

TAPS Numbers
 1. 5A029
 2. 5A117
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Florida Department of Education

Project Application

Reading Coach and Mathematics Coach Grant

Please return to: Florida Department of Education Bureau of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 SunCom: 205-0498	A) Name and Address of Eligible Applicant: School District of Palm Beach County 3300 Forest Hill Blvd. West Palm Beach, FL 33406	DOE USE ONLY Date Received CHARTER SCHOOLS
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B) Applicant Contact Information

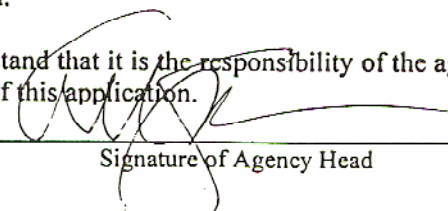
Contact Name: Mary Helen Arbogast	Mailing Address: 3310 Forest Hill Blvd., C-206 West Palm Beach, FL 33406
Telephone Number: 561-434-7302	E-mail Address: arbogam@palmbeach.k12.fl.us
Fax Number: 561-969-5817	SunCom Number:

C) Program Name (1) Title I, Part A (5A029)	C) Program Name (2) Title V, Part A (5A117)	C) Program Name (3)
Project Number: (DOE Assigned)	Project Number: (DOE Assigned)	Project Number: (DOE Assigned)
D) Total Funds Requested: \$ 260,000.00	D) Total Funds Requested: \$ 130,000.00	D) Total Funds Requested: \$
Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$

CERTIFICATION

I, Arthur C. Johnson, Ph.D., (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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

E) 

 Signature of Agency Head



A) _____
Name of Eligible Recipient:

B) _____
Project Number: (DOE USE ONLY)

**Florida Department of Education
Budget Narrative Form
Reading Coach and Mathematics Coach Grant**

Please check if budget narrative is from ___ Title I, Part A funds, or by _____ Title V, Part A funds

(1) OBJECT	(2) ACCOUNT TITLE AND NARRATIVE	(3) FTE	(4) AMOUNT
Survivors Charter School Boynton Beach			
1040	Salaries – Reading and Mathematic Coaches	2	\$ 92,800.00
2100	Fringe Benefits – Reading and Mathematics Coaches		\$ 27,704.00
3360	Out-of-County Travel – Attend Reading and Mathematics Professional Development and/or Technical Assistance		\$ 2,000.00
3361	In-County-Travel – Attend district sponsored Reading/Mathematics Training for two (2) coaches in Reading and Mathematics Strategies and District Coaches Meetings		\$ 500.00
7340	Dues and Fees – Registration and related fees to train two (2) coaches in Reading and Mathematics Strategies		\$ 600.00
5100	Training Materials for Reading and Mathematic Coaches		\$ 1,000.00
1842	Teacher Stipends – After school hours and/or weekend training in Reading and Mathematics		\$ 1,720.00
Riviera Beach Academy			
1040	Salaries – Reading and Mathematic Coaches	2	\$ 92,800.00
2100	Fringe Benefits – Reading and Mathematics Coaches		\$ 27,704.00
3360	Out-of-County Travel – Attend Reading and Mathematics Professional Development and/or Technical Assistance		\$ 2,000.00
3361	In-County-Travel – Attend district sponsored Reading/Mathematics Training for two (2) coaches in Reading and Mathematics Strategies and District Coaches Meetings		\$ 500.00
7340	Dues and Fees – Registration and related fees to train two (2) coaches in Reading and Mathematics Strategies		\$ 600.00
5100	Training Materials for Reading and Mathematic Coaches		\$ 1,000.00
1842	Teacher Stipends – After school hours and/or weekend training in Reading and Mathematics		\$ 1,720.00
Delray Beach Academy			
1040	Salaries – Reading and Mathematic Coaches	2	\$ 92,800.00
2100	Fringe Benefits – Reading and Mathematics Coaches		\$ 27,704.00
3360	Out-of-County Travel – Attend Reading and Mathematics Professional Development and/or Technical Assistance		\$ 2,000.00
3361	In-County-Travel – Attend district sponsored Reading/Mathematics Training for two (2) coaches in Reading and Mathematics Strategies and District Coaches Meetings		\$ 500.00
7340	Dues and Fees – Registration and related fees to train two (2) coaches in Reading and Mathematics Strategies		\$ 600.00
5100	Training Materials for Reading and Mathematic Coaches		\$ 1,000.00
1842	Teacher Stipends – After school hours and/or weekend training in Reading and Mathematics		\$ 1,720.00
7940	Indirect Cost – 2.91% (Palm Beach County School District)		\$ 11,028.00
C) TOTAL			\$390,000.00



ABSTRACT

The Reading Coach and Mathematics Coach Grant Project will provide a reading coach and a math coach for each of three Palm Beach County charter schools that earned a performance grade of F in the 2003-2004 school year. These charter schools include:

- Survivors Charter School of Boynton Beach (9-12)
- Riviera Beach Academy (6-8)
- Delray Boynton Academy (6-8)

All three of these charter schools have a primary service population of students who have been deemed "at-risk" academically.

