

**Instructional Leadership and Faculty Development Grant  
2014-2015 LEA Application**

**TAPS Number  
15A010**

**FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION**

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <b>Instructional Leadership and Faculty Development Grant</b>  <b>TAPS NUMBER:</b> 15A010	<b>DOE USE ONLY</b>  Date Received
<b>B) Name and Address of Eligible Applicant:</b> Clay County District School Board Dr. Emily Weiskopf 900 Walnut Street Green Cove Springs, FL 32043		<b>Project Number (DOE Assigned)</b>

<b>C) Total Funds Requested:</b>  \$ 91,813.00  <hr/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b>  <table border="1"> <tr> <td data-bbox="597 997 1052 1123"> <b>Contact Name:</b>  <b>Dr. Emily Weiskopf</b>  <b>Fiscal Contact Name:</b>  <b>Sonya Findley</b> </td> <td data-bbox="1052 997 1505 1123"> <b>Telephone Numbers:</b>  <b>904-284-6547</b>   <b>904-529-2608</b> </td> </tr> <tr> <td data-bbox="597 1123 1052 1249"> <b>Mailing Address:</b>                  Clay County District School Board                  800 Center Street                  Green Cove Springs, FL 32043             </td> <td data-bbox="1052 1123 1505 1249"> <b>E-mail Addresses:</b> </td> </tr> <tr> <td data-bbox="597 1249 1052 1360"> <b>Physical/Facility Address:</b>                  Clay County District School Board                  800 Center Street                  Green Cove Springs, FL 32043             </td> <td data-bbox="1052 1249 1505 1360"> <b>DUNS number:</b>                  017311168  <b>FEIN number:</b>                  59-6000552             </td> </tr> </table>	<b>Contact Name:</b> <b>Dr. Emily Weiskopf</b> <b>Fiscal Contact Name:</b> <b>Sonya Findley</b>	<b>Telephone Numbers:</b> <b>904-284-6547</b>  <b>904-529-2608</b>	<b>Mailing Address:</b> Clay County District School Board 800 Center Street Green Cove Springs, FL 32043	<b>E-mail Addresses:</b>	<b>Physical/Facility Address:</b> Clay County District School Board 800 Center Street Green Cove Springs, FL 32043	<b>DUNS number:</b> 017311168 <b>FEIN number:</b> 59-6000552
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**CERTIFICATION**

I, Charlie Van Zant, Jr. 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) *Nemus Gaden for Charlie Van Zant*  
 Signature of Agency Head  
*Deputy Superintendent*



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**Instructions for Completion of DOE 100A**

- A.** If not pre-populated, enter name and TAPS number 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 program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS) number requirement is explained on page A-2 of the Green Book. The Physical/Facility address and Federal Employer Identification Number (FEIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- 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.**



## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

### **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:**

- 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;
- applicable regulations of other Federal agencies; and
- 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.

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

The requirements listed below must be met for applications to be considered in substantially approvable form and thus eligible for review:

### Needs Assessment

Given that an essential purpose of educational leadership is to improve instruction, what professional learning needs of school principals and supervisors will this project address to deepen understanding of the complexity of teaching and design and improve capacity to deploy systems, structures, practices and routines that actually support the improvement of teaching practice?

Effective leadership is vital to the success of a school. Research and practice confirm that there is slim chance of creating and sustaining high-quality learning environments without a skilled and committed leader to help shape teaching and learning. That's especially true in the most challenging schools. As pressure has increased to have all children in every school succeed as learners, there is broad acceptance that education leaders need to be more than building managers. With the implementation of the new FL Standards as well as a new FL Assessment system, leaders are challenged with truly refocusing their work on leading teaching and learning in their schools. "This shift from building managers to learning leaders first and foremost is well documented, and is further backed by research indicating that leadership is second only to teaching among school-based factors in influencing learning. (Wallace Foundation, 2009)

### Professional Learning Need # 1:

With the release of school grades in July 2014, Clay County saw a decrease of at least 1 letter grade in 8 elementary schools and 1 junior high school. Six of the elementary schools and the junior high school all have at least 1 new member of their administrative team. Three of the six elementary schools have a new principal for the year 2014-15 and two others have a principal with less than three years of experience. The junior high school's grade has declined from an A to a D within the last 4 years, dropping a grade each year. Funding from this grant will allow for support for on-site monthly leadership and instructional coaching for each of these 6 elementary and 1 junior high school.

\*Note: The other two elementary schools that dropped a letter grade are participating in an "observation school" initiative that provides ongoing leader/teacher support for improved teaching and learning.

