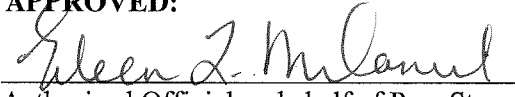



**Florida Department of Education
Project Award Notification**

4026

1 PROJECT RECIPIENT Clay County School District	2 PROJECT NUMBER 100-2246B-6CT01	
3 PROJECT/PROGRAM TITLE Title II Teacher and Principal Training and Recruiting Fund <p align="right">TAPS 16A011</p>	4 AUTHORITY 84.367A Title II, A Teacher and Principal Training Fund USDE or Appropriate Agency FAIN#: S367A150009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2015 - 06/30/2016 Program Period: 07/01/2015 - 06/30/2016	
7 AUTHORIZED FUNDING Current Approved Budget: \$739,064.00 Amendment Amount: Estimated Roll Forward: \$326,185.00 Certified Roll Amount: Total Project Amount: \$1,065,249.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2016</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2016</u> • Last date for receipt of proposed budget and program amendments: <u>05/31/2016</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2015</u> 		
10 DOE CONTACTS Program: Kelly Oglesby Phone: (850) 245-0558 Email: Kelly.Oglesby@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0411 Duns#: 017311168 FEIN#: F596000552001	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. • For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System. • If the district includes estimated roll-forward funds, the district will be authorized to expend estimated roll-forward funds when the Department of Education Comptroller's Office certifies these funds. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of Pam Stewart Commissioner of Education </div> <div style="text-align: center;"> 10/26/15 <hr/> Date of Signing </div> <div style="text-align: right;">  <p>FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small></p> </div> </div>		

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Title II, Part A – Teacher and Principal Training and Recruiting Fund 2015-2016 LEA Application TAPS NUMBER: 16A011	DOE USE ONLY Date Received Project Number (DOE Assigned) 100-22423-6CT01
B) Name and Address of Eligible Applicant: Clay County School Board Dr. Emily Weiskopf 900 Walnut Street Green Cove Springs, FL 32043		RECEIVED 15 JUN 30 PM 3:00 OFFICE OF GRANTS MANAGEMENT

C) Total Funds Requested: \$ 1,065,249.00 <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$ 1,065,249.00 <hr style="width: 50%; margin: 5px auto;"/> Allot: 739,064.00 ERF: 326,185.00	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> Contact Name: Dr. Emily Weiskopf Fiscal Contact Name: </td> <td style="width: 50%;"> Telephone Numbers: 904-284-6547 Fax Number: 904-529-5739 </td> </tr> <tr> <td> Mailing Address: Clay County District School Board 800 Center Street Green Cove Spring, FL 32043 </td> <td> E-mail Addresses: edweiskopf@oneclay.net </td> </tr> <tr> <td> Physical/Facility Address: 800 Center Street Green Cove Spring, FL 32043 </td> <td> DUNS number: \checkmark sm 017311168 FEIN number: 59-6000552 \checkmark sm </td> </tr> </table>	Contact Name: Dr. Emily Weiskopf Fiscal Contact Name:	Telephone Numbers: 904-284-6547 Fax Number: 904-529-5739	Mailing Address: Clay County District School Board 800 Center Street Green Cove Spring, FL 32043	E-mail Addresses: edweiskopf@oneclay.net	Physical/Facility Address: 800 Center Street Green Cove Spring, FL 32043	DUNS number: \checkmark sm 017311168 FEIN number: 59-6000552 \checkmark sm
Contact Name: Dr. Emily Weiskopf Fiscal Contact Name:	Telephone Numbers: 904-284-6547 Fax Number: 904-529-5739						
Mailing Address: Clay County District School Board 800 Center Street Green Cove Spring, FL 32043	E-mail Addresses: edweiskopf@oneclay.net						
Physical/Facility Address: 800 Center Street Green Cove Spring, FL 32043	DUNS number: \checkmark sm 017311168 FEIN number: 59-6000552 \checkmark sm						

CERTIFICATION

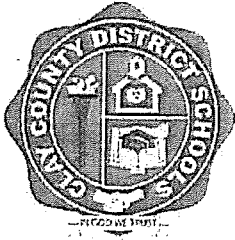
I, Charlie Van Zant, Jr., as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth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

