

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION			TAPS: 1. 14A052
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) Name and Address of Eligible Applicant: Clay County District School Board 900 WALNUT ST GREEN COVE SPRINGS, FL 32043	DOE USE ONLY Date Received	
B) Applicant Contact Information			
Contact Name: Emily Weiskopf	Telephone Number: 904-284-6578 Ext:		
Mailing Address: 23 S. Green St. Green Cove Springs, FL	Fax Number: 904-529-4811		
E-mail Address: eedweiskopf@oneclay.net			
Programs			
C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Title II, Part A, Teacher & Principal Training and Recruiting Fund 2013-2014	100-2244B-4CT01	\$991,000.00	
CERTIFICATION			
<p>I, <u>Charlie Van Zant</u> 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 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.</p>			
<p>E) <u>Original with signature sent to DOE June 2013</u> Signature of Agency Head</p>			

DOE 100



Pam Stewart, Commissioner

Clay County District School Board

General Assurances

The Department of Education has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds. In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Clay County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

- The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances

Title II, Part A – Teacher and Principal Training and Recruiting Fund

- The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].
- The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified and/or infield effective teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].
- The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].
- The LEA, after timely and meaningful consultation, will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b)(11) and 9501(a)(1-5)].
- The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122(b)(7)].
- The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].
- The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].
- The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.
- The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of Title I, and shall take into account the activities that need to be conducted in order to give teachers the means including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. The LEA must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. [Section 2122 (b)(8)].

Data must be presented to show the number of teachers who are not highly qualified and/or infield, based on State Board of Education Rule 6A-1.0503, FAC. Please also state reasons why teachers are not infield.

Please report on reasons why teachers are not effective as determined by Section 1012.34 F.S. and what is keeping them from being effective.

As part of the needs assessment, consider the historical and current value added student growth data attributed to their teachers that is provided to LEAs by the state.

Response: A needs assessment was conducted utilizing multiple data sources to determine professional development needs for employees. The sources include surveys, student achievement data, and information from school improvement reports. This needs assessment yields substantial information to assist district personnel in developing professional development designed to impact student achievement.

To support the need for improved quality of classroom instruction are the following results based on 2013 data reports:

In grade 3, 69% of students scored in the proficient range in reading, and 65% in math.

In grade 4, 66% of students scored in the proficient range in reading, 51% in writing, and 65% in math.

In grade 5, 67% of students scored in the proficient range in reading, 58% in math, and 62% in science.

In grade 6, 69% of students scored in the proficient range in reading, and 65% in math.

In grade 7, 60% of students scored in the proficient range in reading, and 70% in math.

In grade 8, 57% of students scored in the proficient range in reading, 43% in writing, 58% in math, and 52% in science.

In grade 9, 59% of students scored in the proficient range in reading.

In grade 10, 60% of students scored in the proficient range in reading, 56% in writing.

In addition, 71% of students scored in the proficient on Biology end-of-course exams, 65% on the Algebra EOC exam, and 68% in geometry. Through data analysis, it is evident that the students who take the EOC exams in grades 8-10 score higher than students who take EOC exams in grades 11-12.

The annual professional development survey includes all employees and assesses need for professional development in areas that include technology, classroom management, subject and content, assessment, and instructional strategies. Survey results are aggregated by elementary, secondary, instructional, non-instructional, and administrative employees by district and individual school locations. The highest need indicated for all groups is Common Core and Common Core Digital Resources.

Additional data defines the percentage of employees participating in Learning Communities; percentage of employees who indicate that they have sufficient training to meet student needs; percentage of employees who indicate that sufficient professional development time is allotted; and the preferred delivery method and time for training.

A summary of School Professional Improvement Plans is used to document school needs and the state Florida Innovates survey results along with local district surveys indicate the need to prepare teachers in use of digital resources and project based instruction.

