

239 Title II Part A Teacher Principal Training and Recruiting

Fiscal Year: 08-09

Milestone: Final Approval Issued (Printed 9/29/2008)

District: Stanwood-Camano School District

Organization Code: 31401

ESD: Northwest Educational Service District 189

Request Substantially Approvable Status (SAS) Option

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the later of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Important! In order to incur any costs associated with this program as of July 1, the district must first request (email link below) Substantially Approvable Status (SAS). Next, OSPI will review the request and communicate to the district an approved or unapproved response. The application must be completed and approved prior to the release of funds.

District Chooses To Request Substantially Approvable Status (SAS):	No
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Action: If, No is selected, (in drop down menu above), Mark This Page Not Applicable

Action: If, Yes is selected, (in drop down menu above), complete the application pages listed below then press the **Mark Completed** icon.

1. Assurances – Page 1
2. Budget Plan – Page 3
3. Class Size Reduction – Page 6
4. Budget matrix (proposed figures using preliminary amounts)

Action: Email Request To Choose SAS: [Title II Program Office](#)

All Districts Regardless of Option Chosen
DO NOT REQUEST FORM PACKAGE APPROVAL AT THIS TIME! Please wait for final allocation amounts to be uploaded. The amounts will be announced to the field.

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Page 1

Title II ASSURANCES

The district has developed a plan to ensure that all teachers within the district are highly qualified (Section 1119).

The district assures that all teachers paid with Title IIA funds to reduce class size meet highly qualified teacher requirements at time of placement in the class size reduction assignment [Section 2123(a)(7)].

The district assures that all teachers hired and placed in schools that receive Title I funds meet highly qualified requirements at the time of placement (Section 1119).

Documentation for the above assurances must be kept on file.

The district assures that Supplement not Supplant applies to all of the activities funded by Title II Part A [Section 2123(10)(b)].

The district assures that the professional development using Title II Part A Teacher & Principal Training & Recruiting Fund (which includes teacher mentoring) will meet the needs of teachers and principals [Section 2122(5)].

The district assures that the professional development activities to be carried out with Title II Part A funds align with state academic content standards, student academic achievement standards, and state assessments. [Section 2122(1)(A)].

The district will target Title II Part A Teacher & Principal Training & Recruiting Funds to support activities in one of the following areas [Section 2122(3)]:

- Schools which have the lowest proportion of highly qualified teachers.
- Schools which have the largest average class size.
- Schools which are identified for school improvement under Title I Section 1116(b).

The district assures that through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers [Section 1112(c)(1)(L)].

The district will comply with Section 9501 of ESEA regarding participation of private school teachers.

Name of authorized representative: Linda Littlefield
Position of authorized representative: Executive Director of Human Resources
Date (e.g., 2/24/08): 6/6/08

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Allocation Amount: \$189,611

FINAL ALLOCATION AMOUNT UPLOADED

This district can now REQUEST FINAL OSPI APPROVAL

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Make necessary adjustments to the application pages and the budget matrix. Remember, the total of the budget matrix must match the final amount listed in the budget calculator.

INTENT TO PARTICIPATE

Will the district participate in the Title II Part A Teacher and Principal Training and Recruiting Fund for fiscal year 2009? Yes

If yes, please refer to the **Title II Part A Non-Regulatory Guidance** prior to completing the application.

If no, mark this page as completed. Mark remaining pages not applicable by pressing the NA icon. Even though there is no data entered into the remaining pages, this step is necessary in order to submit the form package.

Note: Non-participating districts are still required to complete the Highly Qualified Teacher Plan found in the Required Pages section of iGrants.

REAP FLEXIBILITY: (Up To 100% of Allocation)

IF CHOSEN, THE REQUIRED PAGES REAP FLEXIBILITY SECTION MUST BE COMPLETED!

Is the district choosing to use the REAP flexibility option with Title II Part A funds? No

If yes, complete the following sections of the Title IIA application: Assurances, the private schools page, and the budget. Mark these pages complete. Mark all other pages N/A and submit the application.

Transferability: (Up To 50% of Allocation)

IF CHOSEN, THE REQUIRED PAGES TRANSFERABILITY SECTION MUST BE COMPLETED!