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

E) *Alison Kamegy for Charlie Van Zant*
 Signature of Agency Head

TH
see letter





Charlie Van Zant, Jr.
Superintendent of Schools

SCHOOL BOARD OF CLAY COUNTY

900 Walnut Street
Green Cove Springs, Florida 32043
Telephones:
904/284-6500 (GCS) 904/272-8100 (OP)
1-888-663-2529 (KH)
FAX 904/284-6525 TDD 904/284-6584

BOARD MEMBERS:

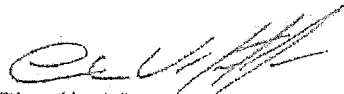
- Janice Kerckes
District 1
- Carol Studdard
District 2
- Betsy Condon
District 3
- Johnna McKinnon
District 4
- Ashley Gilhousen
District 5

June 15, 2015

To Whom It May Concern:

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

Sincerely,

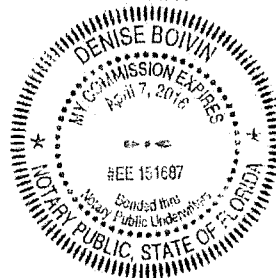

Charlie Van Zant, Jr.
Superintendent of Schools

CVZ/dmb

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

Denise Boivin

NOTARY



**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS:
1. 16A011
2018 JUN 30 PM 3:02

OFFICE OF GRANTS MANAGEMENT

RECEIVED

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant: DOE USE ONLY

Clay County District School Board
900 WALNUT ST
GREEN COVE SPRINGS, FL 32043

Date Received

B) Applicant Contact Information

Contact Name: Emily Weiskopf Telephone Number: 904-284-6547 Ext:
Mailing Address: 800 Center St. Green Cove Springs, FL Fax Number: 904-284-6583
E-mail Address: edweiskopf@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 2015-2016	100-2246A-6CT01	\$1,065,249.00	

CERTIFICATION

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 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) Diane Kenney for Charlie Van Zant
Signature of Agency Head

DOE 100



Pam Stewart, Commissioner

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM - Title II, Part A, Teacher & Principal Training and Recruiting Fund 2015-2016

A) NAME OF ELIGIBLE RECIPIENT: **Clay County District School Board**
 B) Project Number (DOE USE ONLY): **100-22464-6CT01**

E) TAPS
Number
16A011

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	After Hours Inservice Stipends for Teachers	6400	0120	After Hours Inservice Stipends for Teachers to include summer PD st...	0.000	\$15,000.00
2	PD Specialists salaries	6400	0130	Specialists Curriculum Mapping Salaries	4.000	\$270,835.00
3	Retirement	6400	0210	Retirement	0.000	\$15,354.00
4	Social Security	6400	0220	Specialist and Inservice Stipends	0.000	\$21,867.00
5	Insurance	6400	0230	Insurance	0.000	\$18,750.00
6	Worker's Compensation	6400	0240	Worker's Compensation	0.000	\$1,042.00
7	PD Consultants	6400	0310	PD Consultants to include but not limited to Interdisciplinary plan...	0.000	\$100,000.00
8	PD Substitutes	6400	0313	Kelly Services (substitutes) for 3rd grade standards project, inter...	0.000	\$66,000.00
9	Travel	6400	0330	Travel	0.000	\$151,030.00
10	Copier (Repairs/Maintenance)	6400	0350	Copier (Repairs/Maintenance)	0.000	\$5,000.00
11	Rentals	6400	0360	Rentals for subscriptions for professional development video progra...	0.000	\$20,000.00
12	Communications	6400	0378	Communications	0.000	\$500.00
13	Other Purchased Services (ESOL, LearnKey)	6400	0390	Other Purchased Services (ESOL, LearnKey)	0.000	\$117,983.00
14	Printing	6400	0391	Printing for curriculum council meetings, teacher trainings, new te...	0.000	\$1,596.00
15	Supplies	6400	0510	Supplies to support Professional learning trainings to be held thro...	0.000	\$15,000.00
16	Other Materials and Supplies	6400	0590	Other Materials and Supplies such as DBQ notebooks, ADI resources, ...	0.000	\$10,000.00
17	Equipment over \$750.00	6400	0641	Equipment over \$750.00	0.000	\$5,000.00
18	Equipment under \$750	6400	0642	Equipment such as video cameras for videoing new teacher lessons,...	0.000	\$4,000.00
19	Computer Hardware over \$750	6400	0643	Computer Hardware over \$750 such as computer for specialists and m...	0.000	\$28,000.00
20	Computer Hardware under \$750	6400	0644	Computer Hardware under \$750 such as chromebooks for coaches	0.000	\$15,000.00
21	Non-Capitalized but Tracked	6400	0646	Non-Capitalized but Tracked Comp	0.000	\$20,000.00