As of the last state report, there are 39 teachers considered Not Highly Qualified:

Ruis, William Jr OHS ESE

McWhorter, Angela SLE GR 1

Robertson, Kelsey CEB GR 2

Davis, Kimberly M CEB GR 3

Bradley, Stacy AES GR 4

Spivey, Amber CEB GR 6

Dillon, Theresa CHS Inclusion

Ives, Susan DIS KG

Plummer, Brittany CGE KG

Reilly, April FIE KG

Ducut, Kimberly FIE KG

Capper, Danielle KHE KG

Coursey, Terry LSJ LA
Paolini, Bethany RHS Lang Arts
Wacha, Michelle KHH Lang Arts
Ferguson, Laurel R BLC Rdg
Snyder, Alice LAJ Rdg
Tooley, Jennifer L MHS Rdg
Alt-Revels, Joette OHS Rdg
Foster, Nathanie KHH Rdg
Jones, Lisa KHH Rdg
Lohman, Deborah OLJ Rdg
Thurman, Lloyd BLC Math
Rainey, Christina GCJ MATH
Ham, David OPJ Math/Sci
Cooper, Justin WJH Science
Papp, Lena WJH Science
Snyder, Alice LAJ SCIENCE
Payne, Jerrod OPH Science
Doering, Kelly J WJH Science
Williams, Queen BLC Chemistry
Nicholas, Brian OHS Chemistry
Tyson, Sandra RHS Chemistry
Williams, Kesha D FIH Physics
Knight, Sherrill OHS Physics
Kapeghian, Susan BLC Social Science
Brvenik-Estrella, M OPH Social Science
Parker, Chad OPH Social Science

Data indicates science and reading as the areas with the most Not Highly Qualified teachers with Kindergarten as the next highest Not Highly Qualified teachers.

Current data from Human Resources documents 211 ESOL teachers who are Out-of-Field. These are teachers who have been assigned ESOL students but

who have not completed requirements for an ESOL endorsement. Due to space limitation, these teachers are not listed in this application.

Of the 2,450 teachers evaluated in Clay County, 72% are considered highly effective according to performance appraisals and 27% are considered effective. Only 1 teacher was rated as in need of improvement and 0 were rated as 3 years-developing or unsatisfactory.

Collaboration

1. Describe how the LEA has collaborated with teachers, paraprofessionals, principals, other relevant school personnel, private school officials, and parents in the planning of activities to be carried out and in the preparation of this application [Section 2122 (b)(7)].

Response: All staff members participated in a Staff Development Survey; all departments collaborated during the development of the District Strategic Plan; staff members and parents collaborated to develop School Improvement Plans; private school officials worked collaboratively to develop goals and activities to be carried out through Title II, Part A.

Program Plan to Address Strategies and Activities to Achieve 100 Percent Infield Effective Teachers

2. Describe the proposed strategies and activities the LEA intends to implement specifically to assist teachers who are not highly qualified and/or infield according to SBE Rule 6A-1.0503, FAC requirements or are not effective based on the LEA's Performance Evaluation System required under Section 1012.34 F.S., teaching a core course(s) for which the teacher is not highly qualified and/or teaching infield, and how the LEA will continue to maintain highly qualified and/or infield teachers. Strategies must be explicitly detailed with clearly written activities. These plans must be developed through consultation with principals and highly qualified and/or effective teachers. Describe how the activities will be coordinated with and support other reform efforts at the school.

Response: Human Resources has established procedures to ensure teachers meet the criteria for meeting Highly qualified/infield legislation. The procedures include reassignment and hiring guidelines as well as strategies to verify highly qualified status of job applicants.

A differentiated pay scale has been negotiated to encourage infield, effective teachers and administrators to work in low performing, high minority, and/or high poverty schools.

Tuition, certification fee and certification testing fee reimbursement will continue to be offered for out-of-field teachers enrolled in degree programs leading to teacher certification or infield and effective status.

Teachers out-of-field with the need for ESOL endorsements and/or reading endorsements are provided district programs to complete requirements for needed endorsements.

Teacher Effectiveness & Equitable Distribution

3. Describe the actions the LEA will take to address differences in teacher effectiveness as determined by Section 1012.34 F.S. Describe how the LEA will address equitable distribution in teacher effectiveness between particular types of schools giving priority to teachers not meeting highly qualified requirements [Section 2122(b)(3)(A)].

Response: Human Resources in conjunction with the Instructional Division leadership team reviews performance data and assists district and school-based administrators in making personnel decisions primarily based on the performance of students assigned to teachers in their buildings.

Data is scrutinized to maintain equitable distribution in teacher effectiveness throughout all district schools.

For teachers evaluated less than effective, non-highly qualified, or out-of-field, a local professional improvement plan is implemented with input from stakeholders in an effort to (a) build instructional capacity, (b) enhance instructional delivery, and (c) address areas of concern.

Activities to Eliminate the Achievement Gap

4. Describe how the above activities in this application will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students [Section 2122 (b)(2)]. Align the proposed activities to assist in meeting the approved ESEA Waiver Annual Measurable Objective #3: *Progress of Students in the Lowest-Performing 25% in Reading and Mathematics.*

Response: Training in data analysis, Common Core standards, differentiated instruction, Response to Intervention (RTI), research-based strategies for teaching reading, writing, math, and science and improving student and parent engagement will target activities to improve achievement for low-income and minority students. Coordination of programs and monitoring to target sub-group performance has been implemented to eliminate achievement gaps.

School improvement plans must include data analysis to show targets for reading and math, all subgroups; learning gains for the lowest 25% reading and math, all students; writing performance, all subgroups; and four year graduation rate, all subgroups. Additional targeted and embedded professional development will be included for any school that is not making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half by 2016-17.

Curriculum specialists will conduct district-wide trainings in Common Core standards, differentiated instruction, and research-based strategies for teaching reading, writing, math and science. Embedded professional development will also involve curriculum specialists working onsite at schools to improve use of data, student and parent engagement, and target specific performance goals.

Alignment of Activities

5. Describe all other activities to be carried out by the LEA and how these activities will be inclusive of the Common Core State Standards and aligned with Next Generation Sunshine State Standards, student academic achievement standards, and state assessments. Describe how the proposed activities ensure priority will be given to teachers not meeting highly qualified and/or infield requirements based on SBE Rule 6A-1.0503, FAC and effective based on Section 1012.34 F.S. [Section 2122 (b)(1)(A)(i)].

Response: Student achievement in the classroom and on local and state assessments such as FAIR, FCAT, and End-of-Course exams will be targeted through the following training

opportunities to improve instructional and assessment abilities of teachers, administrators, and appropriate support staff. Professional development activities will be provided to:

*Improve knowledge of teachers in effective instructional strategies and methods, including implementation of Common Core standards in math, science, social studies, and language arts through sharing of best practices and embedded professional development with highest priority given to teachers not meeting highly qualified and/or infield requirements.

*Improve knowledge of teachers, administrators, and other qualified staff members in instructional strategies and methods to integrate writing and discussion based questioning (DBQ) throughout the curriculum.

*Improve knowledge of teachers, administrators, and other qualified staff members about professional learning communities as a teaching improvement activity in which teachers build knowledge about how students learn in their discipline, expand lessons that can be used by others, and advance pedagogical knowledge in their fields.

*Improve leadership and management skills for teachers and administrators through training in strategies and methods to improve achievement of lower performing students, differentiate instruction, involve parents and other

stakeholders in their child's education, and improve student engagement;

*Improve knowledge of teachers, administrators, and other qualified staff members in how to teach and address the needs of students with limited English proficiency;

*Improve knowledge of teachers, administrators, and other qualified staff members in instructional strategies and methods for reading intervention including within the content area classroom.

*Train teachers, administrators and other qualified staff members to integrate Technology into the curriculum consistent with standards;

*Train teachers, administrators and other qualified staff members to use and

interpret data and assessments to improve classroom practice and student achievement;

*Improve knowledge of teachers in core academic subjects they teach. Mentoring and incentives such as stipends will be used as initiatives to retain highly qualified teachers and principals and promote professional growth.

*To improve the quality of the teacher force and improve home-school connections, proven, cost-effective strategies such as distance learning, web conferencing,

and other technology resources will be utilized.

Annual Measurable Objectives

6. Provide realistic annual measurable outcome objectives for all activities funded through this application. Include how the activities will increase highly qualified and/or infield effective teachers and will have a positive impact on student academic achievement [Section 2122 (b)(2)].

Response: By the end of the 2013-2014 school year:

All schools will increase the percentage of students in each subgroup who score at or above a level 3 in Reading by 7% as measured by FCAT and other assessment instruments.

At least 74% of the students in each subgroup will maintain or attain math proficiency by scoring at or above a level 3 in Math on the Florida Comprehensive Assessment Test (FCAT) as measured by FCAT and other assessment instruments.

All schools will increase the percentage of students in each subgroup who score at or above a level 3.5 in Writing by 20% as measured by FCAT and other assessment instruments.

Students in grades 5, 8 and 11 will increase proficiency in science by 5%.

The number of non-highly qualified teachers will decrease 50% or more as measured by District reporting data.

The number of teachers and administrators participating in professional learning communities will increase by 25%.

At least 95% of teachers and administrators will use data to improved student achievement as measured by staff development data, attitudinal surveys and data usage reports.

At least 50% of Clay teachers will use Web 2.0 technologies to improve student engagement leading to improvement in student achievement.

School-based administrators will observe every Clay teacher utilizing digital components in lessons that engage students.

All schools will report at least one community involvement event to inform parents and other community members about available technology resources.

Curricula and Programs

7. Describe how the curricula and programs being implemented, through this application, will be tied to the standards [Section 2122 (b)(1)(A)(ii)].

<http://www.fldoe.org/bii/Curriculum/>

Response: Training activities are correlated to current state standards in the appropriate subject areas. For 2013-2014, this will include Common Core standards and NG Sunshine State standards based on the state implementation schedule.

Activities Based on Scientifically Based Research

8. Describe how the activities to be implemented will be based on a review of scientifically based research and explain why the activities are expected to improve student academic achievement [Section 2122 (b)(1)(B)].

Response: A review of research indicates that hiring highly qualified teachers and paraprofessionals, and improving teachers and administrators knowledge of content, teaching methods and strategies, technology integration, management of student behavior and parent involvement result in improved

student achievement. Activities have been developed to improve these areas of concern.

Professional Development Coordinated through Federal, State, and Local Programs

9. Describe how the LEA will coordinate professional development activities with professional development activities provided through other federal, state, and local programs [Section 2122 (b)(4)].

Response: Coordinated planning for professional development activities takes place between all Instructional Division administrators prior to development of the 13-14 professional development activities. Meetings are held bi-weekly for all Instructional Division administrators, monthly with all curriculum specialists, and bi-monthly with all school administrators to continue coordination of programs.

Specific coordinated activities include such activities as integration of technology to improve instructional methods. General revenue funds are used to provide facilities and support staff and subs for teachers who are not within the scope of Title II. Curriculum specialists conducting the trainings and subs for core curriculum teachers are funded through Title II.

Another example of an activity coordinated with other federal programs includes embedded professional development funded through Title II at Title I schools utilizing equipment funded through Title I. Further coordination takes place between ESEA programs to provide curriculum specialists to include core teachers in trainings related to RTI and differentiated instruction. Local funds provide facilities and support staff while Title II funds provide subs for non-ESE teachers.

Professional Development in Accordance with Florida's Professional Development System

10. Describe how the LEA will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals, provided in accordance with Florida's Professional Development System, will be assisted using these funds [Section 2122 (b)(5) and FS 1012.98].

The final version of the protocol standards can be found at <http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf> and the revised rule https://www.flrules.org/gateway/notice_Files.asp?ID=8567251

Response: Based on needs assessments, professional development activities will address leadership, management, literacy, and technology strategies and methods for administrators to improve achievement of lower performing students, involve parents in the child's education, and improve student

behavior to demonstrate an improvement in student achievement. Teachers will increase knowledge in effective instructional strategies and methods including literacy, core academic subjects, differentiated learning styles and

special learning needs of students. Professional Development activities will be based on scientifically based research and will be ongoing sustained activities with effective follow-up activities and evaluation tied to student achievement.

Technology Purchase Evaluation

11. Describe how the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds will be determined. The evaluation must be based on the Professional Development System Evaluation Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4 and include measurable objectives.

Response: According to the 2012-2013 Florida Innovates Survey, 99.9% of Clay teachers use computers for administrative tasks, email, and student data analysis, yet only 23% use Web 2.0 technologies which represents a 10% drop from 2011-2012.

According to the 2012-2013 Florida Innovates Survey, 80% of Clay teachers are infusing or transforming instruction through use of technology.

Analysis of classroom walk-through data shows that while the level of active teaching and learning in Clay classrooms is high, teachers need embedded professional development to assist in transforming instruction through use of technology to increase student engagement and, ultimately, student achievement.

By the end of 2013-2014 school year, more than 50% of Clay teachers will use Web 2.0 technologies to improve student achievement.

By the end of the 2013-2014 school year, school-based administrators will observe each Clay teacher demonstrating a lesson that infuses Common Core and NGSS standards through use of technology and document the level of student engagement.

By the end of the 2013-2014 school year, all schools will report at least one community involvement event to inform parents and other community members about available technology resources.

Professional Development to Address the Needs of Students with Different Learning Styles

12. Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency [Section 2122 (b)(9)(A)].

Response: Face-to-face, online, and blended activities will include

components for differentiated learning styles, Response to Intervention, ESOL and ESE teaching strategies, including strategies to meet the needs of students who are gifted and talented.

Professional Development to Improve Student Behavior in the Classroom

13. Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students learn [Section 2122 (b)(9)(B)].

Response: Face-to-face, online, and blended activities will include

components for Response to Intervention strategies, best practices for student engagement, and appropriate and effective school discipline strategies.

Professional Development to Assist Teachers with Parent Involvement

14. Describe how the LEA will provide training to enable teachers to involve parents in their child's education [Section 2122 (b)(9)(C)].

Response: Teacher and administrator professional development will include trainings so staff understands how to utilization online resources such as the district Learning Management System and Parent Portal to communicate regularly with parents, how to maintain class website or develop online coursework to guide parents to appropriate resources and keep parents informed of classroom assignments and activities, as well as professional development for teachers and staff that includes specific topics that can be developed as Home-School connection activities to improve student achievement.

Professional Development to Assist Teachers to Understand and Use Data and Assessments

15. Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning as part of teacher Individual Professional Development Plans [Section 2122 (b)(9)(D)].

Response: Teachers and administrators will participate in professional development activities to gain knowledge about the use student data and assessments utilizing specific resources such as Performance Matters, FAIR, and running records. Teachers and administrators will use knowledge gained to develop specific strategies to improve student achievement.

Support Reading Initiatives

16. Describe how the activities in this project will support the reading initiative and are consistent with the *Reading Program Specifications for the Just Read, Florida!* Program which can be found at <http://www.justreadflorida.com>.

Response: Florida's reading initiative will be supported by improving teacher and administrator knowledge in effective teaching strategies in reading especially within the content area; providing training district-wide on reading assessments including Fair; and offering teacher in-service activities with parent involvement

components that include activities and strategies proven to improve student achievement.

Dissemination and Marketing

17. Describe how information about the programs in this application will be disseminated and marketed to appropriate populations.

Response: Information is disseminated and marketed through the district

website at www.clayschools.net, a teacher training center website at www.clay.k12.fl.us/ttc, in-service calendars, a staff development management system, an educational access channel, email, and other notification systems.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title II, Part A, Teacher & Principal Training and Recruiting Fund 2013-2014**

A) NAME OF ELIGIBLE RECIPIENT: **Clay County District School Board**

B) Project Number (DOE USE ONLY): **100-2244B-4CT01**

E) TAPS Number 14A052

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	PD Salaries to include but not limited to: Reading, Language Arts, Rtl,	6400	0120	Classroom Teacher Salary: PD Facilitators	0.000	\$5,810.00
2	PD Specialists Salaries to include but not limited to: Math, Science, Langu...	6400	0130	Other Certified Instructional Personnel: Curriculum & Technology	5.000	\$405,460.00
3	PD Substitutes for core subject area teachers to include but not limited to...	6400	0140	Substitute Teachers	0.000	\$38,900.00
4	Retirement	6400	0210	Retirement	0.000	\$44,413.00
5	Social Security	6400	0220	Social Security	0.000	\$33,030.00
6	Insurance	6400	0230	Insurance	0.000	\$36,671.00
7	Worker's Compensation	6400	0240	Worker's Compensation	0.000	\$4,318.00
8	PD to include but not limited to: HRMD, Virtual School, Writing, Profession...	6400	0310	Professional and Technical Services: Consultant Services	0.000	\$13,783.00
9	PD travel to include but not limited to: Curriculum/Technology conferences,...	6400	0330	Travel	0.000	\$79,450.77
10	PD Contracts and Supplies to include but not limited to ESOL, Reading, PD 3...	6400	0350	Contracts and Agreements not provided by district personnel	0.000	\$12,436.00
11	Communications to include but not limited to Technology and virtual school ...	6400	0378	Communications service and postage	0.000	\$992.00
12	Other purchased services to include but not limited to online content for t...	6400	0390	Other purchased services for online PD services	0.000	\$112,680.00
13	PD supplies for training to include but not limited to: PD training supplie...	6400	0510	Training Supplies	0.000	\$34,200.00
14	PD Equipment to include but not limited to PD hardware for production recor...	6400	0643	Computer hardware to produce PD recordings	0.000	\$3,800.00
15	PD Equipment to include but not limited to PD hardware for technology liter...	6400	0646	Noncapitalized computer hardware under \$750	0.000	\$53,879.00
16	Dues and Fees to include but not limited to Tuition and Certification reimb...	6400	0730	Dues and Fees - Tuition reimbursement, certification fee reimbursem...	0.000	\$85,151.23
17	Indirect Cost @ 3.07%	6400	0790	Indirect cost	0.000	\$26,026.00
Totals:					5.000	\$991,000.00

DOE 101



Tony Bennett, Commissioner
