,520.96	5,269.70	1,205,035.89	51.59%
Instruction Related Technology	6500	0.00	3,966.59	3,288.40	687.45	0.00	0.00	0.00	0.00	0.00	3,975.85	100.23%
General Administration	7200	568,511.99	578,905.77	0.00	0.00	0.00	0.00	0.00	0.00	240,426.71	240,426.71	41.53%
School Administration	7300	85,008.49	34,657.92	32,512.77	2,487.23	0.00	0.00	0.00	0.00	0.00	35,000	100.99%
Facilities Acquisition and Construction	7400	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Food Services	7600	0.00	0.00	736.58	154.60	0.00	0.00	0.00	0.00	0.00	891.18	0.00%
Central Services	7700	0.00	107.97	99.00	8.97	0.00	0.00	0.00	0.00	0.00	107.97	100.00%
Pupil Transportation Services	7800	102,903.31	81,396.96	2,126.13	0.00	22,939.44	0.00	0.00	0.00	0.00	25,065.57	30.79%
Operation Of Plant	7900	901.80	1,635.80	146.25	73.33	0.00	0.00	50.00	0.00	0.00	269.58	16.48%
Maintenance Of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Administrative Technology Svcs	8200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Total Expense		20,103,344.41	17,478,690.00	6,850,780.64	2,314,505.32	745,238.07	0.00	320,807.81	554,886.80	287,741.91	11,073,960.55	63.36%

CLAY COUNTY SCHOOL BOARD
CARES ACT AND ARP FUNDS - 44X
STATEMENT OF REVENUE
07/01/2022 thru 03/31/2023

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Fed thr Loc State	CARES ACT ESSER	3271	32,623,171.53	34,335,047.81	13,644,954.44	38.65%
Federal thru Local & State - Total			**32,623,171.53**	**34,335,047.81**	**13,644,954.44**	
Local Sources	Interest Incl Profit On Investment	3430	0.00	0.00	0.00	0.00%
Local Sources - Total			**0.00**	**0.00**	**0.00**	
Revenue			**32,623,171.53**	**34,335,047.81**	**13,644,954.44**	**39.74%**

Expense

CLAY COUNTY SCHOOL BOARD
CARES ACT AND ARP FUNDS - 44X
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2022 thru 03/31/2023

	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Eng Services	Mat Supplies	Cap Outlay	Other Misc.	Totals	% OF Budget
Basic FEFP K-12	5100	19,244,474.51	18,555,298.05	2,467,867.59	288,683.55	1,532,870.74	0.00	531,625.33	3,032,417.27	4,130.00	7,857,594.48	42.35%
Exceptional Education	5200	1,594,125.12	2,376,751.21	1,158,685.10	99,776.71	129.39	0.00	64,174.92	71,290.52	0.00	1,394,056.64	58.65%
Career Technical Education	5300	629,319.04	518,679.12	110,400.00	8,445.57	0.00	0.00	7,660.66	254,746.52	0.00	381,252.75	73.50%
Adult General	5400	0.00	8,992.55	14,168.16	517.66	0.00	0.00	0.00	0.00	0.00	14,685.82	163.31%
Pre K	5500	0.00	9,419.37	8,750.00	669.37	0.00	0.00	0.00	0.00	0.00	9,419.37	100.00%
Other Instruction	5900	8,750.00	0.00	34,541.95	7,248.33	0.00	0.00	0.00	0.00	0.00	41,790.28	0.00%
Student Support Services	6100	1,140,066.00	841,150.29	441,343.32	45,244.26	3,129.87	0.00	728.85	0.00	0.00	490,446.3	58.31%
Instructional Media Services	6200	0.00	95,754.73	88,950.00	6,804.73	0.00	0.00	0.00	0.00	0.00	95,754.73	100.00%
Inst & Curric Dev Services	6300	16,927.00	360,341.65	136,243.09	21,154.20	0.00	0.00	2,342.00	0.00	6,275.00	166,014.29	46.07%
Inst Staff Training Services	6400	621,624.11	630,015.01	73,445.96	5,929.37	175,716.90	0.00	5,948.79	0.00	0.00	261,041.02	41.43%
Instruction Related Technology	6500	0.00	93,176.25	64,500.00	4,934.25	5,250.00	0.00	0.00	18,492.00	0.00	93,176.25	100.00%
Board	7100	0.00	3,229.50	3,000.00	229.50	0.00	0.00	0.00	0.00	0.00	3,229.5	100.00%
General Administration	7200	995,933.99	1,016,009.68	4,500.00	344.25	0.00	0.00	0.00	0.00	429,310.97	434,155.22	42.73%
School Administration	7300	0.00	342,434.65	318,100.00	24,334.65	0.00	0.00	0.00	0.00	0.00	342,434.65	100.00%
Facilities Aquisition & Const	7400	8,171,421.25	7,471,695.50	16,500.00	1,262.25	0.00	0.00	0.00	550,932.25	0.00	568,694.5	7.61%
Fiscal Services	7500	0.00	25,836.00	24,000.00	1,836.00	0.00	0.00	0.00	0.00	0.00	25,836	100.00%
Food Services	7600	0.00	404,445.18	375,200.00	28,089.87	0.00	0.00	0.00	0.00	0.00	403,289.87	99.71%
Other Central Services	7700	31,893.40	106,702.22	63,245.50	4,899.73	0.00	0.00	0.00	0.00	0.00	68,145.23	63.86%
Pupil Transportation Services	7800	149,753.21	922,848.57	404,498.44	43,489.50	2,971.25	1,220.40	0.00	0.00	0.00	452,179.59	49.00%
Operation Of Plant	7900	18,883.90	380,225.28	342,882.08	25,977.07	0.00	0.00	244.53	0.00	0.00	369,103.68	97.07%
Maintenance Of Plant	8100	0.00	134,024.25	124,500.00	9,524.25	0.00	0.00	0.00	0.00	0.00	134,024.25	100.00%
Administrative Technology Svcs	8200	0.00	24,221.25	22,500.00	1,721.25	0.00	0.00	0.00	0.00	0.00	24,221.25	100.00%
Community Services	9100	0.00	13,994.50	13,000.00	1,408.77	0.00	0.00	0.00	0.00	0.00	14,408.77	102.96%
Total Expense		32,623,171.53	34,335,244.81	6,310,821.19	632,525.09	1,720,068.15	1,220.40	612,725.08	3,927,878.56	439,715.97	13,644,954.44	39.74%

CLAY COUNTY SCHOOL BOARD
PROPERTY AND CASUALTY SELF INSURANCE FUND 711
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2022 Thru 03/31/2023

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Investment	3430	25,000.00	25,000.00	178,521.91	714.09%
Charges For Services	3481	3,894,168.00	3,894,168.00	2,129,571.11	54.69%
Total Local Sources		3,919,168.00	3,919,168.00	2,308,093.02	
Total REVENUE AND TRANSFERS		3,919,168.00	3,919,168.00	2,308,093.02	58.89%
Fund Balance July 1, 2022		7,335,665.00	7,335,665.00	7,335,665.00	
GRAND TOTAL		11,254,833.00	11,254,833.00	9,643,758.02	85.69%

EXPENDITURES

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Workmans Comp	240	2,000,000.00	2,000,000.00	829,303.89	40.93%
Pro & Tech Serv	310	240,342.00	240,950.00	123,043.17	51.07%
Ins & Bond Prem	320	1,394,148.00	1,394,148.00	1,979,022.92	141.95%
Total Gen Sup Srvc		3,634,490.00	3,635,098.00	2,931,369.98	

Xfer Of Funds

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Xfer To Gen Fnd	910	3,000,000.00	3,000,000.00	0.00	0.00%
Total Xfer Of Funds		3,000,000.00	3,000,000.00	0.00	
Total EXPENDITURES		6,634,490.00	6,635,098.00	2,931,369.98	44.18%

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2023	2750	4,620,343.00	4,619,735.00	6,712,388.04	
GRAND TOTAL		11,254,833.00	11,254,833.00	9,643,758.02	85.69%

CLAY COUNTY SCHOOL BOARD
HEALTH SELF INSURANCE FUND 712
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2022 Thru 3/31/2023

REVENUE AND TRANSFERS

Local Sources

	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Investment	3430	0.00	6,000.00	26,533.53	442.23%
Charges For Services	3481	0.00	35,634,998.00	20,806,206.25	58.39%
Miscellaneous Local Sources	3490	0.00	0.00	12,848.00	NA
Total Local Sources		0.00	35,640,998.00	20,845,587.78	
Total REVENUE AND TRANSFERS		0.00	35,640,998.00	20,845,587.78	58.49%

EXPENDITURES

Gen Sup Srvc

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Pro & Tech Services (ASO Fee)	310	0.00	3,000,000.00	1,239,741.64	41.32%
Insurance Claims & Premiums	320	0.00	30,329,841.37	12,212,614.23	40.27%
Board Stamps	371	0.00	3,000.00	2,900.00	96.67%
Total Gen Sup Srvc		0.00	33,332,841.37	13,455,255.87	

WELLNESS DEPARTMENT	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Administrator	110	0.00	52,549.24	34,663.64	65.96%
Retirement	210	0.00	8,344.82	4,128.42	49.47%
Social Security	220	0.00	5,360.03	2,556.13	47.69%
Group Insurance	230	0.00	11,381.60	4,031.40	35.42%
Workmans Comp	240	0.00	1,001.94	495.65	49.47%
Pro & Tech Serv	310	0.00	110,945.00	53,251.00	48.00%
Insurance Claims & Premiums	320	0.00	1,560,000.00	749,809.21	48.06%
Travel	330	0.00	3,575.00	0.00	0.00%
Repairs And Maintenance	350	0.00	50.00	0.00	0.00%
Cell Phone Fee	378	0.00	1,000.00	317.52	31.75%
Othr Purch Srvc	390	0.00	444,050.00	9,142.76	2.06%
Printing	391	0.00	50.00	0.00	0.00%
Gasoline	450	0.00	1,200.00	267.00	22.25%
Supplies	510	0.00	94,010.00	90,346.18	96.10%
TonerType Fee	515	0.00	0.00	0.00	0.00%
Tech Supplies	519	0.00	0.00	0.00	0.00%
Oil & Grease	540	0.00	0.00	0.00	0.00%
Repair Parts	550	0.00	20.00	0.00	0.00%
Equip $1000 Over	641	0.00	3,800.00	3,786.77	99.65%
Equip L/T $1000	642	0.00	1,460.00	1,432.24	98.10%
Computer Hardware $1000 Over	643	0.00	1,400.00	1,354.40	96.74%
Computer Hardware L/T $1000	644	0.00	720.00	566.32	78.66%
Tech Related FFE L/T $1000	649	0.00	500.00	0.00	0.00%
Dues And Fees	730	0.00	739.00	0.00	0.00%
Sub-Total		0.00	2,302,156.63	956,148.64	
Total EXPENDITURES		0.00	35,634,998.00	14,411,404.51	40.44%

FUND BALANCE

Fund Balance

	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2023	2750	0.00	6,000.00	6,434,183.27	
GRAND TOTAL		0.00	35,640,998.00	20,845,587.78	58.49%

MARCH, 2023

LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0020 FL YOUTH CHALLENGE ACADEMY	$ 6,217.40								$ 6,217.40
0021 GREEN COVE SPRINGS JUNIOR HIGH	$ 324,486.37								$ 324,486.37
0071 CHARLES E BENNETT ELEMENTARY	$ 157,965.64								$ 157,965.64
0111 BANNERMAN LEARNING CENTER	$ 172,417.58								$ 172,417.58
0113 AMI KIDS	$ 7,461.21								$ 7,461.21
0201 ORANGE PARK ELEMENTARY	$ 145,765.67							$ 7,845.06	$ 137,920.61
0232 GROVE PARK ELEMENTARY	$ 216,644.24							$ 1,742.00	$ 214,902.24
0241 W E CHERRY ELEMENTARY	$ 167,245.32	$ 18,329.64					2,426.36		$ 183,148.60
0252 ORANGE PARK HIGH	$ 1,262,318.17	$ 95,865.99						$ 7,148.93	$ 1,351,035.23
0261 DOCTORS INLET ELEMENTARY	$ 188,582.40	$ 4,600.00					9,812.00		$ 183,370.40
0271 MIDDLEBURG ELEMENTARY	$ 178,095.20								$ 178,095.20
0301 KEYSTONE HEIGHTS ELEMENTARY	$ 315,834.07	$ 2,803.70					5,339.46	$ 5,001.56	$ 308,296.75
0311 KEYSTONE HEIGHTS JR/SR HIGH	$ 796,255.26	$ 2,761.36						$ 1,006.94	$ 798,009.68
0331 S BRYAN JENNINGS ELEMENTARY	$ 157,639.19								$ 157,639.19
0341 CLAY HIGH SCHOOL	$ 951,391.83								$ 951,391.83
0351 LAKESIDE JUNIOR HIGH	$ 385,580.51								$ 385,580.51
0352 LAKESIDE ELEMENTARY	$ 249,819.97								$ 249,819.97
0361 ORANGE PARK JUNIOR HIGH	$ 490,757.54	$ 4,735.34							$ 495,492.88
0371 WILKINSON JUNIOR HIGH	$ 482,245.07	$ 1,800.00							$ 484,045.07
0381 MONTCLAIR ELEMENTARY	$ 140,737.87								$ 140,737.87
0391 MIDDLEBURG HIGH SCHOOL	$ 1,208,939.05	$ 21,666.65						$ 14,374.50	$ 1,216,231.20
0401 RIDGEVIEW ELEMENTARY	$ 310,075.32						$ 7,046.00		$ 303,029.32
0411 CLAY HILL ELEMENTARY	$ 264,194.25								$ 264,194.25
0431 RIDGEVIEW HIGH SCHOOL	$ 1,050,835.66	$ 8,882.00							$ 1,059,717.66
0451 LAKE ASBURY ELEMENTARY	$ 182,796.66								$ 182,796.66
0471 ROBERT M PATERSON ELEMENTARY	$ 204,071.54			$ 1,692.00					$ 205,763.54
0481 LAKE ASBURY JUNIOR HIGH	$ 641,765.22								$ 641,765.22
0491 WILKINSON ELEMENTARY	$ 379,112.39								$ 379,112.39
0501 TYNES ELEMENTARY	$ 290,508.64					$ 9,524.79	7,105.90	$ 1,691.00	$ 291,236.53
0511 MCRAE ELEMENTARY	$ 212,129.12	$ 3,232.99				$ 9,812.00	10,479.64		$ 214,694.47
0521 FLEMING ISLAND ELEMENTARY	$ 198,256.41								$ 198,256.41
0531 THUNDERBOLT ELEMENTARY	$ 199,268.30	$ 31,464.22				$ 13,469.28	2,133.00	$ 3,370.00	$ 238,698.80
0541 RIDEOUT ELEMENTARY	$ 180,442.61								$ 180,442.61
0551 FLEMING ISLAND HIGH SCHOOL	$ 1,275,817.09	$ 12,606.45				$ 11,042.95		$ 21,113.25	$ 1,278,353.24
0571 SWIMMING PEN CREEK ELEMENTARY	$ 146,078.16								$ 146,078.16
0591 ARGYLE ELEMENTARY SCHOOL	$ 162,490.07								$ 162,490.07
0601 COPPERGATE ELEMENTARY	$ 220,638.45								$ 220,638.45
0611 OAKLEAF JUNIOR HIGH	$ 532,185.49	$ 9,700.00							$ 541,885.49
0621 OAKLEAF VILLAGE ELEMENTARY	$ 280,172.85	$ 11,287.87							$ 291,460.72
0631 SHADOWLAWN ELEMENTARY	$ 227,242.04								$ 227,242.04
0641 DISCOVERY OAKS ELEMENTARY	$ 651,721.05								$ 651,721.05

MARCH, 2023

	LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0651	PLANTATION OAKS ELEMENTARY	$ 616,612.22							$ 5,589.50	$ 611,022.72
0661	OAKLEAF HIGH SCHOOL	$ 1,556,716.27	$ 21,645.55							$ 1,578,361.82
0769	ST JOHNS COUNTRY DAY	$ 11,345.00								$ 11,345.00
1409	ANNUNCIATION CATHOLIC SCHOOL	$ 1,059.00								$ 1,059.00
7005	CLAY VIRTUAL ACADEMY	$ 20,562.56								$ 20,562.56
9000	SCHOOL BOARD	$ 18,118.86								$ 18,118.86
9002	CAREER & TECHNICAL EDUCATION	$ 21,106.57	$ 1,191.39							$ 22,297.96
9003	INSTRUCTIONAL RESOURCES	$ 44,565.78								$ 44,565.78
9004	CLIMATE & CULTURE	$ 82,404.59								$ 82,404.59
9005	EXCEPTIONAL STUDENT EDUCATION	$ 179,745.39								$ 179,745.39
9006	DEPT OF ELEMENTARY EDUCATION	$ 39,067.19	$ 1,401.85							$ 40,469.04
9007	K12 ACADEMIC SERVICES	$ 5,946.87								$ 5,946.87
9008	ADULT COMMUNITY EDUCATION	$ 93,149.53								$ 93,149.53
9009	PROFESSIONAL DEVELOPMENT	$ 72,821.40						$ 1,114.33		$ 73,935.73
9010	TRANSPORTATION	$ 589,481.82	$ 1,023.36						$ 3,500.79	$ 587,004.39
9015	READING & EARLY LITERACY	$ 30,036.98							$ 1,114.33	$ 28,922.65
9016	SUPERINTENDENT	$ 40,675.76								$ 40,675.76
9020	OPERATIONS	$ 21,064.14						$ 3,500.79		$ 24,564.93
9021	MAINTENANCE DEPARTMENT	$ 656,758.58	$ 5,640.96					$ 7,105.90	$ 12,527.09	$ 656,978.35
9022	SAFETY & SECURITY	$ 135,543.27							$ 3,787.55	$ 131,755.72
9023	FACILITY PLANNING & CONSTRUCT	$ 62,105.08								$ 62,105.08
9024	CODE ENFORCEMENT	$ 9,145.53								$ 9,145.53
9025	SCHOOL POLICE DEPARTMENT	$ 382,201.43						$ 3,787.55		$ 385,988.98
9030	PRINT CENTER	$ 57,689.79								$ 57,689.79
9040	INFORMATION & TECH SERVICES	$ 1,744,792.02	$ 8,414.31						$ 47,077.51	$ 1,706,128.82
9050	BUSINESS AFFAIRS DIVISION	$ 156,366.36	$ 1,487.06						$ 3,447.00	$ 154,406.42
9060	HUMAN RESOURCES	$ 67,885.34								$ 67,885.34
9106	TITLE 1	$ 24,062.08								$ 24,062.08
9110	FOOD & NUTRITION SERVICES	$ 184,564.70	$ 16,564.38					$ 28,000.40	$ 22,085.87 $ 18,807.46	$ 188,236.15
9111	CURRICULUM & INSTRUCTION	$ 28,411.83								$ 28,411.83
9113	TEACHER TRAINING CENTER FIH	$ 17,734.72								$ 17,734.72
9114	TEACHER LEARNING CENTER OPHS	$ 4,382.44								$ 4,382.44
9252	SEDNET	$ 33,380.94	$ 1,342.25							$ 34,723.19
	TOTAL	$ 22,625,704.92	$ 288,447.32	$ -	$ 1,692.00		$ 87,357.99	$ 87,357.99	$138,214.71	$ 22,777,629.53

OTHER COLUMN - Reconciling delay in processing over with $1692.00 difference from new CF1610 and manual spreadsheet reports from February 2023

MARCH, 2023

LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
9004-C&C	$ 53,454.00								$ 53,454.00
9005-ESE	$ 26,512.00								$ 26,512.00
9006-ELED	$ 26,512.00								$ 26,512.00
9010-TRANSPORTATION	$ 30,886,990.86					$ 39,653.30			$ 30,926,644.16
9025-POLICE DEPT	$ 39,653.30						39,653.30		$ -
TOTAL	$ 31,033,122.16	$ -	$ -	$ -	$ -	$ 39,653.30	$ 39,653.30	$ -	$ 31,033,122.16

MARCH, 2023

LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0111 BANNERMAN LEARNING CENTER	$ 2,402.11							$ 2,402.11
0252 ORANGE PARK HIGH	$ 9,958.90							$ 9,958.90
0311 KEYSTONE HEIGHTS JR/SR HIGH	$ 1,792.00							$ 1,792.00
0341 CLAY HIGH SCHOOL	$ 17,812.00							$ 17,812.00
0351 LAKESIDE JUNIOR HIGH	$ 2,500.82							$ 2,500.82
0361 ORANGE PARK JUNIOR HIGH	$ 1,149.00							$ 1,149.00
0391 MIDDLEBURG HIGH SCHOOL	$ 18,208.40							$ 18,208.40
0431 RIDGEVIEW HIGH SCHOOL	$1,293.43							$ 1,293.43
0481 LAKE ASBURY JUNIOR HIGH	$ 11,237.85							$ 11,237.85
0551 FLEMING ISLAND HIGH SCHOOL	$ 1,231.99							$ 1,231.99
0621 OAKLEAF VILLAGE ELEMENTARY		$ 1,900.00						
0661 OAKLEAF HIGH SCHOOL	$ 5,048.21	$ 1,154.45						$ 6,202.66
TOTAL	$ 72,634.71	$ 3,054.45	$ -	$ -	$ -	$ -	$ -	$ 75,689.16

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MARCH, 2023

LOCATION		BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0341	CLAY HIGH SCHOOL	$ 5,599.00								$ 5,599.00
0431	RIDGEVIEW HIGH	$ 3,450.00								$ 3,450.00
0541	RIDEOUT ELEMENTARY	$ 7,605.95								$ 7,605.95
0611	OAKLEAF JUNIOR HIGH	$ 37,921.00								$ 37,921.00
9008	ADULT COMMUNITY EDUCATION	$ 1,295.00								$ 1,295.00
9010	TRANSPORTATION	$ 38,383.84								$ 38,383.84
9020	OPERATIONS	$ 4,495.38								$ 4,495.38
9021	MAINTENANCE	$ 13,800.00								$ 13,800.00
9040	INFORMATION & TECH SERVICES	$ 4,588,923.74							$ 19,270.00	$ 4,569,653.74
9110	FOOD & NUTRITION SERVICES	$ 39,100.00								$ 39,100.00
	TOTAL	$ 4,740,573.91	$ -	$ -	$ -	$ -	$ -	$ -	$ 19,270.00	$ 4,721,303.91

CONTRACT #	SUBMITTED BY	DEPT	COST	PO #	VENDOR
230001	M Sanders	9005	$52,000.00	P2302543	First Coast Mobile Audiology
230005	M Sanders	9005	$90,000.00	P2302530	Family Services & Resource Center
230021	H Teto	9006	$56,700.00	P230021	QuaverEd
230042	M Sanders	9005	$90,000.00	P2304130	DNA Comprehensive Therapy Services, LLC
230027	S Raucci	9024	$75,000.00	P2304618	North Florida Building Code Svcs
230058	R Widdowson	9106	00Total $43,500 + $33,000 = $76,500	P2305355	Imagine Learning LLC - Addendum to 220127 $43,500
230099	D Broskie	9016	$60,000.00	P2306898	The Southern Group (Lobbying)

May 4, 2023 - Regular School Board

Title
C15 - Budget Amendment Report for March 31, 2023

Description
Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes as outlined in the attached statements.