Is the district choosing to use the transferability option to transfer funds from another program into Title II Part A or out of Title II Part A into another Title program? No

NEEDS ASSESSMENT

Student Data Analysis

What multiple measures of student achievement does your district use to determine the academic needs of your students?

WASL Measures of Academic Progress (MAP) DIBELS NW ESD 189 Math CBAs

Describe the learning needs of student groups in your district whose academic achievement is at lower levels than other students, or at levels 1 and 2 on the WASL.

Students who are underperforming relative to both peers and established state standards as measured by the WASL and MAP assessments demonstrate common characteristics that distinguish them from students who meet and/or exceed state and local standards. Students who are not experiencing success in mathematics demonstrate a consistent pattern across grade levels in not performing well on items that draw upon knowledge and application of the sense of number. This difficulty extends into components that draw upon a strong sense of number to include measurement, algebraic sense, and probability and statistics. Moreover, this deficit impacts students' ability to reason and solve problems, make connections, and communicate understanding. We have determined that to increase students' overall mathematics performance and attainment of standard levels of performance, it is critically necessary to address those issues related to student learning of mathematics addressed by Bransford et al (2005) who indicate that students bring to the classroom conceptions of mathematics based upon previous experiences, but rather than build upon those experiences, instruction is typically based upon rules and procedures separating procedural knowledge from making meaning, students are not asked to reflect upon learning using metacognitive strategies. Our underperforming students need opportunities to learn mathematics at a conceptual level building upon their own experiences while also providing new and authentic mathematical contexts.

Did all schools in your district meet AYP?*

Information not available

If no, list schools that did **not** make AYP and indicate the cells where AYP was not met for academic

proficiency.

List schools identified for school improvement.

Did your district meet AYP? No

*If current year AYP data are not available when completing this application, use the most recent AYP data and indicate the year.

Analysis of Teacher Professional Development Needs

Using the data collection tools below, identify the process the district used to involve teachers in determining their professional development needs. Check all that apply.

- Staff Surveys
- School Improvement Plans
- Building Improvement Plans
- Strategic Planning Process
- Professional Development Teams
- Data Review (other than student data)
- Other:

Describe teacher professional development needs to improve classroom instruction identified through the needs assessment process.

In February 2007, certificated staff representing grades K-12, all building principals and key system level administrators convened a "math summit" with the purpose of analyzing math achievement data, perceptions of mathematics, literature on best practices in mathematics, and developing an action plan for addressing improved student achievement in mathematics. The strategy utilized to create the action plan was the National Staff Development Council's "Innovation Configuration." This plan is a 3-5 year strategic action plan monitored and reviewed annually. This 2007-08 review indicates the need to "stay the course" with the professional development options for staff. Roy and Hord (2004) suggest that innovation configuration maps "can help schools and districts redefine staff development." These maps "identify the innovation's major components and describe various uses ranging from ideal implementation to nonuse along a continuum" (Roy and Hord, 2004). Using the mapping process defined by Champion (2003) the individuals utilized the IC protocol to determine individually, in small groups, and finally through large group the innovation's major components and describe various uses ranging from ideal implementation to nonuse along a continuum" (Roy and Hord, 2004). Using the mapping process defined by Champion (2003) the individuals utilized the IC protocol to determine individually, in small groups, and finally through large group consensus five elements to improve student math achievement. In the ideal phase, this group identified the implementation of the staff development component as one that is job-embedded (to include coaching and/or peer coaching), on-going, on-demand, intentional, and differentiated (SCSD 2007).

Analysis of Principal Professional Development Needs

Using the data collection tools below, identify the process used to involve principals in determining their professional development needs. Check all that apply.

- Staff Surveys
- School Improvement Plans
- Building Improvement Plans
- Strategic Planning Process

- Professional Development Teams
- Data Review (other than student data)
- Other: Focus Group Conversations

Describe principal professional development needs to provide instructional leadership skills identified through the needs assessment process.