17,595.07

Grant Reporting

	Comp Hardware			Hardware such as Ipads, Chromebook...		
22	Tuition Reimbursement	6400	0730	Tuition Reimbursement for out of field certification completions	0.000	\$5,000.00
23	Indirect Cost	7200	0790	Indirect Cost <i>4.45%</i>	0.000	\$46,596.00 <i>44,000.93</i>
24	Administrator Salary	7300	0110	Administrator Salary for overseeing new leader mentoring program	1.000	\$92,015.00
25	Retirement	7300	0210	Retirement	0.000	\$6,782.00
26	Social Security	7300	0220	Social Security	0.000	\$7,039.00
27	Insurance	7300	0230	Insurance	0.000	\$5,400.00
28	Worker's Compensation	7300	0240	Worker's Compensation	0.000	\$460.00
Totals:					5.000	\$1,065,249.00

DOE 101



Pam Stewart, Commissioner



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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 in-field 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 is required to conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment requires the involvement of teachers, including teachers at Title I schools. The assessment shall take into account the activities that need to be conducted in order to give teachers the instructional subject matter knowledge expertise and principals the instructional leadership skills to assist teachers in providing students with the opportunity to meet Florida's college and career ready academic achievement standards. The LEA must be able to verify that chosen activities planned are reflective of core area teacher, principal and mentor/coach requested need [Section 2122 (b)(8)].

The reported needs assessment shall include the aggregate assessment of local needs for professional development (teachers and principals); results of annual performance appraisals for teachers and principals; data on the number of teachers who are not highly qualified and/or infield, based on State Board of Education (SBE) Rule 6A-1.0503, FAC and reasons why teachers are not highly qualified and/or infield; an aggregate of reasons why teachers are not effective or highly effective as determined by section 1012.34 F.S. and what may be keeping teachers from being effective or highly 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. Briefly summarize the process and provide results for all of the above requests.

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

Due to the transition from the FCAT 2.0 state assessments to the new FSA assessments, scores are not available to date for English/Language Arts and Mathematics. Below is a compilation of the 2015 FCAT 2.0 Science scores, as well as the 2015 EOC scores along with the 2014 data reports.

Proficiency Percentage on 2014 FCAT 2.0 Reading Elementary Schools
(*below state average)

Grade 3 Grade 4 Grade 5 Grade 6

District Average 66 69 66 72

State Average 57 61 61 60

Proficiency Percentage on 2014 FCAT 2.0 Math Elementary Schools (*below state average)

Grade3 Grade 4 Grade 5 Grade 6

District Average 64 65 60 66

State Average 58 63 56 53

Proficiency Percentage on 2014 FCAT 2.0 Reading Junior High Schools
(*below state average)

Grade 7 Grade 8

District Average 62 61

State Average 57 57

Proficiency Percentage on 2014 FCAT 2.0 Math Junior High Schools (*below
state average)

Grade 7 Grade 8

District Average 68 50

State Average 56 47

Proficiency Percentage on 2014 FCAT 2.0 Reading High Schools (*below state
average)

Grade 9 Grade 10

District Average 58 61

State Average 53 55

53

Proficiency Percentage on 2015 FCAT 2.0 Science All Schools (*below state
average)

Grade 5 Grade 8

District Average 59 57

State Average 53 48

Proficiency Percentage on 2014 End of Course Exams (*below state average)

Algebra 1 Geometry

District Average 67 66

State Average 57 63

Proficiency Percentage on 2015 End of Course Exams (*below state average)

Biology Civics U.S. History

District Average 67 75 73

State Average 65 65 66

The annual professional development survey includes all employees and

assesses need for professional development in areas that include Florida Standards, technology, student-centered instruction, collaboration skills, content literacy, and project based learning. The 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 was the Florida Standards, using a student centered instructional framework and teaching content to mastery. Over 750 teachers participated in the needs assessment survey conducted in the spring of 2015. A needs assessment was conducted with administrators that indicated that they were in need of professional development that would assist them in leading teams of teachers toward a deeper understanding of the Florida State Standards, how to facilitate a student centered learning environment, and how to lead job embedded professional learning.