Gap Analysis
The monthly budget amendment show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes
Reported as per Florida State Board of Education Administrative Rule 6A-1.006.

Expected Outcomes
The monthly budget amendment is provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's budget.

Strategic Plan Goal
Goal: 2: Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation
Approval of the Budget Amendments for March 31, 2023, as presented.

Contact
Dr. Susan M. Legutko, Assistant Superintendent for Business Affairs

Financial Impact
See attached statements for a complete analysis of the financial impact.

Review Comments

Attachments

Budget Amendment March 2023.pdf

CLAY COUNTY SCHOOLS
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
FOR MONTH ENDING MARCH 31, 2023

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes outlined in the attached statements.

FUND	DESCRIPTION
GENERAL FUND (100)	THE GENERAL FUND IS THE LARGEST FUND WITHIN THE ACCOUNTING STRUCTURE OF THE SCHOOL DISTRICT. THIS FUND IS USED TO REPORT THE DISTRICT'S DAILY, MONTHLY AND ANNUAL FINANCIAL OPERATIONS OF THE SCHOOLS AND DISTRICT OFFICE.
GENERAL FUND VOTED MILLAGE (105)	THE VOTED MILLAGE FUND ARE FUNDS APPROVED BY THE CLAY COUNTY VOTERS TO SUPPORT SAFETY AND SECURITY AND OTHER OPERATIONAL EXPENDITURES.
DEBT SERVICE (2XX)	DEBT SERVICE FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED, OR ASSIGNED TO EXPENDITURES FOR THE DISTRICT'S PRINCIPAL AND INTEREST PAYMENTS FOR ITS OUTSTANDING DEBT.
CAPITAL PROJECTS FUND(3XX)	CAPITAL PROJECT FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED, OR ASSIGNED TO EXPENDITURES FOR MAJOR CAPITAL OUTLAYS, INCLUDING THE ACQUISITION OR CONSTRUCTION OF CAPITAL FACILITIES AND THEIR CAPITAL ASSETS.
SPECIAL REVENUE FOOD SERVICE (410)	SPECIAL REVENUE FUNDS, FOOD SERVICES ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC REVENUE SOURCES THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE FOOD SERVICES OPERATIONS.
SPECIAL REVENUE OTHER (420,44X)	SPECIAL REVENUE FUNDS, OTHER ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC FEDERAL REVENUE SUCH AS TITLE I, TITLE II, TITLE III, CARES ACT FUNDING THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE SPECIFIC PROGRAM.

CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2022-2023

GENERAL FUND

FUND 100

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
GENERAL FUND REVENUE
FUND 100
Month Ending March 31, 2023

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
3120	Federal Impact Funds	$500,000	$500,000	$0	$500,000
3190	Other Federal Direct	$375,000	$375,000	$0	$375,000
3202	Medicaid	$2,000,000	$2,000,000	$0	$2,000,000
3280	Federal Through Local Revenue	$300,000	$334,148	$0	$334,148
3310	Florida Educ Finance Program	$211,526,754	$213,666,567	$0	$213,666,567
3315	Workforce Development	$495,645	$730,888	$0	$730,888
3317	Workforce Performance Incentiv	$0	$0	$0	$0
3320	State Auto License CO and DS	$22,000	$22,000	$0	$22,000
3340	Other State Revenues	$20,000	$20,000	$0	$20,000
3350	Other Categorical	$37,661,135	$37,485,693	$0	$37,485,693
3360	School Recognition	$0	$3,007,741	$0	$3,007,741
3370	VPK	$853,000	$853,000	$0	$853,000
3390	Miscellaneous State Revenues	$770,000	$956,692	$78,718	$1,035,410
3410	Taxes	$62,315,636	$62,204,384	$0	$62,204,384
3421	Tax Redemptions	$1,000,000	$1,000,000	$0	$1,000,000
3425	Rent	$600,000	$600,000	$0	$600,000
3430	Interest Incl Profit On Inves	$200,000	$200,000	$0	$200,000
3440	Gifts Grants & Bequests	$188,531	$249,879	$3,813	$253,692
3460	Student Fees	$45,120	$65,186	$9,110	$74,297
3470	Other Fees	$375,320	$386,505	$6,688	$393,192
3490	Misc Local Resources	$2,814,868	$3,398,788	$26,566	$3,425,354
3630	Transfer From Capital Projects	$4,394,750	$4,394,750	$0	$4,394,750
3670	Transfer From Internal Srvc FD	$0	$3,000,000	$0	$3,000,000
3733	Sale of Capital Asset	$100,000	$100,000	$0	$100,000
3740	Insurance Loss Recoveries	$5,000	$5,000	$0	$5,000
Revenue - Totals		**$326,562,759**	**$335,556,221**	**$124,895**	**$335,681,116**

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR -2022-2023
GENERAL FUND EXPENSES
FUND 100
Month Ending March 31, 2023

5000 Instruction

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
100	Salaries	$137,048,344	$138,380,721	$38,948	$138,419,669
200	Employee Benefits	$44,840,977	$45,011,389	($161,619)	$44,849,769
300	Purchased Services	$24,371,883	$25,157,627	$110,106	$25,267,733
400	Energy Services	$8,197	$11,131	($424)	$10,706
500	Material and Supplies	$10,716,946	$12,337,335	$412,762	$12,750,095
600	Capital Outlay	$1,136,093	$1,708,344	$106,879	$1,815,223
700	Other	$2,185,892	$2,334,240	$123,141	$2,457,381
Total Expenses Function 5000		**$220,308,332**	**$224,940,786**	**$629,793**	**$225,570,577**

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
6100	**Pupil Personnel Services**				
100	Salaries	$12,595,791	$12,774,616	($111,014)	$12,663,603
200	Employee Benefits	$4,201,977	$4,250,242	($7,846)	$4,242,396
300	Purchased Services	$853,484	$688,379	$79,488	$767,866
400	Energy Services	$3,500	$3,500	$0	$3,500
500	Material and Supplies	$243,701	$179,796	($8,649)	$171,147
600	Capital Outlay	$222,227	$233,346	$919	$234,263
700	Other	$4,800	$4,623	$2,080	$6,703
6140	**Psychological Services**				
300	Purchased Services	$1,600	$1,600	$0	$1,600
6150	**Parent Involvement**				
100	Salaries	$0	$16,000	$0	$16,000
200	Employee Benefits	$0	$4,383	$0	$4,383
300	Purchased Services	$0	$2,000	$0	$2,000
500	Material and Supplies	$0	$4,500	$0	$4,500
600	Capital Outlay	$0	$0	$0	$0
700	Other	$0	$0	$0	$0
6190	**Guidance Administration**				
100	Salaries	$113,725	$113,725	$0	$113,725
200	Employee Benefits	$38,905	$38,905	$0	$38,905
6200	**Instructional Media**				
100	Salaries	$2,951,981	$3,005,272	$2,300	$3,007,572
200	Employee Benefits	$1,136,994	$1,141,076	$176	$1,141,252
300	Purchased Services	$274,027	$205,221	($4,307)	$200,914
500	Material and Supplies	$78,801	$76,815	$2,319	$79,135
600	Capital Outlay	$199,402	$269,976	($2,254)	$267,722
700	Other	$3,050	$2,572	$287	$2,859
6300	**Inst & Curric Dev Services**				
100	Salaries	$3,194,080	$3,094,312	$83,817	$3,178,130
200	Employee Benefits	$1,071,195	$1,103,891	$31,438	$1,135,328
300	Purchased Services	$255,441	$115,319	($2,095)	$113,224
400	Energy Services	$700	$700	$0	$700
500	Material and Supplies	$131,388	$575,180	($399,549)	$175,631
600	Capital Outlay	$54,065	$58,278	$5,942	$64,221
700	Other	$22,594	$23,000	($1,360)	$21,640

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR -2022-2023
GENERAL FUND EXPENSES
FUND 100
Month Ending March 31, 2023

5000		Instruction				
	Function	**Description**	**Adopted**	**Beginning Budget**	**Budget Adj**	**Working Budget**
6400	Inst Staff Training Services					
	100	Salaries	$1,708,732	$1,953,031	($1,406)	$1,951,625
	200	Employee Benefits	$531,984	$555,884	$2,032	$557,916
	300	Purchased Services	$455,796	$506,087	$47,921	$554,007
	500	Material and Supplies	$136,592	$149,416	($10,883)	$138,533
	600	Capital Outlay	$16,926	$17,659	$9,470	$27,129
	700	Other	$11,600	$28,153	($1,000)	$27,153
6500	Instruction Related Technology					
	100	Salaries	$2,262,628	$2,264,152	$1,874	$2,266,026
	200	Employee Benefits	$842,090	$842,207	$394	$842,600
	300	Purchased Services	$1,977,440	$1,940,258	($4,176)	$1,936,082
	500	Material and Supplies	$123,621	$116,121	$0	$116,121
	600	Capital Outlay	$593,015	$626,253	$0	$626,253
7100	Board					
	100	Salaries	$387,176	$387,176	$0	$387,176
	200	Employee Benefits	$162,858	$162,858	$0	$162,858
	300	Purchased Services	$462,302	$549,802	$20,000	$569,802
	500	Material and Supplies	$4,841	$4,841	$0	$4,841
	600	Capital Outlay	$1,500	$1,500	$0	$1,500
	700	Other	$26,500	$31,000	$0	$31,000
7200	General Administration					
	100	Salaries	$286,443	$286,443	$0	$286,443
	200	Employee Benefits	$136,863	$136,863	$0	$136,863
	300	Purchased Services	$33,811	$33,811	$0	$33,811
	400	Energy Services	$1,000	$1,000	$0	$1,000
	500	Material and Supplies	$7,588	$7,588	$0	$7,588
	600	Capital Outlay	$2,750	$2,650	$0	$2,650
	700	Other	$17,500	$17,600	$0	$17,600
7300	School Administration					
	100	Salaries	$12,572,549	$12,694,116	$46,517	$12,740,633
	200	Employee Benefits	$4,342,525	$4,351,823	$8,872	$4,360,696
	300	Purchased Services	$108,796	$115,207	$8,044	$123,250
	400	Energy Services	$0	$0	$0	$0
	500	Material and Supplies	$82,320	$79,229	$187	$79,415
	600	Capital Outlay	$109,761	$140,499	$8,875	$149,374
	700	Other	$21,172	$32,151	($1,187)	$30,964
7400	Facilities Aquisition & Const					
	100	Salaries	$885,583	$885,584	$1,035	$886,619
	200	Employee Benefits	$309,537	$309,537	$217	$309,754
	300	Purchased Services	$1,207,005	$1,194,933	($12,994)	$1,181,939
	400	Energy Services	$4,100	$4,100	$0	$4,100
	500	Material and Supplies	$24,933	$24,583	$0	$24,583
	600	Capital Outlay	$1,697,230	$1,982,346	$8,386	$1,990,731
	700	Other	$2,800	$2,800	$843,114	$845,914
7500	Fiscal Services					

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR -2022-2023
GENERAL FUND EXPENSES
FUND 100
Month Ending March 31, 2023

5000   Instruction

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
100	Salaries	$984,824	$984,824	$0	$984,824
200	Employee Benefits	$311,382	$311,382	$0	$311,382
300	Purchased Services	$493,995	$374,088	($32,045)	$342,043
500	Material and Supplies	$17,031	$17,031	$0	$17,031
600	Capital Outlay	$5,312	$12,141	$2,245	$14,386
700	Other	$850	$2,850	$0	$2,850
7600	**Food Services**				
100	Salaries	$103,741	$189,381	$21,052	$210,432
200	Employee Benefits	$41,645	$48,198	$4,094	$52,293
600	Capital Outlay	$0	$0	$0	$0
700	Other	$0	$0	$0	$0
7700	**Central Services**				
100	Salaries	$2,284,699	$2,313,639	$106,560	$2,420,198
200	Employee Benefits	$849,274	$852,779	$35,574	$888,353
300	Purchased Services	$706,835	$687,447	$17,453	$704,900
400	Energy Services	$7,715	$7,715	$0	$7,715
500	Material and Supplies	$86,011	$120,179	$1,555	$121,733
600	Capital Outlay	$883,972	$901,311	($5,048)	$896,263
700	Other	$78,060	$78,060	$8	$78,068
7800	**Pupil Transportation Services**				
100	Salaries	$7,032,506	$7,033,756	$3,713	$7,037,468
200	Employee Benefits	$1,813,940	$1,814,036	$747	$1,814,783
300	Purchased Services	$692,910	$728,474	($1,627)	$726,847
400	Energy Services	$1,578,001	$1,579,201	$30,000	$1,609,201
500	Material and Supplies	$1,179,000	$1,135,804	($79,191)	$1,056,613
600	Capital Outlay	$243,969	$719,511	$44,002	$763,513
700	Other	$86,546	$24,153	$29	$24,182
7900	**Operation Of Plant**				
100	Salaries	$6,310,957	$6,248,828	$37,158	$6,285,986
200	Employee Benefits	$2,725,419	$2,747,577	$13,957	$2,761,535
300	Purchased Services	$7,427,646	$7,572,895	$1,472	$7,574,367
400	Energy Services	$7,174,238	$7,173,379	$3,373	$7,176,752
500	Material and Supplies	$807,166	$832,515	$30,891	$863,404
600	Capital Outlay	$282,643	$289,013	$11,680	$300,693
700	Other	$500	$912	($367)	$545
8100	**Maintenance Of Plant**				
100	Salaries	$3,063,917	$3,063,917	$4,919	$3,068,835
200	Employee Benefits	$1,225,978	$1,225,978	$1,012	$1,226,990
300	Purchased Services	$1,390,198	$1,390,199	($1)	$1,390,198
400	Energy Services	$166,059	$166,059	$0	$166,059
500	Material and Supplies	$1,128,541	$1,116,042	($4,201)	$1,111,841
600	Capital Outlay	$410,719	$423,219	$4,200	$427,419
700	Other	$15,000	$15,000	$0	$15,000
8200	**Administrative Technology Svcs**				
100	Salaries	$1,142,070	$1,142,071	$58	$1,142,130

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR -2022-2023
GENERAL FUND EXPENSES
FUND 100
Month Ending March 31, 2023

5000   Instruction

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
200	Employee Benefits	$397,014	$397,014	$13	$397,027
300	Purchased Services	$81,800	$42,300	$0	$42,300
400	Energy Services	$7,200	$8,200	$3,500	$11,700
500	Material and Supplies	$8,852	$14,237	$0	$14,237
600	Capital Outlay	$9,031	$9,481	$0	$9,481
700	Other	$1,000	$1,000	$0	$1,000
9100 Community Services					
100	Salaries	$323,163	$325,895	$19,078	$344,973
200	Employee Benefits	$154,662	$154,871	$7,020	$161,890
300	Purchased Services	$0	$0	$0	$0
500	Material and Supplies	$142,400	$142,325	$2,000	$144,325
600	Capital Outlay	$0	$75	$0	$75
700	Other	$19,500	$19,500	$3,230	$22,730
9200 Debt Service					
700	Other	$0	$0	$0	$0
Total Expenses Function 6000 to 9900		**$113,111,185**	**$114,884,949**	**$935,097**	**$115,820,041**

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2022-2023
GENERAL FUND – ONE MILL
FUND 105

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
ONE MILL
FUND 105
Month Ending March 31, 2023

Function		Description	Adopted	Beginning Budget	Budget Adj	Working Budget
3400		**Revenue from Local Sources**				
	000	Revenue	$15,893,247	$15,893,247	$0	$15,893,247
Total Revenue			**$15,893,247**	**$15,893,247**	**$0**	**$15,893,247**
7400		**Facilities Aquisition & Const**				
	300	Purchased Services	$0	$0	$0	$0
	500	Material and Supplies	$0	$0	$0	$0
	600	Capital Outlay	$7,954,831	$7,954,834	$0	$7,954,834
7700		**Central Services**				
	100	Salaries	$0	$0	$0	$0
	200	Employee Benefits	$0	$0	$0	$0
	300	Purchased Services	$1,000	$1,000	$0	$1,000
7800		**Pupil Transportation Services**				
	600	Capital Outlay	$109,737	$109,737	$0	$109,737
7900		**Operation Of Plant**				
	100	Salaries	$2,798,810	$2,798,808	$0	$2,798,808
	200	Employee Benefits	$1,220,451	$1,220,451	$0	$1,220,451
	300	Purchased Services	$695,897	$695,898	($1,500)	$694,398
	400	Energy Services	$63,000	$63,000	$0	$63,000
	500	Material and Supplies	$62,608	$62,608	$0	$62,608
	600	Capital Outlay	$194,194	$194,194	$1,500	$195,694
	700	Other	$6,000	$6,000	$0	$6,000
8100		**Maintenance Of Plant**				
	100	Salaries	$109,941	$109,941	$0	$109,941
	200	Employee Benefits	$38,243	$38,243	$0	$38,243
Total Expenses			**$13,254,712**	**$13,254,714**	**$0**	**$13,254,714**

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2022-2023
DEBT SERVICE
FUND 2XX

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
DEBT SERVICE
FUND 2XX
Month Ending March 31, 2023

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
210	3320	State Auto License CO and DS	000	Revenue	$61,800	$61,800	$0	$61,800
222	3340	Other State Revenues	000	Revenue	$215,474	$215,474	$0	$215,474
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
290	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
	3630	Transfer From Capital Projects	000	Revenue	$372,145	$372,145	$0	$372,145
292	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
	3630	Transfer From Capital Projects	000	Revenue	$3,938,863	$3,938,863	$0	$3,938,863
293	3430	Interest Incl Profit On Inves	000	Revenue	$125	$125	$0	$125
	3630	Transfer From Capital Projects	000	Revenue	$878,629	$878,629	$0	$878,629
299	3630	Transfer From Capital Projects	000	Revenue	$1,615,559	$1,615,559	$0	$1,615,559
Total Revenue					**$7,082,595**	**$7,082,595**	**$0**	**$7,082,595**
210	9200	Debt Service	710	Redemption of Principal	$61,800	$61,800	$0	$61,800
			730	Dues and Fees	$0	$0	$0	$0
222	9200	Debt Service	710	Redemption of Principal	$215,474	$215,474	$0	$215,474
			730	Dues and Fees	$0	$0	$0	$0
290	9200	Debt Service	710	Redemption of Principal	$367,145	$367,145	$0	$367,145
			730	Dues and Fees	$5,000	$5,000	$0	$5,000
292	9200	Debt Service	710	Redemption of Principal	$3,933,863	$3,933,863	$0	$3,933,863
			730	Dues and Fees	$5,000	$5,000	$0	$5,000
293	9200	Debt Service	710	Redemption of Principal	$873,754	$873,754	$0	$873,754
			730	Dues and Fees	$5,000	$5,000	$0	$5,000
298	9200	Debt Service	730	Dues and Fees	$0	$0	$0	$0
299	9200	Debt Service	710	Redemption of Principal	$1,615,559	$1,615,560	$0	$1,615,560
			730	Dues and Fees	$0	$0	$0	$0
Total Expenses					**$7,082,595**	**$7,082,595**	**$0**	**$7,082,595**