In February 2007, certificated staff representing grades K-12, all building principals and key system level administrators convened a "math summit" with the purpose of analyzing math achievement data, perceptions of mathematics, literature on best practices in mathematics, and developing an action plan for addressing improved student achievement in mathematics. The strategy utilized to create the action plan was the National Staff Development Council's "Innovation Configuration." This 2007-08 review indicates the need to "stay the course" with the professional development options for staff. An enhancement to the plan will be to use local and/or I-728 funds to utilize the UW CEL to provide training experiences for principals on how to observe for quality instruction and provide directed feedback relative to the quality of instruction observed. Roy and Hord (2004) suggest that innovation configuration maps "can help schools and districts redefine staff development." These maps "identify the innovation's major components and describe various uses ranging from ideal implementation to nonuse along a continuum" (Roy and Hord, 2004). Using the mapping process defined by Champion (2003) the individuals utilized the IC protocol to determine individually, in small groups, and finally through large group consensus five elements to improve student math achievement. In the ideal phase, this group identified the implementation of the staff development component as one that is job-embedded (to include coaching and/or peer coaching), on-going, on-demand, intentional, and differentiated (SCSD 2007).

Summary of Professional Development Needs

Describe how the district collaborated with teachers, paraprofessionals, principals, parents, and other relevant school personnel in the planning of professional development activities to be carried out with Title II Part A funds.

Time is allocated each spring for the Stanwood-Camano School District district improvement leadership team to conduct a system-level monitoring process of the overall strategic plan for the school district's achievement initiatives. This leadership team is comprised of parents, teachers, paraprofessionals, principals, and system level administrators who review WASL, MAP, perception, and demographic data as it applies to four broad goals to increase overall achievement, reduce the achievement overall strategic plan for the school district's achievement initiatives. This leadership team is comprised of parents, teachers, paraprofessionals, principals, and system level administrators who review WASL, MAP, perception, and demographic data as it applies to four broad goals to increase overall achievement, reduce the achievement gap of low-income and special education students, increase the quality, relevance, and engagement of student work, increase the climate of the learning environment, and increase the participation of parents and community as partners to increase overall student achievement. Included in the process of examining data is an assessment of each school site's school improvement plan and the district improvement plan, addressing gaps and omissions and reprioritizing strategies and action steps to meet the goals.

Using data from the **Student Data Analysis** section and the **Analysis of Teacher and Principal Professional Development Needs** sections, list the priorities for professional development in your district for 08-09. 1. Increase teacher content knowledge and instruction in math and science. 2. Increase leadership capacity of principals to support teachers' improvement strategies, to include teacher content knowledge and instruction in math and science. 4. Support teacher use of analysis of assessment data to inform instruction, especially in math and science. 5. Strengthen core and supplement

instruction as part of three-tier intervention model (RTI) in reading, math and writing.

Which of these priorities will be addressed in this application using Title II Part A funds? Section 2122(b) requires that expenditures of Title II Part A funds be aligned to the needs identified in the needs assessment. 1. Increase teacher content knowledge and instruction in math through the use of math coaches assigned to support K-12 math teachers.

HIGHLY QUALIFIED TEACHERS

Qualified Teachers for At-Risk Schools: A National Imperative

Have you reviewed your district's highly qualified data with your Human Resources department? Yes

Do 100% of your teachers meet the highly qualified teacher (HQT) requirements? No

If not, why?

Describe how Title IIA funds are used to support teachers in meeting the HQT requirements. We will use either I-728 or local funds to provide teachers with the ability to prepare for and take Praxis exams to meet HQT requirements.

CLOSING THE ACHIEVEMENT GAP

Closing the Achievement Gap: Lessons From California

Title II Part A focuses particular attention on addressing the learning outcomes of students at highest risk of failing to meet the state's academic standards. Districts have a responsibility to provide professional development to enable teachers to:

- Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency.
- Improve student behavior in the classroom and identify interventions to help students in the categories listed above.
- Involve parents in the education of their children.
- Understand and use data and assessments to improve classroom practice and student learning.

Describe how your district provides professional development for teachers to ensure they are prepared to address learning needs and provide assistance for the families of students in the categories listed above.

Describe how your district provides professional development for teachers to ensure they are prepared to address learning needs and provide assistance for the families of students in the categories listed above.

By placing math coaches into our schools, teachers will have the support to increase their pedagogical skills required to improve instruction and engage students in mathematical learning experiences. The district expects to increase student performance overall by increasing the performance of lower-performing sub-groups by 5-10%. Placing math coaches in the classroom is a reflection of the Stanwood-Camano School District commitment to continuous improvement of student performance. The coaching activities in math are based upon the belief that improving the knowledge of content and pedagogy in mathematics directly impacts the quality of instruction that occurs in the classroom. The coaching activities will support state and district learning targets, incorporate best practices in mathematics, and use a variety of assessment data to guide instructional decision-

making. Additionally, these coaches will help organize how parents support classroom instruction as volunteers in the schools and through activities such as Family Math Nights.


Are Title II Part A funds used for this purpose? Yes

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BUDGET PLAN

Include a narrative to explain each estimated cost. Be sure the figures shown here are exactly the same by Object as those on the budget matrix.

Object 0 (Debit Transfer)				Estimated Cost
Object 2 Salaries (Certified)				Estimated Cost \$141,261
	Position Title	F.T.E.	Funding Amount	
Stipends		N/A		
Substitutes		N/A		
TOSAs				
Coaches	K-12 Math Coaches	2.50	\$141,261	
Mentors				
Class Size Reduction				
Other (identify):				
Object 3 Salaries (Classified) Specify the classified staff participating in professional development activities.				Estimated Cost
Object 3 Salaries (Classified) Specify the classified staff participating in professional development activities.				Estimated Cost
Object 4 Benefits and Payroll Taxes				Estimated Cost \$43,622
Object 5 Supplies/Instructional Resources Specify the supplies/resources used for professional development purposes only, e.g., books, videos, notebooks, etc.				Estimated Cost \$230
A variety of resources will be accessed to support this professional development activity. These resources may include, but are not limited to, the list referenced below: • Curriculum Focal Points (NCTM, 2006) • Washington State Mathematics Standards Review and Recommendations (Plattner, 2007) • Practice-Based Professional Development for Teachers of Mathematics (Smith, 2001) • Classroom Instruction That Works (Marzano, et al, 2001); How				

Students LearnMathematics (NRC, 2005)	
Object 7 Purchased Services Specify the services you will purchase for professional development e.g., consultants or trainers outside the district, ESD contract services, higher education advisors, etc.	Estimated Cost
Object 8 Travel Specify travel expenses used for professional development only.	Estimated Cost
Indirect Expenditures 	\$4,498
Total: (must match allocation amount below and budget matrix)	\$189,611
Allocation Amount:	\$189,611
Difference:	\$0

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PRIVATE SCHOOLS

Private Schools Equitable Participation Guidelines

Private schools are eligible to participate in professional development activities under Title II Part A.

Note: Title IIA funds should never be paid directly to private schools.

Do any private schools exist within the district boundaries? Yes

If no, mark this page complete and continue through the application.

If yes, answer the following questions, and complete the private school formula below.

Have all private schools within the district boundaries been invited to participate in professional development activities funded with Title II Part A? Yes

Has the district consulted with private school officials during the design, No

Have all private schools within the district boundaries been invited to participate in professional development activities funded with Title II Part A? Yes

Has the district consulted with private school officials during the design, development and implementation of the professional development activities? No

Briefly describe the district's procedure related to the consultation process. The private school declined participation in federal grants.

Complete the table below for private schools that have elected to participate in Title II Part A. Indicate whether they plan to participate in:

- District-sponsored professional development activities, and/or
- Professional development activities designed by the private school.

If both options are chosen, split the equitable services cost for that school between the two options.

Press the **New** button to add each private school that has elected to participate in Title II Part A. To avoid losing data, press the save button after creating each new record.

Empty rectangular box with double border.

Press the **New** button to open a new matrix for private school/s designing their own professional development activities. To avoid losing data, press the save button after creating each new record.

Empty rectangular box with double border.

Private School Formula

The formula below determines the amount to use for equitable services.

A. Number of Students

- 1. **District student enrollment** as of 10/1/07
- 2. Participating **private school enrollment** as of 10/1/07

0

B. Title II Part A FY09 Allocation To Be Used for Professional Development

1. FY09 Allocation

\$189,611

- 2a. Indirects (from budget)
- 2b. Administrative costs (reasonable and necessary)
- 2c. Class size reduction
- 2d. Recruitment, retention, and induction activities
- 2e. Transfers from Title IIA to other Title programs
- 3. Title II Part A allocation amount district is using for professional development activities.

\$189,611

C. Hold Harmless Amount

This is based on FY01 Eisenhower Professional Development + Title VI (federal Class Size Reduction) used for professional development.

D1. Determining Per Pupil Rate

Enter either B3 or C, whichever is **larger**.

D2. Per Pupil Rate (Calculated)

\$0.00

Enter either B3 or C, whichever is **larger**.

D2. Per Pupil Rate (Calculated)

\$0.00

E. Equitable Services (rounding up will display)

Amount district must reserve for equitable services for participating private schools (for more than one private school multiply the per pupil rate by the individual school enrollment from A2).

\$0

Title II Part A funds can be used to recruit and retain highly qualified teachers/principals, particularly in schools with a high percentage of low-achieving students and/or in teacher shortage areas. Induction programs can provide teacher mentoring from exemplary teachers and administrators and support for new teachers and principals during their first three years.

Recruitment

Estimated Cost

Are you using Title II Part A funds for recruitment strategies and/or incentives? No
If yes, provide a brief description of your process.

Retention

Estimated Cost

Are you using Title II Part A funds for retention strategies? No
If yes, briefly describe the strategies you use.

Induction

Estimated Cost

Are you using Title II Part A funds for induction (new teacher support) programs? No
If yes, briefly explain how your induction model works.

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CLASS SIZE REDUCTION PLAN Explain this?

Small Class Size and Its Effects by Bruce J. Biddle and David C. Berliner

Small Class Size and Its Effects by Bruce J. Biddle and David C. Berliner

Estimated Cost

Use the following criteria to determine whether Title II Part A funds can be used to support class size reduction (CSR) in your district. The CSR model must:

- Be used to close the achievement gap for low-performing students.
- Be staffed with highly qualified teachers.
- Meet the supplement not supplant guidelines.

Carefully consider possible supplanting concerns to avoid any audit findings.

All teachers in Title II Part A-funded CSR assignments must meet HQT requirements. Districts are required to submit documentation of highly qualified teacher status upon

request.

Are you using Title II Part A funds for class size reduction? No
If yes,

- a. Describe the process and/or procedure the district used to determine the need for CSR. Section 2122(b) requires that expenditures of Title II Part A funds be aligned to the needs identified in the needs assessment.
- b. Describe how this CSR has a substantial, measurable and positive impact on student academic achievement.
- c. List the name of the school or schools, grade levels and/or subject areas that will be served with this CSR.
Press New to add each new record and press Save.

- d. What is the model for this CSR, and how will it work?

Are schools where class size reduction will be implemented:

- Identified as having the largest "average" class size in comparison with other schools in your district?
- Identified as not making AYP or identified for school improvement?
- Identified as having greater numbers of high-poverty and/or high-minority student populations?

Were Title II Part A funds used for this same CSR in the past?

If yes, please provide evidence that CSR is having a positive impact on the academic performance of low-performing students.

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PROFESSIONAL DEVELOPMENT PLANS

Page 7

PROFESSIONAL DEVELOPMENT PLANS

Please answer the following questions in relation to your professional development plans.

1. Describe how this professional development is expected to improve student academic achievement and is used as a broader strategy to close the achievement gap, especially for low-income and minority students.

By placing math coaches into the elementary and middle schools, teachers will have the support to increase their pedagogical skills required to improve instruction and engage students in mathematical learning experiences. The district expects to increase student performance overall by increasing the performance of lower-performing sub-groups by 5-10%. Placing math coaches in the classroom is a reflection of the Stanwood-Camano School District commitment to continuous improvement of student performance. The coaching activities in math are based

upon the belief that improving the knowledge of content and pedagogy in mathematics directly impacts the quality of instruction that occurs in the classroom. The coaching activities will support state and district learning targets, incorporate best practices in mathematics, and use a variety of assessment data to guide instructional decision-making.

2. Describe how the professional development is aligned with Washington State's student learning standards (EALRs and GLEs) and the district's school improvement plan.

We have had math coaches, funded by Title II A in 2007-08, participate in the development of the new K-8 standards for math. These coaches have already begun to "roll-out" the new standards to staff. Additionally, all three coaches (only 2.5 funded by Title II A) have been trained as facilitators for state-wide training on the new math standards. We are hosting our own two-day training on the new standards in August. The next two-day training on how to implement the standards will be phased in during the year during our professional development late start Wednesdays. The intent of the coaching model and activities to support the model is to ensure a coordinated, articulated and aligned curriculum.

3. Describe how the activities listed in the professional development plan(s) are based on a review of scientifically based research.

Recent research and literature in the staff development domain supports the concept of teacher coaching as an effective strategy to improve teachers' instructional practice. Weiss and Pasley (2006), citing the Local Systemic Change Initiative (LSC) conclude that professional development to enhance mathematics teaching must be based upon content knowledge and instructional improvements, demonstrates improvement after 30 hours with another impact measured after 80 hours of professional development. Kennedy (1999) cites research that indicates that among other attributes, professional development should include teachers working in groups interspersed with classroom practice. The math coaches will provide teachers of mathematics professional development over sustained periods of time, focused on improving content and pedagogical knowledge, include classroom support, and a collaborative learning model.

4. Describe how the professional development plan(s) will be assessed.

Formative data to measure progress toward these objectives include the use of Classroom-based Assessments from the Northwest ESD 189 CBA cooperative and NWEA MAP assessments in mathematics. It is our goal that all students, but especially those in targeted sub-groups, will meet typical RIT growth from fall to spring and spring-to-spring seasonal assessments. Summary data will include above Classroom-based Assessments from the Northwest ESD 189 CBA cooperative and NWEA MAP assessments in mathematics. It is our goal that all students, but especially those in targeted sub-groups, will meet typical RIT growth from fall to spring and spring-to-spring seasonal assessments. Summary data will include above referenced seasonal growth as measured by the MAP assessments as well as spring WASL assessments.

5. Describe how other state, local, or federal funds (including Title II Part D when instructional technology is integrated) will be used in coordination with Title II Part A funds to support professional development.

In addition to Title II Part A funds, the comprehensive staff development project including math coaching will utilize state I-728 funds and state math/science funds to support teacher release time to participate in coaching sessions, consultant costs, and materials acquisitions to support the math coaching.

You may create up to four Professional Development Plans.

Press New to create each Plan(s). Press SAVE after creating each one.

Professional Development Plan #: Math Instructional Coaches			
Estimated Cost: \$186,611		Focus Area	
Priority Goal (from Student Data Analysis & Teacher/Principal Needs Assessment): <small>Explain this?</small> 1. Increase teacher content knowledge and instruction in math through the use of math coaches assigned to support elementary, middle and high school math	<input type="checkbox"/> Reading	<input type="checkbox"/> Technology	
	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Math	
	<input type="checkbox"/> Science	<input type="checkbox"/> Principal Training	
	<input type="checkbox"/> Other:		
Objective(s) (Specific and Measurable): <small>Explain this?</small> 1. Increase teacher content knowledge and instruction in math and science. 2. Increase leadership capacity of principals to support teachers' improvement strategies, to include teacher content knowledge and instruction in math and science. 3. Support each principal to increase overall leadership capacity based upon assessment of each individual's need. 4. Support teacher implementation of Washington Learning Goal 2 Classroom Based Assessments. 5. Support teacher use of analysis of assessment data to inform instruction, especially in math and science.			
List specific activities for this plan.	Who will provide this professional development?	Who will participate?	Materials/resources that will be purchased with Title IIA funds.
Math coaches will model lessons, participate in lesson design, observation, participate in lesson design, observation, and analysis of instruction in the classroom.	Three certificated math teachers will act as full-time coaches of teachers of mathematics. 2.444 FTE of these teachers will be funded through teachers of mathematics. 2.444 FTE of these teachers will be funded through the Title II , Part A grant; the remaining portion to equal 3.0 FTE will be funded through other state and local funds. Math coaches will provide elementary and middle school teachers of mathematics research-based and scientifically proven strategies to positively transform	Elementary, middle, and high school teachers of mathematics; principals and assistant teachers of mathematics; principals and assistant principals.	A variety of resources will be accessed to support this professional development activity. These resources may include, but are not limited to, the list development activity. These resources may include, but are not limited to, the list referenced below: • Curriculum Focal Points (NCTM, 2006) • Washington State Mathematics Standards Review and Recommendations (Plattner, 207) • Practice-Based Professional Development for Teachers of Mathematics (Smith, 2001) • Classroom

<p>classroom instruction. Math coaches will model lessons, participate in lesson design, observation, and analysis of instruction in the classroom.</p>	<p>Instruction That Works (Marzano, et al, 2001); How Students Learn Mathematics (NRC, 2005)</p>
<p>To increase the capacity of our principals, math coaches and instructional staff, we will be contracting with the Teachers Development Group who will provide training in best practices in mathematics instruction for the principals, math coaches and two math coaches for each school K12 in our district. Additionally, the Teachers Development Group will conduct a collaborative inquiry cycle whereby teachers, math coaches, and principals will thoroughly analyze a lesson pre-delivery, conduct the lesson with peer observation, and conduct a follow-up analysis of that lesson. This will occur five times per year per classroom.</p>	

What is the plan for follow-up?
 The Stanwood-Camano School District is engaged in continuous improvement processes. As such, we pay close attention to the data emanating from the Washington Assessment of Student Learning (WASL) and the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). Staff engages in correlation analysis of the two assessments and then drill down to examine relationships between similar components of both assessments. Staff has inferred a positive correlation between both assessments as well as student performance in similar components. Additionally, each school conducts an annual

data carousel in the fall in an examination of previous school year achievement, perception, and demographic data; moreover, each spring, representatives of those building teams, along with community members and system leaders, conduct a similar analysis of data as district leadership teams. Findings from these processes show that while students in the Stanwood-Camano School District are making progress in meeting reading and writing standards, the converse continues to be the case for both math and science.

How will the knowledge and skills in this professional development be transferred to practice in the classroom to ensure the professional development activities will have a substantial, measurable impact on student learning?

As referenced previously, math coaches will participate in each collaborative inquiry cycle at each school. They will then extend these processes with other teachers of mathematics at the elementary and middle schools. Teachers will then be able to effectively implement best practices strategies as they incorporate them in future lessons. Principals will have an increased awareness of what strategies to look for as they conduct classroom observations and provide meaningful and targeted feedback to teachers. Formative and summary assessment data of student performance will be analyzed to determine the effectiveness of this delivery model for staff development.



Kerry Holiman Role: iGrant User
Stanwood-Camano School District

Fiscal Period 08-09

239 Title II Part A Teacher Principal Training and Recruiting

Current Form Package Status: Final Approval Issued

- Profile Page
- Instructions
- Required Pages
- District
- Select a Form Package
- Consortium
- Select a Form Package
- All Budgets
- Report Tool

[Help](#) [Contact](#) [Application](#) [Budget](#) [Notes](#)

Modified By: Modified Page On:
 Terri 9/17/2008
 Baker 3:54 PM

ESD: Northwest Educational Service District 189 **CoDistID:** 31401 **Organization:** Stanwood-Camano School District **Grant Number:** 0521267
Form Package Name: 239 Title II Teacher Quality **Program Number:** 52 **Revenue Account Number:** 6152 **Sub Program Number:** **Fiscal Period:** 08-09 **Beginning:** 8/20/2008 **Ending:** 8/31/2009
Fiscal Officer: Jean Shumate **Budget Contact Name:** Linda Stang **Budget Contact Phone:** 360-629-1200 **Category:** 2008-09 Funding **Budget Type:** Original

Object of Expenditure

Activity	Total	Debit		Salaries- Transfer	Salaries- Certificated	Benefits & Payroll Taxes	Supplies Instr. Resources & Non-Capitalized	Purchased Services	Travel	Capital Outlay
		0	1							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$185,113		XXXX	141,261		43,622	230			
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
62 Grds. Care & Maint.	\$0		XXXX	XXXX		XXXX				
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
Budgeted Expenditures	\$185,113	\$0	\$0	\$141,261	\$0	\$43,622	\$230	\$0	\$0	\$0

Budgeted Indirect Expenditures: \$4,498

Total Budgeted Expenditures: \$189,611

FTE Program Staff:

Act. 27-2	Act. 27-3	Act. 21-2	Act. 21-3

Comments: