




**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Brevard County School District	2 PROJECT NUMBER 050-2243C-3CT01				
3 PROJECT/PROGRAM TITLE Title II, Part A - Supporting Effective Instruction <p align="center">TAPS 23A011</p>	4 AUTHORITY 84.367A Title II, A Teacher and Principal Training Fund USDE or Appropriate Agency FAIN#: S367A220009				
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2022 - 06/30/2023 Program Period:07/01/2022 - 06/30/2023				
7 AUTHORIZED FUNDING Current Approved Budget: \$2,474,089.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$2,474,089.00	8 REIMBURSEMENT OPTION Federal Cash Advance				
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2023</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2023</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2023</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2022</u> 					
10 DOE CONTACTS Program: Caroline Wood Phone: (850) 245-0380 Email: Caroline.Wood@fldoe.org Grants Management: Unit A (850) 245-0496	<table border="0"> <tr> <td style="text-align: center;">Comptroller Office</td> <td>UEI#: M2CKC5FG3MD6</td> </tr> <tr> <td style="text-align: center;">Phone: (850) 245-0401</td> <td>FEIN#: F596000522003</td> </tr> </table>	Comptroller Office	UEI#: M2CKC5FG3MD6	Phone: (850) 245-0401	FEIN#: F596000522003
Comptroller Office	UEI#: M2CKC5FG3MD6				
Phone: (850) 245-0401	FEIN#: F596000522003				
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department's approval of this contract/grant does not excuse compliance with any law. • Other: 					
<table border="0"> <tr> <td style="width: 50%; vertical-align: top;"> 12 APPROVED: <div style="text-align: center;"><i>Margaret Aune</i></div> <hr/> Authorized Official on behalf of the Commissioner of Education </td> <td style="width: 50%; vertical-align: top;"> <div style="text-align: center;">08/25/2022</div> <hr/> Date of Signing </td> <td style="width: 10%; text-align: center; vertical-align: middle;">  </td> </tr> </table>		12 APPROVED: <div style="text-align: center;"><i>Margaret Aune</i></div> <hr/> Authorized Official on behalf of the Commissioner of Education	<div style="text-align: center;">08/25/2022</div> <hr/> Date of Signing		
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INSTRUCTIONS
PROJECT AWARD NOTIFICATION

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

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2022-23 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *M2CKC5FG3MD6*

Brevard


Program Name		Project Number	TAPS Number	2022-23 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.							
	Title I, Part A		23A001	\$16,293,831.00	\$0.00	\$0.00	\$0.00
	Title I, Part C		23A020	-	\$0.00		\$0.00
	Title I, Part D, Subpart 2		23A009	\$169,589.00	\$0.00		\$0.00
X	Title II, Part A		23A011	\$2,474,089.32	\$2,474,089.00	\$0.00	\$2,474,089.00
	Title III, Part A		23A014	\$572,560.60	\$0.00	\$0.00	\$0.00
	Title IV, Part A		23A120	\$1,259,886.74	\$0.00	\$0.00	\$0.00
	Title V, Part B, Subpart 2		23A007	-	\$0.00		\$0.00

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

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

Mark W. Mullins, Ed.D.

Printed Name of Agency Head

 <i>Signature of Agency Head</i>	Superintendent	5/27/22
	<i>Title</i>	<i>Date</i>



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2022-23 ESEA Federal Programs Application	
Click here to access the 2022-23 ESEA Federal Program Companion Guide	
Brevard	
DUNS Number	356622886
FEIN Number	F596000522003
Fiscal Contact Information	
Fiscal Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part C	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part D, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title II, Part A	
Program Contact Name	Lori Reinhardt
Title	Title II, Part A and Title IV Part A Grant Coordinator
Phone Number	321-633-1000 x 11315
Contact Email	Reinhardt.Lori@brevardschools.org
Title III, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title IV, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	
Title V, Part B, Subpart 2	
Program Contact Name	
Title	
Phone Number	
Contact Email	

Florida 2022-23 ESEA Federal Program Assurances

General Assurances ([Click here to access documents related to General Assurances](#))

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FDOE 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.

Assurance 2: The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [ESEA sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232].

Assurance 3: The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Assurance 4: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESSA.

Assurance 5: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 6: The LEA assures that timely and meaningful consultation occur between LEA and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation.

Assurance 7: The LEA assures that they submit their application by the dates listed on the 2022-23 Collaborative Calendar.

Assurance 8: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Assurance 1: Migratory Children: The LEA assures that migratory and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under Title I program. [ESEA section 1112(c)(1)].

Assurance 2: Private Schools: The LEA assures that it will provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools identified. [ESEA section 1112(c)(2)].

Assurance 3: NAEP: The LEA assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). [ESEA section 1112(c)(3)].

Assurance 4: Cross Coordination: The LEA assures that it will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [ESEA section 1112(c)(4)].

Assurance 5: Child Welfare Agency Point of Contact: The LEA assures that it will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. [ESEA section 1112(c)(5)(A)].

Assurance 6: Certification: The LEA assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [section 1112(c)(6)]. The LEA will also ensure parents are notified appropriately according to the "Parents Right-To-Know" provision. [ESEA 1112(e)(1)(A-B)].

Assurance 7: Early Childhood Education: The LEA assures that in the case the LEA that chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). [ESEA section 1112(c)(7)].

Assurance 8: Parents Right-To-Know: The LEA assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [ESEA section 1112(e)(1)(A-B)].

Assurance 9: Collaboration: The local educational agency (LEA) assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [ESEA section 1112(a)(1)(A)].

Assurance 10: Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [ESEA section 1112(a)(1)(B)].

Assurance 11: Child Welfare Agency Procedures: The LEA assures they will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care. The procedures will: ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation. [ESEA section 1112(c)(5)(B)].

Assurance 12: Parent Consultation: The LEA assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESEA section 1116(a)(1)].

Assurance 13: School Parent and Family Engagement Policy: The LEA assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [ESEA section 1116(b)].

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide

parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicable; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [ESEA section 1116(c)].

Assurance 15: Shared Responsibilities for Student Achievement: The LEA assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. [ESEA section 1116(d)].

Assurance 16: Building Capacity for Involvement: To assure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [ESEA section 1116(e)].

Assurance 17: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. [ESEA section 1116(f)].

Assurance 18: Family Engagement in Education Programs: The LEA assures that in a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program. [ESEA section 1116(g)].

Assurance 19: Private School Consultation: The LEA assures that after timely and meaningful consultation with appropriate private school officials, it will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116. [ESEA section 1117(a)(1)(A) and (B)].

Assurance 20: Private School and LEA Agreement: The LEA assures that after conducting the timely and meaningful consultation with appropriate private school officials, it will submit a copy of the agreement between the LEA and the private school to the FDOE ombudsman in the Office of Grants Management. [ESEA section 1117(b)(1)].

Assurance 21: Affirmation of Agreement: The LEA assures that it will submit to the FDOE ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the state educational agency. [ESEA section 1117(b)(5)].

Assurance 22: Supplement, Not Supplant Methodology: The LEA assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [ESEA section 1118(b)(1-2)].

Assurance 23: Public School and Non-Public School Eligibility Survey (PSES/NPSES): The LEA assures they are in compliance with the PSES and NPSES guidelines to properly rank and serve their Public K-12 schools and to determine Title I, Part A equitable proportion of funds. [ESEA sections 1113(a)(3) and 1117(a)(4)].

Assurance 24: English Language Learners (ELLs) Notification Requirements: The LEA assures that it will be in compliance with the requirements set forth in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [ESEA sections 1112(3)(A) and (B)].

Assurance 25: Comparability: The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: a LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. [ESEA section 1118(c)(2)(A)].

Assurance 26: Constitutionally Protected Prayer: The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year. [ESEA section 8524(b)].

Title I, Part C: Migrant Education Program

Assurance 1: The LEA assures funds for Migrant Education Program (MEP) will be used only for programs and projects, including the acquisition of equipment, in accordance with ESEA, section 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families. [ESEA section 1304(c)(1)].

Assurance 2: The LEA assures programs and projects funded for MEP will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and Part F. [ESEA section 1304(c)(2)].

Assurance 3: The LEA assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils for programs of at least 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents. [ESEA section 1304(c)(3)].

Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [ESEA section 1304(c)(4)].

Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same and standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [ESEA section 1304(c)(5)].

Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [ESEA section 1304(c)(6)].

Assurance 7: The LEA assures to the extent feasible, such programs and projects will provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the

transition of secondary school students to postsecondary education or employment. [ESEA section 1304(c)(7)].

Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state required policies and procedures including actively participate with and meet all Migrant Student Information Exchange System requirements. [ESEA section 1308(b)(2). 34 CFR 200.85(d). 20 USC 6398(b)(2)].

Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1); and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [ESEA section 1304(d). 34 CFR Part 200.89(c). 20 USC 6394(d)].

Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and in other states. [ESEA section 1304(b)(3). 34 CFR Part 200.82(b)].

Title I, Part D, Subpart 2: Neglected and Delinquent Youth

Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [ESEA sections 1421. [20 U.S.C. 6451] and 1425(6). [20 U.S.C. 6455]].

Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [ESEA sections 1422. [20 U.S.C. 6452] and 1424. [20 U.S.C. 6454]].

Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve educational achievement of their children and prevent further delinquent activities. [ESEA sections 1425(8). [20 U.S.C. 6455]].

Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility in which the LEA has entered into an agreement. [ESEA section 1423. [20 U.S.C. 6453]].

Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [ESEA section 1431. [20 U.S.C. 6456]].

Title II, Part A: Supporting Effective Instruction

Assurance 1: The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [ESEA section 2102(b)(2)(E)].

Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [ESEA section 2102(b)(2)(F)].

Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement

Assurance 1: The LEA assures that it will be in compliance with section 1112(e) – Parents Rights-to-know, prior to, and throughout, each school year as of the date of application. [ESEA section 3116(b)(4)(A)].

Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [ESEA section 3116(b)(4)(B)].

Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [ESEA section 3115(g)].

Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [ESEA section 3116(b)(4)(D)].

Assurance 5: The LEA consults with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [ESEA section 8501].

Title IV, Part A: Student Support and Academic Enrichment

Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—are among the schools with the greatest needs, as determined by such local educational agency, or consortium; have the highest percentages or numbers of children counted under section 1124(c);

Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [ESEA section 4106(e)(2)(B)].

Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107. [ESEA section 4106(e)(2)(C)].

Assurance 4: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108. [ESEA section 4106(e)(2)(D)].

Assurance 5: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [ESEA section 4106(e)(2)(E)].

Assurance 6: The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E). [ESEA section 4106(e)(2)(F)].

Title V, Part B, Subpart 2: Rural and Low-Income Schools

Assurance 1: The local educational agency (LEA) assures that its grant funds under Title V, Part B, subpart 2 will be used for any of the following activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [ESEA section 5222(a)].

Assurance 2: The LEA assures that its grant funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [ESEA section 5232].

**Elementary and Secondary Education Act (ESEA) Federal Programs
Florida 2022-23 ESEA Federal Program Applications**

Project Application (DOE 100A)

UEI Number *M2CKC5FG3MD6*

Brevard

Program Name		Project Number	TAPS Number	2022-23 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.							
	Title I, Part A		23A001	\$16,293,831.00	\$0.00	\$0.00	\$0.00
	Title I, Part C		23A020	-	\$0.00		\$0.00
	Title I, Part D, Subpart 2		23A009	\$169,589.00	\$0.00		\$0.00
xx	Title II, Part A		23A011	\$2,474,089.00	\$2,474,089.00	\$0.00	\$2,474,089.00
	Title III, Part A		23A014	\$572,560.60	\$0.00	\$0.00	\$0.00
	Title IV, Part A		23A120	\$1,259,886.74	\$0.00	\$0.00	\$0.00
	Title V, Part B, Subpart 2		23A007	-	\$0.00		\$0.00

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

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

Printed Name of Agency Head

<i>Signature of Agency Head</i>		<i>Title</i>
		<i>Date</i>

Florida 2022-23 ESEA Federal Programs Preliminary Allocations*

**Each LEA knows the climate within their LEA and should only use these preliminary allocation amounts for planning purposes.*

Agency Number	Local Educational Agency	Title I, Part A	Title I, Part C	Title I, Part D, Subpart 2	Title II, Part A	Title III, Part A	Title IV, Part A	Title V, Part B, Subpart 2
010	Alachua	\$8,097,548	\$1,018,376	\$286,024	\$1,158,281	\$178,147	\$626,126	-
020	Baker	\$1,151,324	-	-	\$238,133	-	\$89,024	-
030	Bay	\$6,958,016	-	\$141,746	\$1,015,786	\$219,572	\$538,014	-
040	Bradford	\$1,270,874	-	-	\$143,839	-	\$98,268	\$64,873
050	Brevard	\$16,293,831	-	\$169,589	\$2,474,089	\$572,561	\$1,259,887	-
060	Broward	\$76,015,782	\$107,438	\$683,419	\$9,094,844	\$5,594,135	\$5,877,763	-
070	Calhoun	\$708,292	-	-	\$102,431	-	\$54,767	\$49,822
080	Charlotte	\$3,728,534	-	-	\$623,543	\$88,296	\$288,301	-
090	Citrus	\$4,181,347	-	\$106,310	\$639,725	\$26,450	\$323,314	-
100	Clay	\$4,693,987	-	-	\$1,171,608	\$194,484	\$362,953	-
110	Collier	\$10,078,395	\$4,378,984	\$141,746	\$1,831,183	\$1,266,674	\$779,291	-
120	Columbia	\$3,227,801	-	-	\$467,907	\$22,366	\$249,583	\$228,329
140	DeSoto	\$2,078,308	\$590,115	-	\$248,369	\$81,489	\$160,701	\$111,298
150	Dixie	\$860,940	-	-	\$118,711	-	\$66,570	\$48,867
160	Duval	\$42,598,847	-	\$420,176	\$5,271,177	\$1,520,281	\$3,293,868	-
170	Escambia	\$15,026,943	-	\$230,338	\$1,705,301	\$152,864	\$1,161,927	-
685	FAMU Developmental Research School	\$258,051	-	-	\$34,117	-	\$19,953	-
687	FAU A. D. Henderson School	\$460,312	-	-	\$74,387	\$14,003	\$35,593	-
180	Flagler	\$2,811,734	-	-	\$468,251	\$83,823	\$217,412	-
708	Florida Department of Corrections	-	-	-	-	-	-	-
557	Florida School for the Deaf and Blind	\$129,330	-	-	\$21,411	-	\$10,000	-
48C	Florida Virtual School	\$1,214,715	-	-	\$285,323	\$29,173	\$93,925	-
190	Franklin	\$603,578	-	-	\$64,713	-	\$46,670	\$28,428
371	FSU Developmental Research School	\$284,331	-	-	\$54,073	-	\$21,985	-
200	Gadsden	\$4,383,780	-	-	\$275,869	\$59,318	\$338,967	\$117,960
210	Gilchrist	\$679,693	-	-	\$124,725	\$19,837	\$52,556	-
220	Glades	\$423,466	\$117,898	-	\$76,768	\$14,197	\$32,744	\$44,063
230	Gulf	\$530,819	-	-	\$79,555	-	\$41,044	\$40,612
240	Hamilton	\$1,060,391	-	\$151,870	\$85,453	\$40,258	\$81,993	\$36,073
250	Hardee	\$2,422,936	\$658,259	-	\$273,973	\$62,624	\$187,349	\$118,172
260	Hendry	\$2,983,176	\$951,104	-	\$598,727	\$199,929	\$230,668	\$313,667
270	Hernando	\$5,867,060	-	-	\$1,133,176	\$107,744	\$453,658	-
280	Highlands	\$6,690,317	\$845,166	-	\$655,508	\$95,881	\$517,315	\$286,778
290	Hillsborough	\$64,810,554	\$2,705,089	\$761,885	\$8,217,827	\$3,995,088	\$5,011,342	-
300	Holmes	\$983,735	-	-	\$143,701	-	\$76,065	\$71,801
99H	IDEA	\$314,577	-	-	\$64,242	\$18,670	\$24,324	-
310	Indian River	\$3,946,676	\$7,964	-	\$546,683	\$175,813	\$305,169	-
320	Jackson	\$2,579,259	-	\$55,686	\$299,360	\$16,531	\$199,436	\$137,496
330	Jefferson	\$536,981	-	-	\$40,614	\$12,058	\$41,521	\$14,493
98Z	KIPP Miami	\$424,305	-	-	\$36,075	-	\$32,809	-
340	Lafayette	\$349,574	\$7,478	-	\$58,249	-	\$27,030	\$26,491
350	Lake	\$11,684,697	\$35,201	\$35,437	\$1,758,222	\$351,821	\$903,495	-
53D	Lake Wales	\$1,695,778	\$34,135	-	\$199,873	\$65,541	\$131,123	-
360	Lee	\$24,900,062	\$541,205	\$184,776	\$4,043,453	\$2,753,698	\$1,925,346	-
370	Leon	\$9,272,600	-	\$139,215	\$1,166,740	\$177,564	\$716,985	-
380	Levy	\$1,831,580	-	-	\$294,669	\$35,980	\$141,623	\$127,542
390	Liberty	\$334,324	-	\$116,434	\$54,297	-	\$25,851	\$28,455
400	Madison	\$1,339,183	\$19,934	\$37,968	\$107,914	-	\$103,550	\$56,485
410	Manatee	\$12,986,966	\$429,931	\$245,524	\$1,796,599	\$1,173,321	\$1,004,190	-
420	Marion	\$16,733,158	\$68,553	\$379,677	\$1,843,452	\$443,618	\$1,293,857	-
430	Martin	\$3,289,677	\$17,211	-	\$577,351	\$452,564	\$254,367	-
130	Miami-Dade	\$138,308,358	\$1,777,550	\$296,148	\$14,500,097	\$11,269,757	\$10,694,407	-
440	Monroe	\$1,685,459	-	-	\$238,286	\$205,181	\$130,325	-
450	Nassau	\$1,610,679	-	-	\$342,523	\$43,175	\$124,542	-
460	Okaloosa	\$6,818,472	-	\$215,150	\$820,576	\$289,781	\$527,224	-
470	Okeechobee	\$2,437,159	\$553,643	\$91,122	\$322,165	\$114,357	\$188,448	\$144,716
480	Orange	\$71,784,511	\$305,604	\$493,580	\$7,753,865	\$5,374,757	\$5,550,589	-
490	Osceola	\$17,932,544	\$111,372	\$2,962,113	\$2,962,113	\$2,370,564	\$1,386,597	-
500	Palm Beach	\$50,715,863	\$3,093,488	\$326,522	\$7,374,500	\$5,626,808	\$3,921,499	-
510	Pasco	\$17,025,126	\$89,867	\$129,090	\$2,429,924	\$760,043	\$1,316,433	-
520	Pinellas	\$25,192,875	-	\$498,643	\$3,604,971	\$1,178,378	\$1,947,987	-
530	Polk	\$35,942,109	\$1,437,492	\$291,086	\$4,694,473	\$2,003,768	\$2,779,149	-
540	Putnam	\$5,711,653	\$149,764	-	\$547,876	\$130,304	\$441,642	\$234,699
570	Santa Rosa	\$4,192,763	-	-	\$739,310	\$49,204	\$324,197	-
580	Sarasota	\$8,387,403	-	-	\$1,236,295	\$497,101	\$648,539	-
590	Seminole	\$11,642,404	-	\$144,278	\$2,119,132	\$632,267	\$900,225	-
50D	South Tech	\$528,800	-	-	\$88,650	\$19,643	\$40,888	-
550	St. Johns	\$2,921,982	-	\$174,652	\$761,299	\$86,545	\$225,936	-
560	St. Lucie	\$10,903,603	\$185,471	\$410,051	\$1,659,054	\$892,876	\$843,099	-
600	Sumter	\$2,006,726	-	-	\$335,025	\$48,815	\$155,166	-
610	Suwannee	\$2,156,207	\$256,994	-	\$291,843	\$58,929	\$166,724	\$136,116
620	Taylor	\$1,175,054	-	-	\$147,829	-	\$90,859	\$59,166
015	UF, PK Yonge Devm't Research School	\$139,218	-	-	\$29,928	-	\$10,765	-
630	Union	\$469,273	-	-	\$102,881	-	\$36,286	-
48K	United Cerebral Palsy of Central Florida, Inc	\$353,356	-	-	\$36,148	\$12,252	\$27,323	-
640	Volusia	\$18,969,867	\$71,953	\$339,178	\$2,476,542	\$705,199	\$1,466,806	-
650	Wakulla	\$814,144	-	-	\$193,103	-	\$62,952	-
660	Walton	\$2,489,338	-	\$70,874	\$320,648	\$132,055	\$192,483	-
670	Washington	\$1,329,375	\$509,643	-	\$167,251	-	\$102,791	\$76,791
	Total	\$829,432,465	\$20,965,510	\$7,879,566	\$108,156,583	\$52,818,131	\$64,134,148	\$2,603,192

**Title II, Part A
Brevard**

Supporting Effective Instruction

To increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Preliminary Allocation \$2,474,089.00

Requested Allocation Amount \$2,474,089.00

Estimated Roll Forward \$0.00

Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll) \$2,474,089.00

Area of Focus 1	Professional Development
Area of Focus 2	Recruitment and Retention
Area of Focus 3	Prioritize Effective Teachers for High Needs Students
Area of Focus 4	Administrative Costs

Title II, Part A Equitable Services Formula

Number of Students (ages 5-17)	
A1. LEA Total (Including Roll Forward) Enrollment	69252
A2. Participating Private Schools Total Enrollment	2821
A3. Total Enrollment = A1 + A2	72073

Title II, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation (from the allocation tab)	\$2,474,089.00
B2. Administrative Costs (for public and private school programs)	\$219,692.69
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	\$2,254,396.31

Per Pupil Rate
C1. B3 divided by A3 align="right">31.27934608

Equitable Services
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1 align="right">\$88,239.04

Area of Focus 1: Professional Development

A. Provide a description of how the LEA will address Professional Development under this section and how these activities will be aligned with Florida's challenging academic standards.

Please review the attached narrative document, additional space is required to adequately outline the program plan.

No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

B. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	Literacy Coaches @ 13.71 FTE
Activity 2	ELL Project Coordinator @ .6 FTE
Activity 3	Resource Teacher Supporting Secondary Gifted and Advanced Placement @ .5 FTE
Activity 4	Elementary Instructional Coach @ 1 FTE
Activity 5	Hourly wages for extra duty work including the development and facilitation of professional development across subject areas
Activity 6	Hourly wages for extra duty work including the participation in professional development across subject areas
Activity 7	Funding to cover registration, dues, fees, and travel expenses for professional development conferences to support district initiatives
Activity 8	Hourly wages for substitute teachers
Activity 9	Supplies - Books and materials to be utilized during professional development and implementation of district initiatives
Activity 10	Charter School Allocation AOF 1
Activity 11	Private School Allocation AOF 1
Activity 12	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6300	100	AOF 1	1	Instruction and Curriculum Development Services-Salaries	13.71	\$748,466.50	LEA
6300	200	AOF 1	1	Instruction and Curriculum Development Services-Employee Benefits		\$265,301.84	LEA
6300	100	AOF 1	2	Instruction and Curriculum Development Services-Salaries	0.6	\$39,673.38	LEA
6300	200	AOF 1	2	Instruction and Curriculum Development Services-Employee Benefits		\$13,015.93	LEA
6300	100	AOF 1	3	Instruction and Curriculum Development Services-Salaries	0.5	\$30,437.53	LEA
6300	200	AOF 1	3	Instruction and Curriculum Development Services-Employee Benefits		\$10,345.18	LEA
6300	100	AOF 1	4	Instruction and Curriculum Development Services-Salaries	1	\$53,477.60	LEA
6300	200	AOF 1	4	Instruction and Curriculum Development Services-Employee Benefits		\$19,276.56	LEA
6300	100	AOF 1	5	Instruction and Curriculum Development Services-Salaries		\$30,934.22	LEA
6300	200	AOF 1	5	Instruction and Curriculum Development Services-Employee Benefits		\$5,975.64	LEA
6400	100	AOF 1	6	Instructional Staff Training Services-Salaries		\$217,000.00	LEA
6400	200	AOF 1	6	Instructional Staff Training Services-Employee Benefits		\$41,441.39	LEA
6400	730	AOF 1	7	Instructional Staff Training Services-Dues and Fees		\$107,451.23	LEA
6400	140	AOF 1	8	Instructional Staff Training Services-Substitute Teacher		\$11,091.08	LEA
5100	510	AOF 1	9	Basic (FEFP K-12)-Supplies		\$1,228.62	LEA
6400	330	AOF 1	7	Instructional Staff Training Services-Travel		\$56,065.93	LEA
6400	390	AOF 1	10	Instructional Staff Training Services-Other Purchased Services		\$143,364.96	LEA
5900	310	AOF 1	11	Other Instruction-Professional and Technical Services		\$58,182.97	Private
5900	330	AOF 1	11	Other Instruction-Travel		\$15,771.58	Private
5900	510	AOF 1	11	Other Instruction-Supplies		\$10,809.41	Private
5900	160	AOF 1	11	Other Instruction-Other Support Personnel		\$390.00	Private
				LEA Total (Including Roll Forward)		\$1,794,547.59	
				Private Total (Including Roll Forward)		\$85,153.96	
				Area of Focus 1 Total (Not Including Roll Forward)		\$1,879,701.55	
				Estimated Roll Forward Total		\$0.00	
				Total Funds Requested (Including Roll Forward)		\$1,879,701.55	

Area of Focus 2: Recruitment and Retention

A. Provide a description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Please review the attached narrative document, additional space is required to adequately outline the program plan.

No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

B. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	Salary for Human Resources Recruiter @ .6 FTE
Activity 2	Extra Duty hourly pay and salaries for curriculum writing across subject areas
Activity 3	Registration and travel expenses for national and state conferences to support professional development initiatives
Activity 4	Fees to provide professional membership subscriptions for leadership and content specialists/resource teachers
Activity 5	Supplies - Books and materials to be utilized during professional development and implementation of district initiatives
Activity 6	Charter School Allocation AOF 2
Activity 7	Private School Allocation AOF 2
Activity 8	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6300	100	AOF 2		Instruction and Curriculum Development Services-Salaries	0.6	\$36,664.09	LEA

6300	200	AOF 2		Instruction and Curriculum Development Services-Employee Benefits		\$12,440.79	LEA
6300	100	AOF 2		Instruction and Curriculum Development Services-Salaries		\$92,660.72	LEA
6300	200	AOF 2		Instruction and Curriculum Development Services-Employee Benefits		\$17,711.27	LEA
6400	100	AOF 2		Instructional Staff Training Services-Salaries		\$105,475.00	LEA
6400	200	AOF 2		Instructional Staff Training Services-Employee Benefits		\$20,160.54	LEA
6400	730	AOF 2		Instructional Staff Training Services-Dues and Fees		\$31,365.00	LEA
6400	360	AOF 2		Instructional Staff Training Services-Rentals		\$4,340.00	LEA
5100	510	AOF 2		Basic (FEFP K-12)-Supplies		\$3,552.50	LEA
6400	390	AOF 2		Instructional Staff Training Services-Other Purchased Services		\$43,739.78	LEA
5900	730	AOF 2		Other Instruction-Dues and Fees		\$2,326.00	private
5900	510	AOF 2		Other Instruction-Supplies		\$438.68	private
5900	310	AOF 2		Other Instruction-Professional and Technical Services		\$100.00	private
5900	160	AOF 2		Other Instruction-Other Support Personnel		\$125.00	private
5900	330	AOF 2		Other Instruction-Travel		\$95.40	private
		AOF 2					

LEA Total (Including Roll Forward)						\$368,109.69	
Private Total (Including Roll Forward)						\$3,085.08	
Area of Focus 2 Total (Not Including Roll Forward)						\$371,194.77	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$371,194.77	

Area of Focus 3: Prioritize Effective Teachers for High Needs Students

A. Provide a description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and/or have the highest percentage of children counted under Title I [section 1124(c)].

Please review attached narrative document, additional space is required to adequately outline the program plan.

No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

B. Describe the funded activities that will be implemented to address Area of Focus 3.

Activity 1	Brevard Transformational Leadership - Elementary administration travels to FLDOE identified schools to observe best practices to improve school and student achievement.
Activity 2	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6400	330	AOF 3	1	Instructional Staff Training Services-Travel		\$3,500.00	LEA
		AOF 3					
LEA Total (Including Roll Forward)						\$3,500.00	
Private Total (Including Roll Forward)						\$0.00	
Area of Focus 3 Total (Not Including Roll Forward)						\$3,500.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (Including Roll Forward)						\$3,500.00	

Area of Focus 4: Administrative Costs

A. Describe the funded activities that will be implemented to address Area of Focus 4.

Activity 1	Project Coordinator Salary @ .8 FTE
Activity 2	Administrative Tech Salary @ .8 FTE
Activity 3	Administrative Supply
Activity 4	Grant Administration Training - Travel
Activity 5	Grant Administration Training - Registration
Activity 6	Indirect Cost calculated at 3.81%
Activity 7	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6300	100	AOF 4	1	Instruction and Curriculum Development Services-Salaries	0.83	\$59,961.39
6300	200	AOF 4	1	Instruction and Curriculum Development Services-Employee Benefits		\$18,966.20
6300	100	AOF 4	2	Instruction and Curriculum Development Services-Salaries	0.83	\$28,087.45
6300	200	AOF 4	2	Instruction and Curriculum Development Services-Employee Benefits		\$12,874.45
6400	510	AOF 4	3	Instructional Staff Training Services-Supplies		\$2,181.17
6400	330	AOF 4	4	Instructional Staff Training Services-Travel		\$4,569.87
6400	730	AOF 4	5	Instructional Staff Training Services-Dues and Fees		\$2,248.96
7200	790	AOF 4	6	General Administration (Superintendent's Office)-Miscellaneous		\$90,803.19
		AOF 4				
Area of Focus 4 Total (Not Including Roll Forward)						\$219,692.68
Estimated Roll Forward Total						\$0.00
Total Funds Requested (Including Roll Forward)						\$219,692.68

Area of Focus	LEA Total (Including)	Private Total	Area of Focus Total	Estimated Roll Forward Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1 Professional Development	\$1,794,547.59	\$85,153.96	\$1,879,701.55	\$0.00	\$1,879,701.55	75.98%
Area of Focus 2 Recruitment and Retention	\$368,109.69	\$3,085.08	\$371,194.77	\$0.00	\$371,194.77	15.00%
Area of Focus 3 Prioritize Effective Teachers for High Needs Students	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	0.14%
Area of Focus 4 Administrative Costs			\$219,692.68	\$0.00	\$219,692.68	8.88%
Grand Total	\$2,166,157.28	\$88,239.04	\$2,474,089.00	\$0.00	\$2,474,089.00	100.00%

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If requesting less than the preliminary allocation, please provide the LEA's justification.

Title II, Part A Summary Budget DOE 101

Brevard						23A011	
Name of LEA				Project Number		TAPS Number	
Requested Allocation Amount						\$2,474,089.00	
Estimated Roll Forward							
Total Funds Requested (sum of allocation and estimated roll)						\$2,474,089.00	
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	
6300	100	AOF 1	1	Instruction and Curriculum Development Services-Salaries	13.71	\$748,466.50	
6300	200	AOF 1	1	Instruction and Curriculum Development Services-Employee Benefits		\$265,301.84	
6300	100	AOF 1	2	Instruction and Curriculum Development Services-Salaries	0.6	\$39,673.38	
6300	200	AOF 1	2	Instruction and Curriculum Development Services-Employee Benefits		\$13,015.93	
6300	100	AOF 1	3	Instruction and Curriculum Development Services-Salaries	0.5	\$30,437.53	
6300	200	AOF 1	3	Instruction and Curriculum Development Services-Employee Benefits		\$10,345.18	
6300	100	AOF 1	4	Instruction and Curriculum Development Services-Salaries	1	\$53,477.60	
6300	200	AOF 1	4	Instruction and Curriculum Development Services-Employee Benefits		\$19,276.56	
6300	100	AOF 1	5	Instruction and Curriculum Development Services-Salaries		\$30,934.22	
6300	200	AOF 1	5	Instruction and Curriculum Development Services-Employee Benefits		\$5,975.64	
6400	100	AOF 1	6	Instructional Staff Training Services-Salaries		\$217,000.00	
6400	200	AOF 1	6	Instructional Staff Training Services-Employee Benefits		\$41,441.39	
6400	730	AOF 1	7	Instructional Staff Training Services-Dues and Fees		\$107,451.23	
6400	140	AOF 1	8	Instructional Staff Training Services-Substitute Teacher		\$11,091.08	
5100	510	AOF 1	9	Basic (FEFP K-12)-Supplies		\$1,228.62	
6400	330	AOF 1	7	Instructional Staff Training Services-Travel		\$56,065.93	
6400	390	AOF 1	10	Instructional Staff Training Services-Other Purchased Services		\$143,364.96	
5900	310	AOF 1	11	Other Instruction-Professional and Technical Services		\$58,182.97	
5900	330	AOF 1	11	Other Instruction-Travel		\$15,771.58	
5900	510	AOF 1	11	Other Instruction-Supplies		\$10,809.41	
5900	160	AOF 1	11	Other Instruction-Other Support Personnel		\$390.00	
6300	100	AOF 2		Instruction and Curriculum Development Services-Salaries	0.6	\$36,664.09	
6300	200	AOF 2		Instruction and Curriculum Development Services-Employee Benefits		\$12,440.79	
6300	100	AOF 2		Instruction and Curriculum Development Services-Salaries		\$92,660.72	
6300	200	AOF 2		Instruction and Curriculum Development Services-Employee Benefits		\$17,711.27	
6400	100	AOF 2		Instructional Staff Training Services-Salaries		\$105,475.00	
6400	200	AOF 2		Instructional Staff Training Services-Employee Benefits		\$20,160.54	
6400	730	AOF 2		Instructional Staff Training Services-Dues and Fees		\$31,365.00	
6400	360	AOF 2		Instructional Staff Training Services-Rentals		\$4,340.00	
5100	510	AOF 2		Basic (FEFP K-12)-Supplies		\$3,552.50	

6400	390	AOF 2		Instructional Staff Training Services-Other Purchased Services		\$43,739.78
5900	730	AOF 2		Other Instruction-Dues and Fees		\$2,326.00
5900	510	AOF 2		Other Instruction-Supplies		\$438.68
5900	310	AOF 2		Other Instruction-Professional and Technical Services		\$100.00
5900	160	AOF 2		Other Instruction-Other Support Personnel		\$125.00
5900	330	AOF 2		Other Instruction-Travel		\$95.40
6400	330	AOF 3	1	Instructional Staff Training Services-Travel		\$3,500.00
6300	100	AOF 4	1	Instruction and Curriculum Development Services-Salaries		\$59,961.39
6300	200	AOF 4	1	Instruction and Curriculum Development Services-Employee Benefits		\$18,966.20
6300	100	AOF 4	2	Instruction and Curriculum Development Services-Salaries		\$28,087.45
6300	200	AOF 4	2	Instruction and Curriculum Development Services-Employee Benefits		\$12,874.45
6400	510	AOF 4	3	Instructional Staff Training Services-Supplies		\$2,181.17
6400	330	AOF 4	4	Instructional Staff Training Services-Travel		\$4,569.87
6400	730	AOF 4	5	Instructional Staff Training Services-Dues and Fees		\$2,248.96
7200	790	AOF 4	6	General Administration (Superintendent's Office)-Miscellaneous		\$90,803.19

Activity	Salary	Fringe	Travel	Dues Fees	Subscription	Substitute	Supplies	AOF
Personnel - Literacy Coach (FTE @ 13.71)	\$ 748,466.50	\$ 265,301.84						1
Personnel - ELL Grant Coordinator (FTE @ 0.6)	\$ 39,673.38	\$ 13,015.93						1
Personnel - Secondary Resource Teacher (FTE @ 0.5)	\$ 30,437.53	\$ 10,345.18						1
Personnel - Elementary Instructional Coach (FTE @ 1)	\$ 53,477.60	\$ 19,276.56						1
Endorsements (Reading, ESOL, Gifted)	\$ 69,000.00							1
Endorsements		\$ 13,192.80						1
Professional Development Certification Program (PDCP)	\$ 37,500.00							1
Professional Development Certification Program (PDCP)		\$ 7,170.00						1
New Teacher Orientation Training	\$ 42,000.00							1
New Teacher Orientation Training		\$ 8,022.00						1
Math Professional Development (Content Specialist)	\$ 6,015.36							1
Math Professional Development (Content Specialist)		\$ 1,149.66						1
Math Professional Development (Participant)	\$ 56,700.00							1
Math Professional Development (Participant)		\$ 10,801.37						1
Civics Professional Development	\$ 10,000.00							1
Civics Professional Development		\$ 1,919.85						1
Florida Council of Math Teachers Conference				\$ 105.00				1
Florida Council of Math Teachers Conference			\$ 980.00					1
Florida Association of Social Studies Supervisors (April)			\$ 831.00					1
Florida Association of Social Studies Supervisors (October)			\$ 500.00					1
Florida Association of Science Supervisors				\$ 55.00				1
Florida Association of Science Supervisors			\$ 465.00					1
National Association of Biology Teachers				\$ 860.00				1
National Association of Biology Teachers			\$ 2,578.00					1
Florida School Counselor Association Conference				\$ 1,380.00				1
Florida School Counselor Association Conference			\$ 3,394.00					1
Southern Association for College Admission Counseling	\$ 2,515.20							1
Southern Association for College Admission Counseling		\$ 480.71						1
Houghton Mifflin Harcourt Professional Development				\$ 45,600.00				1
Amplify Professional Development				\$ 30,000.00				1
Foreign Transcript Professional Development				\$ 4,500.00				1
Foreign Transcript Professional Development						\$ 500.00		1
National Council of Teachers of Mathematics				\$ 417.00				1
National Council of Teachers of Mathematics			\$ 1,970.00					1
National Council for Social Studies				\$ 275.00				1
National Council for Social Studies			\$ 1,528.00					1
National Science Teacher Association				\$ 435.00				1
National Science Teacher Association			\$ 1,344.00					1
College Access Summit				\$ 480.00				1
College Access Summit			\$ 809.00					1
Quarterly School Counselor Advisory Meeting				\$ 519.42				1
Quarterly School Counselor Advisory Meeting			\$ 849.00					1
Instructional Coach Extra Duty	\$ 5,827.36							1
Instructional Coach Extra Duty		\$ 1,113.73						1
Council of Language Arts Supervisors				\$ 120.00				1
Council of Language Arts Supervisors			\$ 1,725.00					1
FDOE Institute/Informational Session				\$ 120.00				1
FDOE Institute/Informational Session			\$ 1,725.00					1
Florida Association of Math Supervisors Conference			\$ 665.00					1
Florida Association of Math Supervisors Conference			\$ 7,230.00					1
South Broward Symposium for Gifted				\$ 35.00				1
South Broward Symposium for Gifted			\$ 36.00					1
University of Central Florida ADAGE			\$ 170.00					1
Florida Association of Science Conference - Elementary				\$ 55.00				1
Florida Association of Science Conference - Elementary			\$ 680.00					1
Elementary Social Studies Book Study							\$ 370.00	1
National Council for Social Studies				\$ 275.00				1
National Council for Social Studies			\$ 1,495.00					1
Florida Association of Social Studies Supervisors April/Oct			\$ 3,711.00					1
Gifted Education Book Study							\$ 348.10	1
Content Specialist Extra Duty	\$ 6,011.28							1
Content Specialist Extra Duty		\$ 1,148.88						1
RAISE Endorsement			\$ 2,940.00					1
RAISE Endorsement	\$ 5,400.00							1
RAISE Endorsement		\$ 1,032.05						1
Dream Deferred Conference			\$ 2,006.00					1
Dream Deferred Conference				\$ 495.00				1
Association for Middle Level Education Conference				\$ 8,549.81				1
Association for Middle Level Education Conference			\$ 16,450.19					1
Department Chair/Point of Contact Workshop (World Language)						\$ 3,412.64		1
Peer to Peer Mentoring - Music						\$ 3,656.40		1
Florida Art Education Association				\$ 310.00				1
Florida Art Education Association			\$ 916.00					1
Florida Art Education Association						\$ 121.88		1
New Teacher Professional Development (Art & Theater)	\$ 742.32							1
New Teacher Professional Development (Art & Theater)		\$ 141.87						1
New Teacher Professional Development (Art & Theater)	\$ 6,400.00							1
New Teacher Professional Development (Art & Theater)		\$ 1,223.17						1
Peer to Peer Mentoring - Art & Theater						\$ 3,656.40		1
SHAPE Florida Conference				\$ 490.00				1