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2022-2023
CAPITAL PROJECTS
FUND 3XX

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
CAPITAL PROJECTS
FUND 3XX
Month Ending March 31, 2023

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
340	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
360	3320	State Auto License CO and DS	000	Revenue	$1,300,000	$1,300,000	$0	$1,300,000
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
370	3410	Taxes	000	Revenue	$22,886,277	$22,886,277	$0	$22,886,277
	3421	Tax Redemptions	000	Revenue	$0	$0	$0	$0
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
	3724	Capital Lease Agreements	000	Revenue	$0	$0	$0	$0
380	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
	3490	Misc Local Resources	000	Revenue	$12,700,000	$12,700,000	$0	$12,700,000
391	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
392	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
394	3390	Miscellaneous State Revenues	000	Revenue	$0	$0	$0	$0
	3397	Charter School Capital Outlay	000	Revenue	$796,000	$796,000	$0	$796,000
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
395	3390	Miscellaneous State Revenues	000	Revenue	$46,500	$46,500	$0	$46,500
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
398	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
399	3390	Miscellaneous State Revenues	000	Revenue	$0	$0	$0	$0
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
Total Revenue					**$37,728,777**	**$37,728,777**	**$0**	**$37,728,777**
340	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	$0	$0	$0	$0
			680	Remodeling and Renovations	$0	$0	$0	$0
360	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$3,759,464	$3,759,464	$453,000	$4,212,464
			640	Furniture Fixtures & Equipment	$453,000	$453,000	($453,000)	$0
			680	Remodeling and Renovations	$0	$0	$0	$0
	9200	Debt Service	730	Dues and Fees	$0	$0	$0	$0
370	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$27,594,575	$28,341,166	$100,001	$28,441,167
			690	Computer Software	$554,000	$554,000	$0	$554,000
			640	Furniture Fixtures & Equipment	$32,665	$933,172	$0	$933,172
			670	Improvements other than Bldg	$3,069,468	$3,041,688	($154,500)	$2,887,188
			660	Land	$1,216,500	$1,325,051	$0	$1,325,051
			650	Motor Vehicles	$0	$0	$0	$0
			680	Remodeling and Renovations	$10,876,052	$9,148,183	$54,499	$9,202,681
	7800	Pupil Transportation Services	650	Motor Vehicles	$1,594,260	$1,594,260	$0	$1,594,260
	7900	Operation Of Plant	680	Remodeling and Renovations	$0	$0	$0	$0
	9200	Debt Service	710	Redemption of Principal	$674,287	$674,287	$0	$674,287
	9700	Transfer Of Funds	920	Transfers to Debt Service Fund	$1,981,479	$1,981,479	$0	$1,981,479
			910	Transfers to General Fund	$4,394,750	$4,394,750	$0	$4,394,750
380	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$14,584,955	$16,818,943	$0	$16,818,943
			690	Computer Software	$0	$0	$5,000	$5,000
			640	Furniture Fixtures & Equipment	$2,037,535	$2,967,379	($155,000)	$2,812,379
			670	Improvements other than Bldg	$0	$1,359,524	$150,000	$1,509,524
			610	Library Books	$0	$135,000	$0	$135,000
			680	Remodeling and Renovations	$10,000	$10,000	$0	$10,000
	9700	Transfer Of Funds	920	Transfers to Debt Service Fund	$4,823,717	$4,823,717	$0	$4,823,717
392	7400	Facilities Aquisition & Const	620	Audiovisual Materials	$3,000	$2,840	$0	$2,840
			630	Buildings and Fixed Equip	$26,143	$54,479	$0	$54,479
			690	Computer Software	$133,281	$105,105	$8,454	$113,559
			640	Furniture Fixtures & Equipment	$21,925	$21,925	($8,454)	$13,471
			650	Motor Vehicles	$0	$0	$0	$0
			390	Other Purchased Services	$0	$0	$0	$0
			680	Remodeling and Renovations	$0	$0	$0	$0
			360	Rentals	$0	$0	$0	$0
393	9200	Debt Service	710	Redemption of Principal	$0	$0	$0	$0
	7400	Facilities Aquisition & Const	680	Remodeling and Renovations	$0	$0	$0	$0
394	9700	Transfer Of Funds	910	Transfers to General Fund	$430,295	$430,295	$0	$430,295
395	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	$0	$0	$0	$0
398	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	$20,377	$20,377	$0	$20,377
			680	Remodeling and Renovations	$0	$0	$0	$0
399	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	$20,377	$20,377	$0	$20,377
			790	Miscellaneous	$39,615	$39,615	$0	$39,615

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Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
			680	Remodeling and Renovations	$529,689	$529,689	$0	$529,689
Total Expenses					**$78,821,416**	**$83,519,388**	**$0**	**$83,519,388**

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
CAPITAL PROJECTS
FUND 3XX
Month Ending March 31, 2023

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2022-2023
CAPITAL PROJECTS-SALES TAX
FUND 396

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
CAPITAL PROJECTS
FUND 396
Month Ending March 31, 2023

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
396	3410	Taxes	000	Revenue	$15,500,000	$15,500,000	$0	$15,500,000
	3430	Interest Incl Profit On Inves	000	Revenue	$0	$0	$0	$0
Total Revenue					**$15,500,000**	**$15,500,000**	**$0**	**$15,500,000**
396	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	$14,087,846	$14,290,783	($98,084)	$14,192,699
			640	Furniture Fixtures & Equipment	$0	$0	$134,594	$134,594
			670	Improvements other than Bldg	$937,440	$1,001,131	$0	$1,001,131
			790	Miscellaneous	$0	$0	$0	$0
			680	Remodeling and Renovations	$14,452,335	$14,185,707	($36,510)	$14,149,197
Total Expenses					**$29,477,621**	**$29,477,621**	**$0**	**$29,477,621**

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2022-2023
SPECIAL REVENUE – FOOD SERVICE
FUND 410

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
SPECIAL REVENUE FOOD SERVICE
FUND 410
Month Ending March 31, 2023

Func	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
		National School Lunch Act				
3260	000	Revenue	$15,425,750	$15,425,750	$0	$15,425,750
		Categorical State Sources				
3330	000	Revenue	$145,000	$145,000	$0	$145,000
		Interest Incl Profit On Inves				
3430	000	Revenue	$10,000	$10,000	$0	$10,000
		Food Services				
3450	000	Revenue	$4,190,300	$4,190,300	$0	$4,190,300
		Misc Local Resources				
3490	000	Revenue	$5,000	$5,000	$0	$5,000
Total Revenue			**$19,776,050**	**$19,776,050**	**$0**	**$19,776,050**
		Basic FEFP K-12				
5100	100	Salaries	$0	$0	$0	$0
	200	Employee Benefits	$0	$0	$0	$0
		Food Services				
7600	100	Salaries	$6,368,035	$6,368,035	$0	$6,368,035
	200	Employee Benefits	$3,169,006	$3,169,006	$0	$3,169,006
	300	Purchased Services	$304,500	$312,345	$0	$312,345
	400	Energy Services	$199,000	$199,500	$0	$199,500
	500	Material and Supplies	$10,052,100	$11,367,244	($100)	$11,367,144
	600	Capital Outlay	$302,000	$1,218,672	$500,100	$1,718,772
	700	Other	$280,000	$280,000	$0	$280,000
		Central Services				
7700	100	Salaries	$0	$9,020	$0	$9,020
	200	Employee Benefits	$0	$819	$0	$819
		Operation Of Plant				
7900	100	Salaries	$23,400	$23,400	$0	$23,400
	200	Employee Benefits	$14,879	$14,879	$0	$14,879
Total Expenses			**$20,712,920**	**$22,962,920**	**$500,000**	**$23,462,920**

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2022-2023
SPECIAL REVENUE – OTHER
FUND 42X

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DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
SPECIAL REVENUE OTHER
FUND 42X
Month Ending March 31, 2023

Func	Obj		Adopted	Beginning Budget	Budget Adj	Working Budget
3201	**Vocational Ed**					
3201		Revenue	$371,166	$371,166	$0	$371,166
3220	**Workforce Investment Act**					
3220		Revenue	$287,326	$413,394	$0	$413,394
3226	**Eisenhower Math And Science**					
3226		Revenue	$1,401,643	$1,401,643	$0	$1,401,643
3230	**I.D.E.A.**					
3230		Revenue	$8,750,828	$8,803,090	$0	$8,803,090
3240	**Title I - Elem & Secondary Edu**					
3240		Revenue	$8,720,432	$8,818,252	$0	$8,818,252
3290	**Other Federal Thru State**					
3290		Revenue	$203,605	$197,078	$0	$197,078
3190	**Other Federal Direct**					
3190		Revenue	$363,350	$363,350	$0	$363,350
3430	**Interest Incl Profit On Inves**					
3430		Revenue	$0	$0	$0	$0
Total Revenue			**$20,098,350**	**$20,367,973**	**$0**	**$20,367,973**
5000	**Instruction**					
100	Salaries		$6,973,964	$7,360,505	($1,541,684)	$5,818,821
200	Employee Benefits		$3,079,635	$3,035,624	($932,723)	$2,102,901
300	Purchased Services		$1,111,653	$1,102,958	($101,120)	$1,001,838
400	Energy Services		$0	$0	$0	$0
500	Material and Supplies		$1,443,066	$941,076	($85,149)	$855,925
600	Capital Outlay		$460,251	$821,218	($13,084)	$808,132
700	Other		$55,389	$65,552	$0	$65,552
6100	**Student Personnel Services**					
100	Salaries		$1,020,118	$1,019,223	$0	$1,019,223
200	Employee Benefits		$360,571	$362,041	$0	$362,041
300	Purchased Services		$7,950	$86,140	$89	$86,229
500	Material and Supplies		$1,530	$1,800	$0	$1,800
600	Capital Outlay		$0	$2,463	$0	$2,463
700	Other		$3,500	$3,300	$0	$3,300
6110	**Social Work**					
200	Employee Benefits		$22,701	$20,276	$0	$20,276
300	Purchased Services		$3,030	$2,400	$0	$2,400
700	Other		$0	$0	$0	$0
6120	**Guidance Services**					
100	Salaries		$0	$0	$0	$0
200	Employee Benefits		$0	$0	$0	$0
6130	**Health Services**					
100	Salaries		$0	$0	$0	$0

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
SPECIAL REVENUE OTHER
FUND 42X
Month Ending March 31, 2023

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
200	Employee Benefits	$0	$0	$0	$0
300	Purchased Services	$0	$0	$0	$0
500	Material and Supplies	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
6150	**Parent Involvement**				
100	Salaries	$0	$3,750	$0	$3,750
200	Employee Benefits	$0	$987	$0	$987
300	Purchased Services	$125,985	$130,172	($19,170)	$111,002
500	Material and Supplies	$108,895	$105,372	($47,810)	$57,562
600	Capital Outlay	$0	$0	$0	$0
700	Other	$2,500	$2,000	$0	$2,000
6200	**Instructional Media**				
200	Employee Benefits	$0	$0	$9	$9
500	Material and Supplies	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
6300	**Inst & Curric Dev Services**				
100	Salaries	$1,533,784	$1,563,107	$0	$1,563,107
200	Employee Benefits	$518,575	$526,148	($445)	$525,703
300	Purchased Services	$29,884	$22,041	$0	$22,041
500	Material and Supplies	$176	$3,252	$446	$3,699
600	Capital Outlay	$237	$637	$0	$637
700	Other	$1,000	$1,000	$0	$1,000
6400	**Inst Staff Training Services**				
100	Salaries	$1,396,519	$1,293,329	($104,759)	$1,188,569
200	Employee Benefits	$371,076	$364,692	$96	$364,787
300	Purchased Services	$615,561	$626,451	($31,923)	$594,528
500	Material and Supplies	$84,340	$165,333	($13,230)	$152,103
600	Capital Outlay	$51	$20,469	$0	$20,469
700	Other	$14,550	$15,165	$0	$15,165
6500	**Instruction Related Technology**				
100	Salaries	$0	$2,200	$1,088	$3,288
200	Employee Benefits	$0	$465	$214	$679
300	Purchased Services	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
7200	**General Administration**				
700	Other	$568,513	$578,906	$0	$578,906
7300	**School Administration**				
100	Salaries	$69,966	$19,615	$0	$19,615
200	Employee Benefits	$15,042	$15,042	$0	$15,042
7400	**Facilities Aquisition & Const**				
600	Capital Outlay	$0	$0	$0	$0
7600	**Food Services**				
100	Salaries	$0	$0	$0	$0
200	Employee Benefits	$0	$0	$0	$0

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SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
SPECIAL REVENUE OTHER
FUND 42X
Month Ending March 31, 2023

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
7700	**Central Services**				
100	Salaries	$0	$99	$0	$99
200	Employee Benefits	$0	$9	$0	$9
300	Purchased Services	$0	$0	$0	$0
7800	**Pupil Transportation Services**				
100	Salaries	$25,907	$23,907	($23,907)	$0
200	Employee Benefits	$5,060	$5,060	($5,060)	$0
300	Purchased Services	$71,937	$79,937	$0	$79,937
400	Energy Services	$0	$0	$1,460	$1,460
7900	**Operation Of Plant**				
100	Salaries	$705	$1,210	$0	$1,210
200	Employee Benefits	$197	$326	$0	$326
300	Purchased Services	$0	$0	$0	$0
500	Material and Supplies	$0	$100	$0	$100
600	Capital Outlay	$0	$0	$0	$0
700	Other	$0	$0	$0	$0
8100	**Maintenance Of Plant**				
500	Material and Supplies	$0	$0	$0	$0
8200	**Administrative Technology Svcs**				
300	Purchased Services	$0	$0	$0	$0
9100	**Community Services**				
500	Material and Supplies	$0	$0	$0	$0
Total Expenses		**$20,103,818**	**$20,395,357**	**($2,916,662)**	**$17,478,690**

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2022-2023
SPECIAL REVENUE
FEDERAL CARES ACT FUNDING
FUND 44X

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
SPECIAL REVENUE OTHER
FUND 44X
Month Ending March 31, 2023

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
3271	**CARES Act ESSER**				
3271	Revenue	$32,623,171	$34,335,048		$34,335,048
3430	**Interest Incl Profit On Inves**				
3430	Revenue	$0	$0	$0	$0
Total Revenue		**$32,623,171**	**$34,335,048**	**$0**	**$34,335,048**
5000	**Instruction**				
100	Salaries	$11,183,410	$8,353,025	($445,842)	$7,907,183
200	Employee Benefits	$677,150	$1,232,738	($100,105)	$1,132,636
300	Purchased Services	$2,685,350	$3,047,542	($42,180)	$3,005,362
500	Material and Supplies	$3,404,514	$4,733,863	$301,712	$5,035,576
600	Capital Outlay	$3,439,840	$4,237,941	$74,049	$4,311,990
700	Other	$86,400	$76,400	$0	$76,400
6100	**Student Personnel Services**				
100	Salaries	$759,967	$597,517	$0	$597,517
200	Employee Benefits	$239,800	$71,307	$0	$71,307
300	Purchased Services	$0	$3,600	$0	$3,600
600	Capital Outlay	$58,000	$0	$0	$0
6110	**Social Work**				
200	Employee Benefits	$22,337	$22,425	$0	$22,425
6130	**Health Services**				
300	Purchased Services	$6,000	$6,000	$0	$6,000
500	Material and Supplies	$3,963	$3,963	$0	$3,963
600	Capital Outlay	$0	$0	$0	$0
6150	**Parent Involvement**				
100	Salaries	$0	$25,000	$0	$25,000
200	Employee Benefits	$0	$0	$0	$0
300	Purchased Services	$50,000	$65,000	($40,000)	$25,000
400	Energy Services	$0	$0	$500	$500
500	Material and Supplies	$0	$81,000	$0	$81,000
6190	**Guidance Administration**				
100	Salaries	$0	$4,500	$0	$4,500
200	Employee Benefits	$0	$344	$0	$344
6200	**Instructional Media**				
100	Salaries	$0	$88,950	$0	$88,950
200	Employee Benefits	$0	$6,800	$0	$6,800
600	Capital Outlay	$0	$0	$0	$0
6300	**Inst & Curric Dev Services**				
100	Salaries	$5,285	$190,965	$54,000	$244,965
200	Employee Benefits	$1,897	$34,795	$14,613	$49,408
300	Purchased Services	$0	$0	$40,000	$40,000
500	Material and Supplies	$0	$3,000	$0	$3,000
600	Capital Outlay	$1,875	$1,875	$13,225	$15,100
700	Other	$7,870	$7,870	$0	$7,870
6400	**Inst Staff Training Services**				

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2022-2023
SPECIAL REVENUE OTHER
FUND 44X
Month Ending March 31, 2023

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
100	Salaries	$132,785	$127,935	$38,896	$166,831
200	Employee Benefits	$19,038	$22,857	$9,783	$32,640
300	Purchased Services	$453,632	$485,954	($90,455)	$395,499
500	Material and Supplies	$13,619	$11,995	$20,501	$32,496
600	Capital Outlay	$0	$0	$0	$0
700	Other	$2,550	$2,550	$0	$2,550
6500	**Instruction Related Technology**				
100	Salaries	$0	$64,500	$0	$64,500
200	Employee Benefits	$0	$4,934	$0	$4,934
300	Purchased Services	$0	$3,750	$1,500	$5,250
600	Capital Outlay	$0	$18,492	$0	$18,492
7100	**Board**				
100	Salaries	$0	$3,000	$0	$3,000
200	Employee Benefits	$0	$230	$0	$230
7200	**General Administration**				
100	Salaries	$0	$4,500	$0	$4,500
200	Employee Benefits	$0	$344	$0	$344
300	Purchased Services	$72,000	$68,400	$0	$68,400
700	Other	$923,934	$931,584	$11,181	$942,766
7300	**School Administration**				
100	Salaries	$0	$318,100	$0	$318,100
200	Employee Benefits	$0	$24,328	$0	$24,328
7400	**Facilities Aquisition & Const**				
100	Salaries	$0	$16,500	$0	$16,500
200	Employee Benefits	$0	$1,263	$0	$1,263
600	Capital Outlay	$8,171,422	$7,324,664	$129,270	$7,453,934
7500	**Fiscal Services**				
100	Salaries	$0	$24,000	$0	$24,000
200	Employee Benefits	$0	$1,836	$0	$1,836
7600	**Food Services**				
100	Salaries	$0	$375,800	$0	$375,800
200	Employee Benefits	$0	$28,639	$0	$28,639
7700	**Central Services**				
100	Salaries	$26,600	$85,550	$8,900	$94,450
200	Employee Benefits	$5,293	$9,805	$2,449	$12,255
500	Material and Supplies	$0	$0	$0	$0
600	Capital Outlay	$0	$0	$0	$0
7800	**Pupil Transportation Services**				
100	Salaries	$78,250	$624,760	$0	$624,760
200	Employee Benefits	$22,558	$104,033	$0	$104,033
300	Purchased Services	$3,000	$3,000	$0	$3,000
400	Energy Services	$45,946	$193,059	($2,000)	$191,059
700	Other	$0	$0	$0	$0
7900	**Operation Of Plant**				
100	Salaries	$0	$343,179	$0	$343,179

	SCHOOL BOARD OF CLAY COUNTY
	RESOLUTION TO AMEND DISTRICT BUDGET
	FISCAL YEAR 2022-2023
	SPECIAL REVENUE OTHER
	FUND 44X
	Month Ending March 31, 2023

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
200	Employee Benefits	$0	$26,193	$0	$26,193
300	Purchased Services	$7,611	$0	$0	$0
500	Material and Supplies	$11,273	$10,864	$0	$10,864
600	Capital Outlay	$0	$0	$0	$0
8100	**Maintenance Of Plant**				
100	Salaries	$0	$124,500	$0	$124,500
200	Employee Benefits	$0	$9,524	$0	$9,524
300	Purchased Services	$0	$0	$0	$0
500	Material and Supplies	$0	$0	$0	$0
8200	**Administrative Technology Svcs**				
100	Salaries	$0	$22,500	$0	$22,500
200	Employee Benefits	$0	$1,721	$0	$1,721
9100	**Community Services**				
100	Salaries	$0	$13,000	$0	$13,000
200	Employee Benefits	$0	$994	$0	$994
Total Expenses		**$32,623,169**	**$34,335,257**	**($3)**	**$34,335,260**

3

May 4, 2023 - Regular School Board

Title

C16 - Approval of the 2023-2024 FYCA Payroll Calendar

Description

The adopted payroll calendar serves as the instrument for the reporting of employees for payroll purposes.

Gap Analysis

Section V (5.04) of the School Board of Clay County rules states that the School Board shall annually adopt a payroll calendar for pay periods and paydays for the employees of the Board. Approval of a calendar is necessary to be in compliance with this rule.

