



Funding Application

Application Due Date

January 17, 2014: Electronic submission is required.

Total Funding Amount

- \$150,000 is available to split among 5-6 districts
- Services of one NLP partner for the project (about 18 days)

District Contribution

Districts are expected to contribute resources such as personnel, space, professional development opportunities, teacher stipends, and/or materials.

Contact Person

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County: Clay	E-Mail: sherndon@oneclay.net
Contact Person: Dr. Suzanne K. Herndon	Fax: (904)284-6552
Title: Supervisor – K-12 Reading FALN Project Point of Contact	Total Funds requested: \$45,000

I, Mr. Charlie Van Zant, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate NLP 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.

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.

Signature of Agency Head

Date

A. Project Abstract or Summary

Clay County's Florida Academic Literacy Network (FALN) project is designed to assist junior high teachers with the development and implementation of quality lessons that promote student engagement and achievement while infusing the Common Core State Standards across various content areas. Our seven junior high schools will form writing teams consisting of one teacher from each of the following areas: social studies, science and intensive reading or Language Arts. Over a two-year period, each writing team will create and implement modules using the Literacy Design Collaborative (LDC) Framework. District leaders, content specialists, and reading coaches will support the school literacy project teams throughout the creation and implementation of the LDC modules. While the ultimate goal of this collaboration is to increase student achievement in the areas of reading, writing and content area knowledge, an added benefit will be an increase in teacher effectiveness and instructional performance. By serving on school-based writing teams, teachers will be perfecting their craft through participation in lesson studies that focus on the selection of quality texts and the creation of questions and tasks that require students to think about, interact with, and truly understand the content. The specific goals of the Clay FALN projects are as follows:

Goal 1: Provide opportunities for meaningful collaboration between LDC project team members.

Objectives:

- 1.1 Establish communication between writing team members and our NLP partner to gain a deeper understanding of the National Literacy Project.
- 1.2 Implement one existing LDC Framework module (per team) during the spring of 2014.
- 1.3 Develop a minimum of fourteen cross disciplinary LDC Framework models by the spring of 2015.
- 1.4 Annually provide a minimum of three on-site meetings per semester with school-based LDC project team members and one collaborative meeting per semester with all seven schools to discuss progress towards project goals.
- 1.5 Conduct a minimum of three classroom observations during the LDC Framework module implementation as measured by the district created LDC project observation rubric and provide teachers with feedback.
- 1.6 Create an on-line forum for writing team members across all junior high schools to assist in the sharing of ideas and experiences in relation to LDC Framework lessons.

Goal 2: Provide intensive, on-going and targeted professional development opportunities designed to integrate disciplinary knowledge and literacy instruction.

- 2.1 100% of all project team members will participate in all FALN professional development activities.
- 2.2 100% of all project team members will participate in targeted professional development activities provided by the Clay County School District.

Goal 3: Alignment of LDC Framework with existing curriculum and assessment.

- 3.1 Align all modules of the LDC Framework with state and local assessments/standards.

Goal 4: Determine project impact and plan for extension of project activities into other junior high content area classrooms and eventually into ninth grade content area classes as well.

- 4.1 Collect of a minimum of two qualitative and two quantitative data measures by each project team member per semester
- 4.2 Demonstrate increased student achievement in that a minimum of 80% of the students assigned to a FALN project teacher will reflect a positive Value Added Measure (VAM) score as measured by a Florida state-wide assessment (This assessment has yet to be determined).
- 4.3 Each team will designate one member to record reflections of the implementation process. An electronic platform will be created for this purpose.
- 4.4 Create, publish and promote LDC modules for use among other junior high school teachers. Literacy coaches assigned to each school will facilitate the dissemination of these resources.
- 4.5 Capture real-time LDC lessons on videotape for the purpose of promoting the use of these LDC modules and building a video library of examples of lessons that infuse both content and literacy instruction.

B. Project Need

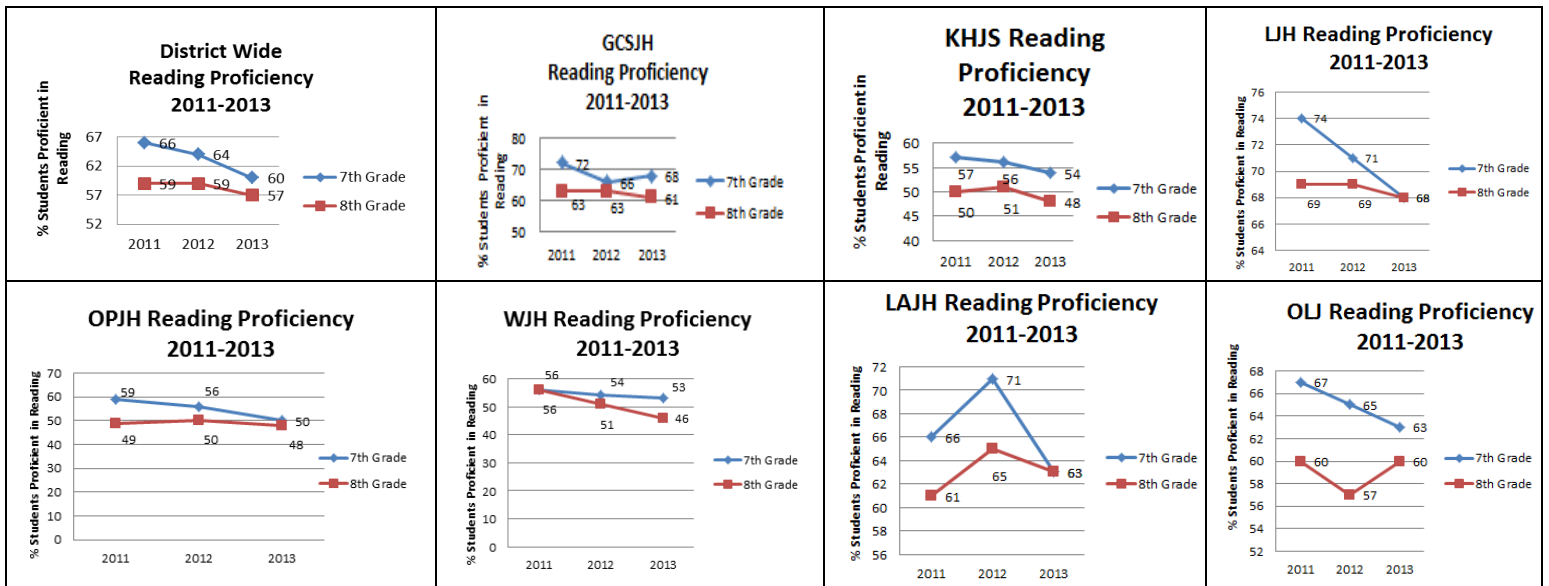
The Clay County School District is a mid-sized public school district located in Northeast Florida, just south of Jacksonville. The district serves over 35,200 students with approximately 18,000 students at the elementary level (grades PK-6), 6,100 students at the junior high level (grades 7-8) and 11,200 students at the high school level (grades 9-12). Within Clay County there is one alternative school and the district also offers its own Virtual School program for students in grades K-12. The Clay County School District is unique in that it also supports the Florida Youth Challenge Academy (FLYCA) located on the National Guard property at Camp Blanding. FLYCA provides a highly disciplined and motivational environment, free from outside distractions, which fosters leadership, academics, personal growth, self-esteem and physical fitness for at-risk youth. FLYCA is open to students across the state of Florida. In addition to this academy, the Clay County School District offers 16 career and technical academies for high school students.