*2013-2014 FCAT results support the need for content area reading strategies, as the percentage of students meeting high standards in reading is between 53% and 72% and does not indicate a steady increase in achievement but rather a pattern of peaks and valleys. This data supports the need for reading coaches throughout the district to provide on-site professional development, support new teachers, and provide side-by-side support for implementing a collaborative classroom.

Additional data defines the percentage of employees participating in Learning Communities: percentage of employees who indicate 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.

As of the last state report there are 47 teachers considered Not Highly Qualified. Due to space limitation, these teachers are not listed in the application.

Data indicated Reading as the area with the most Not Highly Qualified teachers.

Current data from Human Resources documents 73 teachers who are Out-Of-Field. Due to space limitation, these teachers are not listed in the application.

Of the 2688 teachers evaluated in Clay County, 80% are considered highly effective according to performance appraisals and 20% are considered effective.

The LEA has a history of hiring between 200 new teachers each year with approximately 75 of those being brand new to the profession. This represents a need to provide professional development and support for new teachers to give them additional tools and strategies to help students meet challenging state and local assessments.

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. Include the number of core area teachers that were involved with this collaboration of need and planning [Section 2122 (b)(7)].

Response: All staff members were asked to complete the professional development survey online. Parents and staff members collaboratively developed school improvement plans that included professional development and trainings that would support the school improvement goals and strategies. The district has implemented a more focused approach by communicating district-wide initiatives that are:

Innovate: Using Writing in all courses to validate thinking.

Engage: Strategies that allow students to read, talk and write during the entire school day to further their understanding through the use of the framework for intentional and targeted teaching.

Empower: Strengthening PLCs by implementing a minimum of one hour weekly collaborative planning time in all schools for all instructional staff.

These district initiatives are evident throughout the school improvement plans and are used to ground all professional development training decisions.

District personnel collaboratively prepared this application as well as all other federal program applications to ensure alignment within the applications as well as alignment to the district initiatives.

Follow-Up forms completed after professional learning opportunities allowed participants to provide feedback throughout the year on future needs regarding professional learning. These needs have been included in this application.

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 scientifically researched-based and 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.

Tuition certification fees and certification testing fee reimbursement will continue for out of field teachers. Teachers who are out of field due to the need for ESOL endorsements and/or reading endorsements are provided district programs and professional development courses to complete requirements for needed endorsements.

These courses have been revised to meet 21st century teaching and learning expectations.

Human resources will counsel building administrators who have higher percentages of out of field teachers to encourage reform in hiring and staffing practices.

Teacher Effectiveness & Equitable Distribution

3. Describe the actions the LEA will take to support the professional learning of educators at high need schools, to address and take action on equitable distribution of effective teachers and principals between particular types of schools. Describe how the LEA will give priority to teachers not meeting highly qualified and/or infield requirements and principals and assistant principals who need training and/or assistance in determining levels of teacher effectiveness/performance [Section 2122(b)(3)(A)].

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

Data is analyzed to ensure equitable distribution in teacher effectiveness throughout the schools. Priority for trainings to address highly qualified needs areas is given to those teachers who need the trainings to gain highly qualified status.

For teachers evaluated less than effective, non-highly qualified, or out of field, a local professional development plan is implemented with input from both teachers and administrators in an effort to improve practice

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)]. Describe professional development offered that includes the philosophies of the growth mindset (Dweck 2006). 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: With the implementation of the new Florida Standards, teachers will have a clear understanding of what students are expected to know and be able to do. Clay County's Curriculum Specialists have spent time this spring developing new ELA/Math curriculum maps that align to the Florida Standards. Along with these standards based maps, Clay County will be implementing a common instructional model to help teachers make the shift to a more student-centered, collaborative approach to instruction. The Framework for Intentional Teaching developed by Doug Fisher will be one of the areas of focus in all of the 2014-15 trainings, utilized in both district trainings as well as the weekly PLCs at each school site. The Framework for Intentional Teaching that will be utilized is as follows:

Establish Purpose Focuses on student learning rather than a task activity or assignment. It must be interesting and relevant

Modeling Thinking Using "I statements" to explain thinking while demonstrating the task or strategy. Teacher may alert learners about errors to avoid, or show them how to apply new thinking.

Guided Instruction Teacher questions, prompts, cues students, facilitates. Only if those don't work, go to direct explanation.

Collaborative Learning Students consolidate their understanding of the content and explore opportunities to problem solve, discuss, and negotiate thinking through productive tasks with their peers.

Independent Learning Addresses the most important goal of good instruction- provide students with practice in applying skills and information in new ways independently.

**It is important to understand that this framework is not linear. Teachers and Students move

back and forth among each of the components as they master skills, strategies, and learning standards.

(Adapted from Fisher, D. 2014)

This focus on instruction will increase teacher capacity and consistency with core instruction which will help eliminate the achievement gap by ensuring that all student have equitable learning opportunities as well as opportunities for remediation and support through the guided instruction and collaborative learning components of this framework. The goal of our professional

development system for next year is to change the focus to student centered learning. Teachers will utilize the standards based maps and the framework in their weekly PLC teams to guide their conversations around the following:

What do we want students to know and understand?

How will know they learned it?

What will we do if they don't?

Beginning in the 2015-16 school year, an online professional learning system will be available to all teachers. This online system will include a 25-hour blended learning course on the implementation of the district's instructional framework. This blended learning course is ideal for professional learning community teams to use during their weekly PLC team time at their school sites.

With the curriculum specialists conducting both district wide trainings as well as on-site follow up on the Florida Standards, the new standards based maps and the framework for intentional teaching, teachers will further their understanding in what they are to teach, how they are to teach it, and how to formatively assess student understanding to drive further instructional decisions. This will ensure a guaranteed and viable curriculum for all students.

Utilizing a "professional learning model schools concept" , Clay has put into practice the growth mindset work of Carol Dweck. The 6 principals of the model schools studied the book in a leader PLC during the summer of 2015. In July, we hosted a collaborative classroom summit in which the growth mindset was a theme. These 6 principals and their assistant principals will form their own PLC teams with other school based administrators in which the Mindset book will be the core resource. Major learnings will be shared out with their teachers as well.

Supporting Beginning Teachers

5. Describe the implementation of evidence- and research-based programs that provide targeted, specific support for beginning teachers. Report the number of beginning core area teachers and the number of mentor/coaches for each beginning teacher.

Response: Beginning in the 2015-16 school year, all first year teachers hired into our county will participate in the Beginning Educator Support Team (BEST) Teacher Induction Program. Over the past 5 years, 200 new teachers have been hired each year and approximately 75 of those are new to the profession. Twelve instructional new teacher coaches will be utilized to support these beginning teachers. This program is a 3- year support program that allows for every first year teacher to receive instructional coaching, professional learning experiences that will be delivered both online and face-to-face. Below is the outline of what each first year through this support system.

Year 1 Expectations

New Teacher Training before school starts (2 days)

- Classroom Management Basics- CHAMPS
- What to do the first week of school
- Key questions to ask about school based procedures- lunch count, attendance, dismissal, duty stations, etc.
- Key contact people in a school
- Teambuilding between Coaches and Teachers

On-site orientation meeting between teacher, coach and team leader/department head (and peer teacher if appropriate) to clarify support roles of each, and to establish open communication

Online Courses (20 hours/Mastery on Quizzes) facilitated by BEST coaches

- Online management systems (FOCUS, Portal, PM, etc)
- Classroom Management
- ESE/IEP/504/MTSS
- FL Standards/Standards based planning
- Framework
- PLCs
- OneCLayU 101

Two Observations of Master Teacher with BEST coach

- within first 45 days of each semester
- TDE day- ½ day of observation and ½ day of debrief, reflection, and planning with BEST coach
- Use standard observation form- classroom management, framework

Two coaching cycles each semester

- one with video recording
- emphasis on classroom management & framework

Face to Face Coaching Conversations- 1-4 each month

Strategies for Making Student Thinking Visible- supported with each teacher

- Establish Norms
- Engage Student Thinking with Planned Questions
- Call on All
- Pause Use Wait Time
- Get Students to Explain
- Get students to Restate
- Turn & Talk
- Sentence Frames (Agree or Disagree)

Voluntary planning day support sessions led by coaches

Voluntary Monthly after school meetings for ongoing support

Virtual Google hangouts/collaboration to connect new teachers with one another

Year 2 Expectations

Formative Assessment Training (2 days)

Collaborative Classroom Training (3 days throughout the year)

Observation of Master Teacher with coach-

- within first 45 days of school
- TDE day- ½ day of observation and ½ day of debrief, reflection, and planning
- observation form- can be created by coach and teacher collaboratively to address specific needs or use standard observation forms- classroom management, framework

One coaching Cycle with video recording each semester

One Face-to-Face coaching conversation each month

Strategies for Making Student Thinking Visible- supported with each teacher

- Slow down the conversation to get repetitions and restatements
- Allow struggle
- Don't answer yourself
- Ask students to add on to each other's thinking
- Infuse Academic Vocabulary
- Record Academic Vocabulary
- Listen Actively & Revoice

Voluntary monthly after school meetings for ongoing support- online or face-to-face

Year 3 Expectations

Differentiated Instruction (2 days)

Differentiated Instruction Follow-up session (1 day)

Observation of Master Teacher with coach-

- within first 45 days of school
- TDE day- ½ day of observation and ½ day of debrief, reflection, and planning
- observation form- can be created by coach and teacher collaboratively to address specific needs or use standard observation forms- classroom management, framework

One coaching cycle with video recording each year

One Face-to-Face Coaching Conversation each quarter

Strategies for Making Student Thinking Visible- supported with each teacher

- Avoid judgement
- Scaffold
- Persevere & Return
- Leave with Cues to Puzzle over
- Ask questions to surface discrepancies
- Revisit Previous thinking
- Compare thinking
- Validate confusion

Voluntary monthly after school meetings for ongoing support- online or face-to-face

Each new teacher will be provided an instructional coach who will receive weekly training on how to support new teachers as well as training on best practices in instruction.

The Clay County School District created five Collaborative Classroom Model Schools in the 2014-2015 school year. The Collaborative Classroom Model schools have model classrooms at each grade level from K-5. Additionally, schools are provided with a Model School Coach. These coaches work side-by-side with the classroom teachers using the gradual release of responsibility to create model literacy classrooms that other teachers can visit. Two full days of collaboration to build capacity for the Model School Coaches will be held in July along with weekly PLC meetings throughout next year to collaborate and build on their understanding of transformational coaching. These model school classrooms will be available for new teachers to observe, collaborate, and reflect on practices that promote student-centered classrooms. The model school coaches will also be available to support new teachers in the implementation of best practices for student-centered instruction. Leaders of these 6 schools will engage in a facilitated book study on the book, *Growth Mindset* by Carol Dweck. These leaders will then form voluntary book study groups using this same text with other leaders replicating the process used in the facilitated book study. Collaborative protocols will be used to ensure synergistic learning.

Secondary schools in Clay County are implementing wall-to-wall academies and collaborative teaming will be a key factor for the success of this initiative. Support for this initiative will also support new teachers, as systems will be set up for common planning and collaboration. Secondary schools will be provided training in best practices such as Teaching For Understanding, interdisciplinary planning, academic intervention support, content area literacy planning within the academy framework, as well as other training to support the academy teaming structure.

Leadership Training

6. Describe implementation activities that will develop the capacity of principals and other instructional leaders to improve teaching and learning, coach and/or train principals to recognize effective teaching skills, ineffective teaching and know how to take action to ensure quality learning for all students as determined by F.S. 1012.34. Explain how the LEA will establish effective ways to build and sustain a school-site learning culture that supports collegial learning practices and incorporate the philosophies of the growth mindset (Dweck 2006).

Response: Beginning in the 2015-16 school year, all leaders will participate in monthly collaborative learning walks based on the Center for Educational Leadership's 5D model outlined at the Commissioner's Leadership Academy. Professional Learning experiences will include but are not limited to opportunities to participate in Learning Forward trainings, professional learning community institutes, as well as local district professional learning community teams. Leaders will be put into their own collaborative teams that will meet monthly. Other leadership trainings will focus on how to support the PLC collaborative learning teams at their school sites, how to monitor instruction through the Framework for Intentional Teaching walkthrough rubrics, and other best practices in instructional leadership.

Beginning in the 15-16 school year, new administrators with 3 years or less will participate in our ESP-Extra Support for Principals program led by a school-based administrator on special assignment. This program will allow for new principals to receive bi-weekly opportunities to collaborate with the school-based administrator on special assignment as well as a mentor principal. Both district-level and experienced school based administrators will be assigned to new school leaders to support and coach in the areas of instructional leadership. Monthly visits by the mentor to assigned schools will promote collaboration and support as well as allow for classroom walkthroughs and reflection around district initiatives, Florida standards, and the instructional framework implementation.