Previous Outcomes

All proposed 2023-2024 payroll calendars are developed based on approved work calendars which were adopted on January 5, 2023.

Expected Outcomes

Proposed calendar should be approved by the school board.

Strategic Plan Goal

Ensure effective, equitable, and efficient use of resources.

Recommendation

Approve the 2023-2024 FYCA payroll calendar.

Contact

Dr. Susan Legutko, Assistant Superintendent of Business Affairs, ext. 66721, susan.legutko@myoneclay.net, Michelle Larson, Supervisor of Payroll, michelle.larson@myoneclay.net

Financial Impact

Review Comments

Attachments

⌗ 2023-2024 FYCA Payroll Calendar.pdf

CLAY COUNTY DISTRICT SCHOOLS
2023 – 2024 PAYROLL CALENDAR
FLORIDA YOUTH CHALLENGE ACADEMY

# Checks	Remaining Checks	PAY DATE	Pay Period	BEGIN DATE	END DATE	7/24/23 - 6/7/24 FYCA 10 month Instructional	7/24/23 - 6/4/24 FYCA 9 month Support	PAID HOLIDAY	NON WORK NON PAID DAY(S)	ADDITIONAL NOTES
SUMMER/CLOSEOUT		07/07/23	2301122	06/01/23	06/30/23	N/A	N/A			
1	24	08/15/23	2301150	07/16/23	07/29/23	5	5			
2	23	08/31/23	2301160	07/30/23	08/19/23	15	15			
3	22	09/15/23	2301170	08/20/23	09/02/23	10	10			Insurance Deductions Begin
4	21	09/29/23	2301180	09/03/23	09/16/23	10	10	Labor Day (9/4/23)		
5	20	10/13/23	2301190	09/17/23	09/30/23	10	10			
6	19	10/31/23	2301200	10/01/23	10/21/2023	15	15			
7	18	11/15/23	2301210	10/22/23	11/04/23	10	10			
8	17	11/30/23	2301220	11/05/23	11/18/23	10	10	Veteran's Day (11/10/23)		
9	16	12/15/23	2301230	11/19/23	12/02/23	9	7	Thanksgiving (11/23/23)	11/22, 11/24, & 11/27/23 - 9-M Support 11/24/23 - 10-M Instruction	
10	15	12/29/23	2301240	12/03/23	12/16/23	3	2		12/6-12/8, 12/11-12/15 - 9-M Support 12/7-12/8, 12/11-12/15 - 10-M Instruction	
11	14	01/12/24	2401010	12/17/23	12/31/23	1	1	Christmas (12/25/23)	12/18-12/22, 12/26-12/29 - ALL	
12	13	01/31/24	2401020	01/01/24	01/20/24	2	2	New Year's Day (1/1/24) M L King Day (1/15/24)	1/2-1/5, 1/8-1/12, 1/16-1/19 - ALL	
13	12	02/15/24	2401030	01/21/24	02/03/24	10	9		1/22/23 - 9-M Support	
14	11	02/29/24	2401040	02/04/24	02/17/24	10	10			
15	10	03/15/24	2401050	02/18/24	03/02/24	9	9		President's Day (2/19/24)	
16	9	03/28/23	2401060	03/03/24	03/16/24	10	10			
17	8	04/15/24	2401070	03/17/24	04/06/24	13	12		3/28-3/29 - ALL 4/1 - 9-M Support	
18	7	04/30/24	2401080	04/07/24	04/20/24	10	10			
19	6	05/15/24	2401090	04/21/24	05/04/24	10	10			
20	5	05/31/24	2401100	05/05/24	05/18/24	10	10			
23-24	1-2	05/31/24	(2) Instructional Summer Checks							
21	4	06/14/24	2401110	05/19/24	05/25/24	5	5			
22	3	06/28/24	2401120	05/26/24	06/30/24	9	6		Memorial Day (5/27/24)	Insurance Deductions End

10 month instructional personnel are paid 1/24 of their calculated contract each pay date   **196**   **188**   **TOTAL WORK DAYS**

May 4, 2023 - Regular School Board

Title

C17 - DELETION OF CERTAIN ITEMS REPORT APRIL, 2023

Description

The items listed have been surveyed by the Coordinator of Property Control, at the request of the Cost Center Property Manager, and the recommended disposition is noted. These items are either obsolete, unusable or beyond economical repair. These items should be removed from active inventory and disposed of in the manner indicated. Deletions are for property items received in the month of March, 2023.

Gap Analysis

N/A

Previous Outcomes

Property Records followed State mandate on trackable assets, Chapter 274.05

Expected Outcomes

Tangible Personal Property shall be controlled and supervised from acquisition through transfer or disposal. Disposal of property shall be in accordance with Section 274.05, Florida Statutes. All deletions of items with a value of $1,000.00 or more will be approved by The School Board of Clay County prior to disposition - School Board Policy Section 5.03C.

Strategic Plan Goal

Goal 2: Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Approve Deletion of Certain Items Report - April, 2023 as submitted

Contact

Dr. Susan Legutko,

Assistant Superintendent for Business Affairs

(904)-336-6721

susan.legutko@myoneclay.net

Financial Impact

Provides additional storage space and eliminates the need to account for unusable property. Reduces the dollar value of Tangible Personal Property

Review Comments

Attachments

📎 DELETION OF CERTAIN ITEMS REPORT APRIL, 2023.pdf

Monthly Deletion Analysis / April 2022 2023			
Cost Center	Asset	Item, Reason for Deletion	Type of Deletion
OPH - 0252	10001455	MOWER: UTILITY - JOHN DEERE 26 / BROKEN	D5
SLE - 0631	16100112	LAPTOP: DELL LATITUDE E5550 / BROKEN	D5
POE - 0651	09000736	APPLE IMAC 20 " / BROKEN	D1
CVA - 7005	13000728	TELEVISION: 47 " HD LED / OBSOLETE	D1
TRANSPORTATION - 9010	V191	TRUCK: JEEP GRAND CHEROKEE / BROKEN	D5
	V131	TRUCK:DODGE 1/2 TON RAM P/U / BROKEN	D5
	V134	TRUCK: DODGE PICK-UP / BROKEN	D5
	V256	TRUCK: PICK-UP DODGE RAM / BROKEN	D5
	V259	VAN STEP:2005 CHEVROLET P30 / BROKEN	D5
	V264	SEDAN: 4 DR FORD CROWN VICTORI / TRAINING	D1
	00066892	BUSH HOG 5 FT. SUPERIOR / BROKEN	D1
	10000296	MODULE:DESK/RETURN/FILE/HUTCH / BROKEN	D1
	10000295	MODULE:DESK/RETURN/FILE/HUTCH / BROKEN	D1
	14000245	MODULE:DESK/RETURN/FILE/HUTCH / BROKEN	D1
	14000246	MODULE:DESK/RETURN/FILE/HUTCH / BROKEN	D1
	10001587	TOOL CHEST:HEAVY DUTY ROLL / OBSOLETE	D1
BAD - 9050	16000625	COPIER: MULTIFUNCTION RICOH / OBSOLETE	D1
FOOD SER - 9110	19000140	HOT PLATE: TWO BURNER GARLAND / OBSOLETTE	D5
	11000214	CART:MILK MOBILE-ATLAS METAL / BROKEN	
	00072180	CABINET:CRESCOR HOT FOOD W/CAS / BROKEN	D5
	00088257	CABINET: REFRIG. MILK / BROKEN	D5

D1 = PARTED OUT/JUNK
D5 = SURPLUS SALES

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 04/30/2023

Disposal Method	Tag	Description		Acquisition Date	Disposal Date	Purchase Amount	Depreciation Value
LCTN	**0252**	**ORANGE PARK HIGH**					
Surplus Sale	10001455	MOWER: UTILITY - JOHN DEERE 26	Furniture,Fixtures & Equipment	05/13/2010	04/03/2023	10,500.00	10,500.00
						10,500.00	10,500.00
LCTN	**0631**	**SHADOWLAWN ELEMENTARY**					
Surplus Sale	16100112	LAPTOP: DELL LATITUDE E5550 ST	Furniture,Fixtures & Equipment	10/08/2015	04/03/2023	1,050.00	1,050.00
						1,050.00	1,050.00
LCTN	**0651**	**PLANTATION OAKS ELEMENTARY**					
Junk/Parts	09000736	C/M/K - APPLE IMAC 20 "LCD"	Furniture,Fixtures & Equipment	06/25/2009	04/03/2023	1,198.00	1,198.00
						1,198.00	1,198.00
LCTN	**7005**	**CLAY VIRTUAL ACADEMY**					
Junk/Parts	13000728	TELEVISION: 47 " HD LED - VIEW	Furniture,Fixtures & Equipment	06/27/2013	04/03/2023	1,049.00	899.14
						1,049.00	899.14
LCTN	**9010**	**TRANSPORTATION**					
Junk/Parts	00066892	BUSH HOG 5 FT. SUPERIOR	Furniture,Fixtures & Equipment	03/31/1998	04/03/2023	1,400.00	1,400.00
Junk/Parts	10000295	MODULE:DESK/BRIDGE/CREDENZA/HU	Furniture,Fixtures & Equipment	04/08/2010	04/03/2023	1,342.28	1,342.28
Junk/Parts	10000296	MODULE:DESK/RETURN/FILE/HUTCH-	Furniture,Fixtures & Equipment	04/08/2010	04/03/2023	1,099.29	1,099.26
Junk/Parts	10001587	TOOL CHEST:HEAVY DUTY ROLL ARO	Furniture,Fixtures & Equipment	08/12/2010	04/03/2023	2,842.30	2,842.30
Junk/Parts	14000245	MODULE: DESK/RETURN/FILE/HUTCH	Furniture,Fixtures & Equipment	10/10/2013	04/03/2023	1,405.36	1,405.36
Junk/Parts	14000246	MODULE: DESK/RETURN/FILE/HUTCH	Furniture,Fixtures & Equipment	10/10/2013	04/03/2023	1,154.40	1,154.40
Junk/Parts	V0000131	TRUCK:DODGE 1/2 TON RAM P/U	Motor Vehicles	01/15/1999	04/03/2023	16,269.61	16,269.61
Surplus Sale	V0000134	TRUCK: DODGE PICK-UP	Motor Vehicles	03/16/1999	04/03/2023	19,521.00	19,521.00
Surplus Sale	V0000191	SUV: JEEP GRAND CHEROKEE 200	Motor Vehicles	01/10/2002	04/03/2023	21,935.85	21,935.85
Surplus Sale	V0000256	TRUCK: PICK-UP DODGE RAM	Motor Vehicles	08/25/2005	04/03/2023	19,852.85	19,852.85
Surplus Sale	V0000259	VAN STEP:2005 CHEVROLET P30 WO	Motor Vehicles	11/10/2005	04/03/2023	41,156.85	41,156.85
Junk/Parts	V0000264	SEDAN: 4 DR FORD CROWN VICTORI	Motor Vehicles	08/25/2006	04/03/2023	1,550.85	1,550.85
						129,781.60	129,279.68
LCTN	**9050**	**BUSINESS AFFAIRS DIVISION**					
Junk/Parts	16000625	COPIER: MULTIFUNCTION RICOH MP	Furniture,Fixtures & Equipment	06/16/2016	04/03/2023	3,170.00	1,358.57
						3,170.00	1,358.57
LCTN	**9110**	**FOOD & NUTRITION SERVICES**					

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 04/30/2023

Disposal Method	Tag	Description		Acquisition Date	Disposal Date	Purchase Amount	Depreciation Value
Surplus Sale	00072180	CABINET:CRESCOR HOT FOOD W/CAS	Furniture,Fixtures & Equipment	06/29/2000	04/03/2023	2,133.00	2,133.00
Surplus Sale	00088257	CABINET: REFRIG. MILK - ATLAS	Furniture,Fixtures & Equipment	02/23/2006	04/03/2023	3,600.00	3,600.00
Surplus Sale	11000214	CART:MILK MOBILE-ATLAS METAL B	Furniture,Fixtures & Equipment	10/21/2010	04/03/2023	7,046.00	7,046.00
Surplus Sale	19000140	HOT PLATE: TWO BURNER GARLAND	Furniture,Fixtures & Equipment	10/15/2018	04/03/2023	2,125.00	227.68
						14,904.00	13,006.68

Total Furniture	Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report	
41,365.59	120,287.01	0.00	0.00	161,652.60	157,292.07

Note:

Disposal Method Descriptions:

JUNK/PARTS - Part(s) of an asset are used and remainder of part(s) are sold, recycled or disposed

TRADE-IN - Vendor issues a credit towards a new purchase

THEFT/VANDALISM - Items stolen or broken (police report attached)

MISSING - Items lost and are not found during property inventory (Annually)

SURPLUS SALE - Items that are outdated, not working or obsolete. Items are either sold, recycled or disposed

ENTERED IN ERROR- Not used

TRANSFER/DONATION - From Clay County District to an Outside Agency (Approved by Board or Superintendent)

DESTROYED - Fire/Natural Disaster, etc.

THRESHOLD (ex. $750 TO $1000)

May 4, 2023 - Regular School Board

Title
C18 - BID Renewals

Description
Renew BID as required per FS 287, DOE 6A-1.012 and School Board Policy
a. Custodial Services for Selected Administrative Buildings – County Wide Bid #19-F-233: Contract Period is July 1, 2023 through June 30, 2024. The contract period is for one (1) year and is the final renewal option.
b. Ramp Systems and Stair Systems - County Wide Bid #22-F-236: Contract Period is June 1, 2023 through May 31, 2024. The contract period is for one (1) year and is the first of three renewal options.

Gap Analysis
The District requires contractors to provide services to ensure our ??facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the services, and or products to meet their needs.

Previous Outcomes
Original Bid was Board approved and has been used successfully during the past term to provide quality services and products to the district.

Expected Outcomes
Upon approval by the Board; we expect the contractors and vendors? to continue providing quality services and products at the same terms and conditions as when the original Bid was awarded.

Strategic Plan Goal
Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation
Extend renewal as follows:
a. Custodial Services for Selected Administrative Buildings – County Wide Bid #19-F-233:
  -Great Faith Cleaning Services, 404 Walnut Street, Green Cove Springs, FL 32043
b. Ramp Systems and Stair Systems - County Wide Bid #22-F-236:
  -Leesburg Concrete Company Inc., 1335 Thomas Ave., Leesburg, FL 34748
  -Holbrook Manufacturing LLC, 341 US Hwy 17 North, Palatka, FL 32177, ?formerly G & A Manufacturing, Inc.

Contact
Contact
Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact
a. Custodial Services for Selected Administrative Buildings – County Wide Bid #19-F-233: The total estimated expenditure for the one (1) year contract renewal is $125,000.00 from General Revenue.

b. Ramp Systems and Stair Systems - County Wide Bid #22-F-236: The total estimated expenditure for the one (1) year contract renewal is $100,000.00 from General Revenue.

Review Comments

Attachments

May 4, 2023 - Regular School Board

Title
C19 - BID Awards

Description
Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. Exterior Door Replacements - County Wide Bid #23-MA-325: Contract Period is for a one (1) year period from May 5, 2023 through May 4, 2024 with the option to renew for three (3) additional one (1) year contract periods upon mutual agreement, in writing. Bid established for the purchase labor, materials, equipment, transportation and supervision to install exterior metal door replacements countywide, as needed. The vendor awarded is the lowest, most responsive and responsible qualified bidder meeting specifications.

b. Digital Marquees Bid #23-F-243: Contract period is until all projects are completed no later than July 31, 2023. Bid established to provide all required materials, labor, equipment and supervision for the complete installation of digital marquees to six (6) project locations: Paterson Elementary, Montclair Elementary, Middleburg Elementary, Orange Park High School, Ridgeview High School, and Green Cove Junior High. The vendor awarded is the lowest, most responsive and responsible qualified bidder meeting specifications.

c. Fencing and Gates Installation and Repair – County Wide Bid #23-F-241 Contract Period is for a three (3) year period from May 8, 2023 through May 7, 2026 with the option to renew for three (3) additional one (1) year contract periods upon mutual agreement, in writing. Bid established for the purchase of qualified labor, equipment and supervision to perform fence and gate installation and repair at School Board facilities. The single responsive bid was evaluated by the Purchasing Director and was determined that the sole bid is in-line with the current market. The vendor awarded is the only bidder meeting specifications.

Gap Analysis
The District requires contractors to provide services to ensure our ??facilities and equipment are maintained and functional. The District requires vendors to provide products to ensure our students and staff receive the items to meet their needs.

Previous Outcomes
Prior Board approved Bid for door replacement and Bid for Fencing and Gates have expired but it were used successfully during the term to provide quality services and products to the district. No prior Bid for digital marquees has been awarded.

Expected Outcomes
Upon approval by the Board, we expect the vendor to provide quality services and products at the terms and conditions listed in the Bid.

Strategic Plan Goal
Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation
Award BID as follows:

a. Exterior Door Replacements - County Wide Bid #23-MA-325:

  -Superior Hardware Products, Inc. 716 Industry Drive, Longwood, FL 32750

b. Digital Marquees Bid #23-F-243:

  -i2 Visual, Inc., 1606 Benchmark Avenue, Ft Myers, FL 33905

c. Fencing and Gates Installation and Repair – County Wide Bid #23-F-241:

  -Armstrong Fence Co – 3226 Talleyrand Avenue, Jacksonville, FL 32206

Contact
Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact

a. Exterior Door Replacements - County Wide Bid #23-MA-325: The total estimated expenditure for the one (1) year contract is $500,000.00 from Capital Revenue.

b. Digital Marquees Bid #23-F-243: The total estimated expenditure for all projects listed is $450,000.00 from Capital Revenue.

c. Fencing and Gates Installation and Repair – County Wide Bid #23-F-24: The total estimated expenditure for the three (3) year contract is $2,500,000. Estimated annual spend of $833,000 for 2023-24, $833,000 for 2024-25, and $833,000 for 2025-26 from General and Capital Revenue.

Review Comments

Attachments

May 4, 2023 - Regular School Board

Title
C20 - Vendor Agreement Renewal

Description
Renew Vendor Agreement as required per FS 287, DOE 6A-1.012 and School Board Polic
a. MFB Financial, Inc DBA The Bailey Group Addendum #3: Contract Period is May 30, 2023 through May 30, 2024. The contract period is for 1 year and is the final renewal option for Vendor Agreement.

Gap Analysis
The District requires Contractor to provide third party administrative services to ensure our staff receives products and services that meet their needs.

Previous Outcomes
The Contractor was Board approved 3/1/2018 and has been used successfully during the past term to provide quality services to the district.

Expected Outcomes
Upon approval by the Board; we expect the Contractor to continue providing quality services at the same terms and conditions of the Vendor Agreement. In addition to the ongoing services, the Contractor shall continue to cover the recurring monthly costs associated with the School Board's benefit administration system (Benefit Focus) that came into effect June 1, 2021. Furthermore, the Contractor will continue to sponsor and support the School Board's "Tools 4 Clay Schools Store" in its new permanent location, as well as any related events, in coordination and partnership with the Clay Education Foundation.

Strategic Plan Goal
Goal 2; Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation
Extend Agreement as follows:
a. MFB Financial, Inc DBA The Bailey Group Addendum # 2:

-MFB Financial, Inc DBA The Bailey Group, 1200 Plantation Isl Dr S, Ste 210, St. Augustine, FL 32080

Contact
Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net

Financial Impact
Cost paid out of Insurance Commissions not to exceed $375,000.00 annually.

Review Comments

Attachments

May 4, 2023 - Regular School Board

Title
C21 - Appointments for the Citizens Oversight Committee

Description
The citizens of Clay County approved a half-cent school capital outlay sales surtax on the November 2020 general election ballot. School Board Policy 1.14, which was adopted by the School Board on February 4, 2021, provides for the formation of a Citizens Oversight Committee to monitor and report on the use of the sales surtax revenues to assure the public that the monies are being utilized as provided for by state law. The committee must consist of recommended appointees by each School Board member and by the Superintendent of Schools. School Board Policy 1.14 requires that the recommended Committee, which includes all proposed appointees, including alternate appointees who will only assume duties if needed, must be approved by the School Board as a whole at a regular School Board meeting.

Gap Analysis
There are times in which previously appointed individuals and/or alternates representing a District are unable to complete their service on the Oversight Committee. In this instance, the Board member with the vacancy must recommend an individual for appointment to comply with School Board Policy 1.14.

Previous Outcomes
The School Board of Clay County adopted School Board Policy 1.14 on February 20, 2021 which created the Citizen's Oversight Committee to monitor and report annually on the compliance with surtax revenues as required by the half-cent surtax referendum adopted in the November 2020 general election. On May 6, 2021 the Board approved the appointments of the inaugural Citizens Oversight Committee members and alternates.

Expected Outcomes
It is expected that the School Board will approve the recommended members and/or alternates to serve on the Citizens Oversight Committee as submitted.

Strategic Plan Goal
Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation
Approve new appointments to the Half-Cent Sales Surtax Citizens Oversight Committee as submitted by the individual members of the School Board and the Superintendent of Schools.