### Professional Learning Need #2:

Utilizing the district's data from 2013-14, principal walk-through data from these 7 schools showed less time spent in classrooms observing and providing feedback to improve teaching and learning than principals of schools who maintained or improved their school grade rating. While we know that the life of a principal includes a long list of managerial tasks, research indicates that a key prerequisite of strong leadership is a focus on instruction. Principals need to understand how to best deploy resources; time and talents of the people he manages; to support teaching and learning. Principals also need to understand how their school's purpose is driven by the district vision, how to encourage collaboration with both teachers and students, and how to meet the diverse needs of the community they serve. Participation in the Learning Forward Annual Conference in December of 2014 will allow these 7 principals to gain insight into current issues in schools. A schedule will be devised to ensure that key sessions are attended by participants allowing for maximum focus on the 4 Dimensions of Instructional Leadership indicated from the Center for Educational Leadership. The 4 Dimensions are:

- Vision, Mission and Culture Building
- Improvement of Instructional Practice
- Allocation of Resources
- Management of People and Processes

### Professional Learning Need #3:

For the last two years, Clay County has received a district rating of "B". Previous to 2012-13, Clay County has always maintained an "A" district rating. Increased rigor on state assessments and the implementation of new standards may be two contributing factors to the decline in district rating. However, along with those, Clay County has appointed 14 new principals over the last 5 years and 28 of the 39 (72%) school administrative teams have at least 1 new member. Beginning in the 2014-15 school year, Clay County School District is implementing a mandatory 1 hour weekly

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professional development time for all teachers. In the summer of 2014, the Summer Leadership Training focused on how to effectively utilize this professional development time to build the foundation for creating a true professional learning community. Specifically, this training emphasized:

- Creating a collective vision with staff
- Developing collective commitments that would make the vision become a reality
- Organizing teachers into small learning teams that focused on the following three questions:
  1. What do we want students to know and be able to do?
  2. How will we know they have learned it?
  3. What will we do if they don't?
- Implementing the Clay County Framework for Intentional Teaching which utilizes the work of Fisher and Fry that allows for each learning experience to include: Stating the Purpose for learning, Modeling, Guided Practice, Collaborative Learning, and Independent Learning

Expectations were placed on school leaders to create small learning teams that meet weekly to focus on learning, hold teachers accountable for their learning during this time, and to provide specific feedback to each small learning team to support their professional growth in both the new FL Standards and the Clay County Framework for Intentional Teaching. The Leadership and Learning Center Core Practice #7: Engaging in Professional Learning to Improve Leadership Practices and Student Learning Outcomes states that administrators also engage in professional learning that improves professional practice in alignment with the needs of the district and schools. This practice specifically focuses on the administrator's learning and its correlation to continuous improvement of performance. Indicators of success include attending every professional learning opportunity with a view towards multidimensional impact, participating in leadership PLCs and sharing new knowledge and skills throughout the organization, monitors use of research-based high effect size practices, and seek out input and feedback from other school leaders.

This stance of continuous learning to improve practice requires spending time learning from expert voices from the field. Time for school leaders is built in to the school year on a bimonthly basis with encouragement to participate in a leadership small learning team monthly as well as optional leadership trainings monthly. During school year and during the summer of 2015, the district shall identify and procure speakers to provide training to deepen understanding on topics such as the components of the Fisher and Fry adapted Clay County Framework for Intentional Teaching, the development of professional learning communities, instructional leadership, standards based grading, and high effect size practices.

### Project Implementation and Responsible Staff

Description of how the project will be implemented. Include identification of the project's "executive sponsor" at the district level, (someone who reports directly to the superintendent if it is not the superintendent), who will be responsible for the execution and the deliverables associated with the project as well as the person(s) who will have day-to-day managerial responsibilities for the project and assist the department in ongoing monitoring of project implementation and determining what best practices might be shared and scaled as well as assuring accountability with legislative and department intent and contemporary research.

This project will be implemented under the guidance of the Instructional Division. The executive sponsor for this project will be the Assistant Superintendent for Instruction, Mrs. Diane Kornegay. The Director of Professional Development, School Improvement, and Assessment, Dr. Emily Weiskopf will be responsible for the day-to-day managerial responsibilities for the project and assist in the ongoing monitoring of the project implementation. Dr. Emily Weiskopf will also be participating in the Commissioner's Leadership Academy which will allow her to ensure the alignment between these two leadership opportunities for learning as well as ensure that best practices from both the grant opportunities and the Commissioner's Leadership Academy be shared with all leaders at both the county and state levels.

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### Project Goals and Scope of Work/Tasks/Activities

Describe how the scope of work/tasks/activities is aligned to the following:

#### Alignment with Commissioner's Leadership Academy

The legislative appropriation for Administrator Professional Development provides both the 2014-15 Commissioner's Leadership Academy (focused on improving school leadership practices that are linked to increased student achievement) and grants for district projects that address professional development for principals and other district administrators in instructional and human resource leadership. This section of the application addresses how the LEA will access and implement professional learning on instruction provided through the Commissioner's Leadership Academy

#### Goal #1: Improve district support for instructional leadership.

The Director of Professional Development, School Improvement, and Assessment along with one high school principal, Deborah Segreto were chosen by Superintendent Charlie Van Zant to attend the Commissioner's Leadership Academy. Both the Director and principal are committed to improving instructional leadership in Clay County. Through deepening their understanding of the complexity of teaching and building capacity on instructional leadership practices that increase student achievement, providing time for the learning to be shared, and replicating the learning walk model in Clay County, all leaders will deepen their knowledge of instructional leadership practices.

Strategies	Activities
#1 Build capacity to support instructional leadership at both the district and school level.	#1 Director of PD, SI and Assessment and high school principal attend the 3 institutes and 5 learning walks
	#2 LEA District and School Leaders will be provided opportunities for professional development focused on deepening skills and knowledge in identifying high quality instruction, the professional learning needed to support teacher professional growth and development, and deepening school leaders' observation and feedback skills. These trainings will be held in the fall and spring following the Commissioners Leadership Academy training in October and January. Both LEA participants of the Comm. Leadership Academy will help facilitate these trainings.
	#3 Opportunities for school leaders to do Learning Walks around the implementation of the Clay County Framework for Intentional Teaching will be provided in the fall and in the spring. New knowledge on facilitating learning walks gained from the institutes will be utilized. The Director of PD, SI and Assessment will facilitate these Learning Walks and the Principal attending the institutes will host at least one of these opportunities.
#2 Build instructional leadership capacity throughout the state	#1 School Principal participating in the Commissioner's Leadership Academy will volunteer, if needed, to host one of the five learning walk days.

#### Goal #2: Improve student achievement at 7 schools with declining academic achievement.

Strategies	Activities
#1 Provide on-site leadership coaching	#1 Leaders of these 7 schools will be provided intensive monthly leadership coaching in the 4 Dimensions of Instructional Leadership (CEL, 2014): Vision, Mission and Culture Building, Improvement of Instructional Practice, Allocation of Resources, and Management of People and Processes.

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	#2 Leaders and teachers will be provided opportunities for professional development focused on deepening skills and knowledge in identifying high quality instruction through the use of facilitated lesson study.
	#3 National consultants will provide training on facilitating and leading lesson study and identifying high quality instruction.
#2 Leadership professional development	#1 Principals of these 7 schools + the 2 Academy attendees will attend the Learning Forward Conference in Dec 2015. Learnings will be shared through their district Leadership PLC team meetings in January.
	#2 A district administrator will be assigned to each of these school leaders to visit weekly. The district leader and principal will conduct monthly learning walks, compile data, and reflect on feedback that should be given to teachers regarding the implementation of the new FL Standards and the Clay County Framework for Intentional Teaching.

Goal #3: Increase the percent of student's scoring proficient on the new Florida Standards English Language Arts Assessment (FSA) through a district-wide focus on instructional leadership for all schools.

Strategies	Activities
#1 Implement a district monitoring plan	#1 Each member of the Instructional Division Leadership Team will be assigned schools to visit weekly to provide leadership support. Support will be provided through conducting learning walks with school leaders to monitor use of the framework, analyzing data, and providing assistance with ensuring improvement in teaching and learning.
	#2 Instructional Division Leadership Team will meet weekly to discuss schools' leadership needs and collaborate on support that can be provided to address these needs.
#2 Leadership professional development	#1 Leadership training will be provided monthly during regularly scheduled curriculum/principal meetings as well as optional training opportunities. The focus of these trainings will be centered on the 4 Dimensions of Instructional Leadership as well as the implementation of the Clay County Framework for Intentional Teaching. All trainings will be videotaped and posted on the district's share site.
	#2 Learning Walks will be conducted monthly by school leaders utilizing the Observation 360 tool from the School Improvement Network. Data will be compiled at the district level and time will be devoted at each of the leadership trainings to analyze the learning walk data to learn about trends in instructional practice and around the implementation of the framework. Training will also be provided on each of the components of the Clay County Framework for Intentional Teaching.

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

	#3 Virtual support for instructional leadership will be provided through the dissemination of Edviation videos, articles on instructional leadership, leadership books, and webinars.
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Describe scope of work process/tasks/activities to be used to identify and submit applicants (high performing principal(s) and LEA leader(s) who supervise principals) for the 2014-15 Commissioner's Leadership Academy provided by the Center for Educational Leadership (CEL) on high quality instructional practice look-fors. (Note: All costs for participation in the 2014-15 Academy are provided by state resources. No grant or other district funds are required in this application.)

1. Selection for the Commissioner's Leadership Academy was limited to two candidates from the district. Guidelines were provided by the FLDOE. The school superintendent recommended two candidates based upon the suggested criteria. These names were reviewed by the district's Senior Staff, approved and submitted to FLDOE for inclusion in the Commissioner's Leadership Academy. Priority was given to a high performing principal from a Clay County high school because of the district's high school redesign initiative.

Describe the scope of work process/tasks/activities the LEA will use to make participants in the Commissioner's Leadership Academy available to CEL staff for CEL-scheduled walkthroughs focused on instructional practice look-fors.

1. Director of PD, SI and Assessment and high school principal attend the 3 institutes and 5 learning walks
2. School principal participating in the Commissioner's Leadership Academy will volunteer, if needed, to host one of the five learning walk days.
3. Academy participants will be trained by CEL staff in the walkthrough process and serve as the district facilitators for the district walkthroughs and will provide training to all district and school leaders in the walkthrough process and look-fors.

Describe the scope of work process/tasks/activities the LEA will use to employ 2013-14 Commissioners' Leadership Academy completers to support professional learning of other LEA principals and principal supervisors, if available.

1. Director of PD, SI and Assessment and high school principal attend the 3 institutes and 5 learning walks
2. LEA participants of the Comm. Leadership Academy will help facilitate professional development focused on deepening skills and knowledge in identifying high quality instruction, the professional learning needed to support teacher professional growth and development, and deepening school leaders' observation and feedback skills. These trainings will be held in the fall and spring following the Commissioners Leadership Academy training in October and January.
3. LEA participants of the Comm. Leadership Academy will provide opportunities for school leaders to do Learning Walks around the implementation of the Clay County Framework for Intentional Teaching in the fall and in the spring. New knowledge on facilitating learning walks gained from the institutes will be utilized. The Director of PD, SI and Assessment will facilitate these Learning Walks and the Principal attending the institutes will host at least one of these opportunities.

### Targeted Instructional Leadership Skills

Professional learning from the Commissioner's Leadership Academy (and any other district-selected research-based resources) deepens capacity to recognize and provide teachers' feedback on the complexity of instructional practices needed to enable student success on state standards. Describe the scope of work processes/tasks/activities this project will support to improve the capacity of school principals and principals' supervisors to recognize high quality instructional practices and utilize the LEA's evaluation system as a growth model to provide on-going monitoring and feedback to support teacher growth in targeted instructional practices. Include in this description how the proposal in the area of instructional leadership builds on work that has already taken place or is underway and will build toward work that will take place with or without additional state appropriations in 2015-16 and beyond.



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Clay County has revised its instructional evaluation system's classroom observation rubric for the 2014-15 school year. The areas of focus on the observation rubric include using instructional strategies that require student collaboration, authentic assessments to plan for individualized instruction and interventions, and the consistent use of strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technology as a tool for learning. This new observation rubric aligns with the new Clay County Framework for Intentional Teaching that will also be implemented for the first time this school year. The implementation of these two new tools requires leaders to fully understand both the rubric and the framework components. All of the strategies and activities in the section above enhance and support both leadership growth and teacher growth in understanding the expectations for instruction as well as evaluation.

The design of this proposal takes a three-tiered approach to improving instructional leadership in Clay County. The first tier focuses on utilizing the state resource of the Commissioner's Leadership Academy to build capacity with both a district leader and a school leader to facilitate improving instructional leadership at all levels. The second tier takes a laser-like focused approach and provides assistance to seven schools with declining student achievement scores. Through this monthly leadership-coaching plan, both leaders and teachers will benefit. The third tier focuses on professional development for all district leaders through monthly trainings focused on instructional leadership and opportunities to engage in collaboration around learning walks, as well as focus on learnings from the Commissioner's Leadership Academy. Through this three-tier approach, the focus on instructional leadership practices can be sustained beyond the scope of this grant funding year.

### Enabling Faculty Development

Deepening schools leaders' understanding of high quality instructional practices must be aligned with faculty development processes that support teacher growth on effective implementation of such practices; describe the scope of work processes/tasks/activities this project will support to improve the capacity of school principals and principals' supervisors to engage teachers in study and repetitive implementation efforts on high quality instructional practices. Include in this description how the proposal in the area of faculty development builds on work that has already taken place or is underway and will build toward work that will take place with or without additional state appropriations in 2015-16 and beyond.

With the implementation of a one hour weekly professional development time at each school site, the expectations for leaders to lead learning has changed from being optional to being the norm. Each school leadership team has now created a plan for systematically establishing PLC teams at their school sites. These teams are organized around student needs or content needs grounded in data and will be documented in their School Improvement Plan. Every team will utilize the Plan-Act-Reflect cycle through the use of a Group Learning Target Plan and PLC Logs after each weekly meeting. School Leaders will oversee PLC teams by providing feedback to the PLC logs, conduct walkthroughs, as well as conduct formal observations.

The practice of providing feedback to these PLC teams is new for Clay County school leaders. The leadership-coaching plan, the monthly PD opportunities utilizing learnings from the Commissioner's Leadership Academy, and the Learning Walk trainings will all contribute to improving the capacity of school based leaders. With the implementation of district leaders systematically supporting school leaders, school leaders implementing PLC teams, the accountability of teams utilizing the logs, and the requirement of school leaders providing feedback, the new learnings from this proposal will be sustainable beyond grant funding.

### Alignment of Evaluation and PD Systems

Both evaluation and professional development systems are expected to promote professional growth. Describe the scope of work processes/tasks/activities this project will support to develop and implement high quality master inservice plan components that focus on the targeted high quality instructional and leadership practices and the design and deployment of systems, structures, practices and routines that support study and sustained implementation of school-based professional learning on the targeted instructional practices as they are addressed through the district's teacher and school leader evaluation systems.

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### Alignment to the Evaluation System:

With the revision of the classroom observation rubric for the 2014-15 school year, the goals, strategies, and activities outlined previously all support growth in the focus areas for evaluation. These areas include:

- using instructional strategies that require student collaboration
- use of authentic assessments to personal both strategies and interventions
- use of strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technology as a tool for learning.

Fisher and Fry's work on Intentional Teaching and the components that ensure learning have guided the decision to implement a consistent model for instruction in all Clay County classrooms. The areas for evaluation stated above directly align with the framework components. The goals, strategies and activities supported by this grant funding create opportunities for both teachers and leaders to understand the components as well as the evaluation focus areas. All of the strategies and activities outlined in this proposal enhance and support both leadership growth and teacher growth in understanding the expectations for instruction as well as evaluation.

### Alignment to the Clay County PD System:

As stated in the School District of Clay County Professional Development System for 2013-14, the core policies associated with an effective professional development system include:

1. A Focus on College and Career Ready Students
2. The Priority Shifts in Professional Development
3. The Purposes of the Professional Development System
4. The Capacities Employed in the Professional Development System
5. The Deliverables of the Professional Development System
6. The Evaluation Practices of the Professional Development System
7. The Role of the Master Inservice Plan (MIP)

Along with these core policies, Clay County's PD system reiterates the importance of establishing learning communities, fostering a culture of learning, establishing practices that are innovative and public, allocating resources that allow for continuous improvement of student learning, and increasing understanding of instructional leadership at both the district and school levels. All of the strategies and activities addressed in this proposal align with these core policies.