In an effort to build leadership capacity to lead 21st century learning in the classroom, leaders will receive training in utilizing collaborative spaces such as the Google Drive, Google Classroom and other online collaborative tools. District trainings will infuse technology to enhance the learning opportunities for both leaders and teachers.

The book *Mindset* is being utilized as a text for both our district and school based leader book clubs. We held a summer book club in July with over 20 administrators and school based coaches participating. Those administrators were "charged" to go out and facilitate a leader book club with 5-6 administrators each. We developed a book club guide to help these leaders build capacity with their facilitation skills. Also, our district curriculum specialists are using the book as a text for collaboration and discussion each month.

Alignment of Activities

7. Describe all other activities to be carried out by the LEA that will be inclusive of Florida's college and career ready academic standards, Florida Educator Accomplished Practices (FEAPs), standards of high quality professional learning on instructional and leadership practices that will impact student success, Florida Principal Leadership Standards (FPLS) and state assessment. Describe how the proposed activities ensure priority will be given to teachers not meeting highly qualified and/or in field 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 FSA, EOCs and local progress monitoring tools 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 the new Florida standards in ELA and math, the NGSSS standards in social studies and science, through sharing of best practices, as well as intentional practices that support the implementation of the instructional framework. Priority will be given to teachers not meeting highly qualified and/or in field requirements.
- Improve knowledge of teachers, administrators, and other qualified staff members in strategies and methods to integrate writing to support thinking, engagement strategies, and collaboration skills to support professional learning communities.
- Improve knowledge and skills of teachers, administrators and other qualified staff members in collaboration skills.
- Improve knowledge and skills of teachers, administrators and other qualified staff members in student-centered instruction as well as how to create the collaborative classroom.
- Improve knowledge of teachers, administrators, and other qualified staff members in instructional strategies for responding to students who require more support, remediation and intervention.
- Improve knowledge of teachers, administrators, and other qualified staff members in how to teach and address the needs of students with limited English proficiency.
- Train teachers, administrators, and other qualified staff members to integrate technology into the curriculum consistent with the new Florida standards as well as to enhance instructional practices.
- Train teachers, administrators and other qualified staff members to use and interpret data and assessments to improve classroom practice and student achievement.
- Train teachers, administrators and other qualified staff members to work in

interdisciplinary teams to support the wall-to-wall academy structure.

- Improve knowledge and skills of teachers, administrators and other qualified staff members in instructional practices that support students with disabilities.
- Improve knowledge of district curriculum specialists and instructional coaches in collaborative classroom practices as well as adult learning theory.
- Improve the knowledge of school -based administrators in leadership practices to support 21st century schools.

Annual Measurable Objectives

8. 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 2015-16 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 FSA assessment and other assessment instruments.

At least 70% of the students in each subgroup will maintain or attain math proficiency by scoring at or above a level 3 in Math on the FSA assessment and other assessment instruments.

- By the end of the 2015-2016 school year, school-based administrators will observe each Clay teacher demonstrating a lesson that infuses Florida standards as well as our district's Framework for Intentional Teaching.
- By the end of the 2015-2016 school year, all schools will report at least one community involvement event to inform parents and other community members about available resources.
- Students in grade 5 and 8 will increase proficiency in science by 5%
- Student performance on all EOC state exams will increase by 5%
- The number of non-highly qualified teachers will decrease by at least 25% as measured by district reporting data.
- 100% of teachers and administrators will report participation in professional learning communities.
- 100% of teachers and administrators will use data to improve student achievement as measured by professional learning community logs, professional development data, and other survey data.
- School based administrators will observe every Clay teacher utilizing the intentional framework for instruction in daily lessons.

Curricula and Programs

9. 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: All training activities are correlated to the current state standards in all subject areas as well as the intentional instructional framework. This includes the Florida standards for ELA and Math and NGSSS for Science and Social Studies.

Activities Based on Scientifically Based Research

10. 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, and leadership practices result in improved student achievement.

The implementation of 6 model schools where teachers can observe and be trained in student centered instruction will ensure that the academic instruction as well as the socio-emotional instruction carry equal weight in instruction.