The Director of the Charter School Department for the Palm Beach County School District will serve in the role of project director and evaluator for the Reading Coach and Mathematics Coach Grant, and will work with the three targeted charter schools' administrations, governing boards, staffs and coaches to ensure that the roles and responsibilities are clearly defined, that the coaches are identified and hired in a timely manner, that communication is ongoing throughout the year, and that an evaluation is conducted of the reading and mathematics coach model and grant project.

The reading coach and math coach identified and hired for each of the three charter schools will be expected to have a minimum of a bachelor's degree and meet all district and state requirements. Additionally, the coaches will be expected to exhibit knowledge of research-based and high quality instruction and data management skills. The coaches will support and provide initial and ongoing professional development to teachers, administer and interpret instructional assessments, model effective strategies in the classroom, and work with teachers to ensure high-fidelity implementation of a comprehensive reading and mathematics program to generate improvement in instruction and in student achievement. The reading coach and math coach will serve as a stable resource for professional development, progress monitoring, differentiated instruction, research based/high quality instruction, and student data analysis throughout the school to generate improvement in reading and mathematics instruction and achievement.

The reading and math coach in each of the three charter schools will assist in the implementation of the District Assistance and Intervention Plan and the School Improvement Plan, and assist with the development of the School Improvement Plan quarterly reports to document hiring; endorsement/certification status at time of hire; level 1 and level 2 students served; implementation status to date; professional development conducted to date; student achievement status to date; and other pertinent information related to reading and mathematics instruction in the classroom.

Describe how the funded applicant will provide information about the project to performance grade F schools.

The Charter School Department of Palm Beach County School District (PBCSD) schedules regular meetings of principals and representatives from all charter schools. The performance grade F schools for 2003-2004 in PBCSD are all charter schools. The principals of each of the charter schools with a performance grade of F will be on the agenda monthly to discuss the effectiveness of the Reading Coach and Math Coach Model and Grant Project.

Provide a list of the schools participating and whether the application for each includes a reading and/or mathematic coach.

School Name	Grade Levels	2003-04 School Performance Grade	Reading Coach Requested	Math Coach Requested
Survivors Charter School of Boynton Beach	9-12	F	Yes	Yes
Delray Boynton Academy	6-8	F	Yes	Yes
Riviera Beach Academy	6-8	F	Yes	Yes

A. DISTRICT LEADERSHIP, SUPPORT, AND COORDINATION

How do you plan to provide leadership and support in defining the role of the coach to the school administration, teachers, reading and mathematics coaches? How will communication between the district, the school administration, and the reading and mathematics coaches be assured throughout the year?

The Charter Schools Department in the PBCSD will:

- Define and monitor the roles of the Reading and Math Coach;
- Communicate the coaches' roles to staff at the schools (with the principals);
- Work with the principals to hire individuals for the reading and math coach positions who meet the grant qualifications, as well as the state and district qualifications;
- Oversee the implementation of the Reading Coach and Math Coach grant;
- Schedule monthly site visits and meetings with principal and coaches;
- Provide administrative support to principals, coaches, teachers;
- Provide monthly communication meetings for all charter school principals and representatives;
- Include the Reading and Math Coaches in the monthly professional development with the district mathematics and literacy team for district coaches, that includes the five critical areas of reading;
- Facilitate training for any new reading or mathematics programs/materials;
- Ensure that the principal, as instructional leader, hires a qualified reading coach and math coach;
- Ensure that the reading coach is working toward either the K-12 Reading Endorsement or the K-12 Reading Certification (if not already complete.)

Communication between the district, school administration, and the reading and math coaches will be instrumental to the success of this grant project. The district will define the role of each coach based on the guidelines provided in the Project Overview, pages 2-3, in the RFA for the Reading and Math Coach Grant. The Director of Charter Schools will communicate this to all Reading and Math Coach Grant sites. Monthly principal meetings with the PBCSD Charter School Department will be scheduled where compliance, updates, and monitoring of Reading and Math Coach requirements will be addressed. The coaches' logs will be reviewed, as well as issues related to any adjustments to implementation and monitoring. During monthly district-to-coach meetings, time will be scheduled to address implementation and monitoring issues.

How will the district evaluate the effectiveness of the reading and mathematics coach model? How will the district use the evaluation results to adapt the reading and mathematics coach model?