### Collaboration Time

The learning, monitoring, feedback, collaboration and coordination needed for high quality professional learning require ongoing effective use of time resources. Describe scope of work processes/tasks/activities this project will support to develop and implement a continuing process for enabling LEA staff responsible for school instructional operations, professional development, and student assessment to coordinate efforts to increase the effective use of time resources at school sites in support of professional learning and collaboration on improving instructional practice.

As all districts begin a critical transitional year implementing the new state standards, supports for both leaders and teacher is paramount. FCAT is gone and the new state assessment will require students to apply critical thinking skills and complete performance task items that demonstrate their ability to utilize digital tools as well as analyze text and develop a claim, opinion or argument based on relevant evidence. Florida is also transitioning to a new state accountability system and the district has provided new instructional resources to support the instructional shifts expected in each classroom.

Clay County has been preparing for this transition through our three instructional initiatives which include:

1. Writing across the content areas
2. Implementation of student engagement strategies that promote daily student collaboration
3. Teacher engagement and empowerment through meaningful Professional Learning Communities (PLC)

This year Clay County has asked schools to build in approximately an hour a week for teachers to work together in PLC teams to develop a deeper understanding of their academic content, to support the implementation of the new Florida Standards and the new Clay County Framework for Intentional Teaching, to design common assessments that align with the new Florida Standards Assessments, and to discuss student growth and achievement. The intent of the weekly PLC is for teachers to collaborate around the following three questions:

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1. What is it we want student to know and be able to do as defined by the new standards?
2. How will we know they have learned what we have taught?
3. What will we do if students don't get it?

To answer these three questions, the PLC teams will plan a lesson and a common formative assessment. Teachers will then implement the lesson using the framework strategies planned from the PLC meeting. Teachers bring back the student work from the common assessment and discuss results. Teachers use strategies discussed with PLC team to remediate and plan for further instruction.

PLC team logs will be completed after each meeting and shared with an assigned administrator. Administrators will provide weekly feedback to the PLC teams and provide resources such as video links, articles, books, websites, etc. to support the work.

This grant will help both district leaders and school leaders build on their knowledge and skills to be able to provide quality feedback to these PLC teams, provide professional development resources to support the PLC teams, as well as be intentional around their focus on the three district initiatives.

Along with the implementation of PLC teams at the school sites, district administrator PLC teams will reconvene for the new school year to provide supports for district administrator collaboration. These teams will meet formally monthly with several meeting informally bimonthly. These leader PLC teams will deepen their understanding of the new state evaluation and accountability system as well as study the components of the new Clay County Framework for Intentional Teaching. Professional reading materials will be provided for the administrator PLC teams. The learning from the grant activities will further refine the PLC teams and build additional capacity for collaboration across the district.

### Other District Goals (optional)

Describe any additional processes/tasks/activities where the proposed scope of work fits into the district's overall strategy to improve student achievement and is consistent with the intent of the legislative appropriation.

### Assessing Impact of Goals

Describe how actual implementation of project goals will be monitored and the impact determined.

Project goals include:

Goal #1: Improve district support for instructional leadership.

Goal #2: Improve student achievement at 7 schools with declining academic achievement.

Goal #3: Increase the percent of student's scoring proficient on the new Florida Standards English Language Arts Assessment (FSA) through a district-wide focus on instructional leadership for all schools.

The district leadership team is also implementing a new, more rigorous evaluation system. Clay County's district administrators have been charged with reallocating time to allow for frequent visits to schools to support leaders and teachers at the school level. Each Instructional Division director has been assigned specific school sites to visit weekly to conduct walk-throughs, look at both formative and quarterly benchmark data, and provide feedback to school leaders in regards to instructional practice. Data gathered at the school sites will be shared during weekly Instructional Division meetings. Collaboration during these meetings will facilitate action steps that need to be taken to move both leaders and schools forward with student achievement.

Describe how the capacities built through this project will support continuous improvement of leadership capacities of school principals and principals' supervisors.

The Commissioner's Academy training will allow both a district administrator and a school based administrator to not only strengthen their own leadership skills but also, through the strategies outlined in the grant, strengthen all Clay county leaders through continuous opportunities for training and on-site learning walks. Because Clay County implemented leadership PLC teams in 2013-14, the structure is already in place for collaborative learning to continue during the timeline of this grant and beyond. As district leaders support school leaders at the school sites, district leaders will become more skilled in guiding conversations around instructional leadership, classroom walk-through data, as well as how to provide feedback to teachers based on observations of classrooms. Monthly leadership coaching to targeted school leaders provides opportunities for these leaders to engage in ongoing conversations around teaching and learning. Because this

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coaching occurs frequently and over time, impact on leadership skills will be sustainable beyond the leadership coaching support.

### Service Quantity

Describe the LEA staff that will provide time and effort in support of success on this project and provide a brief summary of any resources that will support this project.

All members of the Instructional Division Leadership Team will allocate time and support to oversee this project. These include:

Diane Kornegay, Assistant Superintendent for Instruction

Emily Weiskopf, Director of PD, SI and Assessment

Terry Roth, Director of ESE and Student Services

Mike Wingate, Director of K-12 Academic Support

Chereese Stewart, Director of Career and Technical Education

Emily Weiskopf, Director of PD, SI and Assessment will be the lead staff member overseeing this project.

Resources that support this project include the School Improvement Network's Edivation and Observation 360 online system to support professional development and classroom walk-throughs, Clay County's Information Services department, district curriculum specialist including the district's e-learning specialist.

### Evaluation Criteria-

The evaluation will provide qualitative and quantitative data on the project and effectiveness of the current process. The evaluation process shall include an effective approach for using evaluation results to guide necessary adjustments to the proposed project. Documentation shall include:

- A description of the methods to be used to monitor implementation of project activities/tasks;
- A description of the data/evidence of implementation and/or impact that will be collected by the LEA related to project goals;
- A description of how the information from monitoring and impact will be analyzed to provide a summary assessment of the impact of the project on LEA instructional leadership capacities; and
- A description of how project monitoring information will be used to generate needed and appropriate requests for adjustments (on goals, scope of work, tasks, activities deliverables, due dates or costs) that will be submitted to the project manager to initiate department review and approvals.

### Project Evaluation:

District leadership team will meet monthly to provide feedback on their assigned school sites. District leadership team members will submit a monthly log including dates each school visited, data collected during the visit and notes of the feedback provided to the administrator.

District leaders will conduct frequent and ongoing classroom walk-throughs at each assigned site to collect data specific to the indicators of effective best practices as defined by the CEL. The sole purpose of the classroom/site walk-through is to develop a formative support system for school leaders that is connected to the formative needs of students while improving their own instructional leadership practices. Using Observation 360 software, loaded on an electronic device, school and district leaders will have access to observation and walk-through templates aligned to the district's Instructional Framework for Intentional Teaching. School leaders will collect data as to the evidence of indicators for each component.

Student work along with student performance outcomes on the district's progress monitoring assessments will serve as the primary method for monitoring the impact of the project goals and their related activities.

The evaluation of the CCRA project will consist of mixed methods to address the long term outcomes of the project in ways which are appropriate for each of the identified goals. The primary project goal to *build capacity to support*

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

*instructional leadership at both the district and school level* is expected to have a direct correlation on the enhancement of teacher and student performance.

### Leader Outcomes:

- to increase the knowledge, skills, and capacity of faculty and staff to monitor the progress of students in the attainment of short term performance measures through collaborative conversations around student work and progress monitoring assessments as part of their weekly participation in a Professional Learning Community.
- to increase capacity of faculty and staff to demonstrate skill in developing a daily instructional plan to support all elements of the Framework for Intentional Teaching.
- to increase capacity of faculty and staff to design and develop project-based learning modules and appropriately designed assessment tasks and activities demonstrating learning from products and performances representing the students ability to apply critical thinking skills as defined by the new Florida Standards.

Formative and progress monitoring data from adults will be collected and reported annually for the purpose of program planning and interim reporting, and will include:

- attendance at all district trainings both online and face-to-face to include leaders participation in the district PLCs (>90% of school and district leaders in attendance)
- documentation of teacher participation in a school-based PLC (> 90% participation as documented by PLC logs and the completion of a Group Learning Target Plan)
- documentation of high levels of participant learning in course and learning experience content of project-based learning strategies and assessment methods (CCRA Performance Measure >90% of participants demonstrating satisfactory completion of skills and tasks)

### Student Outcomes:

Student performance data and graduation rates will serve as our outcome measures for monitoring the success of our initiatives. The chart below shows our baseline and proficiency targets by which the success of our implementation will be measured.

Goal area	Subgroup	Baseline: 2013-14	Goals: 2014-15	Goals: 2015-16	Goals: 2016-17	Goals: 2017-18
% scoring proficient FSA Reading/ELA	OVERALL	61	65	68	71	74
	African-American	40	43	48	51	54
	Hispanic	52	61	64	67	70
	Caucasian	40	43	48	51	54
	Asian	40	43	48	51	54
	ED	45	49	54	57	60

Formative and progress monitoring assessment will be used for the purpose of project interim performance reports documenting quantitatively the status of student outcome measures. In addition, other forms of student performance data will be collected and reported annually for program monitoring.

An annual faculty survey will also serve as a measure as to the school leader's ability to lead learning, support teachers in their weekly PLC work, and provide timely and relevant feedback for improving instruction. An annual professional development survey will provide additional the district's PD office information as to the relevance and effectiveness of the professional development activities/trainings provided to include:

- feedback on district provided trainings offered to school leaders

## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

- selection process and preparation of participants serving in the role of leadership mentor
- PLC groups to all time for leaders to plan and collaborate

Data collected from classroom walkthroughs, Observation 360 data, participant surveys, faculty surveys and the ongoing monitoring of student assessment results in Performance Matters will serve as the project evaluation measures and assist the district in the adjustments to the scope of work as needed.