SHAPE Florida Conference			\$ 920.00					1
SHAPE Florida Conference						\$ 243.76		1
Personnel - Human Resources Recruiter (FTE @ 0.5)	\$ 36,664.09	\$ 12,440.79						2
Test fee Reimbursement - Reading and Critical Shortage				\$ 6,300.00				2
Peer Mentor Professional Development				\$ 7,980.00				2
ESOL GED Class and Test Fee Reimbursement				\$ 5,335.00				2
Educators Thriving Professional Development				\$ 11,750.00				2
Math Curriculum Writing	\$ 7,500.00							2
Math Curriculum Writing		\$ 1,433.40						2
Math Curriculum Writing	\$ 1,253.20							2
Math Curriculum Writing		\$ 239.51						2
Social Studies Curriculum Writing	\$ 12,000.00							2
Social Studies Curriculum Writing		\$ 2,293.44						2
Social Studies Curriculum Writing	\$ 5,715.20							2
Social Studies Curriculum Writing		\$ 1,092.29						2
Councilor Curriculum Writing (Career Research Course)	\$ 3,000.00							2
Councilor Curriculum Writing (Career Research Course)		\$ 573.36						2
Councilor Curriculum Writing (Career Research Course)	\$ 1,518.80							2
Councilor Curriculum Writing (Career Research Course)		\$ 290.27						2
Memberships for Elementary ELA					\$ 561.00			2
Elementary Math Membership - FAMS					\$ 75.00			2
Elementary Math Membership - FCTM					\$ 360.00			2
Elementary Math Membership - NCTM					\$ 94.00			2
Extra Duty - Elementary ELA Curriculum Writing	\$ 36,000.00							2
Extra Duty - Elementary ELA Curriculum Writing		\$ 6,880.32						2
Extra Duty - Elementary ELA Curriculum Writing	\$ 2,250.00							2
Extra Duty - Elementary ELA Curriculum Writing		\$ 430.02						2
Math Ambassador Training	\$ 675.00							2
Math Ambassador Training		\$ 129.01						2
Math Ambassador Training	\$ 9,000.00							2
Math Ambassador Training		\$ 1,720.08						2
Extra Duty - Elementary Math Curriculum Writing	\$ 22,010.08							2
Extra Duty - Elementary Math Curriculum Writing		\$ 4,206.57						2
Accelerated Math Elementary Support	\$ 588.06							2
Accelerated Math Elementary Support		\$ 112.39						2
Accelerated Math Elementary Support	\$ 1,350.00							2
Accelerated Math Elementary Support		\$ 258.01						2
Math Cadre - Monthly Meeting/Work	\$ 22,500.00							2
Math Cadre - Monthly Meeting/Work		\$ 4,300.20						2
Social Studies Curriculum Writing - Elementary	\$ 3,200.00							2
Social Studies Curriculum Writing - Elementary		\$ 611.58						2
New Literacy Coach Training	\$ 12,000.00							2
New Literacy Coach Training		\$ 2,293.44						2
New Literacy Coach Training	\$ 1,600.00							2
New Literacy Coach Training		\$ 305.79						2
New Literacy Coach - Coaching book for Professional Development						\$ 840.00		2
Online Professional Development Module Design	\$ 5,400.00							2
Online Professional Development Module Design		\$ 1,032.05						2
Professional Learning Community	\$ 27,000.00							2
Professional Learning Community		\$ 5,160.24						2
Book - Professional Learning Community						\$ 2,712.50		2
Collaborative Curriculum Writing - Music (Orchestra)		\$ 313.10						2
Collaborative Curriculum Writing - Music (Orchestra)	\$ 4,875.00							2
Collaborative Curriculum Writing - World Languages		\$ 931.71						2
Collaborative Curriculum Writing - World Languages	\$ 1,638.24							2
Collaborative Curriculum Writing - World Languages		\$ 313.10						2
Florida Music Education Association					\$ 100.00			2
Collaborative Curriculum Writing - Secondary Music	\$ 6,750.00							2
Collaborative Curriculum Writing - Secondary Music		\$ 1,290.06						2
Collaborative Curriculum Writing - Secondary Music	\$ 1,023.90							2
Collaborative Curriculum Writing - Secondary Music		\$ 195.69						2
Brevard Transformational Leadership Academy			\$ 3,500.00					3
Administrative Cost - \$219,692.68								4
Personnel - Grant Coordinator (FTE@ 0.8)	\$ 58,728.80	\$ 18,468.98						4
Personnel - Grant Administrative Tech (FTE@ 0.8)	\$ 26,854.86	\$ 12,377.24						4
Supply, Travel, Conference			\$ 4,569.87	\$ 2,248.96			\$ 2,181.17	4
Indirect Cost - \$94,262.80								4



Brevard Public Schools

Title II, Part A Program Application

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Area of Focus 1: Professional Development

A. Provide a description of how the LEA will address Professional Development under this section and how these activities will be aligned with Florida's challenging academic standards.

Brevard Public Schools has a robust plan for implementing evidence-based professional development opportunities to support effective instruction in alignment with Florida's challenging academic standards. Within the BPS Strategic Plan, the LEA outlines a distinct focus on an exceptional workforce, including fully staffing all school and district-level positions with qualified employees, retaining a highly developed and skilled workforce that is engaged in serving every student with excellence as the standard, and ensuring that all employees receive meaningful, ongoing, and relevant professional development. Within Area of Focus One, Brevard Public Schools seeks to support these key goals with a multifaceted approach that includes a variety of high-yield, supplementary activities. Key priorities include comprehensive staff training for the successful implementation of BEST Standards and corresponding instructional materials adoption, continuing to support K-12 educators with targeted, content-rich learning experiences to ensure that all students are receiving high-quality instructional experiences, the development of quality supporting curriculum, instructional and training materials to ensure the full intent of the state standards are understood and implemented with fidelity, and growing the quality of our workforce through sustained professional development, leadership growth opportunities, and meaningful recruitment strategies. Further, Brevard will provide meaningful diversity and equity training to promote a culture of understanding and support throughout the district, focusing efforts on eliminating disproportionalities and improving learner outcomes for all students within our system.

Our endorsement courses for reading, ESOL and Gifted provide our teachers with rich professional development to ensure that instructional staff align their practices to ensure students are receiving standards-based instruction. Our endorsement programs emphasize the importance of aligning student activities, tasks, and assessments to Florida's grade level standards to ensure students are exposed to rigorous text and high expectations across all grade levels and schools within our district. Our Professional Development Certification Program ensures that teachers on a temporary certification not only understand the importance of aligning their instruction to state standards, but also how to break down standards to embed them within their daily lesson plans. Teacher survey results are also utilized to determine what additional supports are needed to increase success related to the academic standards in the classroom. Our HR Recruiter emphasizes the support our district provides new teachers, specifically with instructional practices which are aligned to state standards as a recruitment tool.

The LEA also addresses and aligns professional development to Florida's challenging academic standards by introducing and discussing the theories and stages of language development, and how to support ELLs in the various content areas within their stage and level of English language proficiency. In addition, academic support and structures coupled with the most recent data and research are presented to demonstrate the scaffolds and supports that enhance language and content development to increase academic achievement for our ELLs. The Resource Teachers/Content Specialists provide professional learning sessions for all teachers in Brevard Public Schools based on new information received at state supervisor meetings and professional conferences. Literacy Coaches participate in professional development to enhance understanding the BEST Standards and the newly adopted ELA Curriculum (Benchmark, Saavas, Amplify) to strengthen the coaching cycle so they may best support and train their school staff members. The Instructional Coach serves as part of

the district Elementary Leading & Learning staff to develop district resources and training to support teachers in the implementation of the new Florida B.E.S.T. ELA Standards and new ELA curriculum which was selected due to its alignment with the new standards, including developing and delivering professional development to support this work. The Instructional Coach works in our schools, with an emphasis on priority schools, to train and coach teachers on standards aligned practices for instruction in all subject areas. The knowledge gained through Title II-funded learning opportunities will be implemented in the classroom to enhance student achievement, as well as be shared with colleagues to build our district's collective capacity to improve learner outcomes.

Describe the activities that will be implemented to address Area of Focus 1.

Personnel

All budget components related to personnel are identified as Activity 1, 2, 3, and 4 on Title II, Part A Budget.

Requested FTE meet the supplement, not supplant requirement as the LEA is requesting the continuation of positions at their previous Title II-funded levels with no changes to previous local funding contributions.

Literacy Coaches (13.71 FTE)

a: What is the purpose or topic of the professional development being requested? BPS seeks the continued split-funding of literacy coaches to plan and implement professional development at their specific schools. Literacy coaches shall address evidence-based research and BEST Standards, provide direct classroom-based professional development for teachers through regular modeling of research-based literacy instruction, facilitate professional learning communities, provide model lessons incorporating appropriate instructional strategies and materials that reflect students' culture, learning styles, special needs, and accommodations, provide ongoing, job-embedded coaching and mentoring in activities that will have the greatest impact on student achievement, work with teachers to ensure that evidenced-based reading programs (comprehensive core reading programs, supplemental reading programs, and comprehensive intervention reading programs) are implemented with fidelity, and lead and support literacy leadership teams at their school. This supplementary training will also support school implementation of the new K-12 instructional materials.

b: Who is receiving and facilitating professional development? Literacy Coaches will provide training for teachers and school-based staff.

c: Estimated number of participants and facilitators? Districtwide, participant numbers shall be approximately 100-200, with Literacy Coaches serving as the training facilitators.

d: What is the timeline for implementation? All professional development shall be ongoing and take place during the 2022-2023 program period.

e - f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcome of the ongoing Literacy Coaches professional development is the supported implementation of instructional materials and standards. This shall be evaluated by Summative 1 teacher data to measure teacher effectiveness.

Instructional Coach (1 FTE)

a: What is the purpose or topic of the professional development being requested? BPS seeks the continued funding of the Instructional Coach position. The Instructional Coach will serve as a liaison between schools and the district office of Leading and Learning as a stable resource of professional development, progress monitoring, and student data analysis to generate improvement in student achievement. Prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement. Focus areas will be in working with teachers on teacher clarity in understanding the new ELA and Math B.E.S.T.

Standards, and professional development in the areas of vocabulary and phonics instruction.

b: Who is receiving and facilitating professional development? The instructional coach will provide direct, classroom-based, professional development for kindergarten through second grade teachers, coaching and modeling of research-based strategies, as well as working with teachers on planning for classroom instruction. The instructional coach will facilitate teacher and administrator training. They will work with all teachers, including ESE and content area teachers.

c: Estimated number of participants and facilitators? The one Instructional coach will coach and provide training throughout the year to kindergarten – second grade teachers at our priority elementary schools and provide support those schools identified with the highest needs based on district and state data. During the August 4 preplanning day, they will provide virtual training to participants at our 57 elementary school sites. Through the course of the 22-23 school year, she will provide support to all kindergarten, first, and second grade teachers through onsite, virtual, and small group training opportunities. The number of teachers impacted will vary depending upon the school and grade levels that the coach is assigned to work with directly. The professional development provided at assistant principal and coaches meetings will impact all 57 of our district’s elementary schools.

d: What is the timeline for implementation? The instructional coach is a 10-month position and will work for the entire 2022-23 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The instructional coach’s work with teachers will build teacher efficacy and instructional capacity. They will plan and deliver professional development that addresses the instructional needs of the teachers based on student and teacher data. The outcomes of teacher development in instructional delivery will be students who are proficient or excelling in the grade level standards. John Hattie’s research shows the following effect sizes on student learning in the following areas, each fall into the high effect zone: Teacher clarity (effect size of .75), Phonics Instruction (effect size of .7), Vocabulary instruction (effect size of .62).

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Outcomes will be measured using the state three time a year Progress Monitoring tool that will begin with the 2022-23 school year for grades kindergarten through second grade. Kindergarten through second grade iReady diagnostic data will show an increase by 5% in reading over the previous year. Teacher survey data will show an increase in teacher efficacy after participation in professional development.

Secondary Resource Teacher (.5 FTE)

a: What is the purpose or topic of the professional development being requested? BPS seeks continued funding of the Secondary Resource Teacher position to provide supplementary support for Gifted, Accelerated (AP, IB, AICE) & Early College (Dual Enrollment) Programs. The Secondary Resource Teacher shall plan and implement professional development opportunities that address both current research and future instructional needs, demonstrate effective teaching techniques, visit schools and provide technical support and expertise to personnel for curriculum innovation that meets the needs of all learners, and provide the training at school-based locations to support the identification of gifted and talented students.

b: Who is receiving and facilitating professional development? The Secondary Resource Teacher shall facilitate the PD and AP, Gifted, and Dual Enrollment teachers and counselors shall be the recipients.

c: Estimated number of participants and facilitators? 272 teachers will be provided training by one facilitator throughout the year.

d: What is the timeline for implementation? All professional development shall be ongoing and take place during the 2022-2023 program period.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be

measured? Teachers will have a better understanding of how to implement effective teaching strategies leading to student success and will work to recruit a more diverse population (black, Hispanic, FRL students) within the stated programs. Outcomes will be measured by the increase (target is 5%) in diverse student population enrollment in AP and Dual Enrollment classes, Gifted Education Plans will be 100% compliant as indicated by records on FTE survey 2 and 3, and the number of students scoring a 3 or higher on the May 2023 AP exam will increase by 3% as measured by results of the AP exams received in summer 2023.

ELL Grant Coordinator (.6 FTE)

a: What is the purpose or topic of the professional development being requested? The LEA will address and align professional development to Florida's academic standards by introducing and discussing the theories and stages of language development, and how to support ELLs in the various content areas within their stage and level of English language proficiency. In addition, academic support and structures coupled with the most recent data and research are presented to demonstrate the scaffolds and supports that enhance language and content development to increase academic achievement for our ELLs.

b: Who is receiving and facilitating professional development? Professional development opportunities are available for ESOL Contacts, ESOL Teachers and Literacy Coaches, ESOL Bilingual Assistants, BPS School Administrators and BPS Content Area Teachers.

c: Estimated number of participants and facilitators? One ELL Grant Coordinator shall facilitate. The number of participants and facilitators varies depending on the target audience. There may be 10-110 participants and 1-8 facilitators

d: What is the timeline for implementation? Training provides instructional support to be immediately implemented within the academic year to support ELLs. Trainings occur from August 2022 through June 2023.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? To increase the understanding of second language development stages and to facilitate progress and proficiency gains in the 4 language domains and academic achievement. The outcomes are measured by tracking student grades and the gains on the ACCESS for ELLs (WIDA) language assessment.

Hourly wages, Registration, Travel, and Reimbursements for Professional Development and Conference Attendance.

All budget components related to personnel are identified as Activity 5, 6, 7, 8, and 9 on Title II, Part A Budget. Elementary

Instructional Coach – Extra Duty Pay

a: What is the purpose or topic of the professional development being requested? During June of 2023, the instructional coach will be needed to update the kindergarten Blueprint, update the Kindergarten Literacy Survey (assessment needed the first week of school) and to assure they align with both the ELA and Math curriculums and the new FL B.E.S.T standards. These are critical documents for our kindergarten program. Edit the kindergarten and first grade launch pacing guides, edit, and add new documents to the Kindergarten Resource Documents virtual folder. Develop content and materials for August 2023 professional development day.

b: Who is receiving and facilitating professional development? The instructional coach will be creating professional development for kindergarten, first and second grade teachers as well as delivering and facilitating the sessions in August. Documents being created are for teacher use.

c: Estimated number of participants and facilitators? The Instructional Coach will be the presenter/facilitator, the number of participants will vary by training from 25 to 50+ teachers depending on the content.

d: What is the timeline for implementation? What is the timeline of implementation? Activities will take place in June 2023 for implementation in the during the 2022-23 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The Kindergarten Literacy Survey Assessment will be completed for kindergarten teachers to use to assess all kindergarten students. The Kindergarten Blueprint will be used by kindergarten teachers, MTSS teams and school administration to determine student's progress. Outcomes will be measured through completion of documents, full implementation of documents by all BPS kindergarten teachers. These documents assist teachers with planning and prediction (effect size of .76) of student outcomes as well as evaluation and reflection (effect size of .75) of student learning and teacher practices. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Elementary

New Literacy Coach Training

a: What is the purpose or topic of the professional development being requested? This training will be for those new to the coaching role and those in the Literacy Coach Pool. The focus for two days of training will be on the role of the literacy coach and the coaching cycle. Key aspects of the coach role will be addressed coaching cycle, grade level data meetings, collaborative planning sessions, school-wide professional development plan & monitoring intervention services. Peer Coaching training provided in HR will be the focus of the other two days of training.

b: Who is receiving and facilitating professional development? New K-12 Literacy Coaches participate/Resource Teachers and Peer Coaching trainer facilitating

c: Estimated number of participants and facilitators? 20 Literacy Coaches/3 facilitators

d: What is the timeline for implementation? What is the timeline of implementation? June 2023, with continued support during 2022-2023 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Increase the content knowledge of new Literacy Coaches so their time and efforts will be maximized towards raising ELA Proficiency on a school campus. Desired outcome of training - Literacy coaches will have clear expectations of their role and responsibilities and structures needed for moving a school's literacy supports forward during the 22-23 school year.

Elementary

Cohort of RAISE Coaches taking FCRR Literacy Coach Endorsement

a: What is the purpose or topic of the professional development being requested? Literacy Coach Endorsement has been created by the FCRR in collaboration with the FDOE to leverage up the skillset of current coaches working specifically with our most fragile school populations. As the site-base professional developer, coaches are challenged with supporting all teaches with building capacity, effectiveness while creating a community of learners... collective efficacy. The FDOE provided Brevard with 9 slots for this new level of Coach Training.

b: Who is receiving and facilitating professional development? 9 participants/ FDOE/FCRR facilitating

c: Estimated number of participants and facilitators? 20 Literacy Coaches/3 facilitators

d: What is the timeline for implementation? What is the timeline of implementation? Summer training and first semester training days with continued support during 2022-2023 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The goal is to increase the participants' knowledge and ability to carry out the role of literacy coach as defined by the literacy coach endorsement program. Outcomes will be measured through the completion and endorsement of the literacy coach.

Professional Development

Endorsement and PDCP Courses

a: What is the purpose or topic of the professional development being requested?

The purpose for this professional development is to provide research and evidence based instructional strategies for teachers working with students having unique learning needs. This includes students who are substantially deficient in reading, second language learners, and students qualifying for gifted services. Teachers who are out of field in these areas or teachers and instructional assistants trying to gain additional content knowledge to strengthen their instructional practices would seek courses in these programs. Currently, BPS teachers certified or endorsed in these content areas facilitate the courses. During a training cycle, there are approximately 15-18 teachers instructing. The teachers are rotated throughout the semester, and we currently have a pool of approximately 25 instructors. Annually we have anywhere from 500-700 teachers participating in our endorsement courses. The timeline for implementation is from August 2022 through June 2023. Each course is 2 months in length totaling 60 in service credits. Participants in these courses will implement strategies learned throughout the course and continue to utilize and implement the learning once the course is completed. The intended outcome is to provide quality endorsement courses and allow teachers to complete, at minimum, their two required courses for out of field teachers. In our reading endorsement program, we encourage teachers to complete at least three courses annually until their endorsement is complete. All programs are designed to be completed over two consecutive years. Outcomes are measured in several ways. First, successful course completion, then upon completion of all 5 courses, addition of the endorsement to their teaching certificate. Use and evidence of the impact on students is measured in a variety of ways, both teacher made and standardized measures. Evidence of impact is also collected in the form of a qualitative survey. The survey is then used to adjust the content and delivery of the course.

b: Who is receiving and facilitating professional development?

Endorsement Course: The professional development shall be facilitated by 21 ESOL, 10 gifted, and 15 reading teachers. Recipients shall be instructional personnel, as well as Instructional Assistants.

PDCP: Brevard's PDCP is facilitated by PD teachers and serves classroom teachers who hold a Florida Temporary Educator's Certificate who must complete professional preparation training in education to meet the requirements for a Florida Professional Educator's Certificate.

c: Estimated number of participants and facilitators?

Endorsement: 46 facilitators serve approximately 1,000 teachers per year through our endorsement programs, in multiple programs.

PDCP: 8 PD Teachers/17 assessors and 100 participants

d: What is the timeline for implementation?

Endorsement: Courses are offered continuously throughout the school year and in summer. Courses are two months in length and participants implement strategies as they progress through the PD. All courses shall be offered and completed within the program period. **PDCP:** Components are offered on a rolling, annual basis through Brevard Public Schools during each Title II program period.

PDCP is a 24-month course for Elementary Ed and ESES teachers, and an 18-month course for 7th-12th grade teachers. Each year, Title II funding has been utilized to provide the program components that fall within the designated program period.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? **Endorsement:** Increased teacher effectiveness is the intended outcome of the endorsement course and qualitative data is collected by every participant for each training. **PDCP:** To ensure the preparation of quality teachers, for the candidates to demonstrate mastery of each of the six FEAPS. Provide relevant professional development to increase teacher success and increase retention rates among teachers who hold a temporary certification. Outcomes will be measured by completion of PDCP and teacher retention.

Professional Development

New Teacher Orientation

a: What is the purpose or topic of the professional development being requested? New teachers in the district will receive training on how to utilize technology to enhance their classrooms, information on how to support students with exceptionalities, and district ethics policies and procedures.

b: Who is receiving and facilitating professional development? New teachers within the county hired for the 2022-2023 school year will receive the professional development hosted by the Professional Development team at BPS

c: Estimated number of participants and facilitators? 10 facilitators and 350 participants

d: What is the timeline for implementation? Teachers will receive training throughout several orientation days beginning in July 2022 and continuing until the start of the school year in August 2022.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcomes are for new teachers to receive a clear and consistent training on how to support all students in their classrooms, deepen their understanding on what technology is available for teachers to utilize to support students, and ensure that all teachers are aware of district policies surrounding ethics and professionalism.

Elementary Math

Developing Math Ambassadors

a: What is the purpose or topic of the professional development being requested? The purpose of this PD is to ensure that we are aligning our practices with current research-based ones as well as following any legislative initiatives from FDOE.

b: Who is receiving and facilitating professional development? Target audience is 60 elementary math teachers to participate/ Math Content specialist and 2 lead teachers to facilitate.

c: Estimated number of participants and facilitators? 60 elementary teachers participate/1 content specialist and 2 lead teachers to facilitate.

d: What is the timeline for implementation? Implementation PD to begin after the start of the 2022-2023 school year, with continued implementation by the team during the 2022-2023 program period.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Based on our data, our team of Instructional coaches will need to implement, reflect and modify support and training at all schools to positively impact instructional practices and hence student growth. Math ambassadors who will be housed at different schools will be able to provide hands-on opportunities for teachers to visit model classrooms and observe effective instructional lesson planning, effective instruction and most importantly effective learning classrooms. Teacher Surveys, exit surveys from Professional learning sessions will be used to formatively assess the impact. Increased student learning and effective instructional practices are the intended outcome measured by student performance measures.

Elementary Social Studies

Teaching Social Studies Today Book Study

a: What is the purpose or topic of the professional development being requested? Book study for elementary Social Studies teachers: Considering the amount of time allocated for social studies instruction, a book study will be offered to allow teachers to reflect upon the latest research and today's best practices in social studies instruction. This will include a focus on implementing social studies instruction with a language arts instructional lens. The book addresses effective research-supported ways to differentiate instruction, as well as how curriculum

can be extended, accelerated, and enriched for the C3 framework. Packed with various teaching methods and techniques, up-to-date research-based theory and practical applications, and easy-to-implement strategies and techniques, this book is essential reading for both novice and seasoned teachers.

b: Who is receiving and facilitating professional development? Target audience is 20 elementary teachers to participate/ Social Studies Content Specialist to facilitate.

c: Estimated number of participants and facilitators? 20 elementary teachers participate/1 content specialist facilitate.

d: What is the timeline for implementation? Book study will take place during the start of the 2022-2023 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Intended outcomes include building teacher capacity, increased subject knowledge, increased knowledge of differentiation, increased use of the C3 framework, purposeful integration with language arts. Outcomes will be measured using an implementation plan as well as an end-of-year survey concerning changes in teaching practices.

Elementary Gifted

Differentiation for Gifted Learners Book Study

a: What is the purpose or topic of the professional development being requested? Book study for elementary Gifted teachers: With an increased request to better understand and implement differentiation throughout gifted education programs a book study would allow for best practice discussion and lesson planning between the group.

b: Who is receiving and facilitating professional development? Target audience is 10 elementary teachers to participate/ Gifted Education Content Specialist to facilitate.

c: Estimated number of participants and facilitators? 10 elementary teachers participate/1 content specialist facilitate.

d: What is the timeline for implementation? Book study will take place during the 2022-2023 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Outcomes will be measured by the participation of the members, closely tied into the observation tool, and pre-post observations being completed in the classroom. This will be a yearlong book study with implementation, observation times by group members in corresponding classrooms, and group discussions.

Secondary English Language Arts

HMH Professional Development and Coaching Services

a: What is the purpose or topic of the professional development being requested? The purpose of the Professional Development for Implementation of HMH READ 180/System 44 curriculum. Secondary Intensive Reading teachers and Literacy Coaches will receive 1:1 and group sessions to help improve their knowledge and implementation of the READ 180/System 44 program. Each secondary school will have an assigned HMH Coach that will also work with them bi-weekly/monthly (based on school need). In addition, training will be ongoing throughout the school year to help build instructional capacity. The topics will range from Getting Started, Understanding Data, Assessments, Independent Reading, Student Application, and Instructional strategies.

b: Who is receiving and facilitating professional development? The targeted audience is Secondary Literacy Coaches and Intensive Reading Teachers. The publisher, Houghton Mifflin Harcourt (HMH), will provide facilitators for training (up to 4) along with the Secondary Literacy Facilitator, Jameka Mallory. There will also be 6 HMH school-based coaches to provide ongoing support throughout the year.

c: Estimated number of participants and facilitators?

Secondary Literacy Coaches- 25

Secondary Intensive Reading Teachers- 70

Facilitators/Publisher Coaches- 11

d: What is the timeline for implementation? Implementation PD – July 2022 with Blended Coaching-Ongoing throughout the year; Summer PD-July 2022 to December 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Build teacher and coach capacity with the R180/System 44 program to ensure ongoing personalized professional learning. Classroom data will be pulled 3 times a year (Fall, Winter, and Spring) to assess student use of program and growth proficiency.

Secondary Math

B.E.S.T. Standards and Adoption Work

a: What is the purpose or topic of the professional development being requested? Increase Brevard Secondary Math Teachers' understanding of how to teach the B.E.S.T. Standards for Mathematics through the newly adopted instructional materials including the new progress monitoring and how to implement the results to drive instruction.

b: Who is receiving and facilitating professional development? Secondary mathematics teachers will attend. Facilitated by teacher leaders and the content specialist.

c: Estimated number of participants and facilitators? Approximately 78 teachers, 2 teacher leaders, and 1 content specialist.

d: What is the timeline for implementation? Sessions will happen in June of 2023 over the course of 5 days

e-f: Learning logs and surveys will measure teacher understanding. Participants will complete a pre-survey before training. During training, they will complete learning logs documenting gains in knowledge of the information. After training, they will complete a post-survey. The final survey will measure teachers' self-reported growth in understanding how to teach through the newly adopted materials and how to drive instruction based on progress monitoring results.

Secondary English Language Arts

Amplify

a: What is the purpose or topic of the professional development being requested? Contracting with Amplify, the middle school English Language Arts publisher will provide additional professional development for literacy coaches, teachers, and administrators.

b: Who is receiving and facilitating professional development? Literacy coaches, teachers, and administrators will receive training from Amplify trainers and coaches

c: Estimated number of participants and facilitators? Approximately 100 middle school ELA teachers, literacy coaches, and administrators will participate.

d: What is the timeline for implementation? Sessions will happen in September 2022, November 2022, January 2023, and March 2023.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Participants will increase the amount of implementation of curriculum units, formative and summative assessments, and differentiation tools found within the Amplify program. Amplify reports on teacher usage by categories. Reports will provide pre- and post-training data on individual teacher implementation.

Secondary Social Studies

Novice Civics Teacher Professional Development

a: What is the purpose or topic of the professional development being requested? Professional development for two M/Jr Civics teachers at five schools, with the lowest performing student data on the Civics End-of-Course Exam, will receive standards-focused professional development with emphasis on EOC (End of Course) item question review (September 2022 to June 2023). Teachers will receive a minimum of five PD training days either during the school day or on Saturdays.

b: Who is receiving and facilitating professional development? Civics Teachers; Facilitated by state and national non-profit organizations (Lou Frey Institute, iCivics, Bill of Rights Institute, National Constitution Center, and Indiana University of Representative Government)

c: Estimated number of participants and facilitators? 1 facilitator; Maximum number of 2 teachers per school with 10 (2 per school), 5 schools

d: What is the timeline for implementation? Training will take place over selected dates in September 2022 – May 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Increase Brevard Secondary Social Studies Teachers' understanding of how to teach the standards and item specifications associated with the state End-of-Course assessment as well as quality resources to increase student achievement and close achievement gaps, measured by the number of students receiving a passing score on the state Civics End-of-Course Assessment for the 2022-2023 school year.

Elementary and Secondary Art and Theater Professional Development Workshop

a: What is the purpose or topic of the professional development being requested? The goal of this professional development work is to increase the rigor and support of Visual Art Standards.

b: Who is receiving and facilitating professional development? Visual Art Teachers/Lead teachers and Content Specialist

c: Estimated number of participants and facilitators? 3 facilitators/ 30 participants

d: What is the timeline for implementation? Training will take place over selected dates in September 2022 – May 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Increase elementary and secondary art teachers' understanding of how to teach to the standards while promoting implementation and integration of standards in their classroom as well as school wide. Outcomes will be measured through a teacher survey and their evaluation.

Professional Conferences

Elementary

English Language Arts - CLAS

a: What is the purpose or topic of the professional development being requested? Content specialists will attend the Council of Language Arts Supervisors (CLAS) meetings twice per year.

b: Who is receiving and facilitating professional development? Content specialists will meet and receive updated information regarding best practices for language arts as well as coaching strategies.

c: Estimated number of participants and facilitators? Multiple facilitators from across Florida and 3 participants

d: What is the timeline for implementation? During the 2022-2023 program period

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcome is to build teacher and coach capacity to ensure ongoing personalized

professional learning. Classroom data will be pulled 3 times a year (Fall, Winter, and Spring) to assess student and teacher outcomes.

English Language Arts - FDOE Institutes and Informational Sessions

a: What is the purpose or topic of the professional development being requested? Content specialists will attend the Council of Language Arts Supervisors meetings twice per year.

b: Who is receiving and facilitating professional development? Content specialists will meet and receive updated information regarding best practices for language arts as well as coaching strategies.

c: Estimated number of participants and facilitators? Multiple facilitators from across Florida and 3 participants

d: What is the timeline for implementation? During the 2022-2023 program period

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcome is to build teacher and coach capacity to ensure ongoing personalized professional learning. Classroom data will be pulled 3 times a year (Fall, Winter, and Spring) to assess student and teacher outcomes.

Math- FAMS, FCTM, and FDOE Institutes and Informational Sessions

a: What is the purpose or topic of the professional development being requested? Content specialists and eight elementary math instructional coaches will attend the Florida Association of Mathematics Supervisors conference, and the Florida Consortium of Math Teachers conference.

b: Who is receiving and facilitating professional development? Content specialists and instructional coaches will meet and receive updated information regarding best practices for math as well as coaching strategies.

c: Estimated number of participants and facilitators? Multiple facilitators from across Florida and 9 participants

d: What is the timeline for implementation? During the 2022-2023 program period

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcome is to build teacher and coach capacity to ensure ongoing personalized professional learning. Classroom data will be pulled 3 times a year (Fall, Winter, and Spring) to assess student and teacher outcomes.

Secondary Advanced Placement

Advanced Placement (AP) Professional Development Conference

a: What is the purpose or topic of the professional development being requested? The purpose of the training is to ensure our AP teachers stay current with the most up-to-date AP course & exam information. This will lead to increased student success in exams as well as in the classroom.

b: Who is receiving and facilitating professional development? Advanced Placement teachers are receiving the training, facilitated by College Board.

c: Estimated number of participants and facilitators? 15 participants/15 facilitators (facilitators paid by College Board)

d: What is the timeline for implementation? The teachers who attend the summer week-long training will attend in June 2023 and I will gather their learning logs upon their return in June.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will gain a better understanding of the AP curriculum for their subject area. Students scoring a 3 or higher on the 2024 AP exams will increase by 5 % from the previous year. Outcomes will be measured through teacher learning logs submitted upon completion of their AP training. Students scoring a 3 or higher on the 2024 (summer training) AP exams will increase by 5%.

Secondary Math

Florida Council of Teachers of Mathematics (FCTM) Professional Conference

a: What is the purpose or topic of the professional development being requested? FCTM provides mathematics professional development for FCTM members who provide support to mathematics classrooms though not a full-time classroom teacher with sessions on math education leadership and ways to organize and empower other math educators.

b: Who is receiving and facilitating professional development? The content specialist will receive this training from math experts from within and/or outside of Florida as well as from FLDOE. The information will be shared with BPS teachers and administrators through a variety of channels.

c: Estimated number of participants and facilitators? Numerous facilitators/1 participant

d: What is the timeline for implementation? June 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The content specialist will be able to disseminate critical knowledge in B.E.S.T Standards for Math so that BPS teachers are able to transition and implement the new standards. This will increase teacher effectiveness and student achievement, measured by iReady Math results will increase by 10% at each grade level from the Diagnostic 1 to the Diagnostic 3.

National Council of Teachers of Mathematics (NCTM) Annual Meeting & EXPO

a: What is the purpose or topic of the professional development being requested? NCTM Annual Meetings bring together thousands of mathematics educators from all over the world to collaborate, network, learn, and inspire new ideas to implement into a mathematics classroom.

b: Who is receiving and facilitating professional development? The content specialist will receive this training from math experts from around the nation. The information will be shared with BPS teachers and administrators through a variety of channels.

c: Estimated number of participants and facilitators? Numerous facilitators/1 participant

d: What is the timeline for implementation? September 2022

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Providing the content specialist with this opportunity to attend this national conference, Brevard educators will have the opportunity to learn content-rich, and research-based pedagogy from national educators, hence lengthening the reach our teachers will gain for student improvement.

Secondary and Elementary Science

Florida Association of Science Supervisors (FASS) Conferences (2 conferences)

Florida Association of Science Teachers (FAST) Conference

National Association of Biology Teachers (NABT) Conference

National Science Teacher Association (NSTA) Conference

a: What is the purpose or topic of the professional development being requested? Professional development for science content specialists to increase knowledge and expertise, continued growth and information acquisition in the area of science education.

b: Who is receiving and facilitating professional development? The content specialist will receive this training from science experts from within and/or outside of Florida. The information will be shared with BPS teachers and administrators through various channels including but not limited to meetings, district science websites, and newsletters.

c: Estimated number of participants and facilitators? Numerous facilitators/ 2-3 participants per conference, followed by participants training school-level science staff on the conference content

d: What is the timeline for implementation? October 2022-May 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Information gained from all the conferences during the 2022-2023 school year will be shared with 100% of the elementary and secondary teachers via school Point of Contacts. Science Content Specialists will remain highly qualified through continued learning of science best practices and strategies, training resulting from this learning will increase knowledge and efficacy in teacher and administrative audiences who will self-report their increase in learning. Elementary outcomes will show student achievement on the 5th grade state science assessment with an increase of 5%. Student achievement will also be measured using the Penda formative assessment results showing a 10% increase from the beginning of the year to the end of year assessment. Teacher surveys will also demonstrate an increase in teacher capacity in science instruction, as well as completed curriculum guide updates by attendees. Secondary outcomes will show improvement on the 8th grade science assessment as well as the biology end of course assessment.

Elementary and Secondary Social Studies

Florida Association of Social Studies Supervisors (FASSS) Professional Conferences (October and April)

Florida Council for Social Studies (FCSS) Conference (October)

a: What is the purpose or topic of the professional development being requested? Professional development for social science content specialist to increase knowledge and expertise, continued growth and information pertaining to social studies education.

b: Who is receiving and facilitating professional development?

FASSS: Content Specialist will be participating/numerous facilitators from across Florida.

FCSS: Content Specialist will participate/numerous facilitators from across Florida.

c: Estimated number of participants and facilitators? Numerous facilitators at conferences/2 participants per conference.

d: What is the timeline for implementation? October 2022 and April 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Participation in this association increases our district's mission to support teachers and students. Organizationally, content specialists promote retention of Brevard teachers district-wide and provide substantive, research-based, learning opportunities. Educators will employ new teaching techniques and resources in their classrooms to promote rigor and prepare students for college and career readiness and civic life.

Secondary Social Studies

National Council for Social Studies (NCSS) Conference

a: What is the purpose or topic of the professional development being requested? Professional development for social science content specialist to increase knowledge and expertise, continued growth and information pertaining to social studies education.

b: Who is receiving and facilitating professional development? 1 content specialist/numerous facilitators

c: Estimated number of participants and facilitators? Numerous facilitators at conferences/1 participant

d: What is the timeline for implementation? December 2022

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? By attending this national conference, Brevard educators will have the opportunity to learn content-rich, and research-based pedagogy from national educators, hence lengthening the reach our teachers will gain for student improvement. Educators will employ new teaching techniques and resources in their classrooms to promote rigor and prepare students for college and career readiness and civic life.

Elementary and Secondary Art Florida Art Educator Association

- a:** What is the purpose or topic of the professional development being requested? Professional Visual Art conferences for art educators teaching Pre-K through secondary education. Attend and provide research-based sessions that are relevant to the current teaching environment to increase student outcomes.
- b:** Who is receiving and facilitating professional development? BPS Art Content Specialist and / or conference presenters will be facilitating.
- c:** Estimated number of participants and facilitators? Two participants will attend the conference and facilitators will be conference presenters.
- d:** What is the timeline for implementation? Conference attendance will be in October 2022 with implementation during the spring 2023 semester.
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Participants will demonstrate an increase of competencies as evidenced by effective instructional design, utilizing different pedagogical practices, and working to implement knowledge in the classroom setting measures by their evaluation. Teachers will present content learned at the August professional development and other professional development opportunities throughout the school year.

