

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Kariye Spears (CCSB) Amber Benedict (UF) School/Dept: Argyle Elementary School

Grant Title: Project in Sync- A lesson study collaboration with the University of Florida

Grant Source: National Education Association

Grant Proposal Amount: 5,000 Required Matching Funds: 0

Goal(s): Increase teacher knowledge of multi-syllabic instruction, so that teachers can synchronize curriculum,

instructional goals, pace, and strategies throughout the tiers of the RtI framework. This will be achieved through a

lesson study.

Goals are related to: School Improvement Plan Technology Plan

Sunshine State Standards Other State initiatives: RtI and lesson study

Target Population: 4th and 5th grade reading classes, focusing on students in RtI

If project will differ from current Board approved curriculum, state how it will differ: N/A

Specify staff development activities requiring expenditures outside of School Board guidelines: _____

Consultants (Object 0310, other than Board approved rate): N/A

Staff Participants (Object 0100, other than Board approved hourly rate): N/A

Per Diem/Travel (Object 0330, other than Board approved mileage rate): N/A

Will there be any:

Additional personnel: No Yes, please list

Maintenance required: No Yes, please list

Contract service: No Yes, please list

Sub. coverage required: No Yes, please list

Plant Modifications: No Yes, please list

Add. Tech. needs: No Yes, please list

Add. Equip./furniture: No Yes, please list

Please Note: If teachers will require a substitute for grant initiatives, funds must be budgeted into the grant.

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):

Funds have been set aside within the grant to allot for two full days of substitutes. The district will not be impacted financially.

Signatures indicate:

All aspects of the proposal have been reviewed.

The proposal is within current stand and board rules and regulations.

The proposal directly relates to the school's identified needs and goals, School Improvement Plan or District Strategic Plan.

Person(s) applying for grant: Amber Benedict

Signature(s): Kariye Spears Date: 10-13-11

Principal/Director of affected cost center: Amber Benedict Date: 10-14-11

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA CIS

Signature of Assistant Superintendent/CIS: Amber Benedict Date: 10-27-11

District Approval to Proceed: Approved Denied

Signature of Deputy Superintendent: Kevin Adams Date: 11-8-11

CRG-2-8008 E. 09/09/2013

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Karlye Spears (CCSB) Amber Benedict (UF) School/Dept: Argyle Elementary School

Grant Title: Project in Sync- A lesson study collaboration with the University of Florida

Grant Source: National Education Association

Grant Proposal Amount: 5,000

Required Matching Funds: 0

Goals(s): Increase teacher knowledge of multi-syllabic instruction, so that teachers can synchronize curriculum, instructional goals, pace, and strategies throughout the tiers of the RtII framework. This will be achieved through a lesson study.

Goals are related to: School Improvement Plan Technology Plan Sunshine State Standards Other State Initiatives: RtII and lesson study

Target Population: 4th and 5th grade reading classes, focusing on students in RtII

If project will differ from current Board approved curriculum, state how it will differ: N/A

Specify staff development activities requiring expenditures outside of School Board guidelines: Consultants (Object 0310, other than Board approved rate): N/A Staff Participants (Object 0100, other than Board approved hourly rate): N/A Per Diem/Travel (Object 0330, other than Board approved mileage rate): N/A

Will there be any: Yes, please list No Additional personnel: Yes, please list No Maintenance required: Yes, please list No Contract service: Yes, please list No Sub. coverage required: Yes, please list No Yes, please list

Plant Modifications: Yes, please list No Add. Tech. needs: Yes, please list No Add. Equip./furniture: Yes, please list No Yes, please list

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Persons(s) applying for grant: Amber Benedict

Signature(s): Karlye Spears

Date: 10-13-11

Principal/Director of affected cost center: Theresa Jordan

Signature: Theresa Jordan

Date: 10-14-11

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA CIS

Signature of Assistant Superintendent/CIS: [Signature]

Date: 09-07-11

District Approval to Proceed: _____
Signature of Deputy Superintendent: _____
Date: _____
Approved _____ Denied _____

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Karlye Spears (CCSB) Amber Benedict (UF) School/Dept: Argyle Elementary School

Grant Title: Project in Sync- A lesson study collaboration with the University of Florida

Grant Source: National Education Association

Grant Proposal Amount: 5,000 Required Matching Funds: 0

Goal(s): Increase teacher knowledge of multi-syllabic instruction, so that teachers can synchronize curriculum, instructional goals, pace, and strategies throughout the tiers of the RtI framework. This will be achieved through a lesson study.