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

A) Clay County District School Board  
Name of Eligible Recipient:

<b>TAPS Number</b> 15A010
------------------------------

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	0140	<b>Substitute Teacher Salary</b> Substitutes for teacher participation in facilitated lesson study	0.00	\$5,000.00
6400	0220	<b>Social Security</b> Substitutes for teacher participation in facilitated lesson study	0.00	\$400.00
6400	0240	<b>Workman's Compensation</b> Substitutes for teacher participation in facilitated lesson study	0.00	\$50.00
6400	0310	<b>Professional &amp; Technical Services</b> Leadership Coaching for seven school leaders	0.00	\$35,000.00
6400	0310	<b>Professional &amp; Technical Services</b> National Consultants to provide training on facilitating lesson study	0.00	\$15,000.00
6400	0330	<b>Travel</b> Learning Forward Conference	0.00	\$22,350.00
6400	0330	<b>Travel</b> Weekly visits to seven targeted schools by district administrator	0.00	\$223.00
6400	0330	<b>Travel</b> Instructional Division Leadership Team weekly visits	0.00	\$1,400.00
6400	0391	<b>Printing</b> Handouts for one of the Academy Learning Walk days	0.00	\$500.00
6400	0510	<b>Supplies</b> SD Cards to record Academy training highlights	0.00	\$60.00
6400	0510	<b>Supplies</b> Materials for Academy Learning Walk day	0.00	\$300.00
6400	0510	<b>Supplies</b> Materials, supplies and books for Curriculum Council meetings/trainings	0.00	\$6,000.00
6400	0510	<b>Supplies</b> Materials and supplies for leadership training	0.00	\$2,000.00
6400	0510	<b>Supplies</b> Edivation Web Subscription	0.00	\$1,030.00
6400	0590	<b>Other Materials and Supplies</b> Professional materials for Curriculum Council meetings/trainings	0.00	\$2,000.00
6400	0642	<b>Equipment Less than \$750.00</b> Video Camera to record Academy training highlights	0.00	\$500.00
<b>C) TOTAL</b>				<b>\$ 91,813.00</b>



# Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

## 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 Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

### COLUMN 2

**OBJECT:** SCHOOL DISTRICTS:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

**COMMUNITY COLLEGES:**

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

**UNIVERSITIES AND STATE AGENCIES:**

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

**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. This must be the same amount as requested on the DOE-100A or B.

DOE 101

Revised August 2013

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Pam Stewart, Commissioner





**Instructional Leadership and Faculty Development Grant  
2014-2015 LEA Application**

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM**

Clay County District School Board

A) Name of Eligible Recipient/Fiscal Agent:

B) DOE Assigned Project Number:

C) TAPS Number:

15A010

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6400	0140	Substitute Teacher Salary Substitutes for teacher participation in facilitated lesson study	0.00	\$5,000.00	5.44 %			
6400	0220	Social Security Substitutes for teacher participation in facilitated lesson study	0.00	\$400.00	0.44 %			
6400	0240	Workman's Compensation Substitutes for teacher participation in facilitated lesson study	0.00	\$50.00	.053 %			
6400	0310	Professional & Technical Services Leadership Coaching for seven school leaders	0.00	\$35,000.00	38.12 %			
6400	0310	Professional & Technical Services National Consultants to provide training on facilitating lesson study	0.00	\$15,000.00	16.34 %			
6400	0330	Travel Learning Forward Conference	0.00	\$22,350.00	24.34 %			
6400	0330	Travel Weekly visits to seven targeted schools by district administrator	0.00	\$223.00	0.24 %			
6400	0330	Travel Instructional Division Leadership Team weekly visits	0.00	\$1,400.00	1.52 %			
6400	0391	Printing Handouts for one of the Academy Learning Walk days	0.00	\$500.00	0.55 %			
6400	0510	Supplies SD Cards to record Academy training highlights	0.00	\$60.00	0.06 %			
6400	0510	Supplies Materials for Academy Learning Walk day	0.00	\$300.00	0.33 %			
6400	0510	Supplies Materials, supplies and books for Curriculum Council meetings/trainings	0.00	\$6,000.00	6.54 %			
6400	0510	Supplies Materials and supplies for leadership training	0.00	\$2,000.00	2.18 %			

**Instructional Leadership and Faculty Development Grant  
2014-2015 LEA Application**

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Clay County District School Board  
 B) DOE Assigned Project Number: 15A010  
 C) TAPS Number:

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	ALLOCATED % to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6400	0510	Supplies Education Web Subscription	0.00	\$1,030.00	1.12 %			
6400	0590	Other Materials and Supplies Professional materials for Curriculum Council meetings/trainings	0.00	\$2,000.00	2.18 %			
6400	0642	Equipment Less than \$750.00 Video Camera to record Academy training highlights	0.00	\$500.00	0.55 %			
<b>D) TOTAL</b>				<b>\$ 91,813.00</b>				

**Instructional Leadership and Faculty Development Grant  
2014-2015 LEA Application**

**DOE USE ONLY (Program)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

### Definitions

- **Scope of Work-** specific tasks that the grantee is required to perform.
- **Tasks-** Specific activities that are required to be performed to complete the Project Narrative/ Scope of Work.
- **Deliverables-** Products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable. (See page 7 criteria on deliverables)
- **Evidence-** Tangible proof.
- **Due Date-** Date for completion of tasks.
- **Unit Cost-** Dollar value of deliverables

Scope of Work Tasks/Activities	Deliverables * (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
Goal 1/Strategy 1/Activity 1 Director of PD/ISI and Assessment and high school principal to attend the Commissioner's Academy which includes 3 institutes and 5 learning walk experiences	Participation of 1 school and 1 district leader at the Commissioner's Academy	Agendas, Notes, Travel Forms, Registration	June 2015	\$0.00
Goal 1/Strategy 1/Activity 2 Director and High School principal that attend the Academy will facilitate opportunities for LEA leaders to depend skills and knowledge in instructional leadership in the fall and spring following the Academy institutes.	Powerpoint presentations Handouts Videos of training highlights District PD Resources Website	Sign in sheets Training Evaluation	Fall training- Dec 2014 Spring Training- May 2015	\$560.00
Goal 1/Strategy 1/Activity 3 Learning Walks on the Clay County Framework for Intentional Teaching in the fall and spring.	Learning Walk Template -- Observation 360 Powerpoint presentation Handouts District Online Share Site	Learning walk data report from Evaluation/ Observation 360 Sign in sheets Training Evaluation	Fall training- Dec 2014 Spring Training- May 2015	\$0.00
Goal 1/Strategy 2/Activity 1 Host one of the Academy Learning Walk days	Powerpoint presentation Handouts	Sign in sheets Training Evaluation	May 2015	\$800.00

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

Goal 2/Strategy 1/Activity 1 Monthly Leadership Coaching for 7 school Leaders	CWT Walkthrough Data to support leadership coaching Monthly reports by Leadership Coach for each school site	Survey of 7 Leaders on Impact Coach's Time Log	May 2015	\$35,000.00
Goal 2/Strategy 1/Activity 2 Leaders and Teacher participation in facilitated lesson study around high quality instructional practices	Powerpoint presentation Handouts Summary report of major learnings	Sign In sheets Training evaluation	May 2015	\$5,450.00
Goal 2/Strategy 1/Activity 2 National Consultants to provide training on facilitating lesson study for leaders and teachers.	Powerpoint presentation Handouts Video of training	Sign in Sheets Training evaluation	March 2015	\$15,000.00
Goal 2/Strategy 2/Activity 1 7 Principals + 2 Academy attendees attend Learning Forward Conference	Powerpoint presentation of major learnings from conference shared at the January PLC leader team meetings	Sign in sheets PLC leader team logs	February 2015	\$22,350.00
Goal 2/Strategy 2/Activity 2 Weekly visits to 7 targeted schools by district administrator	Classroom Walk-through report from monthly learning walks	District Leader visit log and summary	May 2015	\$223.00
Goal 3/Strategy 1/Activity 1 Instructional Division Leadership Team assigned schools for weekly visits	Site Visit Data Instructional Division Leadership Team handout of guiding questions for site visits	Chart of assigned district leaders to school sites	May 2015	\$1,400.00
Goal 3/Strategy 1/Activity 2 Instructional Division Leadership Team weekly meetings to discuss needs and collaborate on supports	Quarterly summary report of needs discussed and supports given to schools.	Quarterly summary reports	May 2015	0.00
Goal 3/Strategy 2/Activity 1 Leadership training will be provided monthly during regularly scheduled bimonthly Curriculum Council meetings as well as optional training opportunities.	Powerpoint presentation Handouts	Sign In Sheets	May 2015	\$8,000.00

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

Goal 3/Strategy 2/Activity 2 Monthly learning walk data will be compiled and analyzed at leadership training. Collaboration and training will occur around the components of the framework.	Powerpoint presentation Handouts	Sign In sheets Training evaluation	May 2015	\$2,000.00
Goal 3/Strategy 2/Activity 3 Virtual support through Edivation videos, articles, leadership books and webinars	Shared articles Recorded webinars	Webinar participation log	May 2015	\$1,030.00
Total Cost * * =				\$91, 813.00

\* Align text of deliverable to scope of work/task, to the cost to be reimbursed, and identify the minimum level of service to be performed  
 \*\* Total cost calculation should equal but not exceed the district's allocation for this grant.

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

### Project Performance Accountability Information, Instructions, and Forms

**NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.**

The Florida Department of Education has a standardized process for preparing proposals/applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

#### **The Department's project managers will:**

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

**The Scope of Work/ Project Narrative** must include the specific tasks that the grantee is required to perform.

#### **Deliverables must:**

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measurable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*) Evidence or proof that the activity took place

#### **Deliverables include, but are not limited to:**

- documents such as manuals, websites, web videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project
- training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies
- project Performance and Accountability assures that are specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include prekindergarten, K-12, and adult learners, as well as parents
- specific services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)
- evidence to include record of attendance, agenda's, URL addresses for web based delivery and attendance, receipts from registrations, certificates, printed material provided in the course of service delivery

## Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

The Department of Education's criteria for the acceptance of the above deliverables includes, but is not limited to, the following:

- meet technical specifications, as appropriate as stated in the scope of work
- quantity and quality of service meets established minimums
- quantity and quality of evaluations/assessments meet established minimums
- participation rate meets established minimums
- review of follow-up data or participant feedback that indicates level of effectiveness and usefulness of service
- student evaluations/assessments are administered appropriately
- quantity of evaluations/assessments meet established minimums
- review of state/district/school/student data indicates level of effectiveness of service
- specified agencies collaborated
- use of consultants met levels of performance as stated in the scope of work
- design, organization, format, and readability levels are appropriate for intended use and audience
- content is accurate and grammatically correct
- documents are compliant with the Americans with Disabilities Act (ADA)
- copyright and funding information is noted on products

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions.