


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Clay County School District	2 PROJECT NUMBER 100-96480-6S001
3 PROJECT/PROGRAM TITLE District Instructional Leadership and Faculty Development Grant <p align="right">TAPS 16A050</p>	4 AUTHORITY LI 104 General Appropriations Act USDE FAIN#:
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2015 - 06/30/2016 Program Period: 07/01/2015 - 06/30/2016
7 AUTHORIZED FUNDING Current Approved Budget: \$87,520.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$87,520.00	8 REIMBURSEMENT OPTION Quarterly Advance to Public Entity
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2016</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2016</u> • Last date for receipt of proposed budget and program amendments: <u>06/30/2016</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2015</u> 	
10 DOE CONTACTS Program: Eileen McDaniel Phone: (850) 245-0562 Email: Eileen.McDaniel@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0411 Duns#: 017311168 FEIN#: F596000552001
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. • Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education, with the final expenditure report. The check must clearly identify the project number for which funds are being returned. • In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation. • The following documents must be completed and returned to the Department of Education no later than September 30, 2015, as a condition for final approval of this award: <ul style="list-style-type: none"> • General Assurances, Terms and Conditions for Participation in Federal and State Programs • DOE 610/620 (as applicable): Risk Analysis, Federal and State Grant Programs <p>Failure to submit these documents by September 30, 2015, may result in suspension or termination of this award.</p>	
12 APPROVED:  _____ Authorized Official on behalf of Pam Stewart Commissioner of Education	<p align="center"><u>9/27/15</u></p> _____ Date of Signing



INSTRUCTIONS
PROJECT AWARD NOTIFICATION

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

OFFICE OF GRANTS MANAGEMENT
 2015 AUG 28 3:29
 RECEIVED

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <h2 style="margin: 0;">District Instructional Leadership and Faculty Development Grant</h2> TAPS NUMBER: 16A050	DOE USE ONLY Date Received
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B) Name and Address of Eligible Applicant: Clay County District School Board Dr. Emily Weiskopf 900 Walnut Street Green Cove Springs, FL 32043	Project Number (DOE Assigned) <div style="font-size: 1.2em; color: blue;">100-96480-65001</div>
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C) Total Funds Requested: <div style="font-size: 1.2em;">\$ 87,520.00</div> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: AN <div style="font-size: 1.2em; color: blue;">\$ 87,520.00</div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> Contact Name: Dr. Emily Weiskopf Fiscal Contact Name: Sonya Findley </td> <td style="width: 40%; padding: 5px;"> Telephone Numbers: 904-284-6547 904-529-2608 </td> </tr> <tr> <td style="padding: 5px;"> Mailing Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043 </td> <td style="padding: 5px;"> E-mail Addresses: edweiskopf@oneclay.net </td> </tr> <tr> <td style="padding: 5px;"> Physical/Facility Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043 </td> <td style="padding: 5px;"> DUNS number: 017311168 ✓ FEIN number: 59-6000552 ✓ </td> </tr> </table>	Contact Name: Dr. Emily Weiskopf Fiscal Contact Name: Sonya Findley	Telephone Numbers: 904-284-6547 904-529-2608	Mailing Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043	E-mail Addresses: edweiskopf@oneclay.net	Physical/Facility Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043	DUNS number: 017311168 ✓ FEIN number: 59-6000552 ✓
Contact Name: Dr. Emily Weiskopf Fiscal Contact Name: Sonya Findley	Telephone Numbers: 904-284-6547 904-529-2608						
Mailing Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043	E-mail Addresses: edweiskopf@oneclay.net						
Physical/Facility Address: Clay County District School Board 800 Center Street Green Cove Springs, FL 32043	DUNS number: 017311168 ✓ FEIN number: 59-6000552 ✓						

CERTIFICATION

I, Charlie Van Zant Jr., as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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

E) *Signature for Charlie Van Zant* Superintendent 8-27-15
 Signature of Agency Head Title Date