Goals are related to: School Improvement Plan Technology Plan

Sunshine State Standards Other State Initiatives: RtI and lesson study

Target Population: 4th and 5th grade reading classes, focusing on students in RtI

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- The proposal is within current stand and board rules and regulations.
- The proposal directly relates to the school's identified needs and goals, School Improvement Plan or District Strategic Plan.

Persons(s) applying for grant: Amber Benedict

Signature(s): Karlye Spears Date: 10-13-11

Principal/Director of affected cost center: Theresa Roman

Signature: Theresa Roman Date: 10-14-11

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA CIS

Signature of Assistant Superintendent/CIS: [Signature] Date: 10/27/11

District Approval to Proceed: _____ Date: _____
Signature of Deputy Superintendent: _____
Approved _____ Denied _____

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Karlye Spears (CCSB) Amber Benedict (UF) School/Dept: Argyle Elementary School

Grant Title: Project in Sync- A lesson study collaboration with the University of Florida

Grant Source: National Education Association

Grant Proposal Amount: 5,000

Required Matching Funds: 0

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Instructional goals, pace, and strategies throughout the tiers of the RtII framework. This will be achieved through a

lesson study.

Goals are related to: School Improvement Plan

Technology Plan

Sunshine State Standards
 Other State Initiatives: RtII and lesson study

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Person(s) applying for grant: Amber Benedict

Signature(s): Karlye Spears

Principal/Director of affected cost center: Amber Benedict

Date: 10-14-11

Date: 10-13-11

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA CIS

Signature of Assistant Superintendent/CIS: Debra J. Copeland

Approved Denied

Date: 11/7/11

Approved Denied

Signature of Deputy Superintendent:

District Approval to Proceed:

Partner	Contact Type (Single-Select List) Lead Applicant Partner
Ms.	Salutation
Amber	*First Name (Text; 40 character maximum)
Benedict	*Last Name (Text; 40 character maximum)
Special Education Research Assistant	*Job Category
4728 Sappho Ave.	*Home Address (Text; 500 character maximum)
	Home Address - Line 2 (Text; 500 character maximum)
Jacksonville	*Home City (Text; 500 character maximum)
Florida	*Home State
32205	*Home Zip (Text; 500 character maximum)
319-830-9548	*Work Telephone (Text; 30 character maximum)
No	*NEA Membership (Yes/No)
	NEA Membership Number (Number; 15 digit maximum)
	NEA Member SSN (Number; 6 digit maximum)
University of Florida	*School/Institution (Text; 500 character maximum)
School of Special Education, School Psychology and Early Childhood Studies College of Education University of Florida 298 Norman Hall PO Box 117050	*Work Address (Text; 100 character maximum)
Gainesville	*Work City (Text; 50 character maximum)
Florida	*Work State
32611	*Work Zip (Text; 20 character maximum)
Special Education Research Assistant; Doctoral Student	*Work Title (Text; 255 character maximum)
319-830-9548	*Home Telephone