Contact
Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact
None.

Review Comments

Attachments

📎 Citizens Advisory Committee.pdf

Citizen Oversight Committee Members
May 4, 2023

District	Three-Year Term Member	Two-Year Term Member	Alternate Member
District 1	Horace Tucker	Danny Finley	Tara Richardson
District 2	Peter Antonacci	Sediah Durante	Paul Cassanova
District 3	Alan Watt	Kenneth Francis	Glen Stroman
District 4	Shawn Jackson	Karen Lake	Samual J. Kilgore
District 5	Felicia Hampshire	Thomas Smith	Scotty Taylor
Superintendent	Jeff Nelson		Samantha Lawson

School Board of Clay County

May 4, 2023 - Regular School Board

Title
C22 - Prequalification of Contractors

Description
Section 1013.46 of Florida Statutes requires School Boards to pre-qualify contractors prior to their being able to bid on construction projects for the district. The rules for pre-qualification are stipulated in the State Requirements for Educational Facilities (SREF). The attached list identifies the contractors to be approved this month. As this is an annual requirement, the attached list may contain both new contractors and contractors seeking to renew their pre-qualification status. Per Florida Statutes, only those contractors currently pre-qualified at the time of bidding may bid on a School Board construction project.

Gap Analysis
Contractor Pre-Qualification is an annual requirement.

Previous Outcomes
CCDS complies with contractor pre-qualification as required by Florida Statutes and SREF (State Requirements for Educational Facilities).

Expected Outcomes
CCDS will remain in compliance by certifying the contractors recommended for pre-qualification meet the requirements of Section 1013.46 FS, the State Requirements for Educational Facilities (SREF) and School Board Policy.

Strategic Plan Goal
Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation
Approve the attached Contractor Pre-qualification list.

Contact
Dr. Michael Kemp, Director of Facility Planning and Construction, (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact
None.

Review Comments

Attachments

📎 Table for Board Backup Contractor Prequal, 5.4.23

SBCC PRE-QUALIFIED CONTRACTORS

The following contractors are being submitted to the School Board for Contractor Pre-Qualification approval having met all requirements of Chapter 1013.46 F. S., as determined by the Pre-Qualification Committee consisting of Dr. Michael Kemp, Clayton Anderson, Bertie Staefe, Chris Deely-Isais and Beth Clark. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
BBG Contracting Group, Inc.	Roofing Contractor	$12,000,000.00	May 31, 2024
C.C. Borden Construction, Inc.	General Contractor	$18,000,000.00	May 31, 2024
E. Gomez Construction, Inc.	General Contractor	$300,000.00	May 31, 2024
Elkins Construction, LLC	General Contractor	$250,000,000.00	May 31, 2024
Harrell Construction Company, Inc.	General Contractor	$15,000,000.00	May 31, 2024
Jenkins Roofing, Inc.	Roofing and Building Contractor	$15,000,000.00	May 31, 2024
Parrish McCall Constructors, Inc.	General Contractor	$250,000,000.00	May 31, 2024
Perry McCall Construction, LLC	General Contractor	$250,000,000.00	May 31, 2024
W.W. Gay Mechanical Contractor, Inc.	General, Mechanical and Plumbing Contractor	$100,000,000.00	May 31, 2024

May 4, 2023 - Regular School Board

Title
C23 - Change Order #2 for Keystone Heights Elementary School New Cafeteria/Classrooms

Description
Change Orders are initiated by the Contractor, Architect/Engineer or owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer or staff prior to submission to the School Board for approval. This Change Order is for additional scope changes to the electrical and fire protection systems.

Gap Analysis
N/A

Previous Outcomes
N/A

Expected Outcomes
Construction will proceed immediately translating to an on time completion.

Strategic Plan Goal
Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation
Approve Change Order #2.

Contact
Dr. Michael Kemp, Director of Facilities Planning and Construction, (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact
This Change Order will increase the contract amount by $301,207.45. Architect fees will increase by $22,018.26 as a result of this Change Order. These funds are available and budgeted in the Educational Facilities Work Plan.

Review Comments

Attachments

📎 Change Order #2 KHE New Cafeteria.Classrooms.pdf

AIA® Document G701® – 2017

Change Order

PROJECT: *(Name and address)*	CONTRACT INFORMATION:	CHANGE ORDER INFORMATION:
Keystone Heights Elementary School New Cafetorium and Classroom/Media Renovations 335 SW Pecan Street Keystone Heights Fl 32656	Contract For: Clay County District Schools Date: 8/4/22	Change Order Number: 002 Date: 5/4/23
OWNER: *(Name and address)*	ARCHITECT: *(Name and address)*	CONTRACTOR: *(Name and address)*
Clay County District Schools 900 Walnut Street Green Cove Springs Fl 32043	Paul Stresing and Associate, Inc 14617 Main Street Alachua Fl 326156	D.E. Scorpio Corp., d.b.a Scorpio 3911 West Newberry Road Gainesvielle, FL 32607

THE CONTRACT IS CHANGED AS FOLLOWS:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Modifications for Unknown MEP Issues:
1. Added Fire Department Connection
2. Revised Site Utilities Connections
3. Relocation of Exsiting Switch Gear

The original Contract Sum was	$ 21,108,760.00
The net change by previously authorized Change Orders	$ -5,299,431.04
The Contract Sum prior to this Change Order was	$ 15,809,328.96
The Contract Sum will be increased by this Change Order in the amount of	$ 301,207.45
The new Contract Sum including this Change Order will be	$ 16,110,536.41

The Contract Time will be unchanged by   (   ) days.
The new date of Substantial Completion will be Jan 31, 2024

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Paul Stresing and Associate, Inc	Scorpio.	Clay County District Schools
ARCHITECT *(Firm name)*	**CONTRACTOR** *(Firm name)*	**OWNER** *(Firm name)*
SIGNATURE	**SIGNATURE**	**SIGNATURE**
Paul Stresing, Architect	Domenic Scorpio, President	Ashley Gilhousen, Board Chair
PRINTED NAME AND TITLE	**PRINTED NAME AND TITLE**	**PRINTED NAME AND TITLE**
5/4/23	5/4/23	5/4/23
DATE	**DATE**	**DATE**

1

Scorpio.

Scorpio.
3911 W Newberry Road
Gainesville, Florida 32607
Phone: (352) 363-6070
Fax: (352) 363-6071

Project: 22008 - KHES New Cafeteria.Classrooms
900 Orchid Ave
Keystone , Florida 32656

DRAFT

Prime Contract Change Order #005: Modifications for Unknown MEP Items

TO:	School Board of Clay County 900 Walnut Street Green Cove Springs, Florida 32043	**FROM:**	
DATE CREATED:	3/28/2023	**CREATED BY:**	Tracy Koller (**Scorpio.**)
CONTRACT STATUS:	Draft	**REVISION:**	0
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
SCHEDULE IMPACT:		**EXECUTED:**	No
		SIGNED CHANGE ORDER RECEIVED DATE:	
CONTRACT FOR:	1:Keystone Heights Elementary Phase 1	**TOTAL AMOUNT:**	$301,207.45

DESCRIPTION:

1. Main switch gear relocation
2. Make up air modifications
3. Site utilities connections modifications

ATTACHMENTS:

CHANGE ORDER REQUESTS IN THIS CHANGE ORDER:

COR #	Title	Schedule Impact	Amount
045	Revised Utilities Connections		$105,078.80
046	Make Up Air Rev		$46,520.16
047	Main Switch Gear Relocation		$149,608.49
		Total:	$301,207.45

POTENTIAL CHANGE ORDERS IN THIS CHANGE ORDER:

PCO #	Title	Schedule Impact	Amount
052	Relocation of Main Switch Gear		$149,608.49
057	MAU Changes		$46,520.16
058	Revised Site Utilities Connections		$105,078.80
		Total:	$301,207.45

CHANGE ORDER LINE ITEMS:

PCO # 058: Revised Site Utilities Connections

#	Budget Code	Description	Amount
1	31-1005.S Sitework Complete.Subcontractor	Revised Sanitary Connection	$33,759.20

#	Budget Code	Description	Amount
2	31-1005.S Sitework Complete.Subcontractor	Installation of new FDC	$64,813.78
		Subtotal:	$98,572.98
		OH and P (5.25% Applies to all line item types.):	$5,175.08
		GL (0.90% Applies to all line item types.):	$887.16
		BR (0.45% Applies to all line item types.):	$443.58
		Grand Total:	$105,078.80

PCO # 057: MAU Changes

#	Budget Code	Description	Amount
1	26-1005.S Primary Electric System.Subcontractor	MAU Electrical Changes	$6,010.84
2	23-1010.S HVAC Systems.Subcontractor	MAU Equipment and Duct Changes	$37,629.08
		Subtotal:	$43,639.92
		OH and P (5.25% Applies to all line item types.):	$2,291.10
		GL (0.90% Applies to all line item types.):	$392.76
		BR (0.45% Applies to all line item types.):	$196.38
		Grand Total:	$46,520.16

PCO # 052: Relocation of Main Switch Gear

#	Budget Code	Description	Amount
1	26-1005.S Primary Electric System.Subcontractor	Existing Electrical Yard Relocation	$109,500.00
2	26-1005.S Primary Electric System.Subcontractor	Existing Fiber Relocation	$22,345.67
3	31-1005.S Sitework Complete.Subcontractor	Existing Gear Pad and Duct Demo	$8,500.00
		Subtotal:	$140,345.67
		OH and P (5.25% Applies to all line item types.):	$7,368.15
		GL (0.90% Applies to all line item types.):	$1,263.11
		BR (0.45% Applies to all line item types.):	$631.56
		Grand Total:	$149,608.49

The original (Contract Sum)	$21,108,760.00
Net change by previously authorized Change Orders	($5,299,431.04)
The contract sum prior to this Change Order was	$15,809,328.96
The contract sum would be changed by this Change Order in the amount of	$301,207.45
The new contract sum including this Change Order will be	$16,110,536.41

The contract time will not be changed by this Change Order.

Paul Stresing (Paul Stresing Associates, Inc.)

14617 Main Street

Alachua, Florida 32615

School Board of Clay County

900 Walnut Street

Green Cove Springs, Florida 32043

SIGNATURE	DATE	SIGNATURE	DATE	SIGNATURE	DATE

Concrete Customs

20585 NW 257th Terr
High Springs, FL 32643
Phone:(386)266-6729
Email: concrete.customs1@gmail.com
License #: CUC1225718
BILL TO:
Scorpio.
3911 W Newberry Rd
Gainesville, FL 32607

Keystone Heights Elementary

Provide all Labor, Material & Equipment for Revised Sanitary Connection		
Re-Route Including:		
- 142' of Additional 6" SDR 35 Pipe		
- Additional Clean Out Assemblies		
- Manhole Core/Rebuild Invert		
Total Cost of Work	$	30,690.18
OHP	$	3,069.02
Total	$	33,759.20

Please call with any questions

Mike English

Concrete Customs

20585 NW 257th Terr
High Springs, FL 32643
Phone:(386)266-6729
Email: concrete.customs1@gmail.com
License #: CUC1225718
BILL TO:
Scorpio.
3911 W Newberry Rd
Gainesville, FL 32607

Keystone Heights Elementary FDC

Provide all Labor, Material & Equipment		
System Including:		
- 6" Wet Tap & Valve		
- 4" In-Building Riser		
- 6" In-Building Riser		
- 6" DIP Pipe per LF		
- 4" DIP Pipe per LF		
- 6" Mechanical Fittings		
- 4" Mechanical Fittings		
- 4" FDC Riser Assembly w/ Brass Connection Point		
- Pressure & Flush Testing w/ Certification		
Total Cost of Work	$	58,921.62
OHP	$	5,892.16
Total	$	64,813.78

Please call with any questions

Mike English

W.W. GAY

MECHANICAL CONTRACTORS, INC.   515 SE 11th Place Gainesville, FL 32601 - (352) 264-2600

Date: 2/13/2023

Business: Scorpio

Project Name: KHES
Job Number: 8100282

Regarding: ESI 004

Attention: Tracy Koller

Please see the below pricing for your review; the cost proposal includes the below scope:

Includes: Labor & Mat. listed in back ups

Note: Equipment By Others

We propose to complete the above scope of work for a total of: $ 37,629.08

Please feel free to call if you have any questions

Sincerely,
W.W. Gay Mechanical Contractors

CC:

Feagin Total Communications, Inc.
2512 NE 1st Blvd, Ste 600
Gainesville, Florida 32609
(352) 281-2189

Date: 03/21/2022

Scorpio

Attn: Tracy Koller

Re: Added Electrical for MAU

Per the revised electrical drawings showing the added electrical for the MAU in Building 13 including:

1. Added circuits and infrastructure, including all wiring, disconnects and panel changes
2. Final connection once unit is installed

Price for the above………………………………………………………$6010.84

Sincerely,

Joel Feagin

Feagin Total Communications, Inc.
2512 NE 1st Blvd, Ste 600
Gainesville, Florida 32609
(352) 281-2189

Date: 03/21/2022

Scorpio

Attn: Tracy Koller

Re: Relocation of Existing Fiber Infrastructure for Switch Gear Relocation

In order to install the new infrastructure for the existing switch gear relocation the existing fiber infrastructure requires relocation and, in some case, replacement due to longer fiber runs:

1. Added fiber infrastructure, including all wiring and pull boxes
2. Fiber lines to be tested upon completion and terminated in associated IDFs

Price for the above…………………………………………………$22,345.67

Sincerely,

Joel Feagin

Feagin Total Communications, Inc.
2512 NE 1st Blvd, Ste 600
Gainesville, Florida 32609
(352) 281-2189

Date: 03/21/2022

Scorpio

Attn: Tracy Koller

Re: Existing Electrical Gear Relocation to New Chiller Yard

Per the revised electrical drawings showing the relocation of the existing switch gear to the new mechanical yard by Building 13 including:

1. Removal of existing switch gear
2. Relocation of the existing switch gear to the Building 13 mechanical yard for temporary use
3. Installation and commissioning of new switch gear upon arrival
4. Supply and installation of pull boxes for connection of existing electrical lines to new service lines
5. Supply and installation of new underground raceways for new service lines
6. Supply and installation of new electrical lines for item 5 above including lines from switch gear to Clay Electric supplied equipment

Price for the above…………………………………………………$109,500.00

Sincerely,

Joel Feagin

Concrete Customs

20585 NW 257th Terr
High Springs, FL 32643
Phone:(386)266-6729
Email: concrete.customs1@gmail.com
License #: CUC1225718
BILL TO:
Scorpio.
3911 W Newberry Rd
Gainesville, FL 32607

Keystone Heights Elementary

Provide all Labor & Equipment for Demo of Existing Switch Gear Bases and Duct Bank		
Demo Including:		
Demo and removal of concrete base		
Demo and removal of underground duct bank		
All OT to facilitate work over weekend or after hours		
Total Cost of Work	$	7,727.27
OHP	$	772.73
Total	$	8,500.00

Please call with any questions

Mike English

May 4, 2023 - Regular School Board

Title
C24 - Grant a Non-Exclusive Right of Way Easement to Clay Electric Cooperative, Inc. for Keystone Heights Elementary School

Description
A new cafeteria is being constructed and renovations to the existing school are also being performed at Keystone Heights Elementary School. A non-exclusive easement is necessary to install, maintain, repair, inspect, construct, and operate an electrical distribution system and all its associated facilities at Keystone Heights Elementary School.

Gap Analysis
Construction is currently underway. Failure to grant the easement could possibly result in the delay or even prohibit the electrical distribution system at Keystone Heights Elementary School.

Previous Outcomes
The Clay County School Board has granted easements to several local governmental agencies in the past.

Expected Outcomes
The Clay County School Board will grant the Right of Way Easement to Clay Electric Cooperative, Inc.

Strategic Plan Goal
Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation
Grant the Non-Exclusive Right of Way Easement to Clay Electric Cooperative, Inc.

Contact
Dr. Michael Kemp, Director of Facilities Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact
None.

Review Comments

Attachments

📎 Clay Electric Non-Exclusive Right of Way Easement for KHE

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 230128
Number Assigned by Purchasing Dept.

CONTRACT REVIEW

Date Submitted: 4/04/2023

Name of Contract Initiator: **Mike Griffis**   Telephone #: **66829**

School/Dept Submitting Contract: **Operations**   Cost Center # **9023**

Vendor Name: Caly Electric Cooperative, Inc

Contract Title: Right of Way Easement for KHE

Contract Type: New ■ Renewal ☐ Amendment ☐ Extension ☐   Previous Year Contract #

Contract Term: **Perpetual**   Renewal Option(s):

Contract Cost: **$0**

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**
   Funding Source: Budget Line #_____
   Funding Source: Budget Line #_____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):
_____ Completed Contract Review Form
_____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)
_____ SIGNED Addendum A (if not an SBAO Template Contract)*
   This Statement MUST BE included in the body of the Contract:
   "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall
   govern and prevail over any conflicting terms and/or conditions herein stated."
_____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
   COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
   General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
   Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
   Workers' Compensation = $100,000 Minimum
      [If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor
      must provide Workers' Compensation coverage].
_____ State of Florida Workers Comp Exemption (https://apps.fldfs.com/bocexempt/) (If Applicable)
_____ COVID-19 Waiver (If Applicable)
_____ Release and Hold Harmless (If Applicable)

RECEIVED APR - 4 2023 PURCHASING

RECEIVED 4/6/2023 SBAO

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department **B78** Review Date **4/4/2023**	No Cost
School Board Attorney Review Date **4/11/23**	See Addition
Other Dept. as Necessary Review Date	
PENDING STATUS: ☐YES ☐NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	☑ APPROVED DATE: 4.12.23

RIGHT-OF-WAY EASEMENT
Clay Electric Cooperative, Inc.

GRANTORS, (whether singular or plural) ___The School Board of Clay County, Florida___

___A Body Corporate and a political subdivision of the State of Florida___

whose mailing address is _____900 Walnut Street_____

City ___Green Cove Springs___ State _____Florida_____ Zip Code __32043__

In Consideration of one dollar and other good and valuable Considerations, the receipt of which is hereby acknowledged, do(es) hereby grant, bargain, sell and convey to Clay Electric Cooperative, Inc., a Florida Corporation, of P.O. Box 308, Keystone Heights, Florida, 32656, hereinafter called the Cooperative, its successors and assigns, a perpetual easement_____as described_____feet in width over, under, upon and across the lands and real property situate, lying and being in the County of _____Clay_____, State of Florida, more particularly described as follows:

A non-exclusive easement for an electric distribution system and all its associated facilities over, under, upon, and across a parcel of land lying in Section 19, Township 08 South, Range 23 East, Clay County, Florida

Said parcel being more particularly described on the attached Exhibit "A-1 and "A-2"

Together with a nonexclusive easement(s) being ten (10) feet in width, lying five (5) feet on each side of an electric distribution system and associated facilities over, under, upon and across said parcel(s), extending from the above easement to the consumers' point of connection.

together with a perpetual easement over, under, upon and across all streets, roads, alleys, easements and rights-of-way in any plat or subdivision of which the above described property is a part, to the extent of Grantor's interest therein. Grantee shall have the following rights and uses in the Easement Area: the right to construct, rebuild, operate, and maintain electric lines and systems on or under the above described lands (Easement Area) for the transmission of electric power and the distribution thereof; the right to inspect, repair, change, alter, improve, remove, and add to such facilities and systems as the Cooperative deems advisable, including, by way of example, and not by way of limitation, the right to alter, modify, increase or decrease the number and size of conduits, wires, voltage, poles, cables, down guys, transformers, transformer enclosures, regulators, and all necessarily related equipment; the right to cut, trim, remove, and control the growth of trees, shrubberies, and other plants in the easement area by all means available, and not prohibited by law, that may, in the judgement of the Cooperative, interfere with, threaten or endanger the operation and maintenance of the Cooperative's facilities and systems; the right to keep the easement clear of all buildings, structures or other obstructions except citrus trees and low-growing shrubbery that do not otherwise in the judgement of the Cooperative interfere with Cooperative's use of the easement and right-of-way; the right to license, permit, or otherwise agree to the joint use or occupancy of the easement, facilities or system whether over land or under ground by other utilities, persons, associations, or corporations, and the right to enter upon, cross, and use other lands of the Grantors to provide reasonable access to the easement granted herein. Grantor agrees that all equipment, poles, wire, facilities, and other tangible personal property, together with any other improvements to the easement and right-of-way installed by or on behalf of the Cooperative, shall remain the sole and exclusive property of the Cooperative, and shall not be subject to any interest or claim of Grantor. Grantor covenants with Grantee that Grantor is lawfully seized of the land in fee simple, that Grantor has good, right and lawful authority to grant, bargain, sell, and convey the land and the interest herein conveyed. Grantor reserves the right to use the underlying fee for farming, citrus grove, or pasture purposes, provided that such use shall not include the construction, placement or location of any structures in the easement area, nor any use that would, in the judgement of the Cooperative, interfere with the Cooperative's use and enjoyment of the easement. Grantor agrees that this right-of-way easement is perpetual and shall run with the land, and that any abandonment or interruption of the use of the easement and right-of-way shall not terminate or impair the interests hereby conveyed to the Cooperative.

IN WITNESS WHEREOF, the Grantors have hereunto affixed their hands and seals this _____ day of _____, 2023.

SIGNED, SEALED AND DELIVERED IN THE PRESENCE OF:

The School Board of Clay County, Florida
A Body Corporate and a Political Subdivision of the State of Florida

First,
Witness Signature: _____

By: _____ (seal)
Type/Print Name

Also,

Type/Print Name: _____

and Title: Ashley Gilhousen, Board Chair_____ (seal)

Second,
Witness Signature: _____

Attest: _____ (seal)

Also,
Type/Print Name _____

Type/Print Name
and Title: _____ (seal)

STATE OF __Florida_____
COUNTY OF__Clay___

The foregoing instrument was acknowledged before me by means of ☐ physical presence or ☐ online notarization, this

_____ by __Ashley Gilhousen, Board Chair_____ _____ of _The School Board of Clay County_____,
    (date)   (name of officer or agent, title of officer or agent)   (name of corporation acknowledging)

a _____ corporation, on behalf of the corporation. He/she is personally known to me or has
    (state or place of incorporation)

Produced _____as identification.
    (type of identification)

_____

Notary Public

[Notary Seal]

_____
Name typed, printed or stamped

My Commission Expires: _____
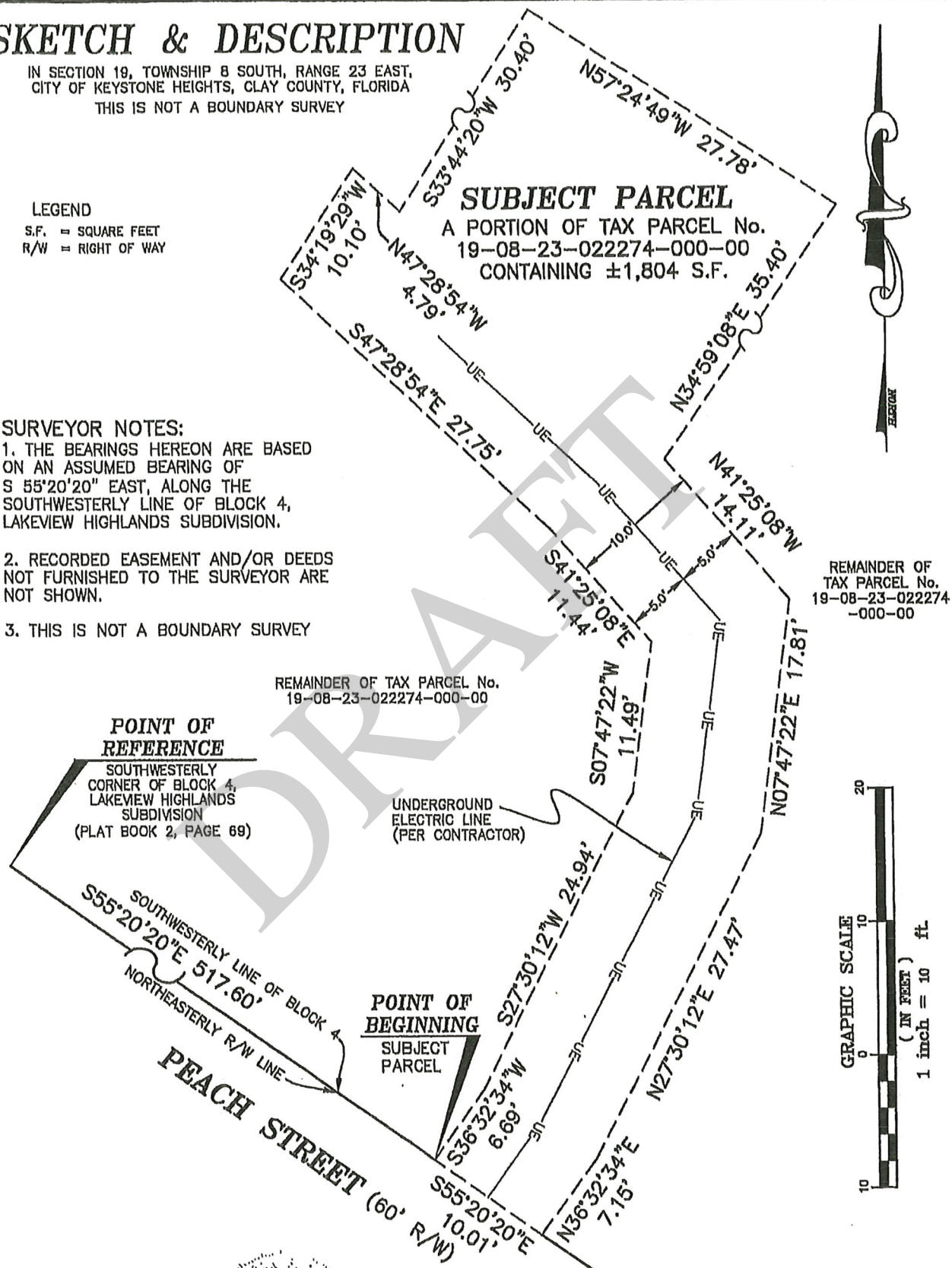
The SchoolBoard KHES.jc

SKETCH & DESCRIPTION

IN SECTION 19, TOWNSHIP 8 SOUTH, RANGE 23 EAST,
CITY OF KEYSTONE HEIGHTS, CLAY COUNTY, FLORIDA
THIS IS NOT A BOUNDARY SURVEY

LEGEND
S.F. = SQUARE FEET
R/W = RIGHT OF WAY

SUBJECT PARCEL
A PORTION OF TAX PARCEL No.
19-08-23-022274-000-00
CONTAINING ±1,804 S.F.

S33°44'20"W 30.40'
N57°24'49"W 27.78'
S34°19'29"W 10.10'
N47°28'54"W 4.79'
S47°28'54"E 27.75'
N34°59'08"E 35.40'
N41°25'08"W 14.11'
S41°25'08"E 11.44'

SURVEYOR NOTES:
1. THE BEARINGS HEREON ARE BASED ON AN ASSUMED BEARING OF S 55'20'20" EAST, ALONG THE SOUTHWESTERLY LINE OF BLOCK 4, LAKEVIEW HIGHLANDS SUBDIVISION.

2. RECORDED EASEMENT AND/OR DEEDS NOT FURNISHED TO THE SURVEYOR ARE NOT SHOWN.

3. THIS IS NOT A BOUNDARY SURVEY

REMAINDER OF
TAX PARCEL No.
19-08-23-022274
-000-00

REMAINDER OF TAX PARCEL No.
19-08-23-022274-000-00

S07°47'22"W 11.49'
N07°47'22"E 17.81'

POINT OF REFERENCE
SOUTHWESTERLY CORNER OF BLOCK 4, LAKEVIEW HIGHLANDS SUBDIVISION
(PLAT BOOK 2, PAGE 69)

UNDERGROUND ELECTRIC LINE (PER CONTRACTOR)

S27°30'12"W 24.94'
N27°30'12"E 27.47'

SOUTHWESTERLY LINE OF BLOCK 4

S55°20'20"E 517.60'

NORTHEASTERLY R/W LINE

POINT OF BEGINNING
SUBJECT PARCEL

S36°32'34"W 6.69'
N36°32'34"E 7.15'

PEACH STREET (60' R/W)

S55°20'20"E 10.01'

GRAPHIC SCALE
20
10
0
10
(IN FEET)
1 inch = 10 ft.

NOT VALID WITHOUT THE SIGNATURE AND THE ORIGINAL RAISED SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER. ADDITIONS OR DELETIONS TO THIS MAP BY ANYONE OTHER THAN THE SURVEYOR IS PROHIBITED.

I HEREBY CERTIFY THAT THE SURVEY DATA SHOWN HEREON IS A TRUE AND CORRECT REPRODUCTION OF A SURVEY PERFORMED UNDER MY SUPERVISION OF THE HEREON DESCRIBED PROPERTY, AND MEETS THE REQUIREMENTS OF THE MINIMUM TECHNICAL STANDARDS PURSUANT TO CHAPTER 5J-17.051 AND 5J-17-052, FLORIDA ADMINISTRATIVE CODE.

LEIGH ANN FLOWERS
PROFESSIONAL SURVEYOR & MAPPER
FLA. LICENSE NO. 6602

FLOWERS SURVEYING AND MAPPING INC
207 SE CONDOR GLEN
HIGH SPRINGS, FLORIDA 32643
(386) 462-0130

FIELD BOOK: N/A
DRAFTED: LAF
CHECKED: LAF
DATE: 3/14/23

JOB NUMBER: 23-048

SHEET 1 OF 2

SKETCH & DESCRIPTION

IN SECTION 19, TOWNSHIP 8 SOUTH, RANGE 23 EAST,
CITY OF KEYSTONE HEIGHTS, CLAY COUNTY, FLORIDA
THIS IS NOT A BOUNDARY SURVEY

LEGAL DESCRIPTION (BY THIS SURVEYOR)

A 10 FOOT WIDE STRIP OF LAND, BEING A PORTION OF BLOCK 4,
LAKEVIEW HIGHLANDS SUBDIVISION, AS RECORDED IN PLAT BOOK 2, PAGES
69-70 OF THE PUBLIC RECORDS OF CLAY COUNTY, FLORIDA, SAID LAND
LYING IN SECTION 19, TOWNSHIP 8 SOUTH, RANGE 23 EAST, CITY OF
KEYSTONE HEIGHTS, OF SAID CLAY COUNTY, FLORIDA, AND BEING MORE
PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCE AT THE SOUTHWESTERLY CORNER OF SAID BLOCK 4 OF
LAKEVIEW HIGHLANDS SUBDIVISION FOR THE POINT OF REFERENCE; THENCE
RUN SOUTH 55°20'20" EAST, ALONG THE SOUTHWESTERLY LINE OF SAID
BLOCK 4 AND ALONG THE NORTHEASTERLY RIGHT OF WAY LINE OF PEACH
STREET (A 60 FOOT RIGHT OF WAY), A DISTANCE OF 517.60 FEET TO THE
POINT OF BEGINNING; THENCE CONTINUE SOUTH 55°20'20" EAST, ALONG
SAID SOUTHWESTERLY LINE OF BLOCK 4 AND ALONG SAID NORTHEASTERLY
RIGHT OF WAY LINE, A DISTANCE OF 10.01 FEET; THENCE RUN NORTH
36°32'34" EAST, A DISANCE OF 7.15 FEET; THENCE RUN NORTH 27°30'12"
EAST, A DISTANCE OF 27.47 FEET; THENCE RUN NORTH 07°47'22" EAST, A
DISTANCE OF 17.81 FEET; THENCE RUN NORTH 41°25'08" WEST, A
DISTANCE OF 14.11 FEET; THENCE RUN NORTH 34°59'08" EAST, A
DISTANCE OF 35.40 FEET; THENCE RUN NORTH 57°24'49" WEST, A
DISTANCE OF 27.78 FEET; THENCE RUN SOUTH 33°44'20" WEST, A
DISTANCE OF 30.40 FEET; THENCE RUN NORTH 47°28'54" WEST, A
DISTANCE OF 4.79 FEET; THENCE RUN SOUTH 34°19'29" WEST, A DISTANCE
OF 10.10 FEET; THENCE RUN SOUTH 47°28'54" EAST, A DISTANCE OF
27.75 FEET; THENCE RUN SOUTH 41°25'08" EAST, A DISTANCE OF 11.44
FEET; THENCE RUN SOUTH 07°47'22" WEST, A DISTANCE OF 11.49 FEET;
THENCE RUN SOUTH 27°30'12" WEST, A DISTANCE OF 24.94 FEET; THENCE
RUN SOUTH 36°32'34" WEST, A DISTANCE OF 6.69 FEET TO THE POINT OF
BEGINNING.

CONTAINING 1,804 SQUARE FEET, MORE OR LESS.

LEIGH ANN FLOWERS

PROFESSIONAL SURVEYOR & MAPPER
FLA. LICENSE NO. 6802

*FLOWERS SURVEYING
AND MAPPING INC*
207 SE CONDOR GLEN
HIGH SPRINGS, FLORIDA 32643
(386) 482-0130

FIELD BOOK: N/A	JOB NUMBER: 23-048
DRAFTED: LAF	
CHECKED: LAF	SHEET
DATE: 3/14/23	2 OF 2

May 4, 2023 - Regular School Board

Title
C25 - Change Order #1 for Orange Park Elementary School Roof Repair/Replacement (Quad Buildings 3, 5, & 7 Flat Roof)

Description
Change Orders are initiated by the Contractor, Architect/Engineer or owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer or staff prior to submission to the School Board for approval. This Change Order is for an additional 20,000 square feet of tapered roof insulation and fill.

Gap Analysis
N/A

Previous Outcomes
N/A

Expected Outcomes
Construction will be completed by the Final Completion date, August 3, 2023.

Strategic Plan Goal
Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation
Approve Change Order #1.

Contact
Dr. Michael Kemp, Director of Facilities Planning and Construction, (904) 336-6824, michael.kemp@myoneclay.net

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact
This Change Order will increase the contract amount by $45,843.72. Architect fees will not be affected by this Change Order.

These funds are available and budgeted in the Educational Facilities Work Plan.

Review Comments

Attachments

Change Order #1 OPE Roof Repair.pdf

SCHOOL DISTRICT OF CLAY COUNTY
CHANGE ORDER NO. ___1___

SDCC PROJECT NAME: Orange Park Elementary Roof Repair/Replacement (Quad Buildings 3, 5, & 7 Flat Roof)

SDCC PROJECT NO: C-30-22/23

The Owner authorized the Contractor to make the following change(s) in the contract dated January 5, 2023.

ORIGINAL CONTRACT AMOUNT: $734,976.28
REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): $_____

Change(s) and reason(s) for this Change Order: Added insulation necessary to complete project.
_____ (see attached).

Additional Time needed for this Change Order is Zero (0) calendar days. Final Completion date is August 3, 2023.

For these changes: ■ Add to □ Deduct from the Contract in accordance with the conditions of the Contract the sum of: Forty- f ive thousand eight hundred forty- t hree dollars and seventy-two cents.

CURRENT CONTRACT AMOUNT:	$734,976.28
ADDITION TO CONTRACT:	$45,843.72
DEDUCTION TO CONTRACT:	$0.00
REVISED CONTRACT AMOUNT:	$780,820.00

ARCHITECT/ENGINEER CERTIFICATION: In my considered professional opinion, as Project Architect/Engineer, the prices quoted in this Change Order are both fair and reasonable and in the proper ratio to the cost of the original work contract under benefit of competitive bidding.

Signature: _____N/A_____ Date: _____
          Architect

By execution of this Change Order, the Contractor acknowledges that all issues related to compensation and time have been resolved and payment recited herein is full compensation for the work identified in this Change Order.

ACCEPTED: Signature: _____ Date: May 4, 2023
          Contractor JK Milliken, President

Signature: _____ Date: May 4, 2023
          SDCC Project Manager

APPROVED: Signature: _____ Date: May 4, 2023
          School Board Chairman

MIS15010
EFF 7/10/08

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 01

SBCC PROJECT NAME: <u>Orange Park Elementary Roof Repair/Replacement (Bldgs. 3,5 and7 Flat roof)</u>

SBCC PROJECT NUMBER: <u>C-30-22/23</u>

ADDITIONAL INFORMATION:

- Add 20,000 sq. feet of tapered insulation and fill to project.	$ 45,843.72
TOTAL CHANGE ORDER AMOUNT:	$ 45,843.72

Final Completion date will be August 3, 2023.

May 4, 2023 - Regular School Board

Title
C26 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Clay High School Gym Renovations (Locker Room and Gym)

Description
Each phase or combination of phases is submitted to the School Board for review and approval. The plans have received staff review and are complete to Schematic/Preliminary/Final (Phase I, II, and III) stage. This item is for the approval of the Schematic/Preliminary/Final plans and Specifications for the Clay High School Renovations that will include the following renovations with the restrooms: the lighting, flooring, and painting in all areas associated with the gymnasium.

Gap Analysis
N/A

Previous Outcomes
Individual departments have the opportunity to express needs during plan review in order to design a project that will meet user's expectations.

Expected Outcomes
Schematic, Preliminary and Final Plan review allows for participation from a variety of departments to ensure any program changes are incorporated into the design.

Strategic Plan Goal
Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation
Approve Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for the Clay High School Gym Renovations (Locker Room and Gym).

Contact
Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact
As budgeted in the Educational Facilities Work Plan for $2,000,000.00. The architect's cost estimate is $1,200,000.00.

Review Comments

Attachments

May 4, 2023 - Regular School Board

Title
C27 - Lakeside Junior High School Restroom Renovation Contract Award

Description
This project is listed in the Educational Facilities Work Plan. The selection was conducted in accordance with Florida Statute 287.055. The project was advertised for three (3) consecutive weeks with The Clay Today. The bid opening was held April 12, 2023 at 1:00 p.m. The project had three (3) bidders which met the bid requirements.

Gap Analysis
N/A

Previous Outcomes
N/A

Expected Outcomes
Completion of Lakeside Junior High School Restroom Renovation

Strategic Plan Goal
Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation
Award the construction contract to the low bidder meeting specifications, C.C. Borden Construction, the base bid in the amount of $731,730.00.

Contact
Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Michael Kemp, Director of Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact
These funds are available and budgeted in the Educational Facilities Work Plan.

Review Comments

Attachments

- LSJ Restroom Renovations Buildings 1, 2, & 3 Bid Tab.pdf

- LSJ Restroom Renovation Contract.pdf

Lakeside Junior High School

Restroom Renovations-Phase III (Buildings 1, 2 & 3)

Bid Tabulation

Project Number: C-29-22/23

Bid Opening Date: April 12, 2023 - 1:00 pm

Bid Opening Location:
Purchasing Conference Room
800 Center Street
Green Cove Springs, FL 32043

Opened by: _[signature]_
Tabulated by: _[signature]_
Posted by: _Julie Mandile – 4/13/23 11:10am_
Witnessed by: _Rebecca Smith_
Time/Date: _April 12, 2023 / 1:00 PM_

CONTRACTOR	PRE-QUAL	PRE-BID MTG	BID BOND	LIST OF SUBS	PUB ENT CRIME	TRENCH SAFETY	ADDENDA #1	ADDENDA #2	ADDENDA #3	BASE BID	ADD ALTERNATES #1	TOTAL
C.C. Borden Construction	✓	✓	✓	✓	✓	NA	✓	NA	NA	$731,730.00	N/A	$731,730.00
Vaughan Rivers Construction	✓	✓	✓	✓	✓	NA	✓	NA	NA	$759,138.00	N/A	$759,138.00
Thomas May Construction	✓	✓	✓	✓	✓	NA	✓	NA	NA	$753,325.00	N/A	$753,325.00

NOTE: Any actual or prospective bidder who disputes the reasonableness or competitiveness of terms and conditions of the invitation to Bid or contract award recommendation shall file a Notice to Protest with Superintendent of Schools within 72 hours of receipt of bid solicitation or posting of the bid tabulation with recommendation and must file a formal written protest within ten (10) days following the filing of Notice to Protest. Failure to observe such timelines will constitute a waiver of proceedings and of right to protest – Chapter 120, Florida Statutes. The School Board requires a protestor to post bond in accordance with Florida Statutes, Section 255.0516 F.S. refer to Specification Section 00100, Part 27 – Bid Protest for additional requirements.

RECOMMENDATION: Award the construction contract to the low bidder meeting specifications, C.C. Borden Construction, the base bid in the amount of $731,730.00.

![AIA] Document A101® – 2017

Standard Form of Agreement Between Owner and Contractor *where the basis of payment is a Stipulated Sum*

AGREEMENT made as of the 4th day of May in the year 2023
(In words, indicate day, month and year.)

BETWEEN the Owner:
(Name, legal status, address and other information)

School Board of Clay County
900 Walnut Street
Green Cove Springs, FL 32043
(904) 336-6500
and the Contractor:
(Name, legal status, address and other information)

C.C. Borden Construction, INC.
1019 Rosselle Street
Jacksonville, FL 32204
(904) 354-3458
for the following Project:
(Name, location and detailed description)

Lakeside Junior High School Restroom Renovation
2750 Moody Ave
Orange Park, FL 32073
This project consists of the renovation of 12 restrooms within an existing public Junior
High School.
.

The Architect:
(Name, legal status, address and other information)

kasper architects + associates
10175 Fortune Parkway #701
Jacksonville, FL 32256
(904) 683 - 9201
The Owner and Contractor agree as follows.

TABLE OF ARTICLES

ARTICLE 1 THE CONTRACT DOCUMENTS

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary, and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.

ARTICLE 2 THE WORK OF THIS CONTRACT

The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[   ]   The date of this Agreement.

[X]   A date set forth in a notice to proceed issued by the Owner.

[   ]   Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Agreement.

§ 3.2 The Contract Time shall be measured from the date of commencement of the Work.

