

## Board Meeting Agenda Item Executive Summary

**Supt.'s Office Use Only**

**Board Meeting** 6-17-08

**Agenda** Consent

**Item No.** H.13.

<b>Board Meeting Date:</b>	June 17, 2008
<b>Submitted By:</b>	Everett Caudle
<b>Item Description:</b>	Title II, Part A: Teacher and Principal Training Fund

**Purpose and Explanation:**

Title II, Part A: Teacher and Principal Training provides funds to each Local Educational Agency on an entitlement basis. The intent of the program is to increase student academic achievement through the improvement of teacher and principal quality and by increasing the number of Highly Qualified teachers in the classroom.

A proposal has been prepared for submission to the Florida Department of Education. Program objectives include improving the knowledge and skills of district teachers, particularly those in the core academic subject areas, fine arts, and foreign languages; alignment of curriculum in the core areas to the Sunshine State Standards; and the improvement of instruction and retention of Highly Qualified teacher through the provision of reading and curriculum coaches in schools with a high-need student population. Training programs will provide instruction in current teaching methods, materials, and equipment, and in the use of current research to implement strategies that will improve student academic performance. In-service training to be provided during the 2008-2009 year is based on the training needs of teachers as described in the needs assessment survey carried out in 2008; school improvement plans; and district, state, and national goals.

The grant period for this program is July 1, 2008 through June 30, 2009.

### BUDGETARY IMPACT

**Funding Source (Description):** Federal Projects

**Amount:** \$2,964,347

<p><b>Staff Attorney Review &amp; Approval</b> <i>(For Contracts Only)</i></p>	<p>Date: _____ Initial: _____</p>	<p style="text-align: center;">ADDITIONAL INFORMATION</p> <p>Yes: _____ No: _____</p>
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Alachua

**FLORIDA DEPARTMENT OF EDUCATION  
Project Application**

TAPS Number 09A052
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<b>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 Suncom: 205-0496	<b>A) Program Name:</b>  <b>Title II Part A: Teacher and Principal Training &amp; Recruiting Program Project Applications</b>	<i>DOE USE ONLY</i>  Date Received
<b>B) Name and Address of Eligible Applicant:</b> <b>Alachua</b> 620 E UNIVERSITY AVENUE GAINESVILLE, FL 32601		<b>Project Number (DOE Assigned)</b>  010-2249A-9CT01
<b>C) Total Funds Requested:</b> \$ 1,664,347.00  Estimated Roll Forward: \$ 1,300,000.00  _____	<b>D) Applicant Contact Information</b>	
<b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$	<b>Contact Name:</b> First Name: Everett MI: Last Name: Caudle	<b>Mailing Address:</b> Address 620 East University Ave City: Gainesville State: FL Zip: 32601
	Telephone Number: 352-955-7454 Ext:	SunCom Number:
	Fax Number: 352-955-7619	E-mail Address: caudleew@gm.sbac.edu

**CERTIFICATION**

I **W. Daniel Boyd, 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) \_\_\_\_\_  
Signature of Agency Head

DOE 100A



Dr. Eric J. Smith, Commissioner

### 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://www.fldoe.org/comptroller/gbook.asp>

### School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition;

**and does not need to be resubmitted with this application.**

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

By my signature on this application, I hereby certify that the **Alachua** District will comply with the following requirements of the No Child Left Behind 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 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 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 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.

☑The LEA, after timely and meaningful consultation, will be provided the opportunity for children enrolled in private, nonprofit schools, and the educational personnel of such schools equitable participation in the activities and services funded by this application and the schools of these children have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b)(11) and 9501(a)(1-5)].

☑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.