		(Text; 500 character maximum)
		*Work Fax
352-392-2655		(Text; 500 character maximum)
aebenedict@ufl.edu		(Text; 100 character maximum)
Grades taught: kindergarten - 8 th grade; College/University; inservice teachers		*Grades Taught
Language Arts, math, special education		*Subjects Taught
NA		*Percentage of Free and Reduced Lunch (Number; 15 digit maximum)
No		*American Federation of Teachers Membership (Yes/No)
8 years		*Work Experience in Education (Number; 15 digit maximum)
<p>All \$5,000 grant proposals must include partner information. The partner should be prepared to assume leadership of the project should the lead applicant be unable to complete the work. Administrators may not serve as either the lead or partner applicant. Applications for \$5,000 group grants without partner data will not be considered.</p>		
Ms.		Salutation
Karlye		First Name (Text; 500 character maximum)
Spears		Last Name (Text; 500 character maximum)
Teacher		Job Category
2360 Golfview Dr.		Home Address (Text; 500 character maximum)
Fleming Island		City (Text; 500 character maximum)
Florida		State
32003		Zip (Text; 500 character maximum)
904-294-8071		Home Telephone (Text; 500 character maximum)
No		NEA Membership (Yes/No)
NA		NEA Membership Number (Number; 15 digit maximum)
Argyle Elementary School		School/Institution (Text; 500 character maximum)
2625 Spencer Plantation Blvd.		Work Address (Text; 500 character maximum)
Orange Park		Work City

(Text; 500 character maximum)	Florida
Work State	32073
(Text; 500 character maximum)	Teacher
Work Title	904-573-2357
(Text; 500 character maximum)	
Work Telephone	
(Text; 500 character maximum)	
Work Fax	
(Text; 500 character maximum)	
Email Address	4 th and 5 th
(Text; 500 character maximum)	NA
NEA Member SSN	Language Arts
Subjects Taught	32%
(Number; 15 digit maximum)	No
Percentage of Free and Reduced Lunch Students	
(Number; 15 digit maximum)	
American Federation of Teachers Membership	
(Yes/No)	
Work Experience in Education	7
(Number; 15 digit maximum)	
<p>The information for the fiscal agent should be entered in this section. Some of the information may already be entered based on the information used during the registration process. If no fiscal agent is being utilized the information contained below should be that of the lead applicant. Grant funds will be made payable to the lead applicant and reported to the Internal Revenue Service. The grant funds may be considered taxable income, so the lead applicant may wish to consult with his or her tax advisor before submitting the application. For frequently asked questions regarding fiscal agent designation, please click here.</p>	
*Fiscal Agent Name	Clay County Schools
(Text; 100 character maximum)	
*Address	900 Walnut Street
(Text; 100 character maximum)	
*City	Green Cove Springs
(Text; 50 character maximum)	
*State	Florida
(Text; 20 character maximum)	
*Zip	32043
(Text; 20 character maximum)	
Fiscal Agent Agreement	
(No input required)	
Instructions:	
	I agree to act as a fiscal agent for this grant and to comply with the following conditions:

<p>to maintain separate records of disbursements related to this grant to keep receipts for at least three years to make financial records available as requested to disburse funds <input type="checkbox"/> (1) in accordance with the purpose of this application <input type="checkbox"/> (2) solely at the direction of the grantee(s)</p>	<p>*Instructions: To agree to the terms above and sign this application, the authorized representative should type their name here. (Please type your first and last name if no fiscal agent is being utilized.)</p>	
<p>*Application Type (Single-Select List) Individual Group</p>	<p>*Project Title (Text; 255 character maximum)</p>	<p>*Requested Amount (Single-Select List) \$2,000 \$5,000</p>
<p>*Proposal Budget (File Upload; 1,048,576 byte limit)</p>	<p>*Instructions: Provide a line item budget for the proposed work. Your request must total either \$2,000 or \$5,000. Identify any additional support (cash or in-kind) that will be provided by other sources, including those provided by your school/district/college/university. Your budget must be in the form of a Word, Excel, or PDF document. (Note: The NEA Foundation suggests that your budget be as cost-efficient as possible. Please ensure that all items are directly related to your proposed work, as your budget will be assessed by how realistic, clear, and frugal it is.)</p>	<p>*Additional Support (Paragraph; 2000 character maximum)</p>
<p>*Abstract/Summary (Paragraph; 700 character maximum)</p> <p>Project InSync uses Lesson Study (a collaborative planning process) to synchronize literacy curriculum, instructional objectives and strategies throughout all instructional tiers of the Response to Intervention (RTI) Framework. Project InSync will develop teacher expertise in the areas of word study and fluency. Teachers will participate in upfront Professional Development to receive specialized training for providing explicit instruction in teaching decoding strategies for multisyllabic words to struggling learners. Teachers will integrate the knowledge and strategies learned at the professional development into their</p>		

<p>Instructional repertoires and synchronize their planning across RTI tiers. Lesson Study sessions will include: collaborative lesson planning, data analysis.</p> <p>RTI approaches are premised on beliefs that students with reading difficulties, including those with learning disabilities, can benefit from both core and supplementary instruction that is well aligned in terms of its instructional goals, content, pace, evidence-based practices, and student needs (Gersten, 2006; Mellard & McKnight, 2006). Misaligned instruction can result in fragmented knowledge bases and be especially difficult for those students who Response to Intervention was designed to support. Uncoordinated reading instruction across general and special education (McDowell, Reutzel, & Smith, in press) as well as insufficient opportunities to participate in small group, intensive evidence-based instruction provided by well-prepared teachers can contribute to students with reading disabilities' struggles.</p> <p>Project In Sync is a collaborative professional development partnership between Argyle Elementary School and the University of Florida. Professional development trainings will deepen teachers' knowledge for providing decoding, fluency, and morphological awareness (e.g., teaching spelling principles through the analyses of word parts and their meaning). Teachers will use Lesson Study to synchronize curriculum goals, content, and research-based instructional strategies across Response to Intervention tiers. The Lesson Study cycle will support teachers in integrating evidence-based practices within their instructional repertoires.</p> <p>By participating in Project In Sync, teachers will learn to analyze students' skills and design targeted reading instruction in decoding, morphological awareness and fluency, which synchronizes curriculum across all instructional tiers of RTI. The aligned curriculum will provide struggling learners extended time, creating more opportunities to practice. Additionally, coordinated curriculum and strategies will allow students to better engage with the core curriculum, thus increasing the likelihood that they will make reading gains.</p> <p>In collaboration with the school administration and teachers, a professional development and monthly Lesson Study timeline will be developed. All students (after we receive informed parental consent) will participate in a brief diagnostic assessment. This assessment will support teachers in developing targeted instruction individualized</p>	<p>*Describe the professional development plan. What are your goals in this learning? What learning resources do you plan to use? (Long Paragraph; 2500 character maximum)</p>
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<p>to the students' unique learning needs, determining student instructional grouping, and progress monitoring. Amber Benedict, a former special education teacher and doctoral student at the University of Florida, will support teachers in collecting this data and will be responsible for the professional development and Lesson Study design and implementation.</p>	<p>This learning will be accomplished between the dates of January 15, 2012 and June 6, 2012. 4th and 5th grade reading teachers and special education teachers will participate in this professional learning innovation. The professional development is research-based and will be carefully designed and implemented by Amber Benedict, a Research Assistant at the University of Florida. All professional learning will take place on the Argyle Elementary School campus during the school week. Full day professional development trainings will take place in January and May following the screening of all students using MAZE, Correct Writing Sequence, and a Morphological Awareness Assessment. Students at risk of academic failure, or who have been identified as having a reading disability and receive special education services will be administered the Core Phonics, a diagnostic assessment. Amber Benedict will conduct assessments and organize data to share with teachers during Professional Development and monthly Lesson Study sessions. Lesson Study sessions will be conducted one Wednesday per month on the school campus. The dates of the Lesson Study planning sessions will be determined in collaboration with school district administrators and will last the duration of three hours, beginning at 1:00 pm and concluding at 4 pm. Teachers will be released early at 1:00 pm and be replaced by a substitute teacher.</p>	<p>*How, when, and where will the learning be accomplished? (Long Paragraph; 2500 character maximum)</p>	<p>*What is the need for this professional development? How did you and your colleagues assess the need? Please define need in terms of both student need and professional need by the applicant(s).</p>
<p>This grant will give us the opportunity to design, implement and sustain research-based professional development that is ongoing in nature, content specific, involves active and collective participation, and is aligned with teacher values and state standards (Desimone, 2009). As the facilitators, it has already shed light on the complex and sophisticated nature of research-based professional development.</p>	<p>Due to federal Response to Intervention (RTI) mandates, tiered instruction is being used to provide students with reading disabilities (RD) and other students at risk of reading failure access to the general education curriculum through a combination of core instruction (tier 1) and more targeted supplemental instruction (tiers 2 and 3) that is</p>	<p>*How does the proposed professional development advance your professional goals? How does it advance your workplace goals? (Long Paragraph; 2500 character maximum)</p>	<p>*What is the need for this professional development? How did you and your colleagues assess the need? Please define need in terms of both student need and professional need by the applicant(s).</p>

(Long Paragraph; 2500 character maximum)

individualized to meet their reading needs (Gersten & Dimino, 2006; Hollenbeck, 2007; O'Connor, Harty, & Fulmer, 2005). RTI was founded under the assumption that the students with reading difficulties can profit from core and supplementary curriculum that has well-synchronized curriculum, learning objectives, and evidence-based instructional strategies (Johnson, Mellard, Fuchs, & McKnight, 2006; Wonder-McDowell, Reutzel, & Smith, 2010). The tiered instruction of the RTI framework first exposes students to the core curriculum in tier 1, then promotes further mastery through extended practice opportunities, strategic explicit instruction, and small group setting in tiers 2 and 3 of supplementary instruction. In order for curriculum, goals and strategies to be synchronized across the RTI tiers teachers must have high knowledge levels and be provided time to engage in collaborative planning to synchronize instruction across instructional tiers of the RTI framework. In upper elementary school the nature of the literacy curriculum shifts from learning to read to reading to learn, creating disconnect between the core instruction and supplemental tiers. Core curricula addresses grade-level learning standards for a short time before moving on the next standard, while supplementary tiers remain focused on explicit decoding and fluency strategies. Due to this shift in curriculum, sometimes students who didn't have reading problems before develop them. "Five to ten percent of children who read adequately in the primary grades show reading difficulty in later grades" (Roth, 2004, p. 462). Remediating these reading difficulties and synchronizing the instructional tiers of the RTI framework requires teachers to strong knowledge of pedagogy and linguistics. Unfortunately, many general and special education teachers lack the knowledge needed to provide such instruction (Moats, 1994; Moats & Foorman, 2003; Spear-Swerling & Brucker, 2003), nor do they have access to research-based, ongoing professional development that would enable teachers to collaborate to synchronize instructional goals and practices throughout the RTI tiers (Wei, Darling-Hammond, & Adamson, 2010). In this grant, teachers will increase their knowledge levels of word study and fluency through participation in professional development trainings. Next, they will be provided time to engage in Lesson Study sessions, allowing them to collaborate and synchronize their instructional objectives, pace, and strategies throughout all tiers of the RTI framework.

*How will this project continue

This grant is designed to serve as a pilot study for a larger

<p>beyond the grand period? How will you continue sharing the knowledge gained in this project? Describe sharing in relation to your colleagues, students, and administrators. (Long Paragraph; 2500 character maximum)</p>	<p>professional development initiative that we hope to secure in the future, which would extend this learning opportunity from one site to include twenty elementary schools. The findings of this grant may be published in the facilitator's doctoral dissertation, other scholarly journals, or presented at research conferences in collaboration with teacher participants.</p>
<p>*Lead Applicant Signature (Text; 500 character maximum)</p>	<p>Instructions: To sign this application, the Lead Applicant should type their name here.</p>
<p>*Lead Applicant Signature Date (Date)</p>	<p>Instructions:</p>
<p>*Principal or Dean Signature (Text; 500 character maximum)</p>	<p>Instructions: To sign this application, the Principal or Dean should type their name here.</p>
<p>*Principal or Dean Signature Date (Date)</p>	<p>Instructions:</p>