The continuation of the 3 district initiatives of Using Writing in all courses to validate thinking, implementing strategies that allow students to read, talk and write during the entire school day to further their understanding through the use of the framework for intentional and targeted teaching, and strengthening PLCs by implementing a minimum of one hour weekly collaborative planning time in all schools for all instructional staff will ensure fidelity with instruction and curriculum.

Outside consultants will be utilized to collaborate and model best practices for leadership and classroom instruction.

Opportunities through both state and national conferences will allow both teachers and leaders to learn from leaders in the field in regards to the collaborative classroom and student-centered teaching and leading.

All teachers will participate in Professional Learning Community teams focusing on the following 3 questions:

What do we want students to know and be able to do?

How will we know they learned it?

What will we do if they don't?

This will ensure consistency with collaborative time as well as ensure a focus on learning and results. Administrators will participate in PLC teams that focus on utilizing the Framework for Intentional Teaching rubrics to provide feedback to teachers on effective student-centered instruction.

Professional Development Coordinated through Federal, State, and Local Programs

11. 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: Title II Part A staff members collaborate weekly with representatives of Title I Part A to provide ongoing professional development to assist teachers and paraprofessionals in grades K-12 in areas needed to achieve highly qualified status. In addition, representatives will work to develop and implement appropriate professional development to assist teachers in schools in providing instruction in increasingly rigorous tasks described in the current Florida standards. Charter schools and private schools are invited to all LEA-wide professional development opportunities, and specific professional development is provided to private schools based on identified needs.

Title II A staff and ESE staff meet to coordinate IDEA and Title IIA funding to provide training to support teachers in addressing students who struggle and/or those with specific learning needs.

Professional Development in Accordance with Florida's Professional Development System

12. 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].

Response: Based on needs assessments, professional development will address the implementation of the Florida standards, leadership, literacy, best practices in instruction and instructional technology as well as leadership practices to improve achievement in lower performing schools. Teachers will increase knowledge in effective instructional strategies and methods in the areas of writing to support thinking, student-centered instruction, the collaborative classroom, engagement strategies, and implementing PLC teams. Professional development activities will be based on scientifically based research and will be ongoing sustainable activities with effective follow-up activities and evaluation tied to student achievement.

Technology Purchase Evaluation

13. 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 including evaluation of the implementation of the professional learning, and include measurable objectives and implementation agreements of participants. Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4.

Response: Analysis of evaluation 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 and facilitation skills to increase student engagement and, ultimately, student achievement. Both teachers and leaders need to have flexibility for their professional learning experiences. Beginning in 15-16, online learning experiences will be developed to support new teachers, veteran teachers, as well as administrators. These courses will be available through a learning management system that will allow for both individual and collaborative learning experiences. All administrators will utilize personal devices to collaborate in their PLC teams as well as participate in online and face-to-face learning experiences.

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

14. 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. Multi tiered systems of support, ESOL and ESE teaching strategies, including strategies to meet the needs of students who are gifted and talented will all be included. Trainings will be offered to address specific strategies for teaching students with disabilities.

Professional Development to Improve Student Behavior in the Classroom

15. 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 Multi-Tiered System of Support strategies, best practices for student engagement, classroom management for new teachers, and effective school discipline strategies.

Professional Development to Assist Teachers with Parent Involvement

16. 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 to increase understanding on how to utilize online resources such as the district Learning Management System and Parent Portal to communicate regularly with parents, how to maintain class websites 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

17. 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, our learning management system, and FOCUS. Teachers and administrators will use knowledge gained to develop specific strategies to improve student achievement. Training will be provided to both teachers and administrators on how to use formative assessments to drive instruction.

Support Reading Initiatives

18. 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!

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 that incorporates understanding the expectations of the FSA ELA assessments; and offering teacher in-service activities with parent involvement components that include activities and strategies proven to improve student achievement.

Dissemination and Marketing

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

Response: Clay County has built a new site called OneClayU to better serve the professional development needs for all employees. All employees can find workshops catered to them, in different learning styles and delivery methods. OneClayU will provide links to calendars specific to professional learning opportunities, access to videos that demonstrate best practices in instruction, and curriculum maps that include links to resources. This site will be a place that will house all resources provided at trainings as well as training tools for both teacher leaders and administrators to use for facilitating professional development at their school sites.