Elementary and Secondary Physical Education SHAPE Florida

- a:** What is the purpose or topic of the professional development being requested? Professional Development for Health & Physical Education (HPE) teachers.
- b:** Who is receiving and facilitating professional development? Resource teacher and one classroom teacher participating/SHAPE conference facilitators
- c:** Estimated number of participants and facilitators? Two participants will attend the conference and facilitators will be conference presenters.
- d:** What is the timeline for implementation? Attend convention October 20-22, 2022, learning to be implemented throughout the school year.
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Improve the quality of instructional practices in both Health and PE. Increase rigor and teacher knowledge on instructional strategies for improving student learning. Improve learning via differentiated lessons that meet the full intent of the Florida Standards. Outcomes will be measured by Student Assessment improvements (Fitnessgram, Performance Based and Cognitive).

Secondary Counseling and SEL College Access Summit

- a:** What is the purpose or topic of the professional development being requested? Each year, community leaders and education advocates gather at Florida College Access Network's annual convention to learn new strategies, and network with like-minded professionals from across the state. At this meeting FAFSA completion rates are celebrated, and many times Brevard Public Schools has been recognized for FAFSA completion and improvement. At the conference, topics presented will vary by breakout rooms. Participants will have the ability to decide on various breakout rooms depending on their professional development needs. BPS participants will attend sessions based on supervision and creating district wide plans. Topics presented include areas such as: access for all, clear information and guidance, post-secondary affordability (financial aid/FAFSA, etc.), college and career pathways, data-informed decision making, community collaboration

b: Who is receiving and facilitating professional development? Resource Teacher for College and Career and Content Specialist for Counselors 7-12.

c: Estimated number of participants and facilitators? Numerous facilitators at conferences/2 participants

d: What is the timeline for implementation? May 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcome is for the District Resource Teacher for College and Career and the Content Specialist for Counselors 7-12 to gain the professional knowledge to create help effective school counseling programs at the school level. The 2 participants will learn information needed to also provide quality ongoing professional development for school counselors throughout the school year and implement new interventions learned at the conferences. Outcomes will be measured based on school counselor effectiveness at the school level. Schools will see an increase in graduation rates, an increase in college acceptance and FAFSA completion, as a result of information learned at the conference.

Quarterly School Counselor Meeting

a: What is the purpose or topic of the professional development being requested? Leaders meet quarterly in Tampa at the University of South Florida to learn necessary information from State Leaders and share information, procedures and processes between districts and which is then brought back to district leaders and counselors at our district. The purpose of this training is to share information across state districts which will then be brought back to our county to share with District leadership as well as middle and high school counselor leaders.

b: Who is receiving and facilitating professional development? Two representatives, the 7-12 Counselor Content Specialist, and the Resource Teacher for College and Career, will attend the meetings

c: Estimated number of participants and facilitators? Numerous facilitators at conferences/2 participants

d: What is the timeline for implementation? October 2022, February and June 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcome is for District Leaders (Resource Teacher for College and Career and the Content Specialist for Counselors 7-12) to gain the professional knowledge regarding policies and procedures from state representatives and other county district leaders. The information will be shared with counselors at the school level during on-going professional development throughout the school year. Outcomes will be measured based on school counselor effectiveness at the school level. School counselors will have a better understanding of how to implement statewide legislative changes which will result in increased graduation rates, increased college and career planning, and increased Bright Futures application completion.

Counseling/SEL Conferences

a: What is the purpose or topic of the professional development being requested? FSCA and SACAC Florida School Counselor Association Conference (FSCA)- The FL annual professional development event is supported by the state association and is available to all school counselors across the state. The state conference will be held October 20 to 22, 2022. FSCA- The purpose of this training is to provide professional development for school counselors specific to their profession. This conference will include level sharing and networking with other counselors across the state. A total of 15 school counselors would be attending this conference and facilitators would include individuals across the state/country. The timeline for interventions learned will be ongoing throughout the year.

The Southern Association for College Admission Counseling (SACAC) annual public school counselor day conference. This conference will be held in April 2023, date to be determined. SACAC- The purpose of this

training is to provide professional development for school counselors and college/career specialists. This conference will include sessions specific to public school professionals and will provide a networking opportunity with other professionals across the state. A total of 10 school counselors and/or college/career specialists will attend the professional development with facilitators across the state/country. The timeline for interventions learned will be ongoing throughout the year.

c: Estimated number of participants and facilitators? Numerous facilitators as state and national organizations are facilitating the events/ Content Specialist for secondary school counselors, resource teacher for college and career, and resource teacher for elementary school counselors along with an elementary, middle, and high school-based school counselor (3) across the district. School counselors will be identified for each professional development opportunity offered and will differ from each opportunity. College and Career specialists will have the opportunity to attend professional development opportunities with SACAC. Professional development will be facilitated by many individuals across the state and/or country.

d: What is the timeline for implementation? Training dates: July 2022/October 2022/March 2023/May 2023. Implementation of interventions learned at these conferences will be ongoing in the development of a schools' comprehensive school counseling program.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcome is for school counselors to gain the professional knowledge to create effective school counseling programs at their individual schools. The content specialist will learn the information needed to provide quality ongoing professional development for the remaining school counselors throughout the school year and implement new interventions learned at the conferences. Outcomes will be measured based on school counselor effectiveness at the school level. Schools will see an increase in graduation rates, an increase in college acceptance and FAFSA completion, decrease in attendance issues and a decrease in problematic behavior as a result of interventions learned at the conferences. School counselors will have a better understanding of how to implement an effective comprehensive program and provide students with a proactive approach to student issues.

Transcribing Foreign Transcripts for School Counselors

a: What is the purpose or topic of the professional development being requested? School Counselors will learn the necessary skills to be able to transcribe transcripts from different countries. As a result of this training, school counselors will receive information specific to the education system in other countries and how to effectively identify information on the transcript to properly place students in courses. The purpose of this training is to provide a uniform way across the district on how to transcribe transcripts from other countries.

b: Who is receiving and facilitating professional development? The content specialist, resource teacher for college and career, along with four other school-based school counselors will be attending the training. This will be a train-the-trainer approach to provide training to all secondary school counselors. The facilitator is from P.L Grant and Associates located in GA and is an expert in foreign transcripts.

c: Estimated number of participants and facilitators? 6 participants/ 1 facilitator

d: What is the timeline for implementation? School counselors will continuously need to implement the information learned to effectively place students in courses.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Improved ability to identify courses from other countries. Outcome will be an increase in appropriately placed students who have transitioned to schools in Brevard County, Florida.

Elementary Gifted

University of Central Florida ADAGE Gifted Conference

- a:** What is the purpose or topic of the professional development being requested? The UCF ADAGE allows participants to learn all things that are new in the Gifted programming environment and to keep Brevard County abreast of all new developments. This conference allows time for participants to learn new best practices to support Gifted programming.
- b:** Who is receiving and facilitating professional development? 1 Content Specialist and 9 gifted educators participating/numerous facilitators
- c:** Estimated number of participants and facilitators? 10 participants including Content Specialist will be able to disseminate the information acquired through Professional Development opportunities throughout the school year 22-23 with the teachers of the gifted programs.
- d:** What is the timeline for implementation? 2022-2023 School year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Increased growth of our gifted educational programs within our schools by 5%, increase growth of our certified Gifted teachers attending the “data chats” at their schools in order to share new acquired information regarding gifted, every teacher is asked to attend 4 “data chat” meetings at their school within the 21-22 school year, and increased identification of our underrepresented groups by 10% (Hispanic, English Language Learners, and African American students).

South Broward Gifted Symposium

- a:** What is the purpose or topic of the professional development being requested? The South Broward Symposium for Gifted conference allows participants to learn all things that are new in the Gifted programming environment and to keep Brevard County abreast of all new developments. This conference allows time for participants to learn new best practices to support Gifted programming
- b:** Who is receiving and facilitating professional development? 1 Content Specialist participating/numerous facilitators
- c:** Estimated number of participants and facilitators? 1 participant per conference; 67 teachers (all elementary charter and public schools) that will receive continued training through the acquisition of the knowledge from the conferences. Content Specialist will be able to disseminate the information acquired through Professional Development opportunities throughout the school year 22-23 with the teachers of the gifted programs. The information will be shared through the bi-weekly contact meetings with all Gifted teachers (currently virtual) The information will be shared through AP contact meetings and trainings at the school levels. The information will be shared through the continued maintenance of our gifted website for community and family partnership.
- d:** What is the timeline for implementation? Bi-weekly contact meetings start in September and continue throughout the 22-23 school year.
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Increased growth of our gifted educational programs within our schools by 5%, increase growth of our certified Gifted teachers attending the “data chats” at their schools in order to share new acquired information regarding gifted, every teacher is asked to attend 4 “data chat” meetings at their school within the 21-22 school year, and increased identification of our underrepresented groups by 10% (Hispanic, English Language Learners, and African American students).

A Dream Deferred Conference

- a:** What is the purpose or topic of the professional development being requested? The purpose of the selected professional development will support the essential functions of the director of diversity and equity in providing the interdepartmental supports in the district to improve outcomes and advance equity, inclusion, diversity, and belonging as a foundation in our decision-making, learning and working environments, and stakeholder

engagement as aligned with our strategic goals.

b: Who is receiving and facilitating professional development? 1 Director of Diversity and Inclusion/College Board facilitators

c: Estimated number of participants and facilitators? 1 Director/numerous facilitators

d: What is the timeline for implementation? Implementation will support professional development through the 2022-2023 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The intended outcome is for the Director of Equity and Diversity to receive the professional development with the intent of facilitating and coordinating employee professional development for the district through the year 2022-2023.

Association for Middle Level Education Conference

a: What is the purpose or topic of the professional development being requested? The Association for Middle Level Education is providing a conference focused on several topics current in the field of education. The goal of the conference is to provide a focus on the middle level educators, and their leadership. Sessions include access and equity, leadership, leveraging technology, social and emotional needs, essentials for early career teachers, and understanding young adolescent learners.

b: Who is receiving and facilitating professional development? Teachers, instructional coaches, and school leadership are participating. AMLE provides the facilitators.

c: Estimated number of participants and facilitators? Numerous AMLE members and partners facilitating / 20 Brevard Schools participants

d: What is the timeline for implementation? November 2022 conference, and implementation during and after the 22-23 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? To help middle school educators reach every student, grow professionally and engage students in engaging lessons. This conference will support the work being done as Brevard Schools improves the established middle school programs currently in place. Outcomes will be measured through the positive impact of teachers/coaches/leaders sharing information with home school during professional development days or faculty meetings. Student outcomes will be determined through the Youth Truth Survey.

Charter Schools

All budget components related to this activity are identified as Activity #10 on Title II, Part A Budget.

EMMA JEWEL CHARTER SCHOOL (Activity 1/1)

a: What is the purpose or topic of the professional development being requested? Teachers will develop lesson plans and curriculum maps based on the new BEST Standards implemented beginning in August 2022 for the 22-23 school year.

b: Who is receiving and facilitating professional development? All classroom teachers, intervention teachers and administration will attend PD sessions with the Consultant for the transition to the BEST Standards.

c: Estimated number of participants and facilitators? 30 educators / 2 facilitators

d: What is the timeline for implementation? August 2022 for the 22-23 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Educators will be able to use BEST Standards to effectively develop highly engaging lessons plans to

teach grade level standards.

IMAGINE SCHOOLS AT WEST MELBOURNE (Activity 1/1)

a: What is the purpose or topic of the professional development being requested? Imagine Schools at West Melbourne (IWM) has shown significant growth in student enrollment from 2013 through 2022, growing from 170 students to over 550 students. With the increase in student enrollment, IWM has had an average of 25% of the instructional staff come in as new instructional staff on an annual basis over the last 4 years. In order to provide a rigorous academic environment with differentiation, interventions, and enrichment, these new teachers have shown a need of support in the area of strategic lesson planning and data analysis. Strategic unit planning for cross curricular connections along with the development, implementation, and analysis of formative assessments continues to be a focus for our instructional staff to support all students.

b: Who is receiving and facilitating professional development? Instructional coach/k-6 teachers

c: Estimated number of participants and facilitators? 1 instructional coach/k-6 teachers

d: What is the timeline for implementation? 22-23 school year.

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Meet with teachers twice weekly to educate and support in the area of strategic lesson planning and data analysis. Strategic unit planning for cross curricular connections along with the development, implementation, and analysis of formative assessments continues to be a focus for our instructional staff to support all students.

ODYSSEY CHARTER SCHOOL (Activity 1/1)

a: What is the purpose or topic of the professional development being requested? New and Novice Teacher Academy Daily Rate

b: Who is receiving and facilitating the professional development? Newly hired and novice teachers/leadership facilitating

c: Estimated number of participants and facilitators? Leadership Facilitator/40 participants

d: What is the timeline for implementation? July 2022 and 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? New teachers will learn about state standards, process and routines, differentiation techniques, data analysis, and curriculum. July 2022 for 6 hours a day.

ODYSSEY PREPARATORY CHARTER SCHOOL (Activity 1/1)

a: What is the purpose or topic of the professional development being requested? New and Novice Teacher Academy Daily Rate

b: Who is receiving and facilitating the professional development? Newly hired and novice teachers/leadership facilitating

c: Estimated number of participants and facilitators? Leadership Facilitator/40 participants

d: What is the timeline for implementation? July 2022 and 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? New teachers will learn about state standards, process and routines, differentiation techniques, data analysis, and curriculum. July, 2022 for 6 hours a day.

PALM BAY ACADEMY CHARTER SCHOOL (Activity 1/2)

a: What is the purpose or topic of the professional development being requested? Newly hired teachers will attend

an online training conducted by Aha!Process, Inc to learn best practices to engage learners in a Title 1 school as well as make connections with parents.

- b:** Who is receiving and facilitating the professional development? Newly hired teachers under 1 year experience
- c:** Estimated number of participants and facilitators? Aha!Process Facilitator/10 participants
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn new strategies to engage students in a title 1 school as well as strategies to engage families for the 22-23 school year.

PALM BAY ACADEMY CHARTER SCHOOL (Activity 2/2)

- a:** What is the purpose or topic of the professional development being requested? Teachers will attend Leader in Me Training on February 20, 2023, to further our understanding of the 7 Habits of Leadership.
- b:** Who is receiving and facilitating the professional development? Leader in Me facilitator/teacher participant
- c:** Estimated number of participants and facilitators? 27 participants
- d:** What is the timeline for implementation? February 20, 2023 and through the 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development? Teachers will learn new strategies to engage students in the 7 Habits to increase student leadership skills.

PINECREST CHARTER SCHOOL (Activity 1/2)

- a:** What is the purpose or topic of the professional development being requested? To support Project Based Learning, as an innovative, relevant way to instruct students that enhance 21st century skills.
- b:** Who is receiving and facilitating the professional development? All faculty members attending preplanning training.
- c:** Estimated number of participants and facilitators? 40 teachers, 4 administrators/4 facilitators
- d:** What is the timeline for implementation? August 2022
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn strategies during the 22-23 pre-planning to engage student in relevant coursework and implement during the 22-23 school year.

PINECREST CHARTER SCHOOL (Activity 2/2)

- a:** What is the purpose or topic of the professional development being requested? Enhance our STEM program by training STEM teachers in Project Lead The Way (PLTW) modules
- b:** Who is receiving and facilitating the professional development? STEM Teachers: 6th grade, 7th and 8th grade.
- c:** Estimated number of participants and facilitators? 3 participants/training conducted by PLTW facilitators
- d:** What is the timeline for implementation? August 2022
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn strategies during the 22-23 pre-planning to engage student in relevant coursework and implement during the 22-23 school year.

SCULPTOR CHARTER SCHOOL (Activity 1/ 8)

- a:** What is the purpose or topic of the professional development being requested? Teachers will attend a workshop on Inquiry in the classroom in order to learn how to effectively incorporate standards-based inquiry into all content areas, including Math and Science.
- b:** Who is receiving and facilitating the professional development? All teachers and Administrators will participate in the training provided by Dr. Larry Chew.

c: Estimated number of participants and facilitators? 81 faculty and staff / 1 facilitator

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn two new effective teaching strategies to challenge students to think deeper about curriculum content, rather than just memorize a set of facts.

SCULPTOR CHARTER SCHOOL (Activity 2 / 8)

a: What is the purpose or topic of the professional development being requested? Teachers, Administrators, Paraprofessionals, and support staff will participate in virtual safety training, including training on Active Shooters. This Safe Schools training will be provided by Vector Solutions.

b: Who is receiving and facilitating the professional development? Teachers, Administrators, paraprofessionals, and support staff

c: Estimated number of participants and facilitators? 81 faculty and staff / Virtual Training

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Faculty and staff will learn strategies to keep themselves and students safe in the event of an active shooter. This is an annual subscription from July 1st - June 30th.

SCULPTOR CHARTER SCHOOL (Activity 3 / 8)

a: What is the purpose or topic of the professional development being requested? Teachers will participate in ESE related courses, including courses that lead to the autism spectrum disorder endorsement.

b: Who is receiving and facilitating the professional development? 1 teacher

c: Estimated number of participants and facilitators? 1 teacher

d: What is the timeline for implementation? 2022-2023 School Year (July – June)

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn strategies to help them work successfully with students on the autism spectrum, strategies will be implemented in the 2022-2023 school year.

SCULPTOR CHARTER SCHOOL (Activity 4 / 8)

a: What is the purpose or topic of the professional development being requested? Teachers/Administrators will participate in courses related to specific subject areas, including Activity teachers. This includes courses related to ELA (including writing), Math, Civics, History, Health, Mental Health and Wellness, Stress Management, Art, Music, Drama, OE, Technology, Classroom Management, School Culture, Social Emotional Learning, Endorsement Courses (including Gifted, Reading, ESOL, and ASD).

b: Who is receiving and facilitating the professional development? Teachers and Administration

c: Estimated number of participants and facilitators? 10 participants

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers/Administrators will learn strategies to help them teach/lead effectively and increase student achievement. Strategies will include how to close achievement gaps with high need, struggling students, as well as meet the learning and emotional needs of students with disabilities, including autism spectrum disorder. They will also learn to enrich students who are already excelling. In addition, skills related to social emotional learning and Mental health/stress management will be learned and utilized throughout the 2022-2023 school year.

SCULPTOR CHARTER SCHOOL (Activity 5 / 8)

a: What is the purpose or topic of the professional development being requested? Florida Art Education Association Conference: Teachers/Administrators will learn strategies to help them work successfully with K-8

students to increase student achievement, meet the needs of struggling learners, and accelerate the gifted and talented.

b: Who is receiving and facilitating the professional development? 1 participant/conference

c: Estimated number of participants and facilitators? 1

d: What is the timeline for implementation? October 2022

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn strategies to increase student achievement, meet the needs of struggling learners, and accelerate the gifted and talented during the 22-23 school year.

SCULPTOR CHARTER SCHOOL (Activity 6 / 8)

a: What is the purpose or topic of the professional development being requested? Florida Educators Music Conference: Teachers/Administrators will learn strategies to help them work successfully with K-8 students to increase student achievement, meet the needs of struggling learners, and accelerate the gifted and talented.

b: Who is receiving and facilitating the professional development? 1 participant/conference

c: Estimated number of participants and facilitators? 1

d: What is the timeline for implementation? October 2022

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn strategies to increase student achievement, meet the needs of struggling learners, and accelerate the gifted and talented during the 22-23 school year.

SCULPTOR CHARTER SCHOOL (Activity 7 / 8)

a: What is the purpose or topic of the professional development being requested? Teachers/Administrators will learn strategies to effectively utilize progress monitoring tools to determine achievement gaps in students through the use of iStation Training.

b: Who is receiving and facilitating the professional development? Teachers in grades K-3 and Administrators

c: Estimated number of participants and facilitators? 15 participants/iStation facilitator

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers in grades K-3 and Administrators will participate in iStation training, which will occur during the 2022-2023 school year to effectively utilize progress monitoring tools in order to determine achievement gaps in students. Training is 8 months of virtual learning and includes 2 additional webinars.

SCULPTOR CHARTER SCHOOL (Activity 8/8)

a: What is the purpose or topic of the professional development being requested? Teachers/Administrators will participate in courses related to specific subject areas, especially addressing strategies for increasing student learning gap and closing achievement gaps.

b: Who is receiving and facilitating the professional development? Bureau of Education & Research facilitating/1 teacher

c: Estimated number of participants and facilitators? 1 participants/BERG facilitator

d: What is the timeline for implementation? July, 2022 and 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers and administration will learn strategies to help them teach/lead effectively and increase student achievement. Strategies will include how to close the achievement gap, with high need, struggling students as well as meet the learning and emotional needs of students with disabilities. They will learn to enrich

students who are excelling as well as skills related to emotional learning and stress management.

VIERA CHARTER SCHOOL (Activity 1/6)

a: What is the purpose or topic of the professional development being requested? Viera Charter School (VCS) will support teachers by utilizing an instructional coach with a focus on mathematics during the 22-23 SY.

b: Who is receiving and facilitating the professional development? The instructional coach will provide training during the Professional Development Days to intermediate elementary mathematics teachers.

c: Estimated number of participants and facilitators? Two instructional coaches will present information about Math BEST standards to 13 intermediate teachers who teach math.

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The instructional coach will provide training during the Professional Development Days. She will also provide resources and model engaging hands-on instructional strategies during the 22-23 SY.

VIERA CHARTER SCHOOL (Activity 2/6)

a: What is the purpose or topic of the professional development being requested? VCS will support teachers by utilizing an AVID Coach to support elementary and middle school teachers with effective instructional practices during the 22-23SY.

b: Who is receiving and facilitating the professional development? Middle school teachers will participate in training facilitated by the AVID Instructional Coach.

c: Estimated number of participants and facilitators? 1 facilitator/ all teachers participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The AVID Coach will provide training during the Professional Development Days as well as at monthly PD days. She will also provide resources and support classroom teachers by observing, giving feedback and modeling collaborative strategies during the 22-23 SY.

VIERA CHARTER SCHOOL (Activity 3/6)

a: What is the purpose or topic of the professional development being requested? Viera Charter School will support teachers by utilizing an Instructional Coach during the 22-23 SY.

b: Who is receiving and facilitating the professional development? All ELA teachers including elementary teachers facilitated by the instructional coach.

c: Estimated number of participants and facilitators? 1 facilitator/ 60 K-8 teacher participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The instructional coach will provide training during the Professional Development Days as well as at monthly PD days. She will also provide resources and support the classroom by observing, giving feedback and modeling instructional strategies during the 22-23 SY.

VIERA CHARTER SCHOOL (Activity 4/6)

a: What is the purpose or topic of the professional development being requested? VCS will maintain AVID status by utilizing best practices in collaboration, motivation, and engagement.

b: Who is receiving and facilitating the professional development? Select Middle School Teachers and Administrators will attend the AVID Summer Institute (SI) and other pertinent trainings and/or conferences

c: Estimated number of participants and facilitators? Multiple AVID facilitators/6 participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? All VCS teachers and administrators to have the needed training in these areas.

VIERA CHARTER SCHOOL (Activity 5/6)

a: What is the purpose or topic of the professional development being requested? VCS primary teachers will attend training to learn how to implement a structured phonics program.

b: Who is receiving and facilitating the professional development? 18, K-3 Teachers

c: Estimated number of participants and facilitators? 18 participants/1 facilitator

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? K-3 teachers will implement Foundations with fidelity, based on feedback from teachers and observations during walkthroughs by the interventionist, instructional coach and administrators responsible for supervision of K-3 teachers.

VIERA CHARTER SCHOOL (Activity 6/6)

a: What is the purpose or topic of the professional development being requested? The instructional coach with a focus on mathematics, along with 2 teachers will attend FCTM and FETC to learn best practices for engaging learners in hands-on science and mathematics instruction.

b: Who is receiving and facilitating the professional development? 2 instructional coaches and 2 teachers

c: Estimated number of participants and facilitators? 4 participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn two new engaging instructional strategies to implement during the 22-23 SY. Attendees will be responsible for professional development for mathematics teachers. Teacher's understanding of strategies will be measured based on feedback from teachers and observations during walkthroughs by the instructional coach and administrators.

Private Schools

All budget components related to this activity are identified as Activity #11 on the Title II, Part A Budget.

ASCENSION CATHOLIC (Activity 1/6)

a: What is the purpose or topic of the professional development being requested? Teachers will attend a one-day Kagan workshop focused on student engagement.

b: Who is receiving and facilitating the professional development? Classroom teachers/Kagan Facilitators

c: Estimated number of participants and facilitators?

d: What is the timeline for implementation?

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will implement interactive strategies to engage students during the 2022-2023 school year.

ASCENSION CATHOLIC (Activity 2/6)

a: What is the purpose or topic of the professional development being requested? Teachers will attend the Future of Education Technology Conference (FETC) to learn best practices for engaging learners in remote ELA instruction.

- b:** Who is receiving and facilitating the professional development? 2 teachers /FETC facilitators
c: Estimated number of participants and facilitators? Numerous presenters/3 participants
d: What is the timeline for implementation? October 2022
e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn two new ELA instructional strategies to engage students virtually and will implement during the 22-23 SY.

ASCENSION CATHOLIC (Activity 3/6)

- a:** What is the purpose or topic of the professional development being requested? *PLC at Work* book study to provide an opportunity to expand upon teaching to improve learning outcomes.
b: Who is receiving and facilitating the professional development? Teachers
c: Estimated number of participants and facilitators? 34 teachers/PLC facilitation
d: What is the timeline for implementation? 2022-2023
e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured?

ASCENSION CATHOLIC (Activity 4/6)

- a:** What is the purpose or topic of the professional development being requested? Catapult PLC Training focused on effective and successful implementation of a professional learning community.
b: Who is receiving and facilitating the professional development? Teachers receiving/Catapult facilitating
c: Estimated number of participants and facilitators? Catapult Facilitator/ 34 participants
d: What is the timeline for implementation? 2022-2023 School Year
e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured?

ASCENSION CATHOLIC (Activity 5/6)

- a:** What is the purpose or topic of the professional development being requested? Catapult Training focused on effective teacher self-care implementation.
b: Who is receiving and facilitating the professional development? Teachers receiving/Catapult facilitating
c: Estimated number of participants and facilitators? Catapult Facilitator/ 34 participants
d: What is the timeline for implementation? 2022-2023 School Year
e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured?

ASCENSION CATHOLIC (Activity 6/6)

- a:** What is the purpose or topic of the professional development being requested? Catapult Training focused on effective and successful implementation of accommodations for students with special needs.
b: Who is receiving and facilitating the professional development? Teachers receiving/Catapult facilitating
c: Estimated number of participants and facilitators? Catapult Facilitator/ 34 participants
d: What is the timeline for implementation? 2022-2023 School Year
e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured?

BRIGHT HORIZONS ACADEMY (Activity 1/1)

- a:** What is the purpose or topic of the professional development being requested? Teachers will attend the Annual

Islamic Schools in North America (ISNA) in May 2023 (Chicago-ORD) to learn best practices in the field of educational thought, curriculum development, and academic leadership.

b: Who is receiving and facilitating the professional development? 3 teachers

c: Estimated number of participants and facilitators? Numerous facilitators/3 teachers

d: What is the timeline for implementation? May 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn effective strategies that improve student, teacher and leadership connections while taking into account the challenges students face and establish an environment and curriculum that nurtures them to respond effectively during the school year.

DEVEREUX OF VIERA (\$Activity 1/2)

a: What is the purpose or topic of the professional development being requested? Devereux School teachers/administrators will attend the Future of Education Technology Conference (FETC), to learn current best practices in instructional technology to improve student engagement in classroom instruction.

b: Who is receiving and facilitating the professional development? 2 school leaders (teacher/administrator) will attend the conference facilitated by educational leaders and FETC sponsors.

c: Estimated number of participants and facilitators? Numerous facilitators/2 participants

d: What is the timeline for implementation? January 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teacher/administrator will learn 2 new digital resources to support students with significant disabilities and will implement during the 22-23 SY.

DEVEREUX OF VIERA (Activity 2/2)

a: What is the purpose or topic of the professional development being requested? Teachers will participate in math curriculum training to learn how to implement with fidelity and differentiate core content curriculum in a multi-ability level classroom.

b: Who is receiving and facilitating the professional development? All math teachers, K - 12, will attend and the training will be facilitated by a trained curriculum representative

c: Estimated number of participants and facilitators?

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will effectively individualize instruction for students with special needs while addressing the core content standards of the math curriculum.

HOLY NAME OF JESUS (Activity 1/1)

a: What is the purpose or topic of the professional development being requested? Kagan Workshop Cooperative Learning

b: Who is receiving and facilitating the professional development? Teachers and Kagan facilitators

c: Estimated number of participants and facilitators? 24 teachers/Kagan Professional presenter

d: What is the timeline for implementation?

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn new techniques to increase student engagement, discover 7 keys to successful cooperative learning.

LEARNING & ACHIEVEMENT ACADEMY (Activity 1/1)

- a:** What is the purpose or topic of the professional development being requested? Teachers will attend the I-Ready and/or MAPP proctor/instructor training sessions offered by the respective companies.
- b:** Who is receiving and facilitating the professional development? Teachers receiving/MAPP I-Ready facilitator
- c:** Estimated number of participants and facilitators? 1 facilitator/ 14 participants
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn to navigate the software, lesson modules, and reporting applications to virtually engage both students and parents during the 2022-2023 school year.

LIFE CHANGERS CHRISTIAN ACADEMY (\$Activity 1/ 4)

- a:** What is the purpose or topic of the professional development being requested? Teachers will receive onsite training during preplanning days in the science of reading and benefits of teaching systematic phonics and fluency instruction through Classroom Comics.
- b:** Who is receiving and facilitating the professional development? Teachers receiving/Deborah Caimi from
- c:** Estimated number of participants and facilitators? 1 facilitator/ 5 participants
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn to navigate the software, lesson modules, and reporting applications to virtually engage both students and parents during the 2022-2023 school year.

LIFE CHANGERS CHRISTIAN ACADEMY (Activity 2/ 4)

- a:** What is the purpose or topic of the professional development being requested? Teachers will meet with consultant for support with interpreting diagnostic testing results.
- b:** Who is receiving and facilitating the professional development? Teachers receiving/Deborah Caimi from
- c:** Estimated number of participants and facilitators? 1 facilitator/ 5 participants
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn to navigate the program and meetings will take place after completion of Diagnostic Testing Week.

LIFE CHANGERS CHRISTIAN ACADEMY (Activity 3/ 4)

- a:** What is the purpose or topic of the professional development being requested? Teachers will receive onsite follow up training on the October Professional Day. Training during preplanning days in the science of reading and benefits of teaching systematic phonics and fluency instruction.
- b:** Who is receiving and facilitating the professional development? Teachers receiving/Deborah Caimi from
- c:** Estimated number of participants and facilitators? 1 facilitator/ 5 participants
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teacher will evaluate student progress and plan future goals for students with the help of the consultant.

LIFE CHANGERS CHRISTIAN ACADEMY (Activity 4/ 4)

- a:** What is the purpose or topic of the professional development being requested? Teachers will receive onsite follow up training in January during designated professional day to assess student progress in reading.

- b:** Who is receiving and facilitating the professional development? Teachers receiving/Deborah Caimi from
- c:** Estimated number of participants and facilitators? 1 facilitator/ 5 participants
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers and the consultant will evaluate student progress and problem solve any needs required.

LIFELINE ACADEMY (Activity 1/1)

- a:** What is the purpose or topic of the professional development being requested? Teachers will be a part of a virtual /face to face on the implementation of STEM in the classroom using the school curriculum via STEMscopes.
- b:** Who is receiving and facilitating the professional development? Teachers and Assistants will participate/STEMscopes facilitating
- c:** Estimated number of participants and facilitators? 1 facilitator/ 20 participants
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn how to implement STEM strategies using the curriculum and increase student engagement.

MELBOURNE CENTRAL CATHOLIC (Activity 1/2)

- a:** What is the purpose or topic of the professional development being requested? Teachers will attend the Kagan workshop "Cooperative Learning" which will be hosted on site at MCC.
- b:** Who is receiving and facilitating the professional development? Teachers will participate / Kagan facilitator
- c:** Estimated number of participants and facilitators? Kagan facilitator/ 35 participants
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will utilize new methods of engaging the students to increase academic achievement to combat the technology fatigue that has arisen since COVID. This will be implemented during the 2022-2023 school year.

MELBOURNE CENTRAL CATHOLIC (Activity 2/2)

- a:** What is the purpose or topic of the professional development being requested? Kagan Coaches to facilitate teacher observation training during the school day.
- 7b:** Who is receiving and facilitating the professional development? Teachers will participate / Kagan facilitator
- c:** Estimated number of participants and facilitators? Kagan facilitator/ 35 participants
- d:** What is the timeline for implementation? February 2023
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? As a follow up top to the Cooperative Learning training, we will have Kagan coaches evaluate and train our teachers in real-time in their classrooms across 2 days.

OUR LADY OF LOURDES (Activity 1/3)

- a:** What is the purpose or topic of the professional development being requested? Teachers will virtually attend webinars and modules on RCD Connect for the Responsibility Centered Discipline program throughout the year. This program is continual for best practices on classroom management and school culture.
- b:** Who is receiving and facilitating the professional development? Faculty and administration
- c:** Estimated number of participants and facilitators? 23 participants, with facilitation via online modules

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn about how best to utilize the RCD program and integrate its use into the classroom during the 22-23 SY

OUR LADY OF LOURDES (Activity 2/3)

a: What is the purpose or topic of the professional development being requested? Teachers will attend 1 day training of Cooperative Learning training to learn about ways to boost engagement and enhance achievement of all learners with research proven brain-friendly instructional strategies.

b: Who is receiving and facilitating the professional development? Principal and teachers receiving/Kagan facilitating

c: Estimated number of participants and facilitators? Kagan facilitators/ 20 teachers + 1 principal receiving

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn how to use the Kagan approach to Cooperative Learning to boost engagement and learning in the classroom. Strategies will be utilized during the 22-23 SY.

OUR LADY OF LOURDES (Activity 3/3)

a: What is the purpose or topic of the professional development being requested? Teacher will attend the Florida Council of Teachers of Math conference in June 2023 to learn strategies that will meet students' needs and engage students in all subject areas.

b: Who is receiving and facilitating the professional development? 2 teachers will attend conference. Various presenters, keynote speaker

c: Estimated number of participants and facilitators? 1 participant

d: What is the timeline for implementation? June 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn new strategies that will engage students with learning in all subject areas, improve rigor in the classroom, and focus on students' behavior and classroom management, for which will be presented to faculty to implement during the 22-23 SY.

OUR SAVIOUR (Activity 1/6)

a: What is the purpose or topic of the professional development being requested? Teachers will attend Lindamood Bell Seeing Stars workshop online to learn strategies to help all students develop a strong foundation in reading skills. Seeing Stars is research evidence-based program, which supports interventions that focus on phonological and orthographic processing for reading and spelling.

b: Who is receiving and facilitating the professional development? One elementary teacher will attend the workshop presented by Lindamood Bell instructors.

c: Estimated number of participants and facilitators? 1 participant

d: What is the timeline for implementation? May??

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will participate in the Seeing Stars online four-day workshop to develop their symbol imagery and concept knowledge. The program content is delivered so that the teachers can begin instruction with the Seeing Stars the next day.

OUR SAVIOUR (Activity 2/6)

a: What is the purpose or topic of the professional development being requested? Teachers will attend the Catapult reading workshop to learn best practices for engaging students in reading. The professional development is aimed to help teachers increase all their students' reading skills.

b: Who is receiving and facilitating the professional development? Teachers with Catapult facilitators

c: Estimated number of participants and facilitators? Catapult facilitators/20 participant

d: What is the timeline for implementation?

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will further their reading strategies through a half day training with Catapult. The professional development will be presented and be able to be implemented when the students return to the classroom.

OUR SAVIOUR (Activity 3/6)

a: What is the purpose or topic of the professional development being requested? The Teachers Academy offers online professional development courses for Florida educators. Our specific courses for our teachers are related to math and science aimed at increasing their classroom content knowledge to help their students be more successful in the areas of math and science.

b: Who is receiving and facilitating the professional development?

c: Estimated number of participants and facilitators?

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will participate in the online self-paced course for the 22-23 school year aimed at increasing their math and science content knowledge.

OUR SAVIOUR (Activity 4/6)

a: What is the purpose or topic of the professional development being requested? A teacher will attend the S.T.E.M professional development workshop to strengthen a teacher's content knowledge and lesson planning strategies.

b: Who is receiving and facilitating the professional development? Teacher participating/STEM workshop facilitating

c: Estimated number of participants and facilitators? Workshop facilitator/1 participant

d: What is the timeline for implementation? July 11- 15, 2022 for the 2022 – 2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? The teacher attending the workshop will be able to implement the content material into the 2022-2023 school year and support other teachers in the area of science and math.

OUR SAVIOUR (Activity 5/6)

a: What is the purpose or topic of the professional development being requested? Teachers will attend the Kagan Win-Win Discipline workshop to gain a new perspective on discipline problems and develop functional tools to help the students in their classrooms.

b: Who is receiving and facilitating the professional development? 2 teachers participating/Kagan facilitating

c: Estimated number of participants and facilitators? Kagan facilitator/2 participants

d: What is the timeline for implementation? March 20, 2023

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will attend the workshop to help them learn powerful approaches to classroom management. These strategies can be implemented for the remainder of the school year.

OUR SAVIOUR (Activity 6/6)

- a:** What is the purpose or topic of the professional development being requested? Teachers will attend Kagan's one full day workshop of cooperative learning groups to help teachers develop meaningful and powerful classroom groups. Teachers will learn systematic strategies for motivating, challenging, and boosting engagement in cooperative learning groups for cores academics.
- b:** Who is receiving and facilitating the professional development? Teacher participating/Kagan facilitating
- c:** Estimated number of participants and facilitators? Kagan facilitator/10 participant
- d:** What is the timeline for implementation? 2022-2023 School Year
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will develop strategies to increase whole class engagement and skills for students to successfully work together as well as develop social and emotional skills for student. Teachers will attend part I or part II workshop depending upon their standing with workshops.

PARK AVENUE CHRISTIAN (Activity 1/3)

- a:** What is the purpose or topic of the professional development being requested? Attending the FETC conference 1/23-26/2023 in New Orleans. To learn latest technology advancements in order to give our staff the latest advantages in learning.
- b:** Who is receiving and facilitating the professional development? Teachers receiving/FETC conference presenters facilitating
- c:** Estimated number of participants and facilitators? FETC facilitators/2 participants
- d:** What is the timeline for implementation? January 2023
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn about new advancements in technology in order to keep up with the advancements in digital learning.

PARK AVENUE CHRISTIAN (Activity 2/3)

- a:** What is the purpose or topic of the professional development being requested? Attending the NSTA conference in Atlanta Ga. March 23-26. To learn new teaching tools in STEM to promote science and math in the classroom and PACA's robotics.
- b:** Who is receiving and facilitating the professional development? Teacher receiving/NSTA facilitating
- c:** Estimated number of participants and facilitators? Numerous facilitators/1 participant
- d:** What is the timeline for implementation? March 2023
- e-f:** What are the intended outcomes of the requested professional development and how will outcomes be measured? Science director will be able to learn and experience new tools and techniques that he will bring back to share with the math and science departments.

PARK AVENUE CHRISTIAN (Activity 3/3)

- a:** What is the purpose or topic of the professional development being requested? Bringing a Kagan trainer to our school for faculty instructions. Learning instructional strategies designed to promote cooperation and communication in the classroom to boost student's confidence and retain their interest in classroom interaction. These skills would specifically apply to math, reading and writing.
- b:** Who is receiving and facilitating the professional development? Teachers receiving/Kagan Trainer facilitating
- c:** Estimated number of participants and facilitators? 1 Facilitator/40 participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Continued instruction for teachers to take back to the classroom. Training on how to use their program materials. Instruction training for our Kagan Instructor in training.

ROCKLEDGE CHRISTIAN SCHOOL (Activity 1/2)

a: What is the purpose or topic of the professional development being requested? Teachers will attend the Leadership, School Improvement, & High Reliability Schools Workshop presented by Marzano Resources.

b: Who is receiving and facilitating the professional development? Teachers receiving/Marzano facilitator

c: Estimated number of participants and facilitators? 1 facilitator/3 participants

d: What is the timeline for implementation? October, 2022

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers and administration will learn the tenets of a high reliability school and teacher leadership.

ROCKLEDGE CHRISTIAN SCHOOL (Activity 2/2)

a: What is the purpose or topic of the professional development being requested? Teachers will attend the League of Christian Schools Educators Conference to engage in math instructional strategies.

b: Who is receiving and facilitating the professional development? Teacher receiving/League of Christian Schools facilitating

c: Estimated number of participants and facilitators? Numerous facilitators/11 participants

d: What is the timeline for implementation? November 2022

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn two math instructional strategies to implement during the 22-23 SY.

ST. JOSEPH (Activity 1/4)

a: What is the purpose or topic of the professional development being requested? Project Lead the Way - One teacher and one administrator will attend the PLTW conference in Orlando to learn instructional strategies to help implement our new PLTW curriculum and enhance our rigor of our curriculum.

b: Who is receiving and facilitating the professional development? Administration and Teacher receiving/Project Lead the Way team facilitating

c: Estimated number of participants and facilitators? Numerous presenters/2 participants

d: What is the timeline for implementation? October 2022

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers and administrators will engage in breakout sessions designed to explore and implement the PLTW curriculum.

ST. JOSEPH (Activity 2/4)

a: What is the purpose or topic of the professional development being requested? All faculty and administrators will attend a workshop for Webb's Depth of Knowledge.

b: Who is receiving and facilitating the professional development? Catapult Learning facilitating/teachers receiving

c: Estimated number of participants and facilitators? 1 facilitator/19 participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers and administrators will engage in a workshop to explore Research-based instructional

strategies maximize a teacher's ability to enhance student achievement in all grades and subject areas.

ST. JOSEPH (Activity 3/4)

a: What is the purpose or topic of the professional development being requested? Introduction to Positive Behavioral Interventions & Supports

b: Who is receiving and facilitating the professional development? Administrators and teachers receiving/Catapult facilitating

c: Estimated number of participants and facilitators? Catapult Learning facilitators/19 participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Schools can take a systematic approach to promoting pro-social and pro-academic behaviors by implementing Positive Behavioral Intervention and Support in a systematic and schoolwide way.

ST. JOSEPH (Activity 4/4)

a: What is the purpose or topic of the professional development being requested? Differentiation to Enhance Learning for all students at Saint Joseph Catholic School

b: Who is receiving and facilitating the professional development? Catapult Learning facilitating/teachers receiving

c: Estimated number of participants and facilitators? Catapult Learning facilitators/19 participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Differentiation is a flexible, responsive, and proactive approach to meeting the needs of every learner in the classroom. Differentiating instruction ensures that all students are able to access, understand, and apply new skills and concepts.

ST. MARY (Activity 1/2)

a: What is the purpose or topic of the professional development being requested? Teachers will attend training/workshops of subject growth areas, professional learning communities, inquiry-based learning, rigor-based learning, higher-order thinking, technology in education.

b: Who is receiving and facilitating the professional development? Administrators and teachers receiving/Kagan facilitating

c: Estimated number of participants and facilitators? Kagan facilitators/18 participants

d: What is the timeline for implementation? August 2022,

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers and the administrator will attend a Kagan Workshop during pre-planning in August, 2022, to learn new strategies for engaging students in learning at different levels. This will help close the achievement gap that we are seeing with our students due to COVID.

ST. MARY (Activity 2/2)

a: What is the purpose or topic of the professional development being requested? Teachers will attend a Model School Conference to learn new strategies for social-emotional development of students, more rigorous and differentiated instruction strategies, and higher-order thinking skills.

b: Who is receiving and facilitating the professional development? Teachers receiving/ International Center for Leadership in Education facilitating

c: Estimated number of participants and facilitators? Multiple facilitators/2 participants

d: What is the timeline for implementation? 2022-2023 School Year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will attend sessions that pertain to teacher and student growth. The Model Schools Conference offers a variety of sessions, including but not limited to, classroom management, social-emotional learning, differentiated instruction, utilizing technology to engage students, and other sessions that enhance student learning and teacher growth.

ST. TERESA (Activity 1/4)

a: What is the purpose or topic of the professional development being requested? Teachers will participate in a Catapult Learning workshop, Differentiated Learning: Planning for Learning

b: Who is receiving and facilitating the professional development? Teachers receiving/Catapult Learning facilitating

c: Estimated number of participants and facilitators? 1 facilitator/40 participants

d: What is the timeline for implementation? 2022-2023 school year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn how and why to use flexible groupings and will implemented during the 22-23 SY.

ST. TERESA (Activity 2/4)

a: What is the purpose or topic of the professional development being requested? Teachers will participate in a Catapult Learning workshop, Differentiated Learning: Instructional Strategies

b: Who is receiving and facilitating the professional development? Teachers receiving/Catapult Learning facilitating

c: Estimated number of participants and facilitators? 1 facilitator/40 participants

d: What is the timeline for implementation? 2022-2023 school year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will learn strategies for differentiating content, process, and product and will implemented during the 22-23 SY.

ST. TERESA (Activity 3/4)

a: What is the purpose or topic of the professional development being requested? Teachers will participate in coaching from Catapult Learning.

b: Who is receiving and facilitating the professional development? Teachers receiving/Catapult facilitating

c: Estimated number of participants and facilitators? **c:** Estimated number of participants and facilitators? 1 facilitator/40 participants

d: What is the timeline for implementation? 2022-2023 school year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will implement differentiated learning in their classrooms through the assistance of a coach during the 22-23 SY.

ST. TERESA (Activity 4/4)

a: What is the purpose or topic of the professional development being requested? Teachers will participate in technology PD to keep up to date on various programs via Carl Sterling of Sterling Tech.

b: Who is receiving and facilitating the professional development? Teachers receiving/Consultant Carl Sterling facilitating

c: Estimated number of participants and facilitators? 1 facilitator/40 participants

d: What is the timeline for implementation? 2022-2023 school year

e-f: What are the intended outcomes of the requested professional development and how will outcomes be measured? Teachers will implement techniques during the 22-23 SY

Area of Focus 2: Recruitment and Retention

A. Provide a description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Brevard Public Schools has prioritized and strengthened our supports for new teachers, teacher mentors, and administrators. Examples of this are the redesign of our New Teacher Academy based on survey data from new teachers on what they want to receive professional development on to assist them in their first years of teaching, providing increased training and supports to mentor teachers at each school including the implementation of Lead Mentor teachers at each school, monthly connection meetings with mentor teachers, and additional trainings for administrators to ensure they understand the critical work of supporting new teachers in their schools. New teachers receive training on effective classroom management through our CHAMPS program, receive support from our district Content Specialist on how to utilize their curriculum resources effectively and have greater on-demand support through various online resources and trainings. Teachers who enter the field of education with a temporary teaching certificate receive specific supports through our District Peer Mentor Teachers that can provide coaching and mentoring as well as additional supports through our Professional Development Certification Program. Professional memberships are funded to promote professional growth and provide opportunities to deepen knowledge and leadership capabilities.

Describe the activities that will be implemented to address Area of Focus 2.

HR Recruiter (.6 FTE)

All budget components related to this activity are identified as Activity #1 on the Title II, Part A Budget.

a: What are the professional growth and improvement supports provided with the Title II funds?

Our district recruiter connects with candidates that have participated in an education preparatory program as well as those candidates that solely have content level expertise. A strong element within our recruitment efforts is to ensure candidates, regardless of experience, have a clear understanding of what types of support they will receive at the school level and the district. By attracting a greater pool of applicants to our district there will be less of a need to have teachers assigned to courses/grade levels in which they are not certified to teach. This will improve the quality of instruction our students receive as well as increase the retention of new teachers. The recruiter will leverage the use of social media and other recruitment sites such as EdWeek, Circa, and Frontline to cast a wider net for our district instructional needs. This position supports a new employee orientation which occurs weekly to ensure our new employees receive essential training and resources to assist them in being successful in their new position within the district. Research shows that having a quality new employee orientation increases retention rates within organizations.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Given the national teacher shortage and the lack of college students enrolling in educational preparatory programs, this recruiter position will be a critical position within the district to attract talent to our district. Our recruitment practices are grounded in research to ensure that our efforts are aligned to best practice around the country. This article from Educational Leadership details the importance of actively engaging with candidates to entice them into the field of education as well as to your district. This district recruiter position creates vital opportunities to connect with passive candidates to commit to applying for

positions within our district. In addition, research from TNTP outlines specific strategies and supports to mitigate the challenges our district is facing with attracting qualified applicants given the national labor shortage. The items listed within this article could not occur with consistency or fidelity without this additional recruiter.

c: How will outcomes be measured? Our recruitment department is currently utilizing the following metrics to ensure a high return on investment with our recruitment efforts: Our recruitment department is currently utilizing the following metrics to ensure a high return on investment with our recruitment efforts:
 Increase followers on social media platforms such as LinkedIn, Facebook, Instagram and Tik Tok
 Increase number of “hits” on our district career sites and paid ads on Facebook or Instagram
 Increase the number of minority applicants to our district to ensure a diverse teaching population that is aligned to our student population. Decrease the number of new teachers at our priority schools. This is a key retention metric for our district. Increase participation in our annual district career fair.

Collaborative Educator Work/Curriculum Writing/PD Development

All budget components related to this activity are identified as Activity #2, 3, 4, 5 on Title II, Part A Budget.

English Language Arts

Elementary

a: What are the professional growth and improvement supports provided with the Title II funds? Curriculum Writing to align State Standards by resource teachers to support the year 3 implementation goals for standards-aligned instruction during ELA core, including revised expectations for writing instruction to match FAST specifications. This curriculum writing work includes writing lessons to incorporate Writing Revolution strategies into the Benchmark Advance writing lessons, development of on demand modules for professional development on various Science of Reading ELA topics, and summer content specialist work to create professional development opportunities, assess data, and determine support for fragile/priority schools.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Curriculum Writing to align adopted materials to stated standards by resource teachers. The curriculum plans and resources including modules will be created by cadre members for the implementation in classrooms across the district.

c: How will outcomes be measured? The effectiveness of the curriculum writing will be measured by Proficiency scores on FAST as well as district assessments will serve to measure baselines and growth of student achievement. Teacher growth will be measured by implementation forms, improved evaluation scores, and informal communications.

English Language Arts

Elementary

a: What are the professional growth and improvement supports provided with the Title II funds? Develop key on-demand learning that will provide a consistent message for teachers regarding state and district messages, such as but not limited to, the Science of Reading, the Simple View of Reading, Structured Literacy, Decision Trees.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Writing on-demand training to engage teachers as learners and ensure a consistent message regarding state and district information.

c: How will outcomes be measured? The effectiveness of the on-demand training will be measured by use of modules, as well as the improved use of Science of Reading, the Simple View of Reading, Structured Literacy, and Decision Trees.

Math

Elementary

a: What are the professional growth and improvement supports provided with the Title II funds? Content Specialist + 3 cadre members will work on providing instructional support and build pacing support for all schools who implement the third grade accelerated curriculum. Math Cadre members will meet after school hours continue to build pacing and sequencing for new curriculum and Math Cadre members will provide a professional development session twice during the year. Additionally, the math cadre will participate in summer work to develop modules, evaluate standard alignment and implementation, modify documents based on 1 year of use, modify based on any FDOE information, and create updated model lessons, progress monitoring, and assessments. The cadre will also be responsible for adding to the on-demand library accessed by elementary math teachers.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Curriculum Writing to align adopted materials to stated standards by resource teachers. The curriculum plans and resources including modules will be created by cadre members for the implementation in classrooms across the district.

c: How will outcomes be measured? The effectiveness of the curriculum writing will be measured through Brevard math proficiency scores. It is the goal to have 100% of teachers access to BEST aligned pacing documents for instruction and Brevard math proficiency will increase by 25%, third grade math proficiency at schools implementing the accelerated curriculum will increase by 25% overall as well as in all subgroups.

Social Studies

Elementary

a: What are the professional growth and improvement supports provided with the Title II funds? Collaborative curriculum writing to support the gap expected between in the 23-24 school year. Based on information gained from state directives, state organization meetings, and teacher feedback, curriculum to support social studies instruction will be maintained and updated during the summer of 2023. This will allow for student achievement during the 23-24 school year to take place regarding quality social studies instruction.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Continued growth concerning updating/creating Social Studies resources preparing for our 2022-2023 gap year in Social Studies

c: How will outcomes be measured? The effectiveness of the curriculum writing will be measured through a survey of school contacts seeking feedback on curriculum effectiveness on student achievement.

Math

Secondary

a: What are the professional growth and improvement supports provided with the Title II funds? Collaborative Curriculum Writing to align State Standards by lead teachers and resource teachers/content specialists in their subject areas promoting professional growth opportunities:

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Collaborative Curriculum Writing to align adopted materials to stated standards by lead teachers and resource teachers/content specialists in their subject areas. The curriculum plans and resources will

be uploaded to the Secondary Leading and Learning Mathematics website to be used by the subject area teachers and by the content specialist when participating in department meetings at school sites to promote professional growth opportunities.

c: How will outcomes be measured? The effectiveness of the Collaborative Curriculum Writing for Mathematics will be measured by a survey at the end of the session seeking feedback on how they will be able to use the product they created with their peer teachers in future curriculum writing sessions. On that survey the rubric will require the participants to rate the quality of the product in its ability to support their need to collaborate with their peers on a Likert scale of 1-5 – expecting 80% of them to rate it as effective or highly effective.

Social Studies

Secondary

a: What are the professional growth and improvement supports provided with the Title II funds? Collaborative Curriculum Writing to align State Standards will be led by lead teachers and resource teachers/content specialists in their subject areas promoting professional growth opportunities. Lead teachers will write curriculum and progress monitoring items for the district to use. Textbook adoption will lead to new lesson creation for each subject area.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? New standards for Civics/Government go into effect 2023-2024 school year, so lead teachers will supplement current curriculum with state approved resources.

c: How will outcomes be measured? Increase in proficiency in the Civics and US History EOCs (End of Course). Growth will be evidenced by Progress Monitoring report

Music

Elementary

a: What are the professional growth and improvement supports provided with the Title II funds? Collaborative Curriculum Writing by lead teachers and resource teachers/content specialists to align State Standards in their subject areas, promoting professional growth opportunities in orchestra. (Create curriculum content for the annual 5th Grade Brevard Symphony Orchestra Concert)

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Local funding is used to provide classroom materials based on school needs; additionally, lesson planning is largely individual based especially since there is only one music educator at each school site. The supplemental funding provides a collaborative curriculum resource that will be utilized in all BPS elementary music classrooms.

c: How will outcomes be measured? Elementary Music Teachers will use the Curriculum Guide to create standards-based lessons that will prepare 5th grade students for the culminating BSO 5th Grade Concert in February 2023.

Elementary and Secondary Music

Peer to Peer Mentoring

a: What are the professional growth and improvement supports provided with the Title II funds? The purpose is to provide new teachers (1-3 year in BPS) support through peer-to-peer mentoring. Develop mentor relationships, workshops, and professional development to promote standards of excellence. Championing educational practices for effective instructional practices to increase student outcomes.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Music Teachers with 1-3 years of experience along with teacher mentors serving as

facilitators. The intention of this activity is to strengthen peer to peer mentorship, provide a safe environment to foster sincere dialogue, and address specific needs of new teachers.

c: How will outcomes be measured? New teachers will demonstrate an increase of competencies in instructional design and implementation measured in their evaluation.

Secondary Music

Collaborative Curriculum Writing

a: What are the professional growth and improvement supports provided with the Title II funds? Create curriculum content for the Secondary Band, Chorus, and Orchestra classrooms.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Local funding is used to provide classroom materials based on school needs; additionally, lesson planning is largely individual based especially since there is only one music educator at each school site per cadre. The supplemental funding provides a collaborative curriculum resource that will be utilized in all BPS secondary music classrooms.

c: How will outcomes be measured? Secondary Music Teachers will use the Curriculum Guide to create standards-based lessons that will support scaffolding, student engagement, rigor, and student achievement.

World Languages

Curriculum Writing

a: What are the professional growth and improvement supports provided with the Title II funds? Collaborative Curriculum Writing by lead teachers and resource teachers/content specialists to align State Standards in their subject areas, promoting professional growth opportunities. World Language (WL) lead teachers will collaborate and create current curriculum guides and support measures that will be used by all WL teachers throughout the school year. These lead teachers will also provide the leadership roll out of the new curriculum guides. This allows WL teacher leaders to influence and work with peers and/or colleagues while gaining and continuing to hone their leadership skills.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? The Title 2 funds will provide the funding to develop the curriculum guides outside of the teachers' contractual year.

c: How will outcomes be measured? Digital guides and updates to the WL BPS website will be available by the end of June 2023. Teacher leaders will then provide PD for these guides to other teachers in August 2023 during our district PD.

World Languages

Department Chair/Point of Contact Workshop

a: What are the professional growth and improvement supports provided with the Title II funds? Department chairs will collaborate and share information on updates from the FDOE pertaining to the world languages, Seal of Biliteracy and college admissions. Additionally, the goal will be to develop mentor relationships through classroom visits and coaching sessions.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? This funding is supplemental to primary funding sources as it provides opportunities for new teachers and mentors teaching classroom visits that are more closely aligned within the structure of music classroom pedagogy and curriculum.

c: How will outcomes be measured? The positive impact of the mentor teacher will be measures utilizing the evaluation of the new teachers.

Elementary and Secondary Art

Peer to Peer Mentoring

a: What are the professional growth and improvement supports provided with the Title II funds? The purpose is to provide new teachers (1-3 year at BPS) support through peer-to-peer mentoring. Developing mentor relationships with veteran teachers, attending workshops, and professional development sessions for new teachers will promote standards of excellence and increase student outcomes.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Visual Art Teachers with 1-3 years of experience along with teacher mentors serving as facilitators. Currently in the 2021-2022 school year, in visual arts and theatre we have 25 (1-3 year) teachers who would benefit, and 6 (4-year teachers) that would benefit from receiving coaching.

c: How will outcomes be measured? New teachers will demonstrate an increase of competencies in instructional design and implementation measured in implementation plan, walk throughs, direct observation, and confidence in the classroom and increase student achievement as measured on their evaluation.

Counseling/SEL

Secondary

a: What are the professional growth and improvement supports provided with the Title II funds? Career Research and Decision Making (CRDM) is a required course for graduation in Brevard Public Schools. The textbook that is used for the course - Investigating Your Career, Edition 2 - was purchased for schools in 2007 for use starting in the 2007-2008 school year. Some schools have purchased Edition 3 of the textbook. It became evident during the time students were doing distance learning due to the pandemic, that it would be advantageous to develop materials for the CRDM course that were not dependent on physical textbooks.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? The purpose of this workshop is to develop modules that could be delivered without the need for the textbook. The goal would be to eventually phase out the use of textbooks and move to digital resources.

c: How will outcomes be measured? To increase the number of lessons for each module in the CRDM Google Drive to make the course less dependent on the textbook and more dependent on online resources. Outcomes will be measured based on CRDM teacher use of the Career Research Google Drive, retention of quality CRDM teachers, student completion of college and career exploration.

Professional Development Initiatives for Teacher and Staff Retention

Endorsement Reimbursements

a: What are the professional growth and improvement supports provided with the Title II funds? The state of Florida requires all teachers working with substantially deficient students in reading to earn a reading endorsement prior to serving students. It includes retained third grade students, students receiving instruction through ACCESS points, and students who show evidence of being substantially deficient in reading. Because of these changes to statute, many teachers are now required to earn a reading endorsement. Although we currently support teachers through free coursework to earn an endorsement, teachers still need assistance to add the endorsement to their teaching certificate.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? By assisting teachers with this important process, BPS can meet statute requirements and teachers can provide evidence to the state they have completed this required coursework. Outcomes are measured through the monitoring of FTE compliance reports and out of field reporting. These are the teachers we will

support to complete this requirement. In addition to add on fees, we would like to continue to support teacher reimbursement for those who complete the requirements of this statute through taking the FTCE Reading K-12 exam. This will only be an option for teachers through June 30, 2024, so we are still working to encourage veteran teachers with extensive reading training to pursue this pathway. Reimbursement would occur only for those passing the exam.

c: How will outcomes be measured? Outcomes for passing will be monitored through DOE Ed Reports and participants are tracked based on their areas of certification and the schools they currently serve. We would support both instructional and administrative personnel, as both groups serve substantially deficient students in reading.

District Peer Mentor Teacher Training Professional Development

All budget components related to this activity are identified as Activity #3 on the Title II, Part A Budget.

a: What are the professional growth and improvement supports provided with the Title II funds? To provide District Peer Mentor Teachers the training to strengthen their skills while working with new and struggling classroom teachers in analyzing the current classroom reality, setting goals, identifying and explaining teaching strategies to hit the identified goals, while providing support until the goals are met. This semester-long training will improve the quality of instruction our students receive as well as increase retention of new and veteran teachers by strengthening the mentors' skill in targeted communication and direct feedback.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? There are no specific state or local allocations for training District Peer Mentor Teachers. Given the national teacher shortage and the high number of teachers employed without a formal teaching background, these funds support the District Peer Mentor Teachers mentoring new and struggling teachers in the classroom. This article details the importance of mentoring new teachers regarding retention and the return of investment of mentoring. Analysis: Mentoring new teachers can bring up to \$1M in ROI over five years | K-12 Dive (k1dive.com)

c: How will outcomes be measured? New teacher retention numbers, End-of-year survey showing support for school-based mentors, new teachers, and administration, Struggling teachers on Professional Development Assistance Plans – improvement or another placement

ESOL and GED Course Reimbursement for Employees through Adult Education

All budget components related to this activity are identified as Activity #3 on the Title II, Part A Budget.

a: What are the professional growth and improvement supports provided with the Title II funds? To provide advancement opportunities and professional development for employees who would benefit from a GED or additional language development through ESOL courses. Cafeteria, custodial, transportation, and Before and After Care positions do not require a diploma, but advancement positions do have diploma or GED requirements. Also, based on input from the Minority Input Meetings, employees who speak a language other than English feel isolated from others at their places of work. Connecting employees with Adult Education options can help them reach personal and professional goals and deepen their BPS connections.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Employees who register and attend Adult Education GED or ESOL courses will not pay the registration fee. Title II will pay Adult Education directly for employees who register and attend sessions as determined by attendance verified after the drop/add date. Title II will reimburse employees who take and pass the GED test. Any employee who takes the test and does not pass, will need to attend a GED course prior to retaking the test for reimbursement.

c: How will outcomes be measured? BPS employee ESOL and GED course registration and completion and GED exam pass rate.

Educators Thriving Professional Development Program

All budget components related to this activity are identified as Activity #3 on the Title II, Part A Budget.

a: What are the professional growth and improvement supports provided with the Title II funds? Educators Thriving is a research-based personal development program to help educators achieve wellbeing. Through the program, participants learn concrete strategies to help them avoid and manage the most common pitfalls of the educator's experience: being overwhelmed, personal neglect, struggling with a fixed mindset, unexpected challenges, and isolation. The program targets new teachers, with support from their mentors, the lead mentor, and assistant principals who oversee the school district's Induction program. A feeder chain of three schools chosen to participate has high numbers of new teachers.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Participants gain access to online sessions featuring research-backed strategies. Participants engage in monthly sessions synchronously with a small group of 3-5 other colleagues. Between sessions, participants apply research-based strategies proven to improve well-being. Sessions will also be interwoven into New Teacher Academy. This program supports retention goals by offering feedback and development to new teachers through a collaborative approach. Goal: Support induction of new teachers including helping new teachers identify areas of development, give critical feedback about performance, and providing concrete strategies to help with resilience, burnout, depression, anxiety, and job retention.

c: How will outcomes be measured? Pre and Post well-being surveys to track participant well-being, end of year district mentor, mentee survey, and retention numbers

Professional Memberships

Elementary

a: What are the professional growth and improvement supports provided with the Title II funds? Professional Memberships provide Resource Teachers and district Content Specialists with targeted professional learning opportunities to enhance expertise and provide up-to-date research and content knowledge. In turn, these staff members support teachers districtwide and share their professional learning and impact teacher growth and student learning. All memberships shall be dated from July 1, 2021 – June 30, 2023.

Memberships:

International Literacy Association

Florida Literacy Association

Association for Supervision and Curriculum Development (ASCD)

Florida Association of Mathematics Supervisors (FAMS)

Florida Consortium of all Math Teachers (FCTM)

National Consortium of all Math Teachers (NCTM)

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? No specific state or local funds are allocated to support professional membership participation. Utilizing Title II funds permits this supplementary, high impact practice that enhances the coaching cycle.

c: How will outcomes be measured? Outcomes will be measured through participating teacher evaluations demonstrating Highly Qualified Status, training surveys, observable classroom lessons/planning showing implementation of new knowledge, and by usage of the PD from annual reports included from select membership providers.

Music

a: What are the professional growth and improvement supports provided with the Title II funds? Florida Music Educators Association (FMEA) Membership for New Elementary Teachers will provide access to virtual professional development, databases, journals, collegial papers, and a network of like professional's state and nationwide to increase content knowledge and expertise inclusive of FDOE/national standards/ requirements. All memberships shall be dated from July 1, 2021 – June 30, 2023.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? The activities described in Area of Focus 2 provide professional development specific to music educators, and specific music content knowledge, whereas other funding is used to support educators in general.

c: How will outcomes be measured? Outcomes will be measured through teacher evaluations.

Art and Theater

a: What are the professional growth and improvement supports provided with the Title II funds? Florida Art Educators Association (FAEA): Professional Memberships for access to in person and online professional development resources, databases, journals, collegial papers, lesson plans and a network of like professionals' statewide to increase content knowledge and expertise inclusive of FDOE/national standards/ requirements. Professional Visual Art memberships for art educators teaching Pre-K through secondary education. FAEA membership provides research-based online content and access to conference sessions that are relevant to the current teaching environment to increase student outcomes. All memberships shall be dated from July 1, 2021 – June 30, 2023.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Professional Visual Art memberships for art educators teaching Pre-K through secondary education. FAEA membership provides research-based online content and access to conference sessions that are relevant to the current teaching environment to increase student outcomes.

c: How will outcomes be measured? Participants will demonstrate an increase of competencies as evidenced by effective instructional design, utilizing different pedagogical practices, and working to implement knowledge in the classroom setting measures by their evaluation. Teachers will submit an implementation plan to Visual art Content Specialist, present learned content at the August professional development and other professional development opportunities throughout the school year.

Professional Learning Community

a: What are the professional growth and improvement supports provided with the Title II funds? The purpose of this professional development series is to support and improve outcomes and opportunities for all students. The intended outcome is to provide continued professional growth for school leaders through an understanding of how diversity, equity, inclusion, and belonging impact and support effective instruction, decision-making, student supports, stakeholder engagement, and the holistic learning environment that aligns with our district's current strategic plan goals. This will specifically serve as a supplement to existing trainings, book studies, and initiatives that that the district has implemented to advance diversity, equity, inclusion, and belonging in addressing the learning needs for all students to have access, opportunity, and supports needed to achieve- to include the significant disparities in academic achievement and learning assessment districtwide for our Black/African American Students. This continued professional learning community will be provided to Equity Champions and District Administrators.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Brevard Public Schools employs a Director of Equity and Diversity with a share of local

funds and Title IV, Part A funds to serve as the districtwide leader for this meaningful work. Supplementary Title II funding will support professional growth surrounding equity, diversity, and inclusion initiatives for a cohesive district approach to eliminating disparities.

c: How will outcomes be measured? Outcomes will be measured through the Student Youth Truth survey (increase in positive responses of DEI-specific, culture, and achievement responses), Teacher and Staff Insight survey (increase in positive responses of DEI, employee engagement, and retention responses, and various Academic Achievement indicators).

Charter Schools

All budget components related to this activity are identified as Activity #6 on the Title II, Part A Budget.

ODYSSEY CHARTER SCHOOL (Activity 1/4)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will participate in the required ESOL training for certification requirements

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers will understand and be able to apply differentiation strategies for ELL students to ensure mastery of state standards - July 1, 2022 - June 30, 2023.

c: How will outcomes be measured? Number of renewed professional certificates and added endorsements/certifications.

ODYSSEY CHARTER SCHOOL (Activity 2/4)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will participate in the required Reading Endorsement training for certification requirements

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers will understand and be able to apply reading differentiation strategies for lowest 25% to ensure mastery of state standards - July 1, 2022 - June 30, 2023.

c: How will outcomes be measured? Number of renewed professional certificates and added endorsements/certifications.

ODYSSEY CHARTER SCHOOL (Activity 3/4)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will participate in the required Gifted training for certification requirements

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? New teachers will learn about state standards, process and routines, differentiation techniques, data analysis, and curriculum. July 2022 for 6 hours a day

c: How will outcomes be measured? Number of renewed professional certificates and added endorsements/certifications.

ODYSSEY CHARTER SCHOOL (Activity 4/4)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will participate in required course work for certification (e.g., reading endorsement, gifted, elementary ed)

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers will understand and be able to apply reading differentiation strategies for lowest 25% to ensure mastery of state standards - July 1, 2022 - June 30, 2023.

c: How will outcomes be measured? Number of renewed professional certificates and added endorsements/certifications.

ODYSSEY PREPARATORY CHARTER SCHOOL (Activity 1/4)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will participate in the required ESOL training for certification requirements

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers will understand and be able to apply differentiation strategies for ELL students to ensure mastery of state standards - July 1, 2022 - June 30, 2023.

c: How will outcomes be measured? Number of renewed professional certificates and added endorsements/certifications.

ODYSSEY PREPARATORY CHARTER SCHOOL (Activity 2/4)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will participate in the required Reading Endorsement training for certification requirements

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers will understand and be able to apply reading differentiation strategies for lowest 25% to ensure mastery of state standards - July 1, 2022 - June 30, 2023.

c: How will outcomes be measured? Number of renewed professional certificates and added endorsements/certifications.

ODYSSEY PREPARATORY CHARTER SCHOOL (Activity 3/4)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will participate in the required Gifted training for certification requirements

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? New teachers will learn about state standards, process and routines, differentiation techniques, data analysis, and curriculum. July 2022 for 6 hours a day

c: How will outcomes be measured? Number of renewed professional certificates and added endorsements/certifications.

ODYSSEY PREPARATORY CHARTER SCHOOL (Activity 4/4)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will participate in required course work for certification (e.g., reading endorsement, gifted, elementary ed)

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers will understand and be able to apply reading differentiation strategies for lowest 25% to ensure mastery of state standards - July 1, 2022 - June 30, 2023.

c: How will outcomes be measured? Number of renewed professional certificates and added endorsements/certifications.

SCULPTOR CHARTER SCHOOL (Activity 1/1)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers/Administrators/Speech Pathologist will be able to renew their certificates and/or obtain additional coverage areas/endorsements/certifications and/or receive a stipend to encourage retention to Sculptor.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers/Administrators/Speech Pathologist will learn strategies to assist them with helping struggling learners, as well as strategies to assist gifted and talented learners.

c: How will outcomes be measured? Up to 10 teachers will renew certificates and/or add an additional area of coverage/endorsement to their certificate.

SCULPTOR CHARTER SCHOOL (Activity 2/3)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers/Administrators/Speech Pathologist will be able to renew their certificates and/or obtain additional coverage areas/endorsements/certifications and/or receive a stipend to encourage retention to Sculptor.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers/Administrators/Speech Pathologist will learn strategies to assist them with helping struggling learners, as well as strategies to assist gifted and talented learners.

c: How will outcomes be measured? Speech Pathologist retention at Sculptor Charter.

SCULPTOR CHARTER SCHOOL (Activity 3/3)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers/Administrators/Speech Pathologist will be able to renew their certificates and/or obtain additional coverage areas/endorsements/certifications and/or receive a stipend to encourage retention to Sculptor.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers/Administrators/Speech Pathologist will learn strategies to assist them with helping struggling learners, as well as strategies to assist gifted and talented learners.

c: How will outcomes be measured? Number of critical shortage area teachers returning the following school year.

Private Schools

All budget components related to this activity are identified as Activity #7 on the Title II, Part A Budget.

ASCENSION CATHOLIC SCHOOL (Activity 1/1)

a: What are the professional growth and improvement supports provided with the Title II funds?

Teachers will take certification courses to support initial or renewal certification requirements.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? This will assist with teacher retention to support their professional requirements.

c: How will outcomes be measured? Number of renewed professional certificates.

LEARNING AND ACHIEVEMENT ACADEMY (Activity 1/2)

a: What are the professional growth and improvement supports provided with the Title II funds?

A hiring event/job posting for proper volunteers and assistant teaching positions will be held to help cultivate the availability of human resources for the Academy's use.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Administration will prepare virtual job postings to alert potential candidates to the

Academy's availability. The administration will also facilitate on-site interviews for selected potential candidates.

c: How will outcomes be measured? Number of potential candidates in job pool.

LEARNING AND ACHIEVEMENT ACADEMY (Activity 2/2)

a: What are the professional growth and improvement supports provided with the Title II funds?

Staff will attend a necessary training session(s) regarding classroom management and, boundaries, school rules, and Crisis Prevention to learn the best practices for effective classroom management.

b: How are the activities described in Area of Focus 2 supplemental to the support provided with state and local funds and/or efforts? Teachers and school leadership will work together to identify and establish appropriate boundaries among all students and staff members for lifetime application.

c: How will outcomes be measured? Staff attendance and surveys, as well as data on behavior interventions.

A. Provide a description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

Brevard Public Schools has a districtwide process for working with priority schools. Each school in TSI or CSI status is monitored by a designated director for compliance with their school improvement plans. That director works closely with the entire cabinet team to allocate resources and support to the priority schools. The district funds school initiatives to include support from Title II based on risk factors such as academic achievement, Early Warning Systems, poverty rates, racial diversity, and ESE populations. Teachers and principals in priority schools receive priority registration in professional development opportunities and instructional coaches receive additional training in the MTSS process and in using Early Warning Systems. Priority schools are given an advance hiring period to assist with issues of recruitment and retention. Interns are strategically placed, when possible, at TSI schools and they are issued a bonus to return to the district. Each school participates in progress monitoring for ELA and Math three times a year. That data is reviewed for gaps in curriculum and tiered support. Additionally, the implementation of the Brevard Transformational Leadership Academy outlined in this area of focus shall build specialized leaders who are increasingly prepared for impactful leadership at priority schools.

Describe the activities that will be implemented to address Area of Focus 3.

Brevard Transformational Leadership Academy

All budget components related to this activity are identified as Activity #1 on Title II, Part A Budget.

a: What is the purpose or topic of the professional development being requested? 15 participants in the Brevard Transformational Leadership Academy will participate in a yearlong learning experience of modules and school-based learning opportunities to apply new learning and support transformational leadership. Candidates will learn and refine best practices for leading schools with urgency and intention around increased student learning. In addition, each participant visits one school outside of our district to for areas of focused learning regarding school transformation. The program is facilitated by one of the directors of Elementary Leading and Learning. The program runs from September 2022-May 2023 with seven live sessions and two school focus visits. Each session includes school walks with debriefing on the learning focus for the session.

b: What is the timeline for implementation? September 2022 - May 2023

c: What are the intended outcomes of the proposed activity? The intended outcome is for Brevard Public Schools to have a team of qualified school administrators to lead priority elementary schools in our district. Effective leadership is measured by student performance data, Insight data, and Youth Truth survey data. In addition, the IPPAS rubric data for school leaders identifies areas of growth and opportunities for growth.

Area of Focus 4: Administrative Costs

A. Describe the activities that will be implemented to address Area of Focus 4.

Personnel

a. Title II, Part A Grant Coordinator (.8 FTE)

Grant Coordinator to spend 80% of their contracted time completing the following: Support personnel to oversee and coordinate program implementation, including ongoing consultation with private and charter schools, serving as the point of contact for all expenditure requests against the fund, grant compliance, program monitoring throughout the program period, Time and Effort Reporting for all Title II funded staff, and ensuring all activities and expenditures are reviewed and vetted to approved project and Title II guidelines. Local monitoring will ensure that all financial procedures are followed and that all transactions have two levels of approval. Records will indicate 100% compliance. Implementation of all activities included in the application will be 100% completed by the end of the program period as evidenced by regular financial reports, monitoring reviews and meetings with district leaders. Documentation of timely and effective coordination of Charter School and Private School consultations, professional development and equitable services, as well as documentation of collaborative efforts with other Federal Programs will be monitored and reviewed monthly.

b. Title II, Part A Administrative Technician (.8 FTE)

Administrative Technician to spend 80% of their contracted time completing the following: Maintain all financial accounting for the Title II, Part A program, including budgeting, payroll, assisting with creating, entry, and receiving on purchase orders and assisting with all necessary financial data reporting associated with Title II, Part intended outcomes. Implementation of all activities included in the application will be 100% completed by the end of the school year as evidenced by regular financial reports, monitoring reviews and meetings with district leaders.

Grants Management Expenses

a. Indirect Costs: @ 3.81% approved FY2023 rate = \$94,313.37

b. Dues & Fees: Grant administration technical assistance and professional development for continued information assistance on effective ESSA implementation, FDOE program requirements, OGM and monitoring updates. Participation in federal programs PD is critical to support effective, compliant program implementation and monitoring. Note that conference schedules/rates have not yet been published and this represents the LEAs best estimate, based on previous conferences. (FASFEP/ECTAC Fall Forum, National Association of Federal Education Program Administrators (NAEPA) Spring Conference – 2023. Travel justification: The FASFEP/ECTAC forums Administrators provide invaluable support for LEAs working to maintain program compliance and maximize the return on investment of federal dollars allocated for education. The conference is held in Florida but does not provide a virtual option.

c. Supplies: Title II grant administration supplies to include binders, notebooks, envelopes for private school mailings and copy paper, ink, toner for the Administrative Technician and Grant Coordinator's individual printers

General Education Provisions Act (GEPA)

Brevard Public Schools' participation in all federal programs, including Title II, Part A, will not impede equitable access or participation by gender, race, national origin, color, or disability. Rather, the program designs encourage equity through a distinct focus on supporting all students. The School Board of Brevard County, Florida does not discriminate on the basis of race, religion, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment. A student or employee having a grievance concerning discrimination may contact Mark W. Mullins, Ed.D., Superintendent of Brevard Public Schools.

Brevard Public Schools provides routine assistance to students and families with language and/or literacy barriers by providing translated materials, interpreters, and assistance with reading. Access and participation in federally assisted programs for students, teachers, and other program beneficiaries with special needs are ensured by sharing the related Brevard Public Schools policies and procedures, using accessible facilities and transportation services, signing and adhering to program assurances, and collaborating with the Student Services department to meet the needs of all students.

Brevard Public Schools has the following plans, policies, and procedures to assure equitable access and participation in its programs and activities: The Brevard County Public Schools' Policy #2260 Nondiscrimination and Access to Equal Educational Opportunity (last revised on July 22, 2014), Exceptional Student Education policy #2460, the English for Speakers of Other Languages 2020-2021 Procedural Manual, and Brevard Public Schools LGBTQ+ Guidelines.