§ 3.3 Substantial Completion
§ 3.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall achieve Substantial Completion of the entire Work:
(Check one of the following boxes and complete the necessary information.)

Init.

/

2

[X]   Not later than Eighty Six (86) calendar days from the date of commencement of the Work.

[ ]   By the following date:

§ 3.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
N/A	

§ 3.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 3.3, liquidated damages, if any, shall be assessed as set forth in Section 4.5.

ARTICLE 4   CONTRACT SUM

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be Seven Hundred Thirty One Thousand Seven Hundred Thirty ($ 731,730.00), subject to additions and deductions as provided in the Contract Documents.

§ 4.2 Alternates
§ 4.2.1 Alternates, if any, included in the Contract Sum:

Item	Price
N/A	

§ 4.2.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Agreement. Upon acceptance, the Owner shall issue a Modification to this Agreement.
(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)

Item	Price	Conditions for Acceptance
N/A		

§ 4.3 Allowances, if any, included in the Contract Sum:
(Identify each allowance.)

Item	Price
N/A	

§ 4.4 Unit prices, if any:
(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit ($0.00)
N/A		

§ 4.5 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

$1000 per calendar day between date fixed for substantial completion and date substantial completion is fully accomplished and $500 per calendar day between date fixed for final completion and date final completion is fully accomplished

§ 4.6 Other:
(Insert provisions for bonus or other incentives, if any, that might result in a change to the Contract Sum.)

N/A

Init.

/

User Notes:

(946231608)

3

ARTICLE 5   PAYMENTS
§ 5.1 Progress Payments
§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

The School Board of Clay County will make payments based on Florida Statute 218, Timely Payments for Purchase of Construction Services.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

Contractors are encouraged to submit their application on the same day each month

§ 5.1.3 Provided that an Application for Payment is received by the Architect on the day selected by the Contractor and approved , the Owner shall make payment of the amount certified to the Contractor not later than 25 business days. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than Twenty Five (25) days after the Architect receives the Application for Payment.
(Federal, state or local laws may require payment within a certain period of time.)

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form, and supported by such data to substantiate its accuracy, as the Architect may require. This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

(Paragraph deleted)
§ 5.1.6.1 The amount of each progress payment shall first include:
   .1   That portion of the Contract Sum properly allocable to completed Work as determined by multiplying the percentage completion of each portion of the work by the share of the contract sum allocated to that portion of the work in the schedule of values, less retainage of five percent (5%); Pending final determination of cost to the Owner of changes in the work, amounts not in dispute shall be included as provided in Section 7 .3 .9 of AIA Document A.201-2017 General Conditions of the Contract for Construction;
   .2   That portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction, or, if approved in advance by the Owner, suitably stored off the site at a insured location agreed upon in writing less five percent (5%); and
   .3   That portion of Construction Change Directives that the Architect determines, in the Architect's professional judgment, to be reasonably justified.

§ 5.1.6.2 The amount of each progress payment shall then be reduced by:
   .1   The aggregate of any amounts previously paid by the Owner;
   .2   The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201–2017;
   .3   Any amount for which the Contractor does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Contractor intends to pay;
   .4   For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201–2017; and
   .5   Retainage withheld pursuant to Section 5.1.7.

Init.

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User Notes:

4

(946231608)

§ 5.1.7 Retainage
§ 5.1.7.1 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold the following amount, as retainage, from the payment otherwise due:
(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)

Five Percent (5%) in accordance with Florida Statutes 255.078

§ 5.1.7.1.1 The following items are not subject to retainage:
(Insert any items not subject to the withholding of retainage, such as general conditions, insurance, etc.)

N/A

§ 5.1.7.2 Reduction or limitation of retainage, if any, shall be as follows:
(If the retainage established in Section 5.1.7.1 is to be modified prior to Substantial Completion of the entire Work, including modifications for Substantial Completion of portions of the Work as provided in Section 3.3.2, insert provisions for such modifications.)

N/A

§ 5.1.7.3 Except as set forth in this Section 5.1.7.3, upon Substantial Completion of the Work, the Contractor may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this Section 5.1.7. The Application for Payment submitted at Substantial Completion shall not include retainage as follows:
(Insert any other conditions for release of retainage upon Substantial Completion.)

N/A

§ 5.1.8 If final completion of the Work is materially delayed through no fault of the Contractor, the Owner shall pay the Contractor any additional amounts in accordance with Article 9 of AIA Document A201–2017.

§ 5.1.9 Except with the Owner's prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

§ 5.2 Final Payment
§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when
    .1   the Contractor has fully performed the Contract except for the Contractor's responsibility to correct Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment; and
    .2   a final Certificate for Payment has been issued by the Architect.

§ 5.2.2 The Owner's final payment to the Contractor shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment, or as follows:

All requirements are satisfied in accordance with specifications and sections 01 78 00, Contract Closeout

§ 5.3 Interest
Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.
(Insert rate of interest agreed upon, if any.)

As required by Florida Statute

Init.

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5

ARTICLE 6   DISPUTE RESOLUTION
§ 6.1 Initial Decision Maker
The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017, unless the parties appoint below another individual, not a party to this Agreement, to serve as the Initial Decision Maker.
(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)

§ 6.2 Binding Dispute Resolution
For any Claim subject to, but not resolved by, mediation pursuant to Article 15 of AIA Document A201–2017, the method of binding dispute resolution shall be as follows:
(Check the appropriate box.)

    [   ]   Arbitration pursuant to Section 15.4 of AIA Document A201–2017

    [**X**]   Litigation in a court of competent jurisdiction in Clay County

    [   ]   Other *(Specify)*

If the Owner and Contractor do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.

ARTICLE 7   TERMINATION OR SUSPENSION
§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201–2017.

§ 7.1.1 If the Contract is terminated for the Owner's convenience in accordance with Article 14 of AIA Document A201–2017, then the Owner shall pay the Contractor a termination fee as follows:
(Insert the amount of, or method for determining, the fee, if any, payable to the Contractor following a termination for the Owner's convenience.)

The contractor shall be entitled to receive payment from the owner on the same basis provided in Subparagraph 14.4 Termination by the Owner for Convenience, of the Supplemental Conditions.

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017.

ARTICLE 8   MISCELLANEOUS PROVISIONS
§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 8.2 The Owner's representative:
(Name, address, email address, and other information)

Greg Giuffre, Project Manager
925 W. Center Street
Green Cove Springs, FL 32043
(904) 336 6826
§ 8.3 The Contractor's representative:
(Name, address, email address, and other information)

Init.

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Joy Howell Project Manager
C.C. Borden Construction, INC.
1019 Rosselle Street
Jacksonville, FL 32204

§ 8.4 Neither the Owner's nor the Contractor's representative shall be changed without ten days' prior notice to the other party.

§ 8.5 Insurance and Bonds
§ 8.5.1 The Owner and the Contractor shall purchase and maintain insurance as set forth in AIA Document A101™–2017, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, Exhibit A, Insurance and Bonds, and elsewhere in the Contract Documents.

§ 8.5.2 The Contractor shall provide bonds as set forth in AIA Document A101™–2017 Exhibit A, and elsewhere in the Contract Documents.

§ 8.6 Notice in electronic format, pursuant to Article 1 of AIA Document A201–2017, may be given in accordance with AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, if completed, or as otherwise set forth below:
(If other than in accordance with AIA Document E203–2013, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

§ 8.7 Other provisions:

ARTICLE 9   ENUMERATION OF CONTRACT DOCUMENTS
§ 9.1 This Agreement is comprised of the following documents:
- .1   AIA Document A101™–2017, Standard Form of Agreement Between Owner and Contractor
- .2   AIA Document A101™–2017, Exhibit A, Insurance and Bonds
- .3   AIA Document A201™–2017, General Conditions of the Contract for Construction
- .4   AIA Document E203™–2013, Building Information Modeling and Digital Data Exhibit, dated as indicated below:
  (Insert the date of the E203-2013 incorporated into this Agreement.)

- .5   Drawings

Number	Title	Date
C-29-22/23	Lakeside Junior High School Restroom Renovation	02/09/2023

- .6   Specifications

Section	Title	Date	Pages
	Lakeside Junior High School Restroom Renovation Phase III	01/12/2023	268

- .7   Addenda, if any:

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Number	Date	Pages
Addendum 01	04/10/2023	4

Portions of Addenda relating to bidding or proposal requirements are not part of the Contract Documents unless the bidding or proposal requirements are also enumerated in this Article 9.

.8 Other Exhibits:
(Check all boxes that apply and include appropriate information identifying the exhibit where required.)

[ ] AIA Document E204™–2017, Sustainable Projects Exhibit, dated as indicated below:
(Insert the date of the E204-2017 incorporated into this Agreement.)

[ ] The Sustainability Plan:

Title	Date	Pages

[ ] Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

.9 Other documents, if any, listed below:
(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201™–2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Contractor's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)

This Agreement entered into as of the day and year first written above.

_____
OWNER *(Signature)*

Ashley Gilhousen, Board Chair
_____
(Printed name and title)

_____
CONTRACTOR *(Signature)*

Camille Borden Starks, President
_____
(Printed name and title)

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Additions and Deletions Report for
AIA® Document A101® – 2017

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 15:02:36 ET on 04/13/2023.

PAGE 1

AGREEMENT made as of the 4th day of May in the year 2023

...

School Board of Clay County
900 Walnut Street
Green Cove Springs, FL 32043
(904) 336-6500

...

C.C. Borden Construction, INC.
1019 Rosselle Street
Jacksonville, FL 32204
(904) 354-3458

...

Lakeside Junior High School Restroom Renovation
2750 Moody Ave
Orange Park, FL 32073
This project consists of the renovation of 12 restrooms within an existing public Junior High School.

...

kasper architects + associates
10175 Fortune Parkway #701
Jacksonville, FL 32256
(904) 683 - 9201

PAGE 2

[X]   A date set forth in a notice to proceed issued by the Owner.

PAGE 3

[X]   Not later than Eighty Six (86) calendar days from the date of commencement of the Work.

...

        N/A

...

1

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be Seven Hundred Thirty One Thousand Seven Hundred Thirty ($ 731,730.00), subject to additions and deductions as provided in the Contract Documents.

...

N/A

...

N/A

...

N/A

...

N/A

...

$1000 per calendar day between date fixed for substantial completion and date substantial completion is fully accomplished and $500 per calendar day between date fixed for final completion and date final completion is fully accomplished

...

N/A

PAGE 4

The School Board of Clay County will make payments based on Florida Statute 218, Timely Payments for Purchase of Construction Services.

Contractors are encouraged to submit their application on the same day each month

§ 5.1.3 Provided that an Application for Payment is received by the Architect ~~not later than the   day of a month,~~ on the day selected by the Contractor and approved , the Owner shall make payment of the amount certified to the Contractor not later than ~~the   day of the   month.~~ 25 business days. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than (̶ Twenty Five (25) days after the Architect receives the Application for Payment.

...

~~**§ 5.1.6** In accordance with AIA Document A201™ 2017, General Conditions of the Contract for Construction, and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:~~

.1   That portion of the Contract Sum properly allocable to completed ~~Work;~~ Work as determined by multiplying the percentage completion of each portion of the work by the share of the contract sum allocated to that portion of the work in the schedule of values, less retainage of five percent (5%); Pending final determination of cost to the Owner of changes in the work, amounts not in dispute shall be included as provided in Section 7 .3 .9 of AIA Document A.201-2017 General Conditions of the Contract for Construction;

2

 .2 That portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction, or, if approved in advance by the Owner, suitably stored off the site at a <u>insured</u> location agreed upon in ~~writing;~~ <u>writing less five percent (5%);</u> and

<u>Five Percent (5%) in accordance with Florida Statutes 255.078</u>

...

<u>N/A</u>

...

<u>N/A</u>

...

<u>N/A</u>

...

<u>All requirements are satisfied in accordance with specifications and sections 01 78 00, Contract Closeout</u>

...

<u>% As required by Florida Statute</u>

[**X**] Litigation in a court of competent jurisdiction <u>in Clay County</u>

...

<u>The contractor shall be entitled to receive payment from the owner on the same basis provided in Subparagraph 14.4 Termination by the Owner for Convenience, of the Supplemental Conditions.</u>

...

<u>Greg Giuffre, Project Manager</u>
<u>925 W. Center Street</u>
<u>Green Cove Springs, FL 32043</u>
<u>(904) 336 6826</u>

<u>Joy Howell Project Manager</u>
<u>C.C. Borden Construction, INC.</u>
<u>1019 Rosselle Street</u>
<u>Jacksonville, FL 32204</u>

...

<u>C-29-22/23</u>   <u>Lakeside Junior High</u> <u>02/09/2023</u>
            <u>School Restroom</u>
            <u>Renovation</u>

...

<u>Lakeside Junior High School Restroom Renovation Phase III</u>	<u>01/12/2023</u>	<u>268</u>

PAGE 8

<u>Addendum 01</u>	<u>04/10/2023</u>	<u>4</u>

...

<u>Ashley Gilhousen, Board Chair</u>   <u>Camille Borden Starks, President</u>

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Certification of Document's Authenticity
AIA® Document D401™ – 2003

I, Erik C. Kasper, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 07:35:41 ET on 04/13/2023 under Order No. 4104236168 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A101™ – 2017, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, other than those additions and deletions shown in the associated Additions and Deletions Report.

_____
(Signed)

_____President_____
(Title)

_____April 13, 2023_____
(Dated)

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<div align="center">

May 4, 2023 - Regular School Board

</div>

Title

C28 - Conveyance of Approximately 0.2543 Acres/11,077 Square Feet, More or Less, Fronting Spring Park Elementary School by Warranty Deed to the Clay County Board of County Commissioners

Description

In April of 2023, Peters Creek Investments, owned by Mr. Jerry Agresti, conveyed small parcels of land that front Spring Park Elementary School to the Clay County School Board. The land consists of 0.2543 acres/11,077 square feet, more or less, as indicated in the legal descriptions. The acceptance of the land from PCI was necessary to ensure that the construction of the Right of Way that is to be built adjacent to the school will be completed on time and reduce the need for subsequent legal documents. Conveyance of the land to CCBCC further facilitates the construction of the Right of Way, eliminates liability, and the need for permanent easements.

Gap Analysis

If the Clay County School Board decides not to convey the land, construction of the Right of Way necessary for ingress and egress to the school may be delayed and liability to the CCSB may increase.

Previous Outcomes

CCDS has conveyed property to the CCBCC for the construction of school projects in the past.

Expected Outcomes

The Clay County School Board will approve the conveyance of approximately 0.2543 Acres/11,077 Square Feet, More or Less, fronting Spring Park Elementary School by Warranty Deed to the Clay County Board of County Commissioners.

Strategic Plan Goal

Ensure effective management of the organization, operations, and facilities to maximize the use of resources and promote a safe, efficient, and effective learning environment for Clay County students.

Recommendation

Approve the conveyance of approximately 0.2543 Acres/11,077 Square Feet, More or Less, fronting Spring Park Elementary School by Warranty Deed to the Clay County Board of County Commissioners.

Contact

Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,

Lance Addison, Planning & Intergovernmental Relations, (904) 336-6852, lance.addison@myoneclay.net,

Dr. Michael Kemp, Director, Facility Planning & Construction, (904) 336-6824, michael.kemp@myoneclay.net

Financial Impact

None

Review Comments

Attachments

Conveyance of .2543 Acres fronting SPS by Warranty Deed 5.4.23.pdf

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 230129
Number Assigned by Purchasing Dept.

CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED
☐ Must Have Board Approval over $100,000.00

Date Submitted: April 4, 2023

Name of Contract Initiator: **Lance Addison**   Telephone #: 66852

School/Dept Submitting Contract: **Operations**   Cost Center # 9023

Vendor Name: Clay County Board of County Commissioners

Contract Title: Convey 0.2543 acres/11,077 sq. ft. of land to CCBCC by Warranty Deed

Contract Type: New ■ Renewal ☐ Amendment ☐ Extension ☐   Previous Year Contract #

Contract Term: **Perpetuity**   Renewal Option(s):

Contract Cost: $0

☐ **BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

Funding Source: Budget Line #_____

Funding Source: Budget Line #_____

☐ **NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT**

☐ **INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO**

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (*when applicable*):

_____ Completed Contract Review Form
_____ SBAO Template Contract or other Contract (NOT SIGNED by District / School)
_____ SIGNED Addendum A (if not an SBAO Template Contract)*
  ***This Statement MUST be included in the body of the Contract:**
  "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."
_____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
  COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
  General Liability = $1,000,000 Each Occurrence & $2,000,000 General Aggregate.
  Auto Liability = $1,000,000 Combined Single Limit ($5,000,000 for Charter Buses).
  Workers' Compensation = $100,000 Minimum
    [If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].
_____ State of Florida Workers Comp Exemption (https://apps.fldfs.com/bocexempt/) (If Applicable)
_____ COVID-19 Waiver (If Applicable)
_____ Release and Hold Harmless (If Applicable)

RECEIVED APR - 4 2023 PURCHASING

RECEIVED 4/6/2023 SBAO

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department **BFS**	NO COST
Review Date **4/4/2023**	
School Board Attorney Review Date 4/11/23	
Other Dept. as Necessary Review Date	

PENDING STATUS: ☐YES ☐NO   **IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**

FINAL STATUS   ☑ APPROVED   DATE: 4-11-23

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of $100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than $100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of $50,000 or more, but less than $100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of $25,000 or more, but less than $50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than $25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or $50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are <u>strongly</u> encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

IMPORTANT

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department.
Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

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Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.

If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the <u>School Board Attorney's Office ("SBAO") webpage</u> or call 904-336-6507
For assistance with insurance-related matters, please visit the <u>Business Affairs - Risk Management webpage</u> or call 904-336-6745
For assistance with District Purchasing, please visit the <u>Business Affairs - Purchasing webpage</u> or call 904-336-6736

Prepared by:
Clay County School Board Attorney

After Recording Return to:
School Board of Clay County, Florida
900 Walnut St.
Green Cove Springs, FL 32043

Portions of Parcel No. 31-05-26-014455-000-00

SPECIAL WARRANTY DEED

THIS SPECIAL WARRANTY DEED made as of the _____ day of _____, 2023, by **THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA**, a body corporate and political subdivision of the State of Florida, whose address is 900 Walnut Street, Green Cove Springs, Florida, 32043, ("Grantor"), and **CLAY COUNTY**, a political subdivision of the State of Florida, the address of which is P.O. Box 1366, Green Cove Springs, FL 32043 its successors and assigns, ("Grantee").

WITNESSETH:

That Grantor, for and in consideration of the sum of $10.00 and other valuable considerations, receipt whereof is hereby acknowledged, hereby grants, bargains, sells, aliens, remises, releases, conveys and confirms unto Grantee, all that certain land situated in Clay County, Florida, more particularly described as follows:

See Exhibit "A" attached hereto (the "Property")

TOGETHER, with all the tenements, hereditaments and appurtenances thereto belonging or in anywise appertaining.

TO HAVE AND TO HOLD, the same in fee simple forever.

AND Grantor hereby covenants with Grantee that Grantor is lawfully seized of said land in fee simple; that Grantor has full right and lawful authority to sell and convey said land, and hereby warrants the title to said land and will defend the same against the lawful claims of persons claiming by, through or under Grantor, but against no others, and subject to covenants, restrictions, easements, and other matters of record, any matter that would be disclosed by an accurate and complete survey of the Property, and taxes and assessments for 2023 and subsequent years; provided, however, this reference shall not serve to reimpose the same.

IN WITNESS WHEREOF, Grantor has hereunto set its hand and seal the day and year first above written.

SIGNED, SEALED AND
DELIVERED IN OUR PRESENCE:

THE SCHOOL BOARD OF
CLAY COUNTY, FLORIDA

By:_____
      Ashley Gilhousen, Its Chair

_____
Print name:_____

_____
Print name:_____

STATE OF FLORIDA
COUNTY OF CLAY

The foregoing instrument was acknowledged before me by means of (___) physical presence or (___) online notarization, this _____ day of _____, 2023, by Ashley Gilhousen, on behalf of, and as Chair of, The School Board of Clay County, Florida, a political subdivision of the State of Florida. She is (___) personally known to me or (___) produced _____ as identification.

_____
Notary Public Signature   My Commission Expires:_____
Printed Name:_____   (SEAL)
(___) Online Notary (Check if acknowledgment done by Online Notarization)

[End Signature Page to Special Warranty Deed (CCSB to CCBCC)]

Exhibit A

PROPERTY CONVEYED AND DESCRIBED IN DEED RECORDED IN OR BOOK ____, PAGE ____, PUBLIC RECORDS OF CLAY COUNTY, FLORIDA AND AS FOLLOWS:

A PORTION OF PARCEL NO: 31-05-26-014455-000-00, LYING IN SECTION 31, TOWNSHIP 5 SOUTH, RANGE 26 EAST, AND SECTION 6, TOWNSHIP 6 SOUTH, RANGE 26 EAST, CLAY COUNTY, FLORIDA BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE NORTHEAST CORNER OF PARCEL ID 06-06-26-014455-004-00 THEREOF, AS RECORDED IN OFFICIAL RECORD BOOK 3729, PAGE 53 OF THE PUBLIC RECORDS OF CLAY COUNTY; THENCE NORTH 89° 35' 32" EAST A DISTANCE OF 35.01 FEET TO THE WESTERLY EXISTING RIGHT OF WAY OF COUNTY ROAD 315 (AN 80 FOOT RIGHT OF WAY PER FDOT SECTION MAP 71507-2601) AND NON-TANGENT CURVE CONCAVE TO THE EAST, HAVING A RADIUS OF 11499.16 FEET; THENCE ALONG THE WESTERLY RIGHT OF WAY LINE OF SAID COUNTY ROAD 315 AND ALONG THE ARC OF SAID CURVE, THROUGH AN ANGLE OF 00°55'09", AN ARC DISTANCE OF 184.50 FEET AND A CHORD BEARING AND DISTANCE OF SOUTH 00°18'22" WEST, 184.50 FEET; THENCE DEPARTING THE WESTERLY EXISTING RIGHT OF WAY OF SAID COUNTY ROAD 315 SOUTH 89° 35' 32" WEST A DISTANCE OF 35.00 FEET TO EAST LINE OF SAID OFFICIAL RECORD BOOK 3729 PAGE 53 AND NON-TANGENT CURVE CONCAVE TO THE EAST, HAVING A RADIUS OF 11534.16 FEET; THENCE ALONG THE SAID EAST LINE AND ALONG THE ARC OF SAID CURVE, THROUGH AN ANGLE OF 00°54'59", AN ARC DISTANCE OF 184.50 FEET AND A CHORD BEARING AND DISTANCE OF NORTH 00°18'14" EAST, 184.50 FEET TO THE POINT OF BEGINNING.

PARCEL CONTAINING 6,457 SQUARE FEET, MORE OR LESS.

AND

A PORTION OF PARCEL NO: 31-05-26-014455-000-00, LYING IN SECTION 6, TOWNSHIP 6 SOUTH, RANGE 26 EAST, CLAY COUNTY, FLORIDA BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE SOUTHEAST CORNER OF PARCEL ID 06-06-26-014455-004-00 THEREOF, AS RECORDED IN OFFICIAL RECORD BOOK 3729, PAGE 53 OF THE PUBLIC RECORDS OF CLAY COUNTY; THENCE NORTH 00° 24' 28" WEST ALONG THE EAST LINE OF SAID OFFICIAL RECORD BOOK 3729 PAGE 53 A DISTANCE OF

132.00 FEET; THENCE DEPARTING SAID EAST LINE NORTH 89° 35' 32" EAST A DISTANCE OF 35.00 FEET TO THE WESTERLY EXISTING RIGHT OF WAY OF COUNTY ROAD 315 (AN 80 FOOT RIGHT OF WAY PER FDOT SECTION MAP 71507-2601); THENCE SOUTH 00° 24' 28" EAST ALONG SAID WESTERLY RIGHT OF WAY A DISTANCE OF 132.00 FEET; THENCE DEPARTING SAID WESTERLY RIGHT OF WAY SOUTH 89° 35' 32" WEST A DISTANCE OF 35.00 FEET TO THE POINT OF BEGINNING.

PARCEL CONTAINING 4,620 SQUARE FEET, MORE OR LESS.

LEGAL DESCRIPTION
NORTH ENTRANCE
A PORTION OF LAND LYING IN PARCEL ID: 31-05-26-014455-000-00
CLAY COUNTY, FLORIDA

VICINITY MAP
(NOT TO SCALE)

NOT TO SCALE

LEGAL DESCRIPTION

A PORTION OF PARCEL NO: 31-05-26-014455-000-00, LYING IN SECTION 31, TOWNSHIP 5 SOUTH, RANGE 26 EAST, AND SECTION 6, TOWNSHIP 6 SOUTH, RANGE 26 EAST, CLAY COUNTY, FLORIDA BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE NORTHEAST CORNER OF PARCEL ID 06-06-26-014455-004-00 THEREOF, AS RECORDED IN OFFICIAL RECORD BOOK 3729, PAGE 53 OF THE PUBLIC RECORDS OF CLAY COUNTY; THENCE NORTH 89° 35' 32" EAST A DISTANCE OF 35.01 FEET TO THE WESTERLY EXISTING RIGHT OF WAY OF COUNTY ROAD 315 (AN 80 FOOT RIGHT OF WAY PER FDOT SECTION MAP 71507-2601) AND NON-TANGENT CURVE CONCAVE TO THE EAST, HAVING A RADIUS OF 11499.16 FEET; THENCE ALONG THE WESTERLY RIGHT OF WAY LINE OF SAID COUNTY ROAD 315 AND ALONG THE ARC OF SAID CURVE, THROUGH AN ANGLE OF 00°55'09", AN ARC DISTANCE OF 184.50 FEET AND A CHORD BEARING AND DISTANCE OF SOUTH 00°18'22" WEST, 184.50 FEET; THENCE DEPARTING THE WESTERLY EXISTING RIGHT OF WAY OF SAID COUNTY ROAD 315 SOUTH 89° 35' 32" WEST A DISTANCE OF 35.00 FEET TO EAST LINE OF SAID OFFICIAL RECORD BOOK 3729 PAGE 53 AND NON-TANGENT CURVE CONCAVE TO THE EAST, HAVING A RADIUS OF 11534.16 FEET; THENCE ALONG THE SAID EAST LINE AND ALONG THE ARC OF SAID CURVE, THROUGH AN ANGLE OF 00°54'59", AN ARC DISTANCE OF 184.50 FEET AND A CHORD BEARING AND DISTANCE OF NORTH 00°18'14" EAST, 184.50 FEET TO THE **POINT OF BEGINNING.**

PARCEL CONTAINING 6,457 SQUARE FEET, MORE OR LESS.

SURVEYOR'S NOTES:

1. THIS SKETCH WAS PREPARED IN ACCORDANCE WITH THE "STANDARDS OF PRACTICE", AS SET FORTH BY THE FLORIDA BOARD OF PROFESSIONAL SURVEYORS AND MAPPERS IN RULE 5J-17.050 THROUGH 5J-17.053, OF THE FLORIDA ADMINISTRATIVE CODE.
2. ADDITIONS OR DELETIONS TO SKETCH BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES.
3. COPYRIGHT © 2022 BY WGI, INC.
4. THIS SKETCH DOES NOT HAVE THE BENEFIT OF A CURRENT TITLE COMMITMENT, OPINION, OR ABSTRACT. DURING THE COURSE OF THE LEGAL DESCRIPTION AND SKETCH SOME SEARCHES OF THE PUBLIC RECORDS WERE MADE, BUT THESE SEARCHES WERE NOT EXHAUSTIVE AND SHOULD NOT BE CONSIDERED A SUBSTITUTE FOR A PROPER TITLE COMMITMENT, OPINION, OR ABSTRACT OBTAINED FROM A TITLE AGENCY OR OTHER TITLE PROFESSIONAL.
5. THE FOLLOWING DOCUMENTS WERE UTILIZED IN THE PREPARATION OF THIS SKETCH:
    5.1. OFFICIAL RECORDS BOOK 3729, PAGE 53
    5.2. OFFICIAL RECORDS BOOK 4086, PAGE 1182
    5.3. FDOT SECTION NO. 71507-2601
    ALL OF THE PUBLIC RECORDS CLAY COUNTY, FLORIDA.
6. THIS SKETCH DELINEATES THE LOCATIONS OF THE LEGAL DESCRIPTIONS ON THE GROUND, BUT DOES NOT DETERMINE OWNERSHIP OR PROPERTY RIGHTS.
7. ADJOINING PROPERTY INFORMATION WAS OBTAINED FROM THE CLAY COUNTY PROPERTY APPRAISERS OFFICE.
8. ALL COORDINATES AND BEARINGS SHOWN HEREON ARE GRID, BASED ON THE STATE PLANE COORDINATES, FLORIDA EAST ZONE, LAMBERT PROJECTION, NORTH AMERICAN DATUM 1983/2011, U.S. SURVEY FOOT. DERIVED BY UTILIZING CONTROL POINTS SET AND FOUND BY WGI USING RAPID-STATIC GLOBAL POSITIONING SYSTEM (RSGPS) SESSIONS WHILE UTILIZING THE FLORIDA DEPARTMENT OF TRANSPORTATION (FDOT) FLORIDA PERMANENT REFERENCE NETWORK (FPRN) AS BASE STATIONS. BEARINGS ARE REFERENCED TO A GRID BEARING OF SOUTH 00°24'28" EAST ON THE EAST LINE OF OFFICIAL RECORD BOOK 3729 PAGE 53.

THIS IS NOT A SURVEY

PREPARED FOR/ CERTIFIED TO:

CLAY COUNTY

RYAN F. KETT
LICENSE NUMBER
LS7113
STATE OF
FLORIDA
PROFESSIONAL SURVEYOR AND MAPPER

FOR THE FIRM
WGI, INC.
CERTIFICATE OF AUTHORIZATION NO. LB 7055

Ryan Kett Date: 2023.03.14
12:03:20 -04'00'
BY: _____
RYAN KETT,
PROFESSIONAL SURVEYOR AND MAPPER FLORIDA LICENSE NO. LS 7113

LEGAL DESCRIPTION AND SKETCH OR THE COPIES THEREOF ARE NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER	DATE:	REVISION:		BY:
	OFFICE	JO	DATE: 03/08/2023	JOB: CLAY CO. SCHOOL
	CHECKED	RK	DWG 692300-NorthEntrance	SHEET 1 OF 2

LEGAL DESCRIPTION
NORTH ENTRANCE
A PORTION OF LAND LYING IN PARCEL ID: 31-05-26-014455-000-00
CLAY COUNTY, FLORIDA

N

SECTION 31
TOWNSHIP 5 SOUTH
RANGE 26 EAST

PARCEL ID:
31-05-26-014455-000-00
OWNER:
PETERS CREEK INVESTMENT, LLP

SECTION 32
TOWNSHIP 5 SOUTH
RANGE 26 EAST

POINT OF BEGINNING
NE CORNER OF
PARCEL ID: 06-06-26-014455-004-00
OFFICIAL RECORD BOOK 3729 PAGE 53

L1

NORTHERLY PROPERTY LINE

SECTION LINE

SECTION 05
TOWNSHIP 6 SOUTH
RANGE 26 EAST

SECTION 06
TOWNSHIP 6 SOUTH
RANGE 26 EAST

C2   C1

CR - 315
A 80' RIGHT OF WAY

PARCEL ID:
06-06-26-014455-004-00
OWNER:
CLAY COUNTY SCHOOL BOARD

L2

NORTH ENTRANCE
± 6,457 SQ. FEET

EASTERLY PROPERTY LINE
BASIS OF BEARING
S 00° 24' 28" E

WESTERLY RIGHT OF WAY
LINE OF CR-315

SECTION LINE

DRAFT
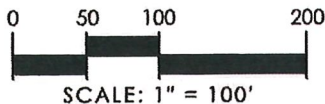
PARCEL LINE TABLE		
LINE #	LENGTH	DIRECTION
L1	35.01'	N89°35'32"E
L2	35.00'	S89°35'32"W

PARCEL CURVE TABLE					
CURVE #	LENGTH	RADIUS	DELTA	CHORD BEARING	CHORD LENGTH
C1	184.50'	11499.16'	0°55'09"	S00°18'22"W	184.50'
C2	184.50'	11534.16'	0°54'59"	N00°18'14"E	184.50'

0   50   100   200

SCALE: 1" = 100'

THIS IS NOT A SURVEY

DATE:	REVISION:	BY:

OFFICE	JO	DATE:	03/08/2023	JOB: CLAY CO. SCHOOL
CHECKED	RK	DWG: 692300-NorthEntrance		SHEET 2 OF 2

LEGAL DESCRIPTION
SOUTH ENTRANCE
A PORTION OF LAND LYING IN PARCEL ID: 31-05-26-014455-000-00
CLAY COUNTY, FLORIDA

PROJECT LOCATION

NOT TO SCALE

VICINITY MAP
(NOT TO SCALE)

LEGAL DESCRIPTION

A PORTION OF PARCEL NO: 31-05-26-014455-000-00, LYING IN SECTION 6, TOWNSHIP 6 SOUTH, RANGE 26 EAST, CLAY COUNTY, FLORIDA BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE SOUTHEAST CORNER OF PARCEL ID 06-06-26-014455-004-00 THEREOF, AS RECORDED IN OFFICIAL RECORD BOOK 3729, PAGE 53 OF THE PUBLIC RECORDS OF CLAY COUNTY; THENCE NORTH 00° 24' 28" WEST ALONG THE EAST LINE OF SAID OFFICIAL RECORD BOOK 3729 PAGE 53 A DISTANCE OF 132.00 FEET; THENCE DEPARTING SAID EAST LINE NORTH 89° 35' 32" EAST A DISTANCE OF 35.00 FEET TO THE WESTERLY EXISTING RIGHT OF WAY OF COUNTY ROAD 315 (AN 80 FOOT RIGHT OF WAY PER FDOT SECTION MAP 71507-2601); THENCE SOUTH 00° 24' 28" EAST ALONG SAID WESTERLY RIGHT OF WAY A DISTANCE OF 132.00 FEET; THENCE DEPARTING SAID WESTERLY RIGHT OF WAY SOUTH 89° 35' 32" WEST A DISTANCE OF 35.00 FEET TO THE POINT OF BEGINNING.

PARCEL CONTAINING 4,620 SQUARE FEET, MORE OR LESS.

SURVEYOR'S NOTES:

1. THIS SKETCH WAS PREPARED IN ACCORDANCE WITH THE "STANDARDS OF PRACTICE", AS SET FORTH BY THE FLORIDA BOARD OF PROFESSIONAL SURVEYORS AND MAPPERS IN RULE 5J-17.050 THROUGH 5J-17.053, OF THE FLORIDA ADMINISTRATIVE CODE.
2. ADDITIONS OR DELETIONS TO SKETCH BY OTHER THAN THE SIGNING PARTY OR PARTIES IS PROHIBITED WITHOUT WRITTEN CONSENT OF THE SIGNING PARTY OR PARTIES.
3. COPYRIGHT © 2022 BY WGI, INC.
4. THIS SKETCH DOES NOT HAVE THE BENEFIT OF A CURRENT TITLE COMMITMENT, OPINION, OR ABSTRACT. DURING THE COURSE OF THE LEGAL DESCRIPTION AND SKETCH SOME SEARCHES OF THE PUBLIC RECORDS WERE MADE, BUT THESE SEARCHES WERE NOT EXHAUSTIVE AND SHOULD NOT BE CONSIDERED A SUBSTITUTE FOR A PROPER TITLE COMMITMENT, OPINION, OR ABSTRACT OBTAINED FROM A TITLE AGENCY OR OTHER TITLE PROFESSIONAL.
5. THE FOLLOWING DOCUMENTS WERE UTILIZED IN THE PREPARATION OF THIS SKETCH:
   5.1. OFFICIAL RECORDS BOOK 3729, PAGE 53
   5.2. OFFICIAL RECORDS BOOK 4088, PAGE 1182
   5.3. FDOT SECTION NO. 71507-2601
   ALL OF THE PUBLIC RECORDS CLAY COUNTY, FLORIDA.
6. THIS SKETCH DELINEATES THE LOCATIONS OF THE LEGAL DESCRIPTIONS ON THE GROUND, BUT DOES NOT DETERMINE OWNERSHIP OR PROPERTY RIGHTS.
7. ADJOINING PROPERTY INFORMATION WAS OBTAINED FROM THE CLAY COUNTY PROPERTY APPRAISERS OFFICE.
8. ALL COORDINATES AND BEARINGS SHOWN HEREON ARE GRID, BASED ON THE STATE PLANE COORDINATES, FLORIDA EAST ZONE, LAMBERT PROJECTION, NORTH AMERICAN DATUM 1983/2011, U.S. SURVEY FOOT. DERIVED BY UTILIZING CONTROL POINTS SET AND FOUND BY WGI USING RAPID-STATIC GLOBAL POSITIONING SYSTEM (RSGPS) SESSIONS WHILE UTILIZING THE FLORIDA DEPARTMENT OF TRANSPORTATION (FDOT) FLORIDA PERMANENT REFERENCE NETWORK (FPRN) AS BASE STATIONS. BEARINGS ARE REFERENCED TO A GRID BEARING OF SOUTH 00°24'28" EAST ON THE EAST LINE OF OFFICIAL RECORD BOOK 3729 PAGE 53.

THIS IS NOT A SURVEY

PREPARED FOR/ CERTIFIED TO:

CLAY COUNTY

RYAN F. KETT
LICENSE NUMBER
LS7113
STATE OF FLORIDA
PROFESSIONAL SURVEYOR AND MAPPER

FOR THE FIRM
WGI, INC.
CERTIFICATE OF AUTHORIZATION NO. LB 7055

Ryan Kett Date: 2023.03.14 12:03:33 -04'00'

BY:
RYAN KETT,
PROFESSIONAL SURVEYOR AND MAPPER FLORIDA LICENSE NO. LS 7113

LEGAL DESCRIPTION AND SKETCH OR THE COPIES THEREOF ARE NOT VALID WITHOUT THE ORIGINAL SIGNATURE AND SEAL OF A FLORIDA LICENSED SURVEYOR AND MAPPER	DATE:		REVISION:		BY:
	OFFICE	JO	DATE:	03/08/2023	JOB: CLAY CO. SCHOOL
	CHECKED	RK	DWG 692300-SouthEntrance		SHEET 1 OF 2

N

CR - 315
A 80' RIGHT OF WAY

EASTERLY PROPERTY LINE
BASIS OF BEARING
S 00° 24' 28" E

WESTERLY RIGHT OF WAY
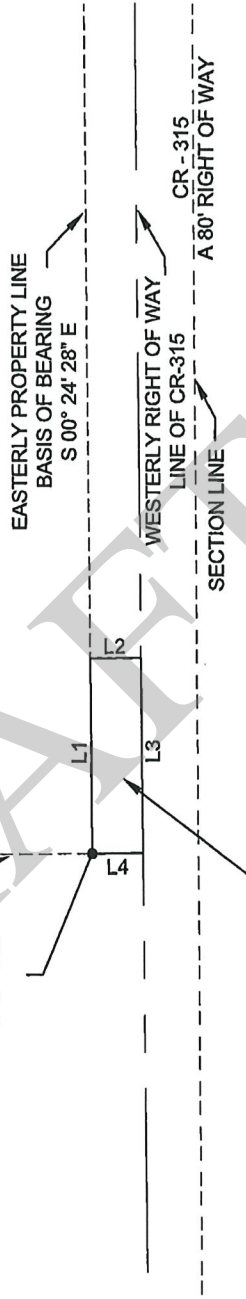LINE OF CR-315

SECTION LINE

SECTION 06
TOWNSHIP 6 SOUTH
RANGE 26 EAST

SECTION 05
TOWNSHIP 6 SOUTH
RANGE 26 EAST

PARCEL ID:
06-06-26-014455-004-00
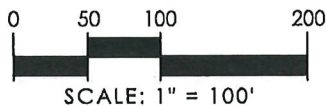OWNER:
CLAY COUNTY SCHOOL BOARD

L2

L1   L3

SOUTHERLY PROPERTY LINE

L4

SOUTH ENTRANCE
± 4,620 SQ. FEET

POINT OF BEGINNING
SE CORNER OF
PARCEL ID: 06-06-26-014455-004-00
OFFICIAL RECORD BOOK 3729 PAGE 53

PARCEL ID:
31-05-26-014455-000-00
OWNER:
PETERS CREEK INVESTMENT, LLP

DRAFT

PARCEL LINE TABLE		
LINE #	LENGTH	DIRECTION
L1	132.00'	N00'24'28"W
L2	35.00'	N89'35'32"E
L3	132.00'	S00'24'28"E
L4	35.00'	S89'35'32"W

0   50   100   200

SCALE: 1" = 100'

THIS IS NOT A SURVEY

	DATE:	REVISION:	BY:
OFFICE	JO	DATE: 03/08/2023	JOB: CLAY CO. SCHOOL
CHECKED	RK	DWG: 692300-SouthEntrance	SHEET 2 OF 2

May 4, 2023 - Regular School Board

Title
D1 - Human Resources Special Action A

Description
Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis
N/A

Previous Outcomes
N/A

Expected Outcomes
N/A

Strategic Plan Goal
Goal 5: Develop and support great educators, support personnel, and leaders.

Recommendation
Approve the action as presented.

Contact
Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701   Brenda.Troutman@myoneclay.net

Financial Impact
None

Review Comments

Attachments

May 4, 2023 - Regular School Board

Title
D2 - Human Resources Special Action B

Description
Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis
N/A

Previous Outcomes
N/A

Expected Outcomes
N/A

Strategic Plan Goal
Goal 5: Develop and support great educators, support personnel, and leaders.

Recommendation
Approve the action as presented.

Contact
Brenda G. Troutman, Assistant Superintendent for Human Resources (904) 336 6701   Brenda.Troutman@myoneclay.net

Financial Impact
None

Review Comments

Attachments