Title II, Part A – Teacher and Principal Training and Recruiting Fund
2012-2013 LEA Application

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	**Title II, Part A – Teacher and Principal Training and Recruiting Fund 2012-2013 LEA Application**	Date Received

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
Clay County District Schools 900 Walnut Street Green Cove Springs, FL 32043	

C) Total Funds Requested:	D) Applicant Contact Information	
$ 818,000.00		
DOE USE ONLY	Contact Name: **Shannah M. Kosek**	Mailing Address: **23 South Green Street Green Cove Springs, FL 32043**
Total Approved Project:	Telephone Number: **904-284-6578**	SunCom Number:
$	Fax Number: **904-529-4811**	E-mail Address: **smkosek@mail.clay.k12.fl.us**

CERTIFICATION

I, **Ben Wortham**, 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.

E)

_____
Signature of Agency Head

Instructions for Completion of DOE 100A

A. If not pre-printed, enter name of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.

E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.

- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Title II, Part A – Teacher and Principal Training and Recruiting Fund
2012-2013 LEA Application

Assurances

1. 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)].

2. The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of **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)].

3. 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)].

4. The LEA, after timely and meaningful consultation, will be provided the opportunity for children enrolled in private, nonprofit schools, and the educational personnel of such schools equitable participation in the activities and services funded by this application and the schools of these children 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)].

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)].

6. 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)].

7. 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)].

8. 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.

9. 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.

Title II, Part A – Teacher and Principal Training and Recruiting Fund
2012-2013 LEA Application

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 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 value added student growth data attributed to the LEA's teachers that was provided August 2011.

➢ Briefly summarize the process and provide results for all of the above requests.

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.

The following is the most recent data available to the district at this time to support the need for improved quality of teaching in the Educational System:

➢ *74% of White students, 54% of Black students, 67% of Hispanic students, 60% of Economically Disadvantaged students and 49% of Students with Disabilities scored in the proficient range in reading.*

➢ *74% of White students, 62% of Black students, 65% of Hispanic students, 76% of Economically Disadvantaged students and 76% of Students with Disabilities scored in the proficient range in math.*

➢ *81% of fourth grade students scored in the proficient range in writing.*

➢ *55% of fifth grade students, 54% of eighth grade students and 36% of eleventh grade students scored in the proficient range in science.*

An annual professional development survey is conducted by the Office of School Improvement,

Professional Development and Assessment, and includes all employees with survey 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.

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 they have sufficient professional development time allotted; and the preferred delivery method and time for training.

A summary of School Professional Improvement Plans is used to document school needs.

BLC/0111
- *Griffith Steven - Science*
- *Hall Stephanie – Reading*
- *Taylor Robert – Math*

CGE/0601
- *Cooper Teresa - Elementary K-6*

CHS/0341
- *Clarke James – Science*
- *Nettles Jeffrey – Math*

FIE/0521
- *Nolan Lois – Elementary K-6*

FIH/0551
- *Brown Jinky – Reading*

FYC/0020
- *Johnson Carolyn – Language Arts, Soc. St., Sci.*
- *Thomas Janet – Science*

GCJ/0021
- *Cameron Sherry – Math*

KHH/0311
- *Geiger Ted – Science*
- *Hintz Christine – M/J Math, LA, Sci,SS*
- *Jennings John – Language Arts*
- *Jones Lisa – Reading*
- *Judson Cynthia – Social Studies*

LAJ/0481
- *Ahlgren Kristen – Reading*

LSJ/0351
- *Moses Phyllis – English*

MHS/0391
- *Adams Hally – Math (5-9)*
- *Begin Margaret – English (5-9)*
- *Lovelace Jennifer – Reading (CO)*
- *Matthew Angela – Math (6-12)*
- *Rose Heidi – Humanities or Art*
- *Thiessen Lawrence – Physics and Math (5-9)*

OHS/0661

- *Alt-Revels Joette – Reading*
- *Durant Dunia – Reading*
- *Johnson Jacki – Reading*
- *Montijo- Cepeda Milyebet – Reading*

OLJ/0611
- *Lohman Deborah – Reading*

OPH/0252
- *Blakely James – Math (5-9)*
- *Brvenik-Estre Marianna – Social Studies*
- *Scott Jarutha – Reading*
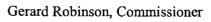- *Yowell Shellie – English*

RHS/0431
- *Browing Justin – Elementary*

TES/0501
- *Miller Renai – Elementary (ASD teacher)*
- *Strandberg Leila – OOf & NHQ ESE Reading*
- *Ziegler Sabre – Elementary (ASD teacher)*

Activities to Choose From:
Based on the needs assessment, an LEA that receives a subgrant shall use the funds to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

(1) Developing and implementing mechanisms to assist schools in **effectively recruiting and retaining infield effective teachers**, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available may be used for pupil services personnel only—
   (A) if the LEA is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and
   (B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining **infield effective teachers** who are highly effective teachers and principals.