Project Clay County Public Schools
 Project# 100-96480-6S001

Budget

Account Title	Budget Break Down	Amount Decrease
Learning Forward Conference	23720.00	\$ 23,720.00
In County travel	3394.00	\$ 3,394.00
Printing	1100.00	\$ 1,100.00
supplies	600	\$ 600.00
Other Material Supplies	3,100.00	\$ 3,100.00
admin salary	46,008.00	\$ 46,008.00
retirement	3,340.00	\$ 3,340.00
social security	3,428.00	\$ 3,428.00
insurance	2,600.00	\$ 2,600.00
workers comp	230.00	\$ 230.00
Sub Total		\$ 87,520.00
Budget		\$ 87,520.00
Difference		\$

Mileage Break Down		
Remaining Budget	Total Miles	Mileage Rate
approx miles		
approx miles		
approx miles		

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent:

Clay County District School Board

B) DOE Assigned Project Number:

100-916480-65001


C) TAPS Number:

16A050

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6400	0330	Travel Learning Forward Conference	0.00	\$23,720.00	100.00%			
6400	0330	Travel In-county mileage reimbursement for travel from school to school	0.00	\$3,394.00	100.00%			
6400	0391	Printing Handouts for the local learning walk trainings to be conducted in each quarter	0.00	\$1,100.00	100.00%			
6400	0510	Supplies Materials for the quarterly implementation of book studies	0.00	\$600.00	100.00%			
6400	0590	Other Materials and Supplies Purchase of professional materials for the quarterly book studies	0.00	\$3,100.00	100.00%			
7300	0110	Administrator Salary for administrator conducting quarterly side by side coaching sessions	0.50	\$46,008.00	50.00%			
7300	0210	Retirement Benefits for administrator conducting quarterly side by side coaching sessions	0.00	\$3,340.00	50.00%			
7300	0220	Social Security Benefits for administrator conducting quarterly side by side coaching sessions	0.00	\$3,428.00	50.00%			
7300	0230	Insurance Benefits for administrator conducting quarterly side by side coaching sessions	0.00	\$2,600.00	50.00%			
7300	0240	Workman's Compensation Benefits for administrator conducting quarterly side by side coaching sessions	0.00	230.00	50.00%			
D) TOTAL				\$ 87,520.00				

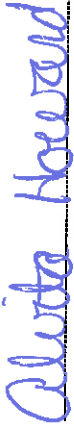
DOE USE ONLY (Program)

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

Printed Name: Eileen L. McDaniel
Signature: 
Title: Bureau Chief
Date: 9/18/15

DOE USE ONLY (Grants Management)

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

Printed Name: Alvita Howard
Signature: 
Title: Grants and Contracts Specialist
Date: 9/21/15



Charlie Van Zant, Jr.
Superintendent of Schools

SCHOOL BOARD OF CLAY COUNTY

900 Walnut Street
Green Cove Springs, Florida 32043

Telephones:
904/284-6500 (GCS) 904/272-8100 (OP)
1-888-663-2529 (KH)
FAX 904/284-6525 TDD 904/284-6584

BOARD MEMBERS:

Janice Kerekes
District 1
Carol Studdard
District 2
Betsy Condon
District 3
Johanna McKinnon
District 4
Ashley Gilhousen
District 5

June 15, 2015

To Whom It May Concern:

In the absence of the Superintendent of Schools, **Diane Kornegay**, the Deputy Superintendent, is hereby authorized to sign documents related to the School District of Clay County that require a superintendent's signature or an authorized school official.

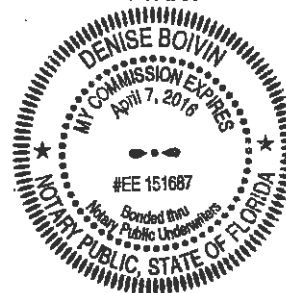
Sincerely,

Charlie Van Zant, Jr.
Superintendent of Schools

CVZ/dmb

State of Florida
County of Clay
Sworn to and subscribed before me this 15
day of June, 2015, by Charlie Van Zant
Identification personally know

NOTARY



Scope of Work

The scope of work clearly documents the project requirements including rationale, project design, tasks/activities, deliverables, and evidence to be provided by the grantee, as outlined by the *Project Performance Accountability* form on the last page of this document.