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FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title II Part A: Teacher and Principal Training & Recruiting Program**

B. NAME OF ELIGIBLE RECIPIENT: **Alachua**

C. Project Number (DOE USE ONLY): **10-2249A-9CT01**

TAPS Number 09A052
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(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6300	160	"Project Development Specialist - 40% of time to work with curriculum specialists, reading specialists & coaches, & other district personnel in coordinating training activities & to assist in	0.400	16,491.00

		implementing district-wide Title II initiatives."		
6300	210	Retirement is calculated @ 9.85%	0.000	1,624.00
6300	220	Social Security is calculated @ 7.65%	0.000	1,262.00
6300	230	"Group Insurance is calculated @ 50% of \$4,112 for 12 month employee"	0.000	1,737.00
6300	290	Early retirement is calculated @ 0.40%	0.000	66.00
6300	291	Terminal pay is calculated @ 1.25%	0.000	206.00
6300	510	"Supplies - Office supplies such as pens, papers, ink cartridges, etc. as needed for training purposes"	0.000	5,000.00
6300	521	Flexible textbooks - Purchase of flexible textbooks for use in training opportunities	0.000	5,000.00
6400	120	Stipends - For teachers participating in workshops & training opportunities throughout district	0.000	380,000.00
6400	130	"3 Teachers on Special Assignment - 1 Secondary Science @ \$43,800; 1 Elem Reading @ \$51,350; 1 Mentoring Coach and Retention Specialist @ 55,871; 15 FTE Reading Coach salaries @ average salary of \$44,377 = \$665,655; 12 Curriculum Coaches @ average salary of \$46,000 = \$552,000"	30.000	1,368,676.00
6400	210	"Retirement is calculated @ 9.85% on salaries & stipends (\$1,743,676)"	0.000	171,752.00
6400	220	"Social Security is calculated @ 7.65% on stipends, coaches and TSAs; substitutes @ \$1.16/day x 700 days"	0.000	134,203.00
6400	230	"Group Insurance is calculated @ \$4,206 per 10 month FTE x 30"	0.000	126,180.00
6400	290	Early retirement is calculated @ 0.40%	0.000	6,975.00
6400	291	Terminal pay is calculated @ 1.25%	0.000	21,796.00
6400	310	Professional & Technical Services - Consultants used to conduct workshops	0.000	188,231.00
6400	330	"Travel - District staff to attend workshops and State meetings (includes hotels, per diem, air fare, etc)"	0.000	90,000.00
6400	361	Subscription/License - Purchase of license(s) for online teacher inservice system @ mylearningplan.com	0.000	45,000.00

6400	390	"Other Purchased Services - printing of documents, postage, etc. "	0.000	10,000.00
6400	391	Printing - Printing of training materials and materials for workshops	0.000	10,000.00
6400	510	"Supplies - Binders, dividers and other assorted training materials & supplies for training sessions/workshops "	0.000	75,000.00
6400	520	Textbooks - Purchase of workbooks and/or textbooks used for training opportunities	0.000	5,000.00
6400	521	Flexible textbooks - Purchase of flexible textbooks for use in training opportunities	0.000	30,000.00
6400	523	Other books - Purchase of materials/books provided for training	0.000	10,000.00
6400	612	Library books - Purchase of library quality books used by district for training	0.000	5,000.00
6400	621	Capitalized AV materials - Purchase of non-consumable AV materials for training purposes	0.000	5,000.00
6400	622	Non-capitalized AV materials - Non-consumable supplies used for training	0.000	4,698.00
6400	641	Capitalized equipment - Purchase of district equipment used for training and workshops	0.000	6,000.00
6400	642	Non-capitalized equipment - Purchase of additional items of equipment for computers	0.000	18,800.00
6400	643	Capitalized computer hardware - Purchase of updated hardware needed for staff workshops	0.000	10,000.00
6400	644	Non-capitalized comp hardware - Purchase of non-capitalized hardware for training purposes	0.000	5,000.00
6400	691	Capitalized computer software - Updating software for computers for staff workshops	0.000	5,000.00
6400	692	Non-capitalized comp software - Purchase of online services/applications to use for training and/or workshops	0.000	5,000.00
6400	730	Dues & Fees - Registration for staff/teachers to attend workshops and state and national meetings	0.000	75,000.00
6400	750	Substitutes - to fill in for teachers to attend workshops and/or training sessions @ \$80.01/day x 700 days	0.000	56,007.00
7200	790	Misc Expenses - Indirect cost is calculated @	0.000	64,643.00