The PBCSD predicts that the Reading and Math Coach Grant Schools will achieve an elevated and more consistent level of delivering reading and math instruction to their students. The district expects this implementation to result in higher student achievement and enhanced teacher knowledge. Measurable indicators for success for coaches may include, but not be limited to, time logged in classrooms, professional development activities, and results from a survey given to the reading coaches and math coaches. Measurable indicators for success for teachers may include, but not be limited to, reflections, a portfolio for growth, and the Individual Professional Development Plan. The measurable indicator of success will be a minimum of a 3% decrease of FCAT level one students in each school. Data will be reported to state level agencies for evaluation purposes. Evaluation results will be reviewed by the school administration, the Director for Charter Schools, the Chief Academic Officer, and the Superintendent to determine the effectiveness of the reading and math coaches model. The model for evaluating the coaches will be a combination of an objectives-based and levels of evaluation review (Kirkpatrick, 1987.) Adjustments will be made based on assessment data and an action plan will be developed for FY06.

Describe how the district will address the role and function of reading and math coach in the District Assistance and Intervention Plan document. Describe how the reading and mathematics coach will assist in the implementation of the District Assistance and Intervention Plan (DAIP).

The role and function of the reading and math coaches will be addressed in the District Assistance and Intervention Plan by ensuring that they have full access and training to use District-adopted curricula, scientifically research-based instructional programs, professional development in the School Improvement Process, and the coaches will be included in the monthly district-to-coach training, including the five critical areas of reading. Coaches will be included in all Professional Development sessions in reading and mathematics and will receive the District's Professional Development Catalogue, which includes such training as Super Six Strategies; CRISS; Links to

Literacy; Monthly Reading and Math Coach Training; 6+1 Writes; Riverdeep; Destination Math Training; Curriculum Mapping; Cooperative Learning; Content Enhancement/Learning Strategies, Differentiated Learning; Performance Assessment; Data Analysis; and Student Assessment Literacy. The reading and math coaches, the PBCSD Department of Charter Schools, charter schools' principals and administrative staff, and the Charter School Governing Boards will ensure that the F schools implement a research-based reading program and mathematics program, parental/care-giver involvement, and family involvement training. The Charter School Department will work with the reading and math coaches and the Staff Development Department to ensure that the coaches participate in most, if not all of the district-provided training, and the reading and math coaches model and deliver the professional development activities, ideas, and strategies in their own charter schools.

Reading Coaches will be expected to work toward either the K-12 reading endorsement or K-12 reading certification (if not already complete.) District proposals must include a brief statement about the requirement to support reading coaches in course enrollment in the FOR-PD course. If a teacher identified for employment as a reading coach (at any or all of the three charter schools) does not already hold the K-12 reading endorsement or the K-12 reading certification, the charter school principal, PBCSD Charter School Department, and governing board will ensure that the Reading Coach is enrolled, upon employment, in the Florida Online Reading Professional Development (FOR-PD) course to meet the requirements for competency two of the reading endorsement.

B. SCHOOL LEADERSHIP, SUPPORT, AND COORDINATION

List all reading programs to be used within each school for reading instruction and the instructional program(s) to be used for mathematics.

The three charter schools use research-based reading programs and high quality math programs as the foundation for the reading and math curriculum. The Scholastic Reading Inventory (SRI) is a reading comprehension test (used at all three schools) that assesses students' reading levels, tracks students' reading growth over time, and helps guide instruction according to students' needs. The lowest scoring students are enrolled in an intensive reading program for two class periods each day at Survivors, and for five periods per week and on Saturday at Riviera Beach Academy and Delray Boynton Academy. The students at the Survivors and Riviera Beach Academy use *READ 180*, and the students at Delray Boynton Academy use *Scholastic XL*: both reading programs are comprehensive literacy programs that use direct and explicit reading instruction, engaging and age-appropriate content, and data driven technology to ensure differentiated instruction and guided practice take place. *Read 180* and *Scholastic XL* primarily cover the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel.) The math curriculum uses a variety of instructional materials and strategies. The *Destination Math* series, developed by Riverdeep, is used in Survivors and Riviera Beach Academy; *Buckle Down, Sharpen Up* is used at Delray Boynton Academy. Both are high quality math programs with performance objectives aligned with the National Council of Teachers of Mathematics and Sunshine State Standards. All three charter schools use *FCAT Explorer*, a free, online educational program created by the Florida Department of Education for students to reinforce reading and math skills as outlined in the Sunshine State Standards. In addition, Riviera Beach Academy uses many of the reading and math courses developed by Greater Sources, Inc. to ensure students' understanding of Florida Sunshine State Standards.

What instructional assessments will be used with the school where the Mathematics Coach will be located? What is the assessment schedule?