Section I: Rationale

A. Needs Assessment

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

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

Professional Learning Need # 1:

At the completion of the 14-15 school year, Clay County was faced with several leadership vacancies due to retirement. For the 15-16 school year, there are 11 new school leaders, 5 new district leaders, and several new district teacher leaders who serve as curriculum specialists and instructional coaches. Funding from this grant will allow for support for on-site monthly leadership and instructional coaching for all new leaders in our county.

Professional Learning Need #2:

While we know that the life of a leader includes a long list of managerial tasks, research indicates that a key prerequisite of strong leadership is a focus on instruction. Both district leaders and school leaders need to understand how to best deploy resources; time and talents of the people they manage, to support teaching and learning. Leaders also need to understand how the school's purpose is driven by the district vision, how to encourage collaboration with both teachers and students, and how to meet the diverse needs of the community they serve. Participation in the Learning Forward Annual Conference in December of 2014 will allow several district teacher leaders and administrator leaders to gain insight into current issues in schools.

B. Project Implementation and Responsible Staff

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

Dr. Emily Weiskopf who participated in the Commissioner’s Leadership Academy during the 14-15 school year has been chosen to be a facilitator for the 15-16 Commissioner’s Leadership Academy. This will allow her to ensure the alignment between these leadership opportunities for learning as well as ensure that best practices from both the grant opportunities and the Commissioner’s Leadership Academy be shared with all leaders at both the county and state levels.

Section II: Project Design

A. Targeted Instructional Leadership Skills

Goal #1: Improve district support for instructional leadership.

The Director of Professional Development, School Improvement, and Assessment will be trained as a facilitator for the Commissioner’s Leadership Academy. Two elementary principals, Nancy Crowder and Scott Voytko were chosen by Superintendent Charlie Van Zant to attend the Commissioner’s Leadership Academy. Both the Director and the principals are committed to improving instructional leadership in Clay County. Through deepening their understanding of the complexity of teaching and building capacity on instructional leadership practices that increase student achievement, providing time for the learning to be shared, and replicating the learning walk model in Clay County, all leaders will deepen their knowledge of instructional leadership practices.

Strategies	Activities
#1 Build capacity to support instructional leadership at both the district and school level.	<p>#1 Director of PD, SI and Assessment will be trained as a facilitator for the Commissioner’s Leadership Academy institutes and 5 learning walks.</p> <p>Two elementary principals will also attend the Commissioner’s Leadership Academy institutes and 5 learning walk sessions.</p> <p>#2 LEA District and School Leaders will be provided opportunities for professional development focused on deepening skills and knowledge in identifying high quality instruction, the professional learning needed to support teacher professional growth and development, and deepening their feedback skills. Opportunities for school leaders to do Learning Walks around the implementation of the Clay County Framework for Intentional Teaching will be provided monthly. New knowledge on facilitating learning walks gained from the institutes will be utilized. The Director of PD, SI and Assessment will facilitate these Learning Walks.</p>
#2 Build instructional leadership capacity throughout the state	#1 School Principals participating in the Commissioner’s Leadership Academy will volunteer, if needed, to host one of the five learning walk days.

Goal #2: Improve instructional leadership skills for new school based leaders.

Strategies	Activities
#1 Provide on-site leadership coaching	#1 Each of the 11 new leaders will be provided will be provided intensive monthly leadership coaching from the Administrator on Special Assignment as well as an assigned mentor. These coaching sessions will include conversations around the work of Carol Dweck and Growth Mindset as well as the 4 Dimensions of Instructional Leadership (CEL, 2014): Vision, Mission and Culture Building, Improvement of Instructional Practice, Allocation of Resources, and Management of People and Processes.
#2 Leadership professional development	#1 District teacher leaders as well as district administrators will attend the Learning Forward Conference in Dec 2015. Learnings will be shared through their district Leadership PLC team meetings, school based-visits, etc.. in January. #2 Leaders and teachers will be provided opportunities for professional development focused on deepening skills and knowledge in identifying high quality instruction through the use of professional learning opportunities such as but not limited to facilitated lesson study, collaborative learning walks, professional learning community teams, workshops, conferences, etc.

Goal #3: Increase understanding of the importance of a growth mindset in both leading and in teaching.

Strategies	Activities
#1 Implement book studies across the district.	#1 Each of the administrators involved in our 6 model elementary schools will be asked to lead a book study with other school leaders around the Growth Mindset. A district curriculum specialist will plan out the book study sessions and coach the administrators on how to facilitate a book study. #2 The Professional Development department will utilize the book Growth Mindset in its weekly department collaboration meetings to discuss implications regarding teaching and learning.

Clay County revised its instructional evaluation system's classroom observation rubric in 2014-15. The areas of focus on the observation rubric include using instructional strategies that require student collaboration, authentic assessments to plan for individualized instruction and interventions, and the consistent use of strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technology as a tool for learning. This observation rubric aligns with the Clay County Framework for Intentional Teaching that was also implemented for the first time last school year. For the 2015-16 school year, we have developed rubrics to align with each of the 5 components of

the Framework for Intentional Teaching. The implementation of these two new rubrics will allow leaders to develop a deeper understanding of each component of the rubric. Discussions during the learning walk debriefing sessions each month will address providing targeted feedback and include conversations around how to use VAM data for the purpose of improving instructional outcomes for students.

Through the monthly walkthroughs around these rubrics, as well as all of the other strategies and activities mentioned in this section, both leaders and teachers will continue to grow in their understanding of the expectations for instruction as well as evaluation.

The design of this proposal takes a tiered approach to improving instructional leadership in Clay County. The first tier focuses on utilizing the state resource of the Commissioner’s Leadership Academy to build capacity with both a district leader and school leaders to facilitate improving instructional leadership at all levels. The second tier takes a side-by-side mentoring approach and provides assistance to the eleven new school based leaders. Through this monthly leadership-coaching plan, both leaders and teachers will benefit. The third tier focuses on professional development for all teachers and leaders around the growth mindset. Through this three-tier approach, the focus on instructional leadership practices can be sustained beyond the scope of this grant-funding year.

Deliverables:

Activities	Deliverables * (product or service)
<p>Director of PD, SI and Assessment will be trained as a facilitator for the Commissioner’s Leadership Academy institutes and 5 learning walks.</p> <p>Two elementary principals will also attend the Commissioner’s Leadership Academy institutes and 5 learning walk sessions.</p>	<p>Fourth Quarter: Agendas/Graduation certificate from Commissioner’s Leadership Academy</p>
<p>#2 LEA District and School Leaders will be provided opportunities for professional development focused on deepening skills and knowledge in identifying high quality instruction, the professional learning needed to support teacher professional growth and development, and deepening their feedback skills. Opportunities for school leaders to do Learning Walks around the implementation of the Clay County Framework for Intentional Teaching will be provided monthly. New knowledge on facilitating learning walks gained from the institutes will be utilized. The Director of PD, SI and Assessment will facilitate these Learning Walks.</p>	<p>Each Quarter a training is held: Agendas from trainings Handouts</p>
<p>School Principals participating in the Commissioner’s Leadership Academy will volunteer, if needed, to host one of the five learning walk days.</p>	<p>Agenda from Learning Walk Day Summary of feedback</p>

Activities	Deliverables * (product or service)
<p>Each of the 11 new leaders will be provided will be provided intensive monthly leadership coaching from the Administrator on Special Assignment as well as an assigned mentor. These coaching sessions will include conversations around the work of Carol Dweck and Growth Mindset as well as the 4 Dimensions of Instructional Leadership (CEL, 2014): Vision, Mission and Culture Building, Improvement of Instructional Practice, Allocation of Resources, and Management of People and Processes.</p>	<p>Each quarter: Calendar of visits to each administrator Summary of coaching conversations with each leader.</p>
<p>District teacher leaders as well as district administrators will attend the Learning Forward Conference in Dec 2015. Learnings will be shared through their district Leadership PLC team meetings, school based-visits, etc.. in January.</p>	<p>Second Quarter: PowerPoint presentation of major learnings from conference shared at various district spring trainings.</p>
<p>Leaders and teachers will be provided opportunities for professional development focused on deepening skills and knowledge in identifying high quality instruction through the use of professional learning opportunities such as but not limited to facilitated lesson study, collaborative learning walks, professional learning community teams, workshops, conferences, etc.</p>	<p>Each quarter: PowerPoint presentations Handouts Agendas</p>
<p>Each of the administrators involved in our 6 model elementary schools will be asked to lead a book study with other school leaders around the Growth Mindset. A district curriculum specialist will plan out the book study sessions and coach the administrators on how to facilitate a book study.</p>	<p>Third Quarter: Session plans Facilitation tools</p>
<p>The Professional Development department will utilize the book Growth Mindset in its weekly department collaboration meetings to discuss implications regarding teaching and learning.</p>	<p>Third Quarter: Agendas Reflections</p>

B. Enabling Faculty Development

With the implementation of a one hour weekly professional development time at each school site, the expectations for leaders to lead learning has changed from being optional to being the norm. Each school leadership team has now created a plan for systematically establishing PLC teams at their school sites. These teams are organized around student needs or content needs grounded in data and will be documented in their School Improvement Plan. Every team will utilize the Plan-Act-Reflect cycle through the use of a Group Learning Target Plan and PLC Logs after each weekly meeting. School Leaders will

oversee PLC teams by providing feedback to the PLC logs, conduct walkthroughs, as well as conduct formal observations.

The practice of providing feedback to these PLC teams is both new and challenging for Clay County school leaders. The leadership-coaching plan, the monthly learning walk opportunities utilizing learnings from the Commissioner’s Leadership Academy, and the other trainings will all contribute to improving the capacity of school based leaders. With the implementation of both an administrator on special assignment as well as side-by-side mentors systematically supporting school leaders, school leaders implementing PLC teams, the accountability of teams utilizing the logs, and the requirement of school leaders providing feedback, the new learnings from this proposal will be sustainable beyond grant funding.

Deliverable:

Activities	Deliverables * (product or service)
Leader feedback to PLC team logs.	Second Quarter: Samples of logs and feedback from schools with new leaders.

C. Alignment of Evaluation and PD Systems

With the revision of the classroom observation rubric for the 2014-15 school year and the addition of the rubrics for each component of Clay County’s Framework for Intentional Teaching, the goals, strategies, and activities outlined previously all support growth in the focus areas for evaluation. These areas include:

- Using instructional strategies that require student collaboration
- Use of authentic assessments to personal both strategies and interventions
- Use of strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technology as a tool for learning.

Fisher and Fry’s work on Intentional Teaching and the components that ensure learning have guided the decision to implement a consistent model for instruction in all Clay County classrooms. The areas for evaluation stated above directly align with the framework components. The goals, strategies and activities supported by this grant funding create opportunities for both teachers and leaders to understand the components as well as the evaluation focus areas. All of the strategies and activities outlined in this proposal enhance and support both leadership growth and teacher growth in understanding the expectations for instruction as well as evaluation.

As we continue implementing the new state standards supports for both leaders and teacher is paramount. The new state assessments require students to apply critical thinking skills and complete performance task items that demonstrate their ability to utilize digital tools as well as analyze text and develop a claim, opinion or argument based on relevant evidence.

Clay County has been focused on supporting leaders and teachers through our three instructional initiatives which include:

1. Citing evidence to support thinking in all content areas.
2. Providing opportunities for students to read, write, think and talk in every learning experience through the use of the Clay County Framework for Intentional Teaching.
3. Teacher engagement and empowerment through meaningful Professional Learning Communities (PLC)

This year Clay County will continue to support schools with building in approximately an hour a week for teachers to work together in PLC teams to develop a deeper understanding of their academic content, to support the implementation of the Florida Standards and the Clay County Framework for Intentional Teaching, to design common assessments that align with the Florida Standards Assessments, and to discuss student growth and achievement. The intent of the weekly PLC is for teachers to collaborate around the following four questions:

1. What is it we want student to know and be able to do as defined by the new standards?
2. How will we know they have learned what we have taught?
3. What will we do if students don't get it?
4. What will we do if students already know it?

To answer these four questions, the PLC teams will plan a lesson and a common formative assessment. Teachers will then implement the lesson using the framework strategies planned from the PLC meeting. Teachers bring back the student work from the common assessment and discuss results. Teachers use strategies discussed with PLC team to remediate and plan for further instruction.

PLC team logs will be completed after each meeting and shared with an assigned administrator. Administrators will provide weekly feedback to the PLC teams and provide resources such as video links, articles, books, websites, etc. to support the work.

This grant will help both district leaders and school leaders build on their knowledge and skills to be able to provide quality feedback to these PLC teams, provide professional development resources to support the PLC teams, as well as be intentional around their focus on the three district initiatives.

Along with the implementation of PLC teams at the school sites, district administrator PLC teams will reconvene for the new school year to provide supports for district administrator collaboration. These teams will meet formally monthly with several meeting informally bimonthly. These leader PLC teams will deepen their understanding of the new state evaluation and accountability system as well as study the components of the Clay County Framework for Intentional Teaching through the use of the new rubrics. Professional reading materials will be provided for the administrator PLC teams. The learning from the grant activities will further refine the PLC teams and build additional capacity for collaboration across the district.

Deliverable:

Activities	Deliverables * (product or service)
Monthly learning walks focused on the new rubrics for each component of the Framework for Intentional Teaching	First Quarter: Copy of new rubrics Summary of debriefing discussion

D. Evaluation Criteria

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

Evidence of implementation and/or impact that will be is included in the Deliverables stated in previous sections. Other data collected may include:

- Summary reports from side-by-side coaching visits from the Administrator on Special Assignment
- Reflection and Feedback forms from monthly learning walk trainings
- Samples of PLC logs and administrator feedback
- Survey responses from new leaders on effectiveness of side-by-side support
- Handouts from Learning Forward sessions

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

Data collected from learning walks, summary reports, faculty surveys and the ongoing monitoring of student assessment results in Performance Matters will serve as the project evaluation measures and assist the district in the adjustments to the scope of work as needed. Student work along with student performance outcomes on the district's progress monitoring assessments will serve as the primary method for monitoring the impact of the project goals and their related activities. Data gathered at school sites will be shared during weekly Instructional Division meetings. Collaboration during these meetings will facilitate action steps that need to be taken to move both leaders and schools forward with student achievement.

Scope of Work	Tasks/Activities	Deliverables (product or service) *Minimum service levels must be established for each quarter	Evidence (artifacts)	Due Date (within the quarter)	Unit Cost
Quarter 1					
Build capacity to support instructional leadership at both the district and school level.	6 -1/2 day local Learning Walk trainings	At least 1 of the 6 of the local learning walk trainings will be held in first quarter.	Agenda from the local learning walk trainings. Schedule of school sites for learning walks Sign In sheets	September 30 2015	\$500
Provide on-site leadership coaching	9- monthly visits	At least 2 of the 9 side by side coaching sessions per quarter.	Calendar of visits Summary of coaching conversations with each leader.	September 30, 2015	\$13,111
Leadership professional development	4-1/2 day local trainings Deconstructing Standards, Feedback, Culture for Staff/Students, PLC teams	At least 1 of the 4-1/2 day trainings will be conducted in 1 st Quarter.	Agendas from the trainings Sign In sheets Power point presentation if used	September 30, 2015	\$300
Implement book studies across the district	4- 2 hour sessions Growth Mindset book Chapter 1,2	At least 1 of the 4 sessions will be held in first quarter.	Book study plans Sign in Sheets	September 30, 2015	\$3,000

Scope of Work	Tasks/Activities	Deliverables (product or service) *Minimum service levels must be established for each quarter	Evidence (artifacts)	Due Date (within the quarter)	Unit Cost
Quarter 2					
Build capacity to support instructional leadership at both the district and school level.	5-full day Learning Walk Sessions facilitated through the Comm. Lead. Academy 6 -½ day local Learning Walk trainings	At least 2 of the 5 learning walk sessions will be conducted in Quarter 2. At least 2 of the 6 local learning walk trainings will be held in second quarter.	Agenda from Learning Walks /Pictures of final charts/Notes Agenda from the local learning walk trainings. Schedule of school sites for learning walks Sign In sheets	December 30, 2015 December 30, 2015	19,667
Provide on-site leadership coaching Leadership professional development	9- monthly visits 5 days of national training including pre-conference and conference.	At least 3 of the 9 side by side coaching sessions will be conducted during 2 nd quarter. All 5 days will be conducted during 2 nd Quarter.	Calendar of visits Summary of coaching conversations with each leader. Registration Forms for participants Conference Agenda Handouts from Presentations Summary of Major Learnings	December 30, 2015 December 31, 2015	\$23, 720
Implement book studies across the district	4-1/2 day local trainings Topics: Deconstructing Standards, Feedback, Culture for Staff/Students, PLC teams 4- 2 hour sessions Growth Mindset book Chapter 3,4	At least 1 of the 4- 1/d day trainings will be conducted in 2 nd Quarter. At least 1 of the 4 sessions will be held in 2 nd quarter.	Agendas from the trainings Sign In sheets Power point presentation if used Book study plans Sign in Sheets	December 30, 2015 December 30, 2015	\$300 \$200

Scope of Work	Tasks/Activities	Deliverables (product or service) *Minimum service levels must be established for each quarter	Evidence (artifacts)	Due Date (within the quarter)	Unit Cost
Quarter 3					
Build capacity to support instructional leadership at both the district and school level.	5-full day Learning Walk Sessions facilitated through the Comm. Lead. Academy 6 -1/2 day local Learning Walk trainings	At least 2 of the 5 learning walk sessions will be conducted in Quarter 3. At least 2 of the 6 of the local learning walk trainings will be held in 3 rd quarter.	Agenda from Learning Walks /Pictures of final charts/Notes Agenda from the local learning walk trainings. Schedule of school sites for learning walks Sign In sheets	March 31, 2016 March 31, 2016	
Provide on-site leadership coaching Leadership professional development	9- monthly visits 4-1/2 day local trainings Deconstructing Standards, Feedback, Culture for Staff/Students, PLC teams	At least 2 of the 9 side by side coaching sessions will be conducted during 3 rd quarter. At least 1 of the 4- 1/2 day trainings will be conducted in 3 rd Quarter.	Calendar of visits Summary of coaching conversations with each leader. Agendas from the trainings Sign In sheets Power point presentation if used	March 31, 2016 March 31, 2016	13,111 \$300
Implement book studies across the district	4- 2 hour sessions Growth Mindset book Chapters 4-6	At least 1 of the 4 sessions will be held in third quarter.	Book study plans Sign in Sheets	March 31, 2016	\$200

Scope of Work	Tasks/Activities	Deliverables (product or service) *Minimum service levels must be established for each quarter	Evidence (artifacts)	Due Date (within the quarter)	Unit Cost
Quarter 4					
Build capacity to support instructional leadership at both the district and school level.	5-full day Learning Walk Sessions facilitated through the Comm. Lead. Academy 6 -½ day local Learning Walk trainings	At least 1 of the 5 learning walk sessions will be conducted in Quarter 4. At least 1 of the 6 local learning walk trainings will be held in fourth quarter.	Agenda from Learning Walks /Pictures of final charts/Notes Agenda from the local learning walk trainings. Schedule of school sites for learning walks Sign In sheets Book study plans	June 30, 2016 June 30, 2016 June 30, 2016	
Implement book studies across the district	4- 2 hour sessions Growth Mindset book- Chapters 7,8	At least 1 of the 4 sessions will be held in fourth quarter.	Calendar of visits Summary of coaching conversations with each leader.	June 30, 2016	13,111
Provide on-site leadership coaching	9- monthly visits	At least 2 of the 9 side by side coaching sessions will be conducted in 4 th quarter.	Agendas from the trainings Sign In sheets Power point presentation if used		
Leadership professional development	4-1/2 day local trainings Deconstructing Standards, Feedback, Culture for Staff/Students, PLC teams	At least 1 of the 4-1/2 day trainings will be conducted in 4 th Quarter.			