		2.28%		
			<b>TOTAL:</b>	2,964,347.00

DOE 101



Eric J. Smith, Commissioner

## Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of Title I, and shall take into account the activities that need to be conducted in order to give teachers the means including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards [Section 2122 (b)(8)]. The district must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. The needs assessment must include an evaluation component that measures the extent to which training activities accomplished the student performance gains that were predicted to result from the training activities. In addition, data must be presented to show how many teachers meet the Highly Qualified requirements of 1119 and how many do not meet these requirements.

**Response:** In the spring of 2008, the district Staff Development office provided in-service training questionnaires to Alachua County schools for dissemination to all teachers and school-based administration. Responses were collected and tabulated. Results were reported to each school. Schools combine information collected from in-service training questionnaires with information gathered through the School Improvement process to determine training needs at each individual school site. The in-service training questionnaires are also evaluated at the district level, and curriculum area supervisors and teachers on special assignment use this data to plan and develop training activities for teachers and principals throughout the district.

In addition, principals and teachers work together at the beginning of each academic school year to put together a Professional Development Plan (PDP) for individual teachers at each school. Individual performance appraisals for the previous year are incorporated into the planning stages for each person's PDP. Principals review all PDPs and make recommendations at the district level for training that will meet the

needs of their teachers.

The curriculum area supervisors also take recommendations communicated to them by principals, school-based reading and curriculum coaches, and teachers and incorporate this information into their in-service planning for the year. Curriculum area supervisors and teachers on special assignment make decisions on trainings to be offered based on the needs communicated to them, on district-wide FCAT scores, and based upon “on-track” progress monitoring, which is given across the district in language arts and math.

Training activities are conducted in all core curriculum areas, with a specific focus on addressing FCAT achievement in reading, math, science, and writing. District-wide grades or percentages meeting high standards have yet to be released for the 2008 FCAT, but performance across the district on the most recent test provides evidence of a generally positive trend, particularly in reading, math, and writing and thus provides support for continuation of training programs designed to address improved teaching in these areas. For example, the percentage of students meeting high standards across the district increased by one percentage point in both reading and math, and the percentage meeting high standards in writing increased by two percentage points over the last two FCAT periods. The district also maintained its grade of A in the 2007 testing cycle.

Title II administrators and district staff also work with the Human Resources Department to identify teachers who do not meet the Highly Qualified (HQ) requirement. Opportunities for training and release time is provided to teachers who need to meet further requirements. At the present time, the district has 96 percent of its teachers meeting the HQ requirement of 1119. In Title I schools, 99.8 percent of teachers meet the HQ requirement.

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## Collaboration

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

**Response:** Methods used to ensure that relevant school personnel, parents, and other stakeholders collaborated in planning activities to be carried out in the preparation of this application include needs assessments done through School Advisory Councils, results of the annual Successful School Surveys, the district’s annual meetings with private schools, an annual teacher in-service needs assessment survey, consultations with staff members of the district’s curriculum department, School Board meetings and Board workshops, and other public forums.

State and national goals are also considered in the development of teacher training activities. Parents help set priorities annually through parent surveys and representation on School Advisory Councils (SACs). SACs assist school principals in conducting needs assessments and formulating School Improvement Plans at the school level. These needs are communicated to district personnel through monthly principal meetings and meetings among curriculum supervisors and teachers on special assignment, school personnel, and department heads. District school improvement and strategic planning goals are also considered in planning for teacher and administrator training. These goals include provision of a broad and challenging curriculum along with a full range of teaching and learning methods and goals for using technology as a tool for learning and instruction.

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## Program Description

**Describe the proposed strategies and activities the LEA intends to implement that will assist in meeting the requirement in section 2141of having all core subject area teachers highly qualified. Please refer to the Project Design-Narrative (included in the DOE 900E) and the chart for LEAs that must complete this section of the application as well as further information regarding this federal requirement.**

**Response:** Not applicable.

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## Alignment of Activities

**Describe the activities to be carried out by the LEA and how these activities will be aligned with state academic content standards, student academic achievement standards, and state assessments [Section 2122 (b)(1)(A)(i)]. Demonstrate how the proposed activities assure priority will be given to teachers not meeting the Highly Qualified requirements.**

**Response:** Alignment with State Curriculum and Achievement Standards: Proposed activities are aligned with Florida Grade Level Expectations of the Sunshine State Standards (SSS) and are FCAT tested. All staff training will provide strategies and knowledge designed to raise student achievement, particularly in core academic areas.

Priority for non-HQ Personnel: Training, coaching, and mentoring will be made available to non HQ teachers on a priority basis. Teachers not meeting HQ will be provided release time and training to address deficiencies. Due to concerns for teacher retention and to address the needs identified among first- and second-year teachers, additional resources have been proposed for direct mentoring and coaching at high-need schools across the core curriculum areas.

Activities:

1. Employ a teacher specialist in reading to provide guidance, training, and support to site-based school reading coaches in high-need elementary schools to assure HQ teaching in reading.
2. Employ reading coaches for targeted schools to assure HQ teaching in reading and to raise student achievement. The lowest-performing schools (those with a high percentage of students not scoring level three in reading during 2007) will be given priority for reading coaches.
3. Employ a teacher specialist to provide training and to coordinate mentoring and development activities for first- and second-year teachers in order to assure HQ teaching and to address concerns with retention.
4. Employ a teacher specialist to provide training, mentoring, and develop programs to improve instruction in science and to assure alignment of science curricula with the SSS. The teacher specialist will also implement initiatives to promote retention of HQ science teachers.
5. Employ “curriculum coaches” to provide training and mentoring to teachers at schools designated as Schools in Need of Improvement, for Corrective Action, or not meeting AYP in at least one subject area and to help assure retention of HQ teaching in core academic subjects. Curriculum coaches will provide mentoring and training in research-based methods designed to improve student engagement, classroom management, curriculum presentation, technology integration with core curriculum, and analysis of student data.
6. Provide staff development activities and other opportunities for teachers, administrators, and (in appropriate cases) support personnel to update knowledge of core academic subjects and the arts; knowledge of effective instructional strategies, methods, and use of state content and student academic achievement standards; knowledge of technology and its integration into curricula, learning, and technology literacy; and in skills and knowledge concerning the use of data collection, assessments, and use and application of data to improve teaching practices and student achievement.
7. Provide opportunities for instructional and (in appropriate cases) support personnel to attend conferences and training designed to increase knowledge of promising academic programs and teaching methods, on how to teach and address the needs of students with different learning styles (particularly those with disabilities), on methods of improving student behavior, on methods of increasing parental involvement, and on understanding data and assessments in the improvement of classroom practices and student learning.
8. Provide release time for teachers and (in appropriate cases) support personnel to attend training, to work on curriculum alignment with the SSS, and to write curricula and

guidelines to align programs to state and national standards.

9. Provide individuals who are seeking HQ status with release time and/or stipends to attend trainings or complete activities required for certification.

10. Provide resources and develop strategies (particularly through the use of technology) to manage and more effectively implement district training and follow-up activities.

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## **Curricula and Programs**

**Describe how the curricula and programs are tied to the standards described above [Section 2122 (b)(1)(A)(ii)].**

**Response:** District teacher specialists, curriculum coaches, and reading coaches will work with schools and teachers to ensure that all district programs are aligned with the Florida Sunshine State Standards and are focused on raising FCAT achievement levels. As noted in Section 3, above, funds will be used to ensure that the curriculum is aligned with the standards and that training and mentoring activities will be based on scientifically based instructional strategies and are designed to raise student achievement.

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## **Activities Based Scientifically Based Research**

**Describe how the activities 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:** The district selects and utilizes textbooks, materials, teaching methods, and strategies that are based on the latest research in effective instruction. Selections are made based upon studies that document results in improved student achievement. The district designs staff training to support adopted texts, materials, and methods and to ensure that teachers at all grade levels and in all subject areas understand the research base upon which training, textbooks, and teaching methods and strategies are designed. Principals, teacher specialists, and reading and curriculum coaches work with teachers to assure fidelity to programs and to evaluate the impact on student achievement.

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## **Annual Measurable Outcome Objectives**

**Describe the annual measurable outcome objectives for the activities that will have a positive impact on student academic achievement [Section 2122 (b)(2)]. Identify the outcome measures that will be used to demonstrate the accomplishment of those objectives.**

**Response:** Training activities will be focused on core curriculum areas, on methods of improving instructional delivery, as well as on providing principals with trainings needed to effectively address student achievement goals. A specific focus will be placed on addressing FCAT achievement in reading, math, science, and writing. District-wide FCAT scores from 2009 will be compared to those from district-wide 2008 FCAT scores.

**Reading Objective:** Teacher training in all curriculum areas will provide support to reading across the curriculum. As a result, students will increase their knowledge of reading through all core academic areas. In addition, increased resources to improve reading instruction will be targeted to the lowest performing schools, particularly at the secondary level. As a result, schools that receive reading coaches will show a decrease by at least one percentage point (1%) in the number of students not meeting reading proficiency when comparing 2008 to 2009 FCAT data.

**Writing Objective:** Students will improve their writing skills through cross-curricular practice and application. By 2009 it is expected that the percentage of students meeting high standards in writing district wide will increase by at least one percentage point (1%) when compared to 2008 data.

**Math Objective:** Teacher training in math will focus on problem-solving, critical thinking skills, estimation, measurement, number sense, geometry and spatial sense, algebraic thinking, and data analysis and probability. As a result, it is expected that the percentage of students scoring level three or better will increase by at least one percentage point (1%) when comparing 2009 to 2008 FCAT data.

**Science Objective:** Students will increase their knowledge of science through exposure to current research, teaching and learning strategies, and materials. Additional focus will be placed on improving student knowledge of science concepts and content through greater breadth inherent in thematic examination. District-wide, the percentage of students achieving high standards in FCAT science will improve by at least one percentage point (1%) from 2008 to 2009.

**Highly Qualified Objective:** All incoming elementary, middle, and high school teachers will have Highly Qualified (HQ) status. Existing teachers who have not reached HQ will be provided training opportunities in order to assist in their attainment of HQ status. The district will increase the percentage of teachers who meet HQ status by one percentage point when comparing 2008-2009 data to data from 2007-2008.

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## **Activities to eliminate the achievement gap separating low-income and minority students from other students**

**Describe how the activities 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)].**

**Response:** Teachers and principals at each district school review student assessment data to determine student needs for instructional focus—particularly as it relates to addressing the achievement gap among subgroups. School data is also disaggregated and analyzed at the district level to help identify needs and provide planning information. Principals work with district-level curriculum area directors and supervisors, district reading specialists and school reading coaches, and other program areas (including Title I) to identify, design, and implement specific strategies to address achievement-gap issues. Teacher and principal trainings are scheduled to support planned programs and strategy implementation.

Additional focus has been placed on improving teaching in the lowest-achieving schools and in schools with a high percentage of low-income, minority students who are not meeting proficiency standards. Teachers at schools that meet this criterion will be given priority for receiving the support of reading coaches, curriculum coaches, mentors, and training opportunities designed to raise student performance and decrease the achievement gap.

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## **Professional Development through Federal, State, and Local Programs**

**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:** Funding garnered under Title II, part A is utilized to supplement and support a number of programs and initiatives that are designed to increase student achievement, enhance teacher skills, and provide school principals with information needed to be more effective school leaders. These activities include a number of state and federal programs (including Title I, Title II D, Title III, Title IV, and Title X) as well as a number of private and local initiatives. Periodic meetings between Curriculum Department staff, personnel from the district's Staff Development office, and grant managers assure coordination of staff training activities across the district.

**Federal & State Programs:** The district pursues grants through a broad variety of Florida Department of Education programs; through the Federal Department of Education as well as the departments of Children and Family Services, Justice, Labor, and Health and Human Services. The district also seeks support for training activities through private sources such as the National Science Foundation, the National Endowment for the Arts, the National Endowment for the Humanities, and other agencies as appropriate.

**Local:** The district's professional development program also utilizes resources from a variety of local public and private agencies and organizations including Morningside

Nature Center; the University of Florida's Department of Physics, Chemistry, Engineering, Interdisciplinary Center for Biotechnology Research, and College of Teaching and Learning; the Florida Council for Teachers of Mathematics; Santa Fe Community College; the Florida Museum of Natural History; the Florida Department of Environmental Protection; the Florida Farm Bureau; the Southeastern Consortium for Minorities in Engineering; and the Alachua County Reading Council.

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## **Professional Development and Strategic Imperatives 1 and 4**

**Describe the professional development activities that address the State Board of Education's Strategic Imperatives 1 and 4, as described in the accompanying DOE 900E, that will be made available to teachers and principals [Section 2122 (b)(5)].**

**Response:** All professional development activities are chosen to address the State Board of Education's Strategic Imperatives 1 & 4 (increasing the supply of highly effective teachers and improving the quality of instructional leadership). Please see the description of professional development activities as described in Section 3.

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## **Professional Development in Accordance with Florida's Professional Development System**

**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 met using these funds [Section 2122 (b)(5)].**

**Response:** Alachua County continues to monitor and evaluate professional development throughout the district as required by the State's Professional Development System. Strengths of the district's program include the Planning and Delivery of staff training. Ongoing evaluation of district professional development continues to suggest needs in the areas of Follow-up and Evaluation. In response to this finding, as well as to recommendations made during a 2005 state evaluation, the district will continue to focus on the areas of Follow-up and Evaluation.

Follow-up: All district trainings include a required follow-up component in which teachers and administrators must complete activities designed to ensure internalization of concepts and strategies taught. In addition, district personnel, school-based reading coaches, and principals execute classroom walk-throughs during the year to provide training follow-up. This provides an opportunity for district personnel and school administrators to see training strategies being implemented in the classroom and to offer support/guidance on how to more effectively implement what was learned in training (if needed). Reading coaches and

curriculum supervisors are also provided with guidance and training in effective coaching strategies in order to further support implementation of training initiatives. Additionally, the district currently manages training follow-up and evaluation through technology and web-based resources.

Evaluation: Evaluation of student achievement is conducted at the district level on at least an annual basis. At the school level, student data is reviewed regularly to determine training effectiveness. Reading coaches, curriculum specialists and supervisors, and elementary-based Curriculum Resource Teachers (CRTs) constantly monitor student data and provide feedback to teachers, principals, and district staff on the impact of training at the school level. Yearly evaluations of individual Professional Development Plans also provide an opportunity to assess student academic growth, gather input from teachers on the effectiveness of training initiatives, and gather data on future needs and activities. Based on teacher input, on student progress and student academic performance, and on needs for Highly Qualified status, the district restructures the next year of in-service opportunities for teachers.

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## **Integrate Technology into Curricula**

**Describe how the LEA will integrate funds with funds received under Title II, Part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. Title II, Part D, Enhancing Education through Technology, entitlement portion [Section 2122 (b)(6)].**

**Response:** Current funding for technology purchases is derived from a variety of sources including direct district categorical funding (through the State FEFP) for hardware, software, and training to improve the use of technology in the classroom. Grant funds support technology purchases and training support including Title I and Carl Perkins vocational grants. Local funds are used to purchase infrastructure and support as well. Individual schools may use discretionary funds to purchase various mixes of technology based upon individual school needs, provided such purchases are in accordance with general district technology objectives and guidelines.

Needs assessment procedures are utilized to identify the appropriate technology and training needed to meet the goals of district instructional programs. Individual school improvement plans include information about technology necessary to meet school, district, and state goals and standards. Each school is also required to develop a site technology plan and identify the technology that is appropriate for purchase at the school site. School goals and technology purchases must be consistent with the district strategic technology plan. The need for technology training is assessed at both the school and district level, and input is provided from the Instructional Technology Department during the planning phases for Title II, part A.

Title II, Part D, funds are utilized to purchase technology and fund technology training designed to support classroom implementation of technology initiatives as determined through district and school-based needs assessment. Title II, Part A, funds are used to provide direct support to initiatives under Part D by providing additional technology training and mentoring for teachers as it relates to support of core curriculum areas and effective instructional strategies utilizing technology.

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## **Address the Needs of Students with Different Learning Styles**

**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:** The district continually pursues strategies and programs designed to reach a diverse student population, including students with special learning needs, the disabled, and LEP students. Teachers are provided training in instructional strategies that are proven to be effective in improving achievement in all students. Emphasis is placed on providing diversity in instruction and instructional materials and in providing teachers and school administrators the training support needed to address the needs of all learners.

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## **Improve Student Behavior in the Classroom**

**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 (described in the above paragraph) learn [Section 2122 (b)(9)(B)].**

**Response:** Teachers will be trained in innovative research-based instructional strategies designed to address the needs of a diverse student body. Mentoring and coaching is provided to teachers who work with high-need students and students from challenged backgrounds and circumstances. Experience has proven that student behavior improves as teachers implement more diverse strategies and provide instruction that challenges and engages students in learning. Direct mentoring and coaching has been shown to be a very effective model to improve instructional strategies and student engagement. Additional training is also provided in classroom management strategies where appropriate. Furthermore, nonviolent crisis intervention training will be provided to appropriate personnel including teachers, counselors, assistant principals, behavior resource teachers, and curriculum resource teachers. The district also utilizes funding from other DOE grants (for example Title IV, Save and Drug-Free Schools) to support classroom management strategies and to address concerns with student behavior.

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## Parent Involvement

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

**Response:** The district actively encourages and seeks to improve parental involvement through a variety of measures. In-service opportunities are available for parent/home involvement and successful strategies for home/school partnerships for student learning through individual schools. The Head Start, Exceptional Student Education program, Title I, and Curriculum Departments also offer evening and weekend opportunities for parents to gain knowledge and skills in providing support at home for schools and learning. Topics range from computer skills, understanding student behavior, providing academic assistance, improved parenting skills, understanding FCAT and other achievement scores, and information regarding special programs. Opportunities are available for parents and teachers to request topics to involve parents in their child's education.

Teachers and administrators are also provided training, where appropriate, on strategies for working with parents, on understanding issues that affect the home environment, and on methods and techniques for helping parents work with their children in the support of classroom curriculum delivery. The district's beginning teacher induction program includes a component designed to improve teacher/family communication and parental involvement.

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## Use Data and Assessments

**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 the teacher's Individual Professional Development Plan [Section 2122 (b)(9)(D)].**

**Response:** School administrators, CRTs, reading coaches, and teachers receive training in the use of assessment data and its use in instructional planning and delivery. Particular attention has been placed on incorporation of the Continuous Improvement Model into daily practice, and additional training opportunities may be provided on this model. District curriculum supervisors and other personnel also provide support to principals and teachers at the school level on data interpretation. Curriculum Resource Teachers and reading coaches provide classroom teachers with training in selecting, administering, and evaluating results of screening, diagnostic, and progress tests throughout the school year. Principals review school and individual student achievement data with teachers as they plan and develop their Professional Development Plans (PDPs). Individual PDPs are written to include training activities that address improving student achievement. PDPs include goals that are tied to completing training objectives and boosting student learning gains on district and state performance standards.

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## Meet the Requirements of Section 1119

**Describe how the LEA will use funds to meet the requirements of section 1119. Title I, Part A, Qualifications for Teachers and Paraprofessionals [Section 2122 (b)(10)].**

**Response:** Training activities described in section two (above) include strategies to help the district meet the requirements of section 1119. Activities include specific training designed to improve subject-area content knowledge and coaching and mentoring support to retain teachers who have achieved Highly Qualified (HQ) status. Curriculum specialists, reading coaches, and other district personnel further work to ensure that teachers assigned to instruct in out-of-field areas receive training and support to assure their effectiveness and to assist them in becoming HQ. Teachers not meeting HQ status will be provided release time and stipends to encourage completion of requirements.

The District plan to get all teachers HQ includes the following components:

1. All new, incoming teachers are required to be HQ in order to enter the Alachua County teaching pool.
2. Existing/experienced teachers who did not have HQ status were enlisted in an alternate plan under No Child Left Behind. The district developed high objective uniform state standards of evaluation (HOUSSE) criteria to allow teachers to demonstrate subject mastery. The district stopped enlisting teachers in HOUSSE as of June 2006, but continues to offer follow-up and training for those teachers already in this alternate plan.
3. The district provides feedback to school principals and individual teachers as to the results of participation in alternative certification. If a teacher continues to fall short of HQ status, appropriate steps are taken to incorporate HQ needs into the individual's Professional Development Plan, and the District provides training to help meet those needs.

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## Equitable Access

**Describe proposed steps to ensure equitable access to, and participation in, federally assisted program(s) included in this application for students, teachers, and other program beneficiaries with special needs as listed in the instructions, GEPA, Section 427.**

**Response:** The Alachua County School Board has determined that no students, teachers, or other beneficiary will be denied access to or participation in the programs and activities of the Title II, Part A-Teacher and Principal Training and Recruiting Fund due to his or her gender, race, national origin, color, disability, or age. The State of Florida Auditor General's Office annually monitors programs for equal access compliance. Alachua

County School Board Policy 6.11 stipulates that the district will comply with the following:

- Title VI of the Civil Rights Act of 1964
  - Section 504 of the Rehabilitation Act of 1973
  - Title IX of the Education Amendments of 1972
  - Age Discrimination Act of 1975
  - Veteran's preference in employment
  - The Florida Educational Equity Act of 1984
  - The Americans with Disabilities Act of 1990
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## Support the Reading Initiative

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

**Response:** Use of Title II funds will support the Florida Reading Initiative by providing scientifically based reading instruction for Alachua County students. Trainings provided under Title II funding are based on the latest research and are designed to support district-adopted texts and programs for reading at all grade levels K-12. Reading curriculum materials at all levels meet state requirements that instructional materials for reading be fully founded in the following research-based principles: phonemic awareness, phonics, instruction, vocabulary development, fluency, and text comprehension. Funds will be used to enhance teacher instructional efficacy with targeted training activities and coaching, which has been shown through scientifically based research to be effective in improving student reading skills.

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## Dissemination and Marketing

**Describe how information about the project(s) will be disseminated and marketed to appropriate populations.**

**Response:** Information about the district's Title II training opportunities for teachers will be disseminated and marketed through the district web page (<http://www.sbac.edu>), flyers, newsletters, e-mail, and publication announcements at school sites. As appropriate, developed curriculum and information about best practices and effective instructional

strategies developed using Title II funds will be disseminated to the appropriate district subject area supervisors, appropriate Florida Department of Education subject area specialist, and Title II grant fund administrators.