A variety of math assessments are used at the three charter schools, including the assessment programs of the math program for instruction. The math coach will assist teachers in disaggregating test data and using this data to differentiate instruction in the classroom. Diagnostic assessments are used to determine the skills and abilities of students prior to instruction. Focal lesson plans are done on a daily basis emphasizing those skills and abilities that require additional support. Then, formative assessments, which are not graded, are administered at the end of each focal lesson and/or daily to determine how students are progressing in their learning and to modify instruction as needed. Summative assessments are administered at the conclusion of a lesson to evaluate student progress and measure learning gains. State-wide assessments include the SSS Diagnostic Mathematics Test (September, December and April) and the FCAT (*October, March and June). *Schedule may change due to two hurricanes this year.

Describe how the schools will address the role and function of the reading and math coach in the School Improvement Plan document. Describe how the coach will assist in the implementation of the SIP.

The Reading and Math Coaches will assist teachers in meeting the goals and objectives outlined for student performance in Reading and Mathematics as outlined in the School Improvement Plan. For both the Reading and

Math Coach, will be working with the teachers serving students who scored Level 1 or Level 2 on the FCAT. The Reading and Math Coaches will also collaborate with teachers in implementing all eight steps of the Continuous Improvement Model adopted by each of the three charter schools. These steps include: disaggregating test data, developing instructional timelines, delivering the instructional focus, administering frequent assessments, utilizing tutorials for non-mastered concepts, providing enrichment and maintenance activities, and monitoring student progress. This collaboration will occur through in-class assistance and modeling for the teachers as well as in-service trainings held by the Reading and Math Coaches. In addition, the Coaches will provide various resource materials to facilitate instruction. *Survivors Charter School of Boynton, Riviera Beach Academy, and Delray Boynton Academy agree to submit quarterly reports in the School Improvement Plan reporting database consisting of the information as listed on page 3 of the RFA for the Reading and Math Coach Grant.*

C. COACH LEADERSHIP, SUPPORT, AND COORDINATION

What portion of time will coaches spend with teachers (providing initial and ongoing professional development through modeling, inservice, and planning) and completing data analysis (to monitor student progress)?

Percentage of Time	Description of Reading and Math Coach Activities
60%	Modeling strategies in classrooms; Supporting and meeting with teachers; Planning instructional focus with teachers; Observing lessons; Reflecting on modeled lessons; Conducting study groups; Communicating data analyses and planning for instruction
15%	Coordinating testing; Analyzing testing data to monitor student progress; Monitoring implementation; Managing resources; Analyzing classroom data to drive instruction
20%	Planning professional development; Delivering professional development
5%	Attending state, district, and school-based training and technical assistance for coaches; Attending district-to-coach meetings; Assisting with the School Improvement Plan

Provide a schedule of daily, weekly, monthly, and yearly coach activities. Provide a timeline.

Reading and Math Coach Monthly/Yearly Activity Schedule			
Date	Meeting and Training	Date	Meeting and Training
November 2004	Identification/Hiring Coaches Staff/Coach Orientation	March 2005	District to Coach Meeting Coach to Teacher Inservice
December 2004	District to Coach Meeting Coach to Teacher Inservice	April 2005	District to Coach Meeting Coach to Teacher Inservice
January 2005	District to Coach Meeting Coach to Teacher Inservice	May 2005	District to Coach Evaluation Coach to Teacher Evaluation
February 2005	District to Coach Meeting Coach to Teacher Inservice	June 2005	Coach/School Data Analyses and Planning for FY06

Yearly/Monthly responsibilities include oversight of SRI and FCAT testing, planning and modeling lessons, planning with other coaches and with teachers, data analyses, school improvement planning, attending district/state professional development in reading/math, etc. (FCAT testing schedule may change due to two hurricanes this year.)

Reading and Math Coach Weekly/Daily Schedule	
Monday	Deliver Classroom Support; Model Strategies and Lessons; Deliver Scaffolded Instruction; Ensure Differentiated Instruction; Observe lessons; Plan with teams and individual teachers for research-based and high quality instruction; Conduct Assessment (screening; diagnostic testing; progress monitoring)
Tuesday	Data Analysis for planning instruction and effective use of time; Progress Monitoring; Planning; Delivering Professional Development to staff for research-based reading and high quality math instruction; Progress Meeting with School Administration
Wednesday	Deliver Classroom Support; Model Strategies and Lessons; Deliver Scaffolded Instruction; Ensure Differentiated Instruction; Observe lessons; Plan with teams and individual teachers for research-based and high quality instruction; Conduct Assessment (screening; diagnostic testing; progress monitoring)
Thursday	Data Analysis for planning instruction and effective use of time; Progress Monitoring; Planning; Delivering Professional Development to staff for research-based reading and high quality math instruction; Progress Meeting with School Administration
Friday	Deliver Classroom Support; Model Strategies Lessons; Deliver Scaffolded and Differentiated Instruction; Observe lessons; Plan with teams and individual teachers for research-based and high quality instruction; Conduct Assessment (screening; diagnostic testing; progress monitoring)