Within the Clay County School District, the minority enrollment is 31%; the population of students in exceptional education programs (not including gifted) is 20%; The English Language Learner population is 2%. The current stability rate is 93.5%. Approximately 42% of the student population within the Clay County School District qualifies for free or reduced lunch.

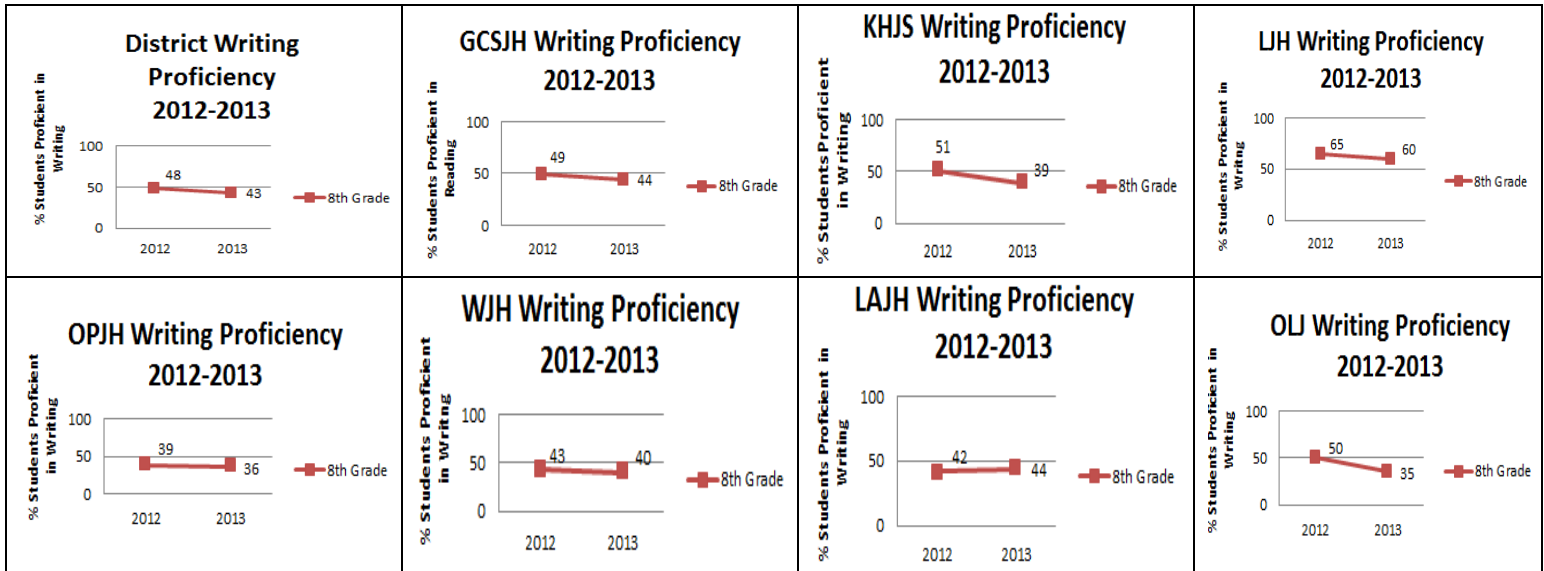
Why is the Clay County School District interested in forming a partnership with the Florida Academic Literacy Network?

- If one were to take a magnifying glass to look into a typical Clay County junior high classroom, they would see that very few teachers incorporate engagement strategies such as student discussions and project based learning into their instruction. The majority of conversation within our junior high classrooms is teacher led with very little student input or interaction. It is not surprising, then, to see that student test scores tend to decline once students enter junior high school. The following data illustrates the flatline and/or decline in reading and writing scores at the junior high level within the past three years.

Reading Proficiency



Writing Proficiency



*2011 scoring standards were different from 2012 and 2013, so the 2011 data has not been included in the comparison.

- Of particular concern is that even with a very strong Response to Intervention (RtI) emphasis within the district, the number of students qualifying for Exceptional Student Education programs continues to rise. Currently 20% of our students are in Exceptional Education programs – not including programs for gifted students. The District Instructional Leadership team has looked at this unsettling trend and is concerned that many of the students who are qualifying for ESE programs might not need to be placed in ESE classrooms if the Tier 1 instruction was designed to meet the needs of all students. The biggest decrease in reading and writing scores is evident in our junior high school data.
- In addition to the lackluster student achievement data at the junior high level, another reason why Clay County is expressing interest in the FALN project concerns the materials that are currently used at the junior high level for intensive reading students and all Language Arts students. The secondary textbook adoption is currently underway. As teachers are requesting a new basal series that is aligned with the Common Core State Standards, it is the conviction of the District Instructional Administration and district specialists that what we need in Clay County is not a new basal series. We need a new approach to teaching literacy and that approach must be interrelated with the content areas of language arts, science and social studies. By having teams of teachers at each junior high school become immersed in the Florida Academic Literacy Network project, teachers will learn how to select quality texts, plan meaningful student tasks and discussions, and create modules that support a student centered classroom revolving around State standards. By the second year of the grant, the FALN Framework will be shared with all content area teachers at the junior high level. The focus will be on using the FALN framework for instruction – not on selecting basal materials. This change in focus will allow our district to use textbook funds in areas where these funds are most needed.
- Finally, with the advent of the 2014 – 2015 school year, the Clay County School District will be implementing the District's goal of "Wall-to-Wall Academies" at the high school level. In 2014 the focus will be upon incoming 9th grade students. This focus includes forming cohort groups within each school's 9th grade class, allowing students to pursue areas of individual interest, and the expansion of our district's academy programs. Within the cohort groups, the focus will be upon student based/project- based learning. By providing junior high students with instruction that is based upon the FALN Framework, these students will be well prepared for the Wall-to-Wall Academy concept when they enter 9th grade at the high school setting in 2015.

C. Project Design Condition 1: Robust district and school leadership and capacity at all levels

In order to ensure the success of the FALN project within the Clay County School District, it is critical that the project is supported and monitored effectively. The FALN project management structure provides both project implementation and oversight support through a shared Point of Contact (POC) model. The Clay County School District plans to utilize highly qualified literacy personnel to support the implementation of the FALN project at the district level. Dr. Suzanne Herndon (CCSD Reading Supervisor) will serve as the POC in partnership with Patricia Dukes (District Reading/LA/Writing Specialist) and Jenie Shepard (District Reading Development Facilitator). These three district staff members are recognized for their organizational leadership skills and are responsible for the oversight of any new district initiatives related to reading. (Resume's provided at the end of the grant application.)

C1: Point of Contact: As the FALN project POC, Dr. Herndon will use her expertise and experience in reading to oversee the implementation of the FALN project in Clay County. Dr. Herndon is certified in reading and has gained 24 years experience in the field of education. She has served as an elementary and/or junior high classroom teacher for eleven years; as a school-based administrator for four years; and as the District Reading Supervisor for the past nine years. She has also taught reading at the community college level as well as educational leadership courses at the University of North Florida. Dr. Herndon currently teaches Competency 2 of the Reading Endorsement as well as Competency 5- the Reading Endorsement practicum. In this role, Dr. Herndon has gained extensive experience in observing classroom instruction and analyzing student outcomes. She has served on the District Instructional Leadership Team for the past nine years and has led the District RtI Team for the past 4 years. In these roles, Dr. Herndon has honed her skills in the area of collecting and analyzing student performance data.

C2: Co-Point of Contact: Mrs. Pat Dukes will serve as the FALN project Co-POC utilizing her 34 years of experience as an educator to work hand-in-hand with the POC to ensure quality implementation of the project. She has a Master's Degree in Reading K-12 and has provided professional development and support to teachers district-wide. She is dedicated to student-centered instruction across the content areas and is a district trainer for Project **CR**reating Independence through **St**udent-owned **St**rategies (CRISS). She has a strong background in writing and is a Six Traits of Writing trainer. She has worked with teachers and students from kindergarten through high school with an emphasis on writing across the school day for many different purposes. As a teacher, Mrs. Dukes believes that a classroom should be a community of learners engaged in reading, writing, and conversation around important content. Mrs. Dukes has been serving as an ELA/Reading Curriculum Specialist in Clay County for many years working with teachers to develop classrooms that are student-centered.

Co-Point of Contact: Jennifer Shepard is a National Board Certified teacher with experience teaching Kindergarten through Eighth grade students. She has served as a general education teacher, an ESE teacher, and is also skilled at working with ELLs. Jennifer has extensive experience collaborating with and supporting teachers to improve teaching and learning. She served as a Varying Exceptionalities ESE co-teacher for five years, where she was strategically paired with teachers because of her natural ability to develop the teaching capacity of others. As a result of this strength, she became a Junior High Reading coach, where she helped content area teachers recognize the vital role of literacy in their content, and adeptly guided them to incorporate literacy instruction in their classrooms. While serving a Reading Coach, Jennifer remained connected to the classroom by teaching one section of Intensive Reading for 7th & 8th graders. She currently serves as the Reading Development Facilitator for the school district, where she uses her passion for literacy to support teachers, reading coaches, and administrators through ongoing professional development, problem solving sessions, and instructional guidance.

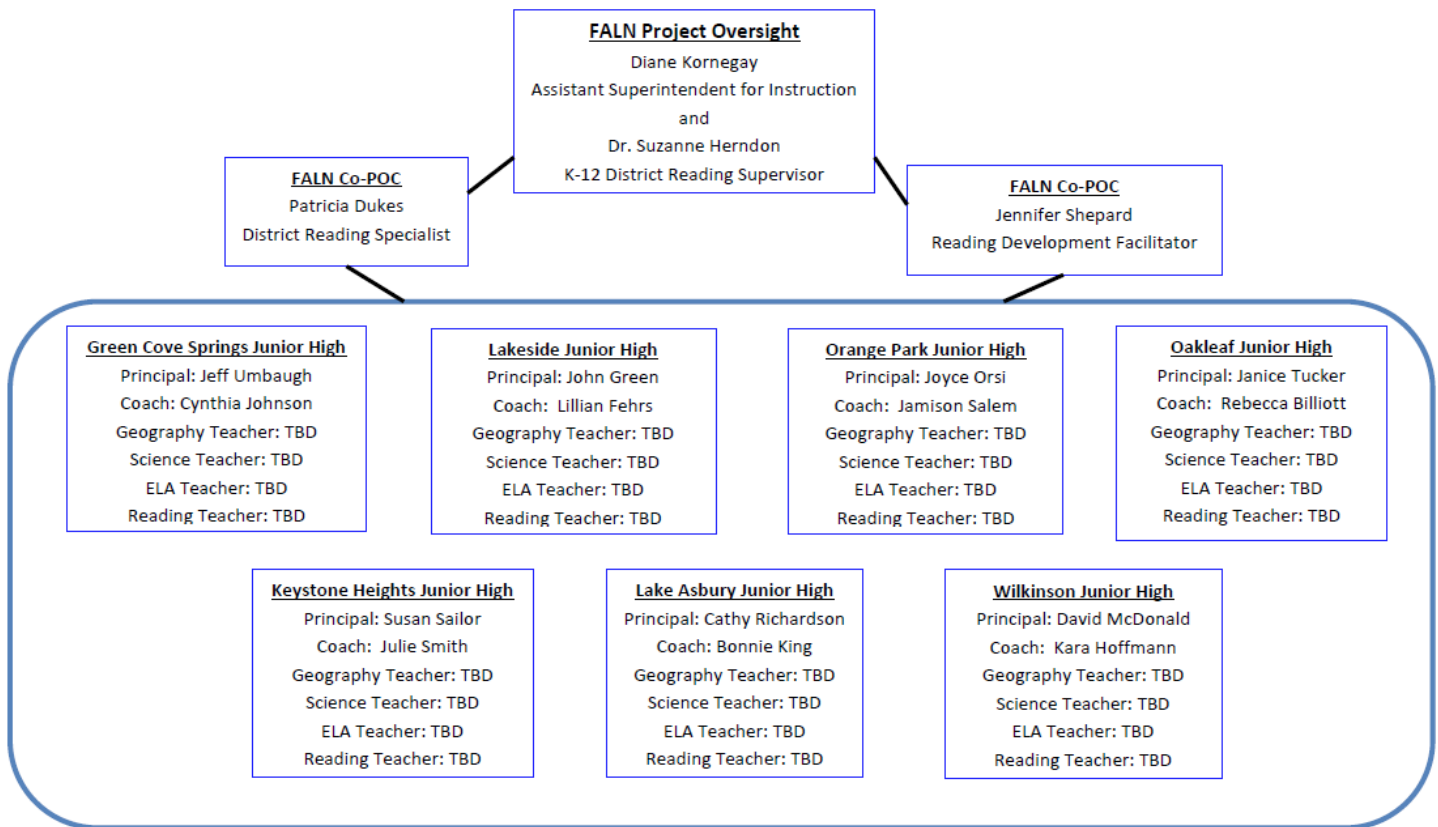
In their roles as POC and Co-POC respectively, Dr. Herndon, Mrs. Dukes and Mrs. Shepard are dedicated to the successful implementation and subsequent scale-up of the FALN project district-wide. In recognition of the importance of the oversight of the FALN project, these three district staff members will devote a minimum of 20% of their daily activities in direct relation to the support and implementation of the FALN project in Clay District Schools. In the event the 20% time allotment from the POC and the two CO-POCs is not sufficient, measures will be put in place allowing more time as required to meet the needs of the project.

The FALN project implementation in the Clay County School District is also supported by Michael Wingate (Director of Secondary Education); Dr. Emily Weiskopf (Supervisor of Assessment, Professional Development and School Improvement); Mrs. Diane Kornegay (Assistant Superintendent for Instruction); and Mr. Charlie VanZant (Superintendent of the Clay County School District).

At the school level, support for the implementation of the FALN project will come from school administrators and reading coaches. At each junior high school, there is one principal, one vice-principal and one assistant principal. District staff will work closely with these administrators to ensure that teacher and student schedules are conducive to a smooth implementation of the FALN project and that all necessary resources are provided for the project. School administrators will select teachers for the project based upon:

- willingness to participate in the project
- ability to implement the project with fidelity
- ability to work well with other team members
- considered to be a model teacher in his/her content area
- willingness to have outsiders conduct observations within the classroom and to accept feedback concerning the planning or implementation of the lessons within the modules

All schools will have a reading coach designated to supporting the FALN project. The coach will work closely with writing teams to provide support and guidance through the module creation. The following flow chart indicates the levels of support for the FALN project at the district and school level.



C3: The focus of the FALN project in the Clay County School District will be in our junior high schools which serve grades 7 and 8. A writing team will be established at each of the 7 junior high schools. This team will consist of a science teacher, a social studies teacher and a language arts and/or intensive reading teacher. The rationale for selecting these specific types of teachers is to set the stage for interdisciplinary team work, lesson planning, and collaboration. One of the goals of the CCSD reading department is to promote the idea that reading is not separate from other content areas. Literacy instruction and support needs to be a vital part of every content area in order to provide students with the means to master science and social studies content. As mentioned earlier, it is at our junior high level that student achievement tends to decrease. In line with this District trend is current research that indicates if a student is going to drop out of high school, this decision is typically made by the time students exit 9th grade. In an effort to keep our students in school and have them graduate with a high school diploma, the CCSD believes that the key is to have students become engaged in their learning prior to entering high school. The FALN project will be the vehicle that will allow our junior high students to become engaged in their learning, fostering collaboration and critical thinking skills that will serve them well not only in high school but throughout life. It is the goal of the CCSD to have the FALN project focus expand throughout all of our junior high and high school classrooms.

C4: The following charts will serve as the framework for CCSD's implementation of the FALN Project. This implementation plan is representative of the plan submitted by Brevard County for the Cohort 1 FALN pilot program. Minor changes have been made to reflect the focus of CCSD.

Clay County School District's FALN Project Framework for Success

Year 1 (Spring 2014 – Summer 2015)

Spring 2014

- POC and Co-POCs will survey all literacy project team members to determine specific professional development and needs
- POC and Co-POCs will analyze survey results and begin planning targeted professional development to meet the needs of the literacy team members and the FALN Project

Summer 2014

- Begin first LDC Framework Module development for grades 7 and/or 8 with school literacy project teams ensuring alignment with state and local standards/assessment of Common Core State Standards
- Project teams will align modules with content curriculum and/or pacing guides to determine appropriate placement within the course
- Provide literacy project team members with access to required FALN activities and professional development trainings

Fall 2014

- Each specific content area teacher on the writing team will incorporate the first LDC Framework module supported by coaching and feedback from the literacy coach, POC, Co-POC, and/or NLP Partner representative
- A minimum of three documented planning meetings will be held at each school for progress monitoring, common planning, and implementation supported by the school principal, literacy coach, POC/Co-POC, and district content specialists as needed or required
- Hold one project meeting for all seven school literacy project teams, district leaders, and POC.CO-POC to attend in order to conduct progress monitoring and examination of student responses to LDC tasks
- POC/Co-POC to schedule technical assistance visit from NLP partner
- POC/Co-POC to work with the district office of testing and accountability to establish baseline student Value Added Measures (VAM) for students assigned to FALN project team teachers
- All FALN project teachers collect a minimum of two qualitative and two quantitative data measures for project impact
- Project teams will use implementation results and feedback from the first LDC Framework Module to create the second module for implementation in grades 7 and/or 8 during Spring 2015
- POC and CO-POC to contact FALN to determine the scheduling of the optional second FALN Meeting

Spring 2015

- Each specific content area teacher on the writing team will incorporate the second LDC Framework Module supported by coaching and feedback from the literacy coach, POC and Co-POC, and/or NLP Partner representative
- A minimum of three documented planning meetings will be held at each school for progress monitoring, common planning, and implementation supported by the school principal, literacy coach, POC/Co-POC, and district content specialists as required.
- Hold one project meeting for all seven school literacy project teams, district leaders, and POC.CO-POC to attend in order to conduct progress monitoring and examination of student responses to LDC tasks
- POC/Co-POC to schedule technical assistance visit from NLP partner
- FALN project teachers collect two qualitative and two quantitative data measures for project impact
- POC/Co-POC will work with school principals to identify other content area teams within the school for inclusion into the school literacy project team for the 2015-2016 school year
- POC/Co-POC will survey all new school literacy project team members to determine specific professional development needs
- POC/Co-POC will analyze survey results and begin planning targeted professional development to meet the needs of the new school literacy project team members and the FALN project.

Clay County School District's FALN Project Framework for Success

Year 2 (Summer 2015 – Summer 2016)

Summer 2015

- POC/Co-POC to work with the CCSD Assessment Department to compare baseline student VAM scores with updated VAM scores for students assigned to the FALN project team teachers to determine growth and project impact
- Begin first LDC Framework Module development for new writing team members representing grades 7 or 8 with school literacy project team ensuring alignment with state and local standards/assessment of Common Core Standards
- Project teams will align modules with content curriculum and/or pacing guides to determine appropriate placement within the course
- Provide literacy project team members with access to required FALN activities and professional development trainings
- School-based literacy project team and POC/Co-POC will deliver and/or publish LDC framework presentations targeted to varied audiences to disseminate project information and assist other schools in replicating the project

Fall 2015 (First Semester)

- Each specific content area teacher on the writing team will incorporate the first LDC Framework module supported by coaching and feedback from the literacy coach, POC, Co-POC, and/or NLP Partner representative
- A minimum of three documented planning meetings will be held at each school for progress monitoring, common planning, and implementation supported by the school principal, literacy coach, POC/Co-POC, and district content specialists as needed or required
- Hold one project meeting for all seven school literacy project teams, district leaders, and POC/Co-POC to attend in order to conduct progress monitoring and examination of student responses to LDC tasks
- POC/Co-POC to schedule technical assistance visit from NLP partner
- POC/Co-POC to work with the district office of testing and accountability to establish baseline student Value Added Measures (VAM) for students assigned to FALN project team teachers
- All FALN project teachers collect a minimum of two qualitative and two quantitative data measures for project impact
- School literacy project teams will use implementation results and feedback from the first LDC Framework Module to create the second module for implementation and to assist with the continuation of modules during Spring 2016
- Selected school literacy project team members and the POC/Co-POC will attend and present modules at the district-sponsored Showcase of Modules event. The focus will be on spreading the project throughout all junior high classrooms and to venture into the high school setting.

Spring 2016 (Second Semester)

- Each specific content area teacher on the writing team will incorporate the second LDC Framework Module supported by coaching and feedback from the literacy coach, POC and Co-POC, and/or NLP Partner representative
- A minimum of three documented planning meetings will be held at each school for progress monitoring, common planning, and implementation supported by the school principal, literacy coach, POC/Co-POC, and district content specialists as required.
- Hold one project meeting for all seven school literacy project teams, district leaders, and POC/Co-POC to attend in order to conduct progress monitoring and examination of student responses to LDC tasks
- All FALN project teachers collect two qualitative and two quantitative data measures for project impact
- POC/Co-POC to submit all required project reports to FALN.

Summer 2016

- POC/Co-POC to work with the CCSD Assessment Department to compare baseline student VAM scores with updated VAM scores for students assigned to the FALN project team teachers to determine growth and project impact
- School based literacy project teams and POC/Co-POC will deliver and/or publish LDC Framework Module presentations targeted at reaching all junior high and additional high school content area teachers

C5: The Clay County School District has devised a plan for “scaling up” our LDC Framework implementation. At the outset of the grant period, CCSD will focus its efforts on supporting one writing team for each of the seven junior high schools (schools will determine the grade level of focus). Year two of the grant will focus upon building capacity within each junior high school, creating multiple writing teams at the 7th and 8th grade level. Upon completion of the 2-year grant, CCSD is planning to move the DLC Framework Module Design to the high school level, focusing on 9th grade. Within the four years of our implementation plan, collaboration among teachers is going to be key to the success of the program within our schools. Literacy coaches dedicated to each school will be relied upon to support and provide feedback to the content area teams as they plan and implement the LDC Framework modules. (Our district is currently pursuing early release days on Wednesdays to allow for teacher collaboration and training.) District and school administrators will continue to provide the resources necessary for proper program implementation (i.e. space, materials, time, etc.) The following chart outlines our plan of action:

Implementation Cycle	School Year	Number of Schools Targeted	Grade Levels Targeted	Number of Writing Teams per School
Initial FALN Project Implementation	2014-2015	7	7 th or 8 th	1
FALN Project Implementation Year 2	2015-2016	7	New 7 th or 8 th grade classes	1
1 st Scale-up Cycle	2016-2017	14	New 7 th or 8 th grade classes Add 9 th Grade (High School)	3-6 per junior high 1 per high school
2 nd Scale-up Cycle	2017-2018	7	Additional 9 th grade classes	3-5 per high school

C6: Innovation and change- while healthy for any organization – comes with its share of challenges. In the field of education, with the advent of new State standards and the focus on teacher performance/merit pay and student achievement, it can be difficult to get teachers – and administrators – to buy into the need to make a change in the status quo. It is easy to continue to do thing the way they’ve always been done. As a means to gaining buy-in from teachers, it is important that we first get the support from school administrators. In February 2014 we will bring all junior high administrators together again to look at the reading and writing trend data from the past three years. We will discuss the need for increased student engagement within our junior high content area classrooms. (This will not be a new concept. We have focused on this topic for all of his school year.) We will highlight various modules created by Cohort 1 of the FALN project and will show how these modules can boost student achievement, effort and student sense of self-worth. We will share with principals the CCSD plan for school/teacher support. When principals see the value of participating in the FALN project and how it can directly benefit their students, teachers and school – the buy-in from principals will be achieved. Principals will be given the opportunity to select the 3-4 teachers per grade level who will serve on the writing teams. They will be encouraged to select highly effective teachers who are open-minded, skilled in their subject matter and classroom management, and who want to be a part of this extraordinary opportunity. Selecting the right teachers will be critical to the success of this project.

Another challenge that will come with the project is the lack of time for teachers to collaborate and receive training. CCSD plans to use grant funds to provide teachers with substitutes so there is not direct cost to the school. Teachers will be paid stipends to attend summer training. As mentioned earlier, our district is seriously considering early release days on Wednesdays to provide teachers time for collaboration and learning. Collaboration can also be achieved without meeting face-to-face. A chat room will be created for all writing team members to share their experiences and ideas for module creation and implementation. Informal brown-bag lunch sessions will be planned each quarter to allow for further collaboration among writing team members from around the District.

A final challenge with the implementation of the FALN project lies in the fact that as educators we do not know what high stakes test will be given to students at the end of the current school year. Teachers were preparing for PARCC but now are unsure of how student progress will be measured. This might make a teacher think twice about participating in the project. The good news is that we will know this spring which assessment will be used. CCSD plans to use its curriculum specialists and assessment department staff to ensure that our curriculum matches what is tested and that the LDC Framework model supports our curriculum maps.

Section D: Project Design Condition 2: Policy and structures for collaboration

The CCSD implementation plan calls for frequent opportunities for collaboration amongst all stakeholders in the FALN project. Without collaboration the project would lack in effectiveness, teachers would become frustrated, and the quality of the learning tasks and modules as a whole would be reduced. In order for teachers to effectively implement LDC Framework modules, they need to be supported with the resources of time, administrative support, coaching support with meaningful feedback, and the ability to analyze student progress. Collaboration must occur at the school and district-wide level. The following plan outlines how collaborative structures have been put in place to ensure project success.

Collaborative Opportunity	Personnel Involved	Frequency	Time Frame	Purpose/Outcome
Developing LDC Framework Modules	Writing teams at each school by grade level	3-5 meetings per team each semester (allowing for more time if needed)	2014-2016 (Year 1) 2016-2018 (Scale-up cycle)	Collaboratively create 4 or more LDC Framework modules per team
Common Planning/Meeting Time	Schedules created by school administrator with input from teachers	Minimum of 3x per week; possible early release 1x per week	2014-2016 (Year 1) 2016-2018 (Scale-up cycle)	Collaboratively create 4 or more LDC Framework modules per team; Ability to discuss lesson outcomes & tweak lessons for future implementation
Peer Coaching	Writing team members at each school; Literacy coach	Literacy coach will meet at least weekly with writing team members individually and sometimes as a team	2014-2016 (Year 1) 2016-2018 (Scale-up cycle)	Support teachers with the creation and implementation of at least 4 LDC Framework modules
Classroom Observation/Feedback	School-based literacy coaches; individual writing team members; POC; Co-POC; District Content Specialists; NLP Partner	Formal observation at least 2 times per semester; informal observations by literacy coach more frequently as needed; a district-created rubric will be used for observation purposes	2014-2016 (Year 1) 2016-2018 (Scale-up cycle)	Assess quality of instruction, effectiveness of lessons, and student response to lesson tasks; provide feedback to teachers
Examining Student Responses to LDC Tasks	School-based literacy coaches; individual writing team members; POC; Co-POC; District Content Specialists; NLP Partner	Submission of student work to be formally reviewed one time per semester	2014-2016 (Year 1) 2016-2018 (Scale-up cycle)	Teachers will collect 2 qualitative and 2 quantitative data measures each semester to determine project impact
Across -District Collaboration	District administration; school principals; literacy coaches; writing team members; POC; Co-POC; District Content Specialists; NLP Partner	Frequently (as needed) at the inception of the grant; At least once per semester once project has begun	2014-2016 (Year 1) 2016-2018 (Scale-up cycle)	Gain knowledge of LDC Framework; share ideas amongst schools as to what is working and what is not working; problem solve; provide district-wide support

Section E: Project Design Condition 3: Meaningful Professional Development Opportunities

Lasting, effective change in instructional practices cannot be made without a targeted plan for professional development for teachers and administrators. All project team members will be required to attend all FALN meetings and conferences in an effort to build their knowledge of LDC design components including effective teaching practices, student engagement strategies, effective questioning techniques, and the creation of quality modules that focus on content area skills and comprehension and writing development. Teachers will be surveyed to determine their level of knowledge and professional development needs. There will be ongoing follow-up to all professional development from the POC/Co-POC throughout the project period. The CCSD plan for professional development opportunities mirrors that of Brevard County from cohort 1.

PD Objective	Activities	Evaluation / Data / Product
100% of the project team members will participate in the required FALN professional development activities	<ul style="list-style-type: none"> • Work with the administration from all schools to ensure team members' attendance at all district LDC Framework meetings and all meetings sponsored by the FALN Partner Representative. 	<ul style="list-style-type: none"> • Documentation of attendance at FALN professional development activities (sign-in sheets, agendas, in-service records from <i>Navigator Plus</i>, copies of created modules. Etc.)
100% of all project team members will participate in targeted professional development opportunities provided by CCSD	<ul style="list-style-type: none"> • Use <i>Google</i> survey technology to determine individual levels of knowledge relative to the following topics: <ul style="list-style-type: none"> ▶ Comprehension Instructional Sequence ▶ Common Core State Standards ▶ Differentiated Instruction ▶ Socratic Seminar ▶ Writing in the Content Area ▶ Engagement Strategies • Provide professional development for LDC project team members based upon survey results • Provide literacy coach/district specialist support for individual teacher needs in the areas above and in any other area that will facilitate LDC project implementation 	<ul style="list-style-type: none"> • Electronic <i>Google</i> survey • Compiled analysis from surveys used to plan focus of professional development offerings & agendas • Documentation of attendance at all district – sponsored professional development activities • Participant feedback forms • Classroom observation to see implementation of concepts learned from professional development offerings

Section F: Project Design Condition 4: Alignment of LDC Framework with Curricula and assessments

When introducing a new program to teachers, it is critical that the program supports the assessments and curriculum that are already in use. If this alignment isn't present, the District is sending mixed messages to teachers and teachers are less likely to buy into the program and implement it with fidelity. Another reason alignment is important specifically in relation to the LDC Framework project is that creating quality modules takes a great deal of time and work. It would not be fair to ask teachers to create lessons that don't cover our standards or that do not match assessments upon which their students are tested. The LDC framework is aligned to the curriculum and assessments used in Clay County in several ways:

- One of our overarching district goals is to increase student engagement. Classroom walkthroughs conducted by administrators focus heavily on student engagement. A great deal of the professional development offered to our teacher focuses on student engagement. Additionally, curriculum shared with teachers through workshops and PLCs is based upon students becoming engaged in the learning process with the teacher as more of a guide rather than the sage on the stage. Student engagement is at the heart of the LDC Framework.
- CCSD high schools are all moving to a new high school redesign initiative effective fall 2014. The focus is on forming cohorts of students in 9th grade and then having students ascend through the grades with their cohort. One of the basic principals of this new redesign requires teachers to apply project based learning constructs within their content area while covering the State standards. The district wants to actually frontload these types of experiences into the junior high schools so students will be acclimated to project based learning that strongly

relies on high levels of student engagement. By focusing on the LDC framework at the junior high level, this would prepare students for what they will experience in high school.

- By building capacity at the junior high in regards to the LDC framework, the intent is that teacher-created modules will replace literature textbooks and reading basals, still meeting the State standards.
- Clay County has devoted substantial resources for teachers to gain NG CAR-PD training. Funding has supported the use of substitute teachers, classroom resources and teacher work days – as well as a financial incentive upon completion. Because of this strong focus, we have over 350 teachers at the junior high and high school level who have completed the 90-hour NG CAR-PD training. This background will be invaluable to teachers as they embrace the LDC Framework.
- Current assessments in Clay County (K-2 FAIR; 3-12 Performance Matters) are based upon the Common Core State Standards and fully support Florida state assessments (EOCs, FCAT 2.0 and will align with the new state assessment which is still to be determined).
- Our District Improvement Plan – as well as every individual School Improvement Plan – is based upon teaching to the State standards and preparing students for State assessments. Student engagement is included in our District Improvement Plan.

Section G: Budget Narrative

The Clay County School District is requesting \$45,000 in funding from the Literacy Design Collaborative Project. This funding will be used to cover teacher stipends and substitute teacher costs.

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(approximately \$1,000) will be covered through District funds from the K-12 FEFP Reading funding source.

District FEFP reading funds will also be used to provide one coach at each junior high school (7 coaches

Total – average cost of salary & benefits \$75,000) . The following budget detail sheets reflect the cost of supporting the

Clay County Literacy Design Collaborative model. **Note: The Clay County School District is committing to pay for half of the cost of each year of implementation.**

YEAR 1 OF FALN GRANT		
Project Activity Description	Cost	Objectives Supported by Expenditure
Stipends to cover teacher/coach attendance at Summer Professional Development Workshop provided by FLAN (28 teachers; 7 coaches – 4 days@ 8 hours per day x district negotiated rate of \$12 per hour)	\$13,440.00	1.1 2.1
Fringe for retirement calculated at 6.95% of total compensation in teacher stipends for Summer PD Workshop	\$934.00	1.1 2.1
Fringe for FICA calculated at 7.65% of total compensation in teacher stipends for Summer PD Workshop	\$1,028.16	1.1 2.1
Fringe for worker compensation calculated at 1.0% of total compensation in teacher stipends for Summer PD Workshop	\$134.40	1.1 2.1
SUBTOTAL	\$15,536.56	
Substitute Pay for project team teachers to attend district collaborative meeting (1 day per semester=2 days; average substitute cost =\$15 per hour)	\$6,300	1.4
Fringe for retirement calculated at 6.95% of total compensation for teacher substitutes	\$437.85	1.4
Fringe for FICA calculated at 7.65% of total compensation in teacher stipends for teacher substitutes	\$481.95	1.4
Fringe for worker compensation calculated at 1.0% of total compensation in teacher stipends for teacher substitutes	\$63.00	1.4
SUBTOTAL	\$7,282.80	
Substitute pay for 28 project team teachers to meet and plan as individual teams as they create the 2 modules for Year 1 of the project (3 days per module per teacher; average substitute cost \$15 per hour x 7.5	\$18,900	1.3

hour day)		
Fringe for retirement calculated at 6.95% of total compensation for teacher substitutes	\$1,313.55	1.3
Fringe for FICA calculated at 7.65% of total compensation in teacher stipends for teacher substitutes	\$1,445.85	1.3
Fringe for worker compensation calculated at 1.0% of total compensation in teacher stipends for teacher substitutes	\$189.00	1.3
SUBTOTAL	\$21,848.40	
YEAR 1 GRAND TOTAL TO BE SPLIT BY DISTRICT AND FALN PROJECT	\$44,667.76	

YEAR 2 OF FALN GRANT		
Project Activity Description	Cost	Objectives Supported by Expenditure
Stipends to cover teacher/coach attendance at Summer Professional Development Workshop provided by FLAN (28 teachers; 7 coaches – 4 days@ 8 hours per day x district negotiated rate of \$12 per hour)	\$13,440.00	1.1 2.1
Fringe for retirement calculated at 6.95% of total compensation in teacher stipends for Summer PD Workshop	\$934.00	1.1 2.1
Fringe for FICA calculated at 7.65% of total compensation in teacher stipends for Summer PD Workshop	\$1,028.16	1.1 2.1
Fringe for worker compensation calculated at 1.0% of total compensation in teacher stipends for Summer PD Workshop	\$134.40	1.1 2.1
SUBTOTAL	\$15,536.56	
Substitute Pay for project team teachers to attend district collaborative meeting (1 day per semester=2 days; average substitute cost =\$15 per hour)	\$6,300	1.4
Fringe for retirement calculated at 6.95% of total compensation for teacher substitutes	\$437.85	1.4
Fringe for FICA calculated at 7.65% of total compensation in teacher stipends for teacher substitutes	\$481.95	1.4
Fringe for worker compensation calculated at 1.0% of total compensation in teacher stipends for teacher substitutes	\$63.00	1.4
SUBTOTAL	\$7,282.80	
Substitute pay for 28 project team teachers to meet and plan as individual teams as they create the 2 modules for Year 1 of the project (3 days per module per teacher; average substitute cost \$15 per hour x 7.5 hour day) -	\$18,900	1.3
Fringe for retirement calculated at 6.95% of total compensation for teacher substitutes	\$1,313.55	1.3
Fringe for FICA calculated at 7.65% of total compensation in teacher stipends for teacher substitutes	\$1,445.85	1.3
Fringe for worker compensation calculated at 1.0% of total compensation in teacher stipends for teacher substitutes	\$189.00	1.3
SUBTOTAL	\$21,848.40	
YEAR 2 GRAND TOTAL TO BE SPLIT BY DISTRICT AND FALN PROJECT	\$44,667.76	

Dr. Suzanne K. Herndon

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Jacksonville, FL 32205

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sherndon@oneclay.net

Education: Doctorate in Educational Leadership – University of Florida – 1996
Specialist in Educational Leadership – University of Florida – 1994
Master of Education – University of Florida – 1987
Bachelor of Education – University of Florida – 1986

Certifications: Reading K-12
Elementary Education K-6
School Principal K-12

Experience: 2005- Present Supervisor of Reading/LA/RtI/VPK for Clay District Schools

- Facilitation - Reading Endorsement Competencies 2 and 4
- Development and oversight of RtI initiative – grades K-12
- Oversight of VPK programs
- Coordination of Third Grade Summer Reading Camp
- Development / Oversight of K-12 Reading Plan
- Liaison between Just Read, Florida! and Clay County School District
- Supervision of 27 District Reading Coaches

2001 – 2005 Administrator – Riverside Presbyterian Day School

- Planning curriculum and providing oversight for the After School Program grades K-6
- Provided professional development for teachers

1999 – 2001 History Teacher grades 5 & 6 – Riverside Presbyterian Day School

1998 - 1999 Adjunct Professor – Educational Leadership & Curriculum – University of North Florida

1994 – 1998 Assistant Principal – Wilkinson Elementary & Orange Park Elementary

1993 – 1994 Adjunct Professor – Reading Remediation – Florida Community College of Jacksonville

1988 – 1994 Classroom teacher – Clay Hill Elementary – Clay County, FL

- Grades 2,3,4 and 5

1987 – 1988 Classroom teacher – Lena Vista Elementary – Polk County, FL

- Grade 1

Accomplishments: Selected by Just Read, Florida! to serve on the writing committee for the revised Reading Endorsement Competency courses

Teacher of the Year- Clay Hill Elementary – 1992

Membership: Council of Language Arts Supervisors, Florida

Patricia P. Dukes
1724 Pitch Pine Avenue
St. Johns, FL 32259-2944
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pdukes@OneClay.net

Certifications

Early Childhood Education
Elementary Education
Reading K-12

Experience

Curriculum Specialist, ELA/Reading, 1993 – Present

Clay County School District, Green Cove Springs, FL

- Plan and present professional development
- Facilitate curriculum development and implementation
- Support implementation of state standards
- Provide support and coaching for teachers
- Facilitate training and development for state and local assessments

Teacher, Primary Specialist, 1981 - 1993

Clay County School District, Green Cove Springs, FL

- Taught kindergarten (Charles E. Bennett Elementary)
- Taught first grade (Robert M. Paterson Elementary)
- Coordinated Primary Education Program (PREP)
- Implemented motivational reading program
- Developed and implemented process writing program K-3

Home Economist, 1972 - 1976

University of Georgia Cooperative Extension Service, Turner County, GA
Georgia Department of Agriculture, Atlanta, GA

- Planned and presented educational programs
- Published informational newsletters and articles
- Co-sponsored Turner County 4-H program

Pre-School Director, 1971 - 1972

The River School, Jacksonville, FL

- Managed pre-school business and supervised staff
- Planned curriculum and taught students

Teacher, 1970 - 1971

McDuffie County Board of Education, Thomson, GA

- Taught third grade (Pine Street Elementary School)

Additional Experience

- University of North Florida, Adjunct, 1997, 1999
- Florida Department of Education, Florida Comprehensive Assessment Test (FCAT) committee member (Item Specifications, Grade Level Expectations, Range Finding, Item Review), 1999 - Present

- CRISS - Creating Independence Through Student Owned Strategies Present Certified Trainer, 2005 -
- PDA-ESE – Differentiated Reading Instruction, Reading Competency Course 4 & 5 Instructor

Education

M.A., Elementary Education, Reading K-12
University of North Florida, Jacksonville, FL

B.S., Home Economics, Human Growth and Development - Preschool Professional
University of Alabama, Tuscaloosa, AL

Jennifer Shepard

2696 Creekridge Drive • Green Cove Springs, FL 32043 • 449-1975 • jlshepard@mail.clay.k12.fl.us

Objective

To use my knowledge of curriculum, Response to Intervention, Exceptional Student Education, and technology, in conjunction with my innovative spirit and leadership skills, to work collaboratively with teachers, reading coaches, and administrators to help facilitate the growth and success of all students.

Certifications

Elementary Education 1-6
Exceptional Student Education K-12
ESOL K-12
National Board Certification– Middle Childhood Generalist

Experience

Clay County School District
Reading Development
Facilitator 2013

Lake Asbury Junior High
Reading/Intervention Coach
2011-2013

Clay Virtual Academy
3rd-5th Grade Teacher 2011
3rd- 5th Grade Content Developer: Math,
Science, Language Arts

Swimming Pen Creek Elementary School
.6 VE & .4 Support Facilitator, 2010-2011
.5 VE & .5 Instructional Technology, 2009-2010
Varying Exceptionalities, 2006-2009
Fifth Grade Inclusion, 2005-2006

Clay Hill Elementary School
Fifth Grade Inclusion, 2002-2005

Education

St. Leo University
Bachelor of Arts, 1999-2001
Elementary Education
Summa Cum Laude

St. John's River Community College
Associate of Arts, 1998-1999
Elementary Education
Summa Cum Laude
Phi Theta Kappa

Professional Contributions

Just Read Florida – Content Developer- 2012
Next Generation Content Area Reading -PD Trainer- 2011-2013
Small Group Instruction Training for District Secondary Math Teachers- 2012
ESE Team Leader, 2010-2011

Presenter at Florida Educational Technology Conference, 2011
 Facilitator of PDA Online Courses for FDLRS–Math & Science, 2011- 2013
 Content Builder- Development of Online Courses, 2011
 Blackboard Domain Administrator, 2009-2013
 Intervention Team Facilitator, 2010-2011
 Response to Intervention School Based Leadership Team Chairperson, 2010-2011
 Co-Developer of the School Improvement Plan, 2010-2011, 2012-2013
 Math and Science Vertical Team Chairperson, 2006-2008
 Florida Teacher Certification Exam– Development of ESOL Item Specifications, 2007
 Technology Coach for Swimming Pen Creek Elementary, 2009-2010
 Webmaster at Clay Hill Elementary, 2004-2005
 Mentor to beginning teachers, 2006-2011

Presenter at the following school based trainings:

- FCAT 2.0 Math Training 2010-2011
- Geometer’s Sketchpad Training, 2010
- Differentiation Instruction– Teaching in Small Groups Training, 2010-2011
- Math manipulative training– grades K-6, 2010-2011
- Accelerated Math Training, 2006-2008
- Guided Reading Training, 2005-2006
- Effective Teacher Training for Beginning Teachers, 2003-2004

Awards

Swimming Pen Creek Elementary Teacher of the Year finalist, 2008
 Clay Hill Elementary Teacher of the Year, 2004
 Disney Hand Award Nominee, 2004
 CCEF Grant recipient, 2002, 2003, 2004, 2005, 2007
 Math Field Day Coach– Silver Level, 2004, 2005
 Sponsor of Media Festival Entry- Third Place, 2004
 Learn and Serve Grant Recipient, 2004
 SHOPA Kids in Need National Grant Recipient, 2004
 Construction Project Newspaper Article, 2005
 Channel 12 News interview- “The House that Math Built”, 2004
 Jacksonville Symphony Orchestra Grant Recipient, 2003

School Activities

Sponsorships

- Tech Club
- Sewing Club
- Construction Math Projects
- Morning Tutoring
- Chorus & Drama Director
- Math Team Coach
- Media Festival Entry
- School Science Fair Judge

School Committees: -

- CCSS Leadership Team
- Technology
- Local Curriculum Council
- Math Leadership
- Reading Leadership
- Response to Intervention– SBLT
- Language Arts

District Committees:

- Reading
- Math
- Science
- Technology
- Duval County Literacy Council

References

Cathy Richardson, Principal
 Lake Asbury Junior High
 (904) 291-5588

Vicki Padgett, Assistant Principal
 Swimming Pen Creek Elementary
 (904) 278-5707

Evelyn Chastain, Principal
 Charles E. Bennett Elementary
 (904) 529-2126