(2) Developing and implementing initiatives to assist in **recruiting infield effective teachers** (particularly initiatives that have proven effective in retaining **infield effective teachers**), and hiring **effective teachers**, who will be assigned teaching positions within their fields, including—
   (A) providing scholarships, signing bonuses, or other **financial incentives**, such as differential pay, for teachers to teach in academic subjects in which there exists a shortage of effective teachers within a school or within the LEA; and in schools in which there exists a shortage of effective teachers;
   (B) recruiting and hiring effective teachers to **reduce class size**, particularly in the early grades; and
   (C) **establishing programs that:**
   - **train and hire regular and special education teachers** (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);
   - **train and hire effective teachers of special needs children**, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
   - **recruit qualified effective professionals** from other fields, including effective paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and
   - **provide increased opportunities for minorities**, individuals with disabilities, and other individuals underrepresented in the teaching profession.

(3) **Providing professional development activities**
   (A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
   - one or more of the core academic subjects that the teachers teach; and
   - effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and
   (B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—
   - involve collaborative groups of teachers and administrators;
   - provide training in how 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;

- provide training in methods of improving student behavior in the classroom; and identifying early and appropriate interventions to help students that have different learning styles learn;
- provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
- provide training on how to understand and use data and assessments to improve classroom practice and student learning.

(4) Developing and implementing initiatives to **promote retention** of **infield effective teachers** and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—

(A) **teacher mentoring** from exemplary teachers, principals, or superintendents;

(B) **induction and support** for teachers and principals during their first 3 years of employment as teachers or principals, respectively;

(C) **incentives**, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or

(D) **incentives**, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

(5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—

(A) **innovative professional development programs** (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;

(B) development and use of **proven, cost-effective strategies** for the implementation of professional development activities, such as through the use of technology and distance learning;

(C) **tenure reform**;

(D) **performance compensation** programs; and

(E) **testing** of elementary school and secondary school teachers in the academic subjects that the teachers teach.

(6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to **help talented aspiring or current** principals and superintendents become outstanding managers and educational leaders.

(7) **Hiring infield effective teachers**, including teachers who become **infield effective teachers** through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

(8) Carrying out **teacher advancement initiatives** that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

(9) Carrying out programs and activities related to **exemplary teachers**.

Title II, Part A – Teacher and Principal Training and Recruiting Fund
2012-2013 LEA Application

A response is required to each item regardless if Title II, Part A is used to implement the activity.

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)].

> *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 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 teaching infield, and how the LEA will continue to maintain teachers infield. Strategies must be explicitly detailed with clearly written activities. These plans must be developed through consultation with principals and effective teachers. Describe how the activities will be coordinated with and support other reform efforts at the school.

> *Human Resources has established procedures to ensure teachers meet the criteria for NCLB highly qualified/infield legislation. The procedure includes 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.*

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 [Section 2122(b)(3)(A)].

> *The district will empower school-based administrators (i.e., principals) to make personnel decisions primarily based on the performance of students assigned to teachers in their buildings. The district has in place support systems for teachers identified less than effective in an effort to (a) build instructional capacity, (b) enhance instructional delivery, and (c) share best practice among teachers needing this level of support.*

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.*

> *Training in the Common Core, differentiated instruction, RtI, and research-based instructional strategies for reading, writing, math, and science instruction 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. Professional development will include project-based activities teachers can implement in the classroom to target subgroup performance in secondary reading.*

> *Differentiated Accountability workshops will focus on data analysis and development of strategies to decrease the number of Prevent and Focus Schools.*

> *NG CAR-PD Training is a district focus. This training will extend teachers' background knowledge in reading research and will provide teachers strategies to teach striving readers within their content area class. Low-income and minority students enrolled in NG CAR-PD classes will benefit from the higher level of support provided by teachers. By providing training to teachers in the most current research on effective reading instruction, the quality of instruction for all students will be enhanced. Better instruction = greater student achievement. By providing training to teachers in the most current research on effective reading instruction, the quality of instruction for students will be enhanced. Better instruction = greater student achievement.*

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 **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)].

> *Student achievement on both local and state assessments such as FAIR for K-10, FCAT 2.0, and Performance Matters benchmark assessments, will be targeted through the following training opportunities to improve instruction, data analysis and assessment abilities of teachers, administrators, and appropriate support staff:*

> ➤ *The 2012-2013 K-12 District Reading Plan is heavily dependent upon our ability to place secondary level 2 FCAT reading students into content area reading classes with teachers trained in the new NG CAR-PD. The purpose of this is to meet students' reading intervention needs within the content area classroom, thereby enabling students to take elective courses and to participate in the career technical academies. Language arts, social*

studies, science and CTE teachers in grades 7-10 were targeted this year for this training. We are broadening our scope in the 2012-2013 school year to include sixth grade content area teachers. The training includes a 60-hour course and a follow-up 30-hour practicum. Due to the large number of hours of required face-to-face training (60+ hours) it is important that we assist principals by paying for the substitutes for participating teachers. Also, at the completion of the training, we plan to provide $300 for each teacher to select books that will support reading in their particular content area.

Measurement Tool/Method used to determine problem/population and evaluate effectiveness: The population targeted for the training is sixth grade and secondary teachers in the areas of language arts, science, social studies and CTE. Effectiveness will be evaluated by analyzing student progress monitoring data from the FAIR assessment.

Current status from 2011 or most recent results: CCSD currently has almost 200 teachers trained in the CAR-PD and NG CAR-PD program. 2012 – 2013 performance target to result from the activity with measurable objectives: By June, 2013, all elementary schools will have a cadre of NG CAR-PD trained teachers in the areas of science, social studies or language arts.

The first semester will include a 60-hour content course. These hours are a hybrid course consisting of both face-to-face and on-line activities. The second semester will include a 30-hour practicum. The face-to-face sessions will be held at the TTC and will be facilitated by Suzanne Herndon and Della Connolly. The reading/intervention coaches will attend the training as well as teachers and will provide support at the school level. This training will extend teachers' background knowledge in reading research and will provide teachers strategies to teach striving readers within their content area class. Low-income and minority students enrolled in NG CAR-PD classes will benefit from the higher level of support provided by teachers.

➤ *All new secondary reading teachers are required by the State to become reading endorsed. Many elementary teachers are using the reading endorsement classes to gain the endorsement and to improve their delivery of reading instruction.*
➤ *Training will be provided for Competency 4/5 using content from the FDLRS Comp. 4/5 course. The course will be a hybrid course. Training for Competency 6 will be delivered in a face-to-face method with teachers completing a portfolio. Measurable impact on student achievement (include applicable alignment to standards): A minimum of 70% of the students assigned to these teachers will made adequate yearly progress in reading.*

Measurement Tool/Method used to determine problem/population and evaluate effectiveness: We will use TERMS reports to identify all secondary reading teachers assigned to an intensive reading course code. Current status from 2011 or most recent results: 193 teachers have earned their reading endorsement.

Current status from 2011 or most recent results: Over 150 teachers have earned their reading endorsement.

Training will be provided for Competencies 1 & 3, 4/5 & 6 using content from the Schultz Center in Duval County. The courses will be taken on-line. Measurable impact on student achievement (include applicable alignment to standards): A minimum of 70% of the students assigned to these teachers will made adequate yearly progress in reading.

➢ *Training on improving knowledge of teachers in core subjects they teach and high effect size instructional strategies and methods including NGSSS, Common Core and benchmarks and FCAT assessments, and literacy;*

➢ *Training on best practices and support for specific content area teachers provided by Curriculum Specialists to ensure effective implementation of curriculum/assessment, diagnostic/prescriptive planning, aligning resources/strategies, and integration of technology with special focus on Title I schools and increasing achievement of Level 1 and Level 2 students district-wide;*

➢ *Training on the implementation of the Common Core Standards into the content area of science. Areas to be addressed include literacy integration, realignment of science course descriptions to include Common Core math, language arts, and literacy standards, best practices in content area reading. Specific content area training needs have been identified for the middle grades due to the implementation of comprehensive, rather than course based instruction. Entails 80 full training days to be allocated over the appropriate grade levels and content area;.*

➢ *Training on the implementation of the Common Core Standards into the content area of social studies. Areas to be addressed include literacy integration, realignment of social studies course descriptions to include Common Core math, language arts, and literacy standards, best practices in content area reading. Specific content area training needs have been identified in all areas due to the implications of the implementation of the new social studies standards, course descriptions, and the adoption of new curricular material. Work in the area of Document Based Questioning (DBQ) will also be addressed. Entails 80 full training days to be allocated over the appropriate grade levels and content areas;*

➢ *Training on the implementation of the Common Core Math Standards. Specific content area training needs have been identified in all areas due to the implications of the implementation of the Common Core, course descriptions, and the adoption of supplemental curricular material. Additionally, needs in the secondary area of courses with EOC's have been identified, specifically in the area of Algebra I and Geometry. PERT requirements will also be encompassed. Entails 125 full training days to be allocated over the appropriate grade levels and content area;*

➢ *Training on the implementation of the Common Core Reading & Language Arts Standards. Specific content area training needs have been identified in all areas due to the implications of the implementation of the Common Core, new course descriptions, and the adoption of supplemental curricular material. Entails 160 full*

training days to be allocated over the appropriate grade levels and content area;.

> *Training: Lesson Study Facilitator Update to provide additional trainings, updates, and supports to lesson study school based lesson study facilitators who were part of the initial group of personnel trained, The funding requested covers 40 half-day substitutes so that one trained individual from each school may attend for the update;*

> *Training: Lesson Study Facilitator Training to build the capacity for lesson study at the schools to continue to roll out lesson study as job embedded professional development and to allow for lesson study to be used as the vehicle by which to roll out the Common Core standards in all content areas. Entails 20 additional facilitators to participate in a two-day training and also considers that many schools will send a person to this training that functions in a coaching role, and a substitute will not be required in all cases;*

> *Training: District Curriculum Meetings to provide training on curriculum and legislative requirements needing to be implemented at the schools. Department Heads or School Content Area Representatives are requested to attend. Entails a stipend for the teachers attending the meetings;*

> ➢ *Leadership workshops on the new leadership standards, disaggregating data, the new school grading model and the Common Core in order to focus on improving learning opportunities for all students, and facilitate professional learning communities;*

> ➢ *Mentoring and use of incentives such as equipment, hardware, software and other items, as initiatives to retain highly qualified teachers and principals and promote professional growth;*

> ➢ *Professional Development to improve the quality of the teaching force and improve home-school connections; proven, cost-effective strategies such as distance learning, web-conferencing, and other technology resources will be utilized;*

> ➢ *Conference attendance will be limited to conferences such as common core as it relates to language arts, math, science, writing, technology, teacher/principal evaluations, PD 360, and Performance Matters conferences that provide research based information proven to impact student achievement (includes attendance by private school employees).*

Annual Measurable Objectives

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

> ➢ *By the end of the 2012-2013 school year, students in White, Black, Economically disadvantaged, and Students with Disabilities subgroups will maintain or increase reading achievement to meet state proficiency targets by 2%.*

> ➢ *By the end of the 2011-2012 school year, students in White, Black, Economically disadvantaged, and Students with Disabilities subgroups will maintain or increase math achievement to meet state proficiency targets by 1%.*

> ➢ *By the end of the 2012-2013 school year, the percentage of students in the White and Economically Disadvantaged subgroups meeting proficiency targets will increase by 2%*

> ➢ *By the end of the 2012-2013 school year, the percentage of students in grades 5, 8 and Biology meeting proficiency targets in science will increase by 4%*

> ➢ *By the end of the 2012-2013 school year, 50% of students in the lowest quartile will make learning gains.*

> ➢ *By the end of the 2012-2013 school year 100% of our teachers and/or paraprofessionals will be infield and effective.*

> ➢ *By the end of the 2012-2013 school year, at least ninety percent (90%) of*

teachers and administrators will integrate technology and information literacy into the curriculum as measured by District reporting data.

> *By the end of the 2012-2013 school year, all schools will report student/parent access to Blackboard Community System and technology resources, and will report at least one parent/community activity relating to curriculum and/or technology.*

> *By the end of the 2012-2013 school year, the percentage of Hospital Homebound students being served via distance learning will increase by 10% as evidenced by Hospital Homebound reporting data.*

> *By June 2013, all elementary schools will have a cadre of NG CAR-PD trained teachers in the areas of science, social studies or language arts.*

> *By June 2011, all secondary reading teachers will have successfully completed a minimum of two reading endorsement courses.*

> *By June 2012, all secondary reading teachers will have successfully completed a minimum of two reading endorsement courses.*

> *By the end of the 2012-2013 school year, more than 50% of Clay teachers will use Web 2.0 technologies to improve student achievement.*

> *By the end of the 2012-2013 school year, school-based administrators will observe each Clay teacher demonstrating a lesson that infuses Common Core and NGSS standards through the use of technology and document the level of student engagement.*

> *By the end of the 2012-2013 school year, 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)].

   Training activities are correlated to the Next Generation Sunshine State and Common Core State Standards in the appropriate subject areas.

   The Next Generation CAR-PD training will extend teachers' background knowledge in reading research and will provide teachers strategies to teach striving readers within their content area class. Low-income and minority students enrolled in NG CAR-PD classes will benefit from the higher level of support provided by teachers.

   By providing Comp. 1 & 3, 4/5 and 6 training to teachers in the most current research on effective reading instruction, the quality of instruction for students will be enhanced. Better instruction = greater student achievement.

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)].

> *A review of contemporary research and proven strategies indicates that classes with infield effective teachers and paraprofessionals, and/or 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)].

> *Coordinated planning for professional development activities takes place between all Instructional Division administrators prior to development of the 2012-2013 Professional Development/District Improvement Plan. Meetings are held bi-weekly for all Instructional Division administrators, monthly will all curriculum specialists, and bi-monthly with all school administrators to continue coordination of programs.*

> *Activities for K-12 teachers will include Best Practices in teaching and learning workshops, Professional Learning Communities and Lesson Study emphasizing Common Core and NGSSS in Math, Science, Social Studies, and Language Arts embedded professional development through hands-on and web-based mentoring to support instructional use of technology with an emphasis on Common Core and specific software to differentiate instruction to meet individual student needs.*

> *Activities for administrators will include workshops, modeling of effective Professional Learning Communities and Lesson Study in technology integration with an emphasis on Common Core, use of technology and/or specific software for data analysis and the improvement of leadership and management skills.*

> *Activities for all staff will include Professional Learning Communities and workshops to improve community involvement through the use of technology that improves and enhances the ability of schools and teachers to communicate with parents and students.*

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].

> *Based on needs assessments and student benchmark data, professional development activities will address the new leadership standards, management, literacy, and technology integration strategies and methods for administrators to improve achievement of lower performing students, involve parents in the child's education, and improve student behavior to*

06/21/12   5

demonstrate an improvement in overall student achievement.

Teachers will increase knowledge in high effect size 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 on-going sustained activities with effective follow-up activities and evaluation tied to student achievement.

Additional evaluation will be conducted to draw a closer link between the knowledge and skills learned and formal follow-up with the percentage of participants implementing learned skills to improve achievement of students.

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.

According to the 2011-2012 Florida Innovates Survey, 98% of Clay teachers use computers for administrative tasks, email, and student data analysis, yet only 33% use Web 2.0 technologies.

According to the 2011-2012 Florida Innovates Survey, less than 50% of Clay teachers are infusing or transforming instruction through use of technology and almost 50% are at entry or below on the Technology Integration Matrix.

Analysis of classroom walkthrough 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 2012-2013 school year, more than 50% of Clay teachers will use Web 2.0 technologies to improve student achievement.

By the end of the 2012-2013 school year, school-based administrators will observe each Clay teacher demonstrating a lesson that infuses Common Core and NGSS standards through the use of technology and document the level of student engagement. By the end of the 2012-2013 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)].

Face-to-face, online, and blended activities will include components for differentiated learning styles, RtI, high effect-size instructional strategies ESOL, and ESE teaching strategies.

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)].

> *Face-to-face, online, and blended activities will include components for RtI strategies and appropriate and effective school discipline strategies, including strategies from Foundations.*

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)].

> *Training will include utilization of online resources such as Blackboard Community System to communicate regularly with parents, class and school websites or course development to guide parents to appropriate resources and keep parents informed of classroom activities and assignments and professional development that includes specific topics that can be offered by teachers and schools as Home-School connection activities for parents.*

> *All schools within the district also host Open House and curricular activities/events for the purpose of informing parents and the community of yearly expectations, events and activities. Title I schools also host family night events where parent, along with their student participate in curricular activities, make and takes and/or are offered literature and strategies for reinforcing skills and concepts at home.*

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)].

> *Teachers and administrators will participate in professional development activities to gain knowledge about the use of student data and assessments utilizing specific resources such as Performance Matters, FAIR, Thinklink, Harcourt and Prentice Hall math & science assessments.Teachers and administrators will use knowledge gained to develop Individual Professional Training Plans 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

> *Florida's reading initiative will be supported by improving teacher and administrator knowledge in effective teaching strategies in reading; providing training district-wide on reading assessments including FAIR and Performance Matters; and offering teacher in-service activities with parent involvement components that include activities and strategies 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.

> *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.*

Title II, Part A – Teacher and Principal Training and Recruiting Fund
2012-2013 LEA Application

A) DISTRICT OF CLAY COUNTY

Name of Eligible Recipient:

B)

Project Number: **(DOE USE ONLY)**

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
6400	120	Salaries: PD Facilitators	0.0	$4246.12
6400	130	Salaries: Curriculum Specialists	3.0	$168,330.00
6400	130	Salaries: Technology Integration Specialist	2.0	$161,837.00
6400	140	Salaries: PD Substitutes to include but not limited to : Intervention, Technology and Curriculum Trainings	0.0	$84,737.00
6400	210	Retirement	0.0	$35,988.20
6400	220	Social Security/Medicare	0.0	$25,257.78
6400	230	Insurance	0.0	$29,715.03
6400	240	Workman's Compensation	0.0	$3301.67
6400	310	Consultants: PD to include but not limited to: HRMD, ESOL, Reading, Virtual School	0.0	$19,304.89
6400	330	Travel: To include but not limited to : Curriculum/Technology Conference, Virtual School Trainings, Federal Project Trainings, Teacher Evaluation Trainings/Conferences, for Private Schools & SDCC Departments	0.0	$40,000.00
6400	350	Repairs & Maintenance: To include but not limited to: ESOL, PD Supplies, PD 360	0.0	$10,398.00
6400	390	Other Purchased Services: To include but not limited to: PD Online Training, Blackboard, LearnKey, iSafe	0.0	$57,600.00
6400	510	Supplies: To include but limited to : PD Supplies, PD Books, Training Supplies	0.0	$1,500.00
6400	590	Other Supplies: To include but not limited to: Other training materials and supplies	0.0	$30,000.00
6400	646	Computer Hardware: $750: To include but not limited to: PD Hardware for information/technology literacy, ESOL, Administrators observation, iTouch, iPad	0.0	$16,800.00
6400	730	Dues and Fees: To include but not limited to: Tuition reimbursement	0.0	$63,000.00
6400	790	Indirect Cost: PD Indirect Cost	0.0	$29,000.00
6400	730	Additional Budgeted Until FINAL Allocation UPLOADED	0.0	$36,984.31
		C) TOTAL		$818,000.00

Title II, Part A – Teacher and Principal Training and Recruiting Fund
2012-2013 LEA Application

Gerard Robinson, Commissioner

Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)

COLUMN 1

FUNCTION: **SCHOOL DISTRICTS ONLY:**
Use the four digit function codes as required in the <u>Financial and Program Cost Accounting and Reporting for Florida Schools Manual.</u>

COLUMN 2

OBJECT: **SCHOOL DISTRICTS:**
Use the three digit object codes as required in the <u>Financial and Program Cost Accounting and Reporting for Florida Schools Manual.</u>

COMMUNITY COLLEGES:
Use the first three digits of the object codes listed in the <u>Accounting Manual for Florida's Public Community Colleges.</u>

UNIVERSITIES AND STATE AGENCIES:
Use the first three digits of the object codes listed in the <u>Florida Accounting Information Resource Manual.</u>

OTHER AGENCIES:
Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3 - ALL APPLICANTS:

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.
FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5
AMOUNT - Provide the budget amount requested for each object code.

C. TOTAL - Provide the total for Column (5) on the last page. Must be the same amount as requested on the DOE-100A or B.