

Table of Contents

DOE 100A:	i
Project Specific Assurances:	ii
Three-Party Assurances:	iv
DOE 101 RTTT:	v
Table of Contents	1
Section “A” Narrative:	2
Form (A)1:	52
Work Plan Table:	
MOU Requirement 1: B(3)(1) (N/A, but incorporated in MOU 9, IX.2.c.)	9
MOU Requirement 2: Sumter’s Section I	10
MOU Requirement 3: Sumter’s Section II	14
MOU Requirement 4: Sumter’s Section III	17
MOU Requirement 5: Sumter’s Section IV	19
MOU Requirement 6: Sumter’s Section V	21
MOU Requirement 7: Sumter’s Section VI	24
MOU Requirement 8: Sumter’s Section VII	29
MOU Requirement 9: Sumter’s Section VIII	34
MOU Requirement 10: Sumter’s Section IX	40
Checklist for Professional Development	46
MOU Requirement 11: (N/A)	47
MOU Requirement 12: (N/A)	47
MOU Requirement 13: Sumter’s Section X	48
Appendices:	55

A. OVERARCHING PROJECT PLANS

1. Describe the LEA's comprehensive reform plan :

Sumter's Comprehensive Reform Plan connects and coordinates all of the assurance areas.

Highly Effective Teachers and Leaders Make the Difference in Student Achievement

In general, with Learning Focused Solutions (LFS) as the district improvement model, this part of our plan will strive to make cultural changes to improve the profession and support the state's Theory of Action through:

- (a) Monitoring data, and intervening as necessary to insure equity in both highly qualified and highly effective teacher distribution among all schools with focus on the lowest achieving sites.
- (b) Acquiring and effectively utilizing data through technology to provide a comprehensive instructional improvement system (data dashboard format) that provides timely local and state information utilized by all stakeholders to effectively drive instruction, influence teacher and leader decisions while enhancing student learning.
- (c) Reviewing and modifying curriculum maps while developing interim/formative assessments that better reflect national and international standards at appropriate grade level rigor for all students.
- (d) Expanding common time for both lesson studies and data driven professional learning communities that improve instruction and learning while enhancing collegiality.
- (e) Modifying principal and teacher evaluation systems to better align with exemplary practices to insure that talented teachers are in every classroom and talented principals are in every school.
- (f) Adopting a compensation schedule, as negotiations allow, that is determined, in part by student performance, highly qualified designation, and instructional effectiveness in demographically challenged schools and /or locally determined areas of academic need.
- (g) Enhancing professional development to insure highly qualified staff focused on research and evidence based instructional strategies, appropriate content knowledge and use of instructional improvement systems to gather data and drive instruction for all children in a nurturing environment.

Sumter's Plan Aligns with Florida's Student Achievement Goals

In general, this component of our plan will focus on student outcomes and strive to:

- (h) Provide better college and career counseling, as well as learning support and data tracking to enhance graduation rates, post-secondary success and provide a data trail to demonstrate improvement.
- (i) Develop more effective support structures, parent involvement strategies and counseling for underrepresented groups to assist in the goal of cutting the achievement gap in half by 2015.
- (j) Enhance relevant offerings in the area of dual enrollment, STEM career and technical areas, AP, and academies, in partnership with our local community colleges and universities, focusing on the goal of achieving at least a year's worth of college or post-secondary credit.
- (k) Improve the percentage of proficient students to annually meet or exceed the national average on NAEP.
- (l) Work in ongoing collaboration with our charter school to ensure that all students in Sumter are provided the same opportunity to meet or exceed the state goals by sharing best practices.

Current Status, including strengths and challenges

One of Sumter's strengths is adopting the Learning Focused Solutions (LFS) national model of school improvement five years ago, developed by Dr. Max Thompson which has provided a

coordinated structure for improving teaching and learning, with emphasis on school leadership. Learning Focused is the third largest improvement model in the nation and provides comprehensive school reform strategies and solutions for Pre K-12 schools based on exemplary school reform practices and research-based instructional strategies. Believing that highly effective teachers and leaders make a difference in student achievement, and that any successful plan integrates a rigorous curriculum, research-based instructional strategies, robust technology, data driven decision-making, lesson studies, learning communities, and professional development, every teacher and principal are trained annually to make this effective continuous improvement model a coordinated way of work in the district. Sumter has implemented many components of LFS, including teacher developed curriculum maps that are horizontally integrated and vertically aligned in core classes, high yielding instructional strategies administratively monitored through daily classroom walk-through's, and periodic formative/interim district-wide tests throughout the year. This process is coordinated through lesson studies and professional learning communities that provide structured time for connected teacher groups to meet and discuss specific student data and afford them the opportunity to share effective instructional practices. Intensive interventions are provided at the student and/or teacher level as determined by data analysis. These curriculum maps and common assessments are aligned to Florida Sunshine State Standards and are further refined to reflect essential knowledge and skills as well as extended thinking activities. LFS does not currently have a computer based LIIS to help classify and retrieve student data.

Teachers are provided with comprehensive professional development designed to strengthen instructional strategies utilized throughout the curriculum following state protocol. This continuous dedication to professional growth begins with a mandatory new teacher orientation. New teachers are provided extensive training on district initiatives, including but not limited to LFS and curriculum mapping and assigned a mentor to help ease the transition into the profession. The district also provides dedicated professional development to a variety of areas including LFS, curriculum mapping, Writers In Control, English for Speakers of Other Languages (ESOL), instructional technology integration, action research, differentiated instruction, reading strategies, gap analysis training, data analysis training, and training for new standards as they roll out. These professional development opportunities are monitored by the district professional development department and school principals through the Individual Professional Development Plan (IPDP). These reform efforts have become a "way of work" in Sumter County Schools. The curriculum maps and assessments will be updated and refined each year and the teachers will continue to use Learning Focused Strategies in the classrooms. In addition, there are plans to implement a more in-depth session in "Writing Assignments and Benchmark Assessments" and "Catching Kids Up" that will affect all curriculum areas and will catapult the implementation to a higher level. Sumter's collaboratively developed curriculum maps, together with the district Student Progression Plan, clearly outline district expectations for student learning in a culture of rigor. The curriculum and instructional tools are designed using scientifically research and evidence based strategies and incorporate best practices that focus on student engagement as well as meta-cognition and extended thinking skills.

Evidence clearly indicates improvement. Sumter students have the third highest percentage gain scores in Florida for mathematics and fourth highest for reading from 2001 to 2010. Most of the reading gains and math gains have been accomplished since the inception of the Learning Focused Solutions initiative and other effective instructional strategies implemented to move us toward world-class standards. In addition, our focus on STEM courses and strategies is paying dividends with student FCAT scores above the state average in both science and mathematics.

Student mastery of Sunshine State Standards place Sumter among the highest overall achieving districts in the state, consistently ranking in the top 25%.

Another successful district initiative that benefits student achievement is the *Writers in Control* process of writing instruction and vertical curriculum alignment. While writing across the disciplines as a learning tool is part of the LFS model, *Writers in Control* is a focused training targeted at Language Arts teachers whose primary task is writing instruction. This is an intensive training that is divided into multiple sessions consisting of direct instruction and the actual evaluation of student writing samples. Mary Lewis is the creator of this model and she and her trainers have worked with Sumter teachers for four years. All new language arts teachers get initial instruction in this method and trained teachers get follow up sessions each year that is implemented with fidelity in classrooms. Writing score trends in Sumter bear out the success of this program with tenth grade writing scores being tied for the highest score in the state and the other grade levels also showing great student success by being at or above the state average.

One of the most critical indicators of student success is Graduation rate. Sumter students graduate at a rate above the state average whether the standard is NGA, NCLB or the traditional calculated Florida rate. However, we must continue to improve in this area.

Sumter also has one of the largest and most successful charter schools in the nation. We have a good working relationship with the Villages Charter School and collaboration on RTTT will be ongoing.

Our challenges are many. We do not currently have a sufficient computer based LIIS that fully meets our needs. Data is retrieved in a piecemeal fashion from several sources or calculated by hand. We will need to acquire a more robust system that fully meets our present and future needs to make instructional and personnel decisions.

Sumter is a rural district with 71% of our students on free and reduced lunch when the charter is excluded. Not only are our demographics challenging, but we have declining enrollments and high unemployment in an era of unrelenting budget challenges and class size mandates-which makes staffing a challenge. Attracting qualified teachers to a rural setting with limited affordable housing is always difficult, but especially when budgets are tight and unpredictable. Current contract language is a barrier to some of the requirements of RTTT but we have a good working relationship with our union and will involve them throughout this process. Parent involvement, especially among poor and minority students, needs improvement in our district. A small administrative staff makes many of the requirements of the grant difficult- but not impossible- to implement.

2. Provide a detailed LEA-wide management plan for implementing Race to the Top. The plan should include but is not limited to:

Involvement of Stakeholders:

Informing the public and building stakeholder support, communication and collaborative networking is an ongoing priority. Specifically, focused work groups, as well as workshops, will take place with involvement of all stakeholders. Each school's SAC chair, the Charter school's administration and governing board, our district CTE Advisory Committee, and the union president have been invited to the October 5th School Board workshop for information and feedback. Further recruitment for specific areas of the grant is currently taking place to insure fair appropriate representation. We are also engaging in conversation with Lake-Sumter Community

College and the University of Central Florida and will incorporate their collaborative ideas. All School Board meetings are publicized and open to the public. The School Board meeting agendas are posted to the district website one week prior to the meeting. The first meeting of the month is held at The Villages, a large retirement community, to encourage involvement and support; the second is held at the school board's district office in Bushnell at the opposite end of the county geographically. School Board workshops are established in key locations throughout the district to reach out and be easily accessible to community stakeholders. Standing agenda items already located on the school board agenda are in place to receive input and/or information from the teacher and non-instruct member unions as well a student government representative.

The district website presents a calendar of upcoming district and school events along with location, times and a short description and invites the public to attend. Any Race to the Top activities will also be posted on the district website. Sumter County Schools involves community, business partners and parents in several major committees including the Redistricting Committee, the Wellness Plan Committee, the Strategic Planning Committee, the District SACS Committee and the Critical Incidents Response Team. In addition, district staff members participate in committees within the community such as Concurrency, Emergency Management, School Health Advisory Committee, Sheriff Bill Farmer Youth Committee, Florida Law Advisory Group, Chamber of Commerce, and more.

Sumter County Schools has a strong alliance with Lake-Sumter Community College (LSCC) and district staff meets often with the LSCC Operations Committee to discuss articulation ideas and issues between the community college and our high schools such as dual enrollment. One of our partners, the University of Central Florida, will work collegially with Sumter; and members of the Central Florida Public School Board Coalition in areas critical to implementing RTTT successfully. We also have established a partnership with the Central Florida Alliance, the largest health industry employer in our area, to help support our expanded CTE programs.

This demonstrated collaboration solidifies an understanding of and commitment to our vision statement "Preparing the Next Generation Today." The district's mission statement is the focal point when members of the previously mentioned committees set their goals and strategies.

District Leadership Team:

Senior Director of Curriculum and Instruction, Deborah Moffitt will lead the management team as a whole. As in most small districts, each member of the district administrative team will be involved with subcommittee assignments, and will involve appropriate stakeholder groups in their portions. The district leadership team ensures that the vision and mission statement guide the work of the school district and its schools through district developed initiatives, which are implemented in the schools and monitored by school administrators through classroom walkthroughs. Then, through analysis of student achievement data, staff development needs are identified and provided and programs are evaluated, all while focusing on the district's vision and mission statement. The district leadership team meets at least weekly with the superintendent and at least monthly with principals to collaborate and check progress of initiatives at schools. RTTT will be incorporated, as appropriate, in the Strategic Plan. The plan provides strategies, desired results and action steps that are reviewed throughout the year, revised and approved by the school board annually. It encompasses and addresses all aspects of the school district and provides a process to meet, plan and budget for the district's priorities.

The District Leadership Team consists of: Sr. Directors for Curriculum, HR, and Finance; Directors for Elementary and Secondary Education, Staff Development and MIS; Coordinators for ESE, Student Services, Media and Instructional Technology; Union Negotiator and the Superintendent.

Monitoring:

The superintendent and the district leadership team will meet weekly to monitor the implementation of the activities and timelines detailed in the application. Bi-monthly updates will be given to the school board members and the public. Monthly meetings will be held with site based administrators. Quarterly updates will be given to school advisory councils and various other groups that guide the schools and district by providing valuable input and feedback. The Senior Directors for Curriculum, Finance and Human Resources will collaborate to ensure that the district meets all state reporting requirements and timelines.

Anticipated Timeline:

The district will spend the first three quarters:

- Planning
- Evaluating current policies and procedures
- Integrating the RTTT goals into the District’s Strategic Plan
- Evaluating and analyzing gaps in student achievement
- Inventorying district assessments
- Determining staffing needs to implement RTTT goals
- Revising teacher evaluation(s)
- Determining bargaining issues and timelines
- Analyzing technology infrastructure
- Providing staff development for:
 - RTTT requirements
 - Lesson Study
 - Catching Kids Up

Year 2:

- Phasing in teacher evaluation system with targeted teachers
- Phasing in pre and post assessments to study student growth model
- Providing staff development for:
 - Evaluation Systems
 - Data Systems (state and local)
 - Common Core Standards

Year 3:

- Expanding the implementation of the teacher evaluation system
- Expanding the implementation of pre and post assessment
- Providing staff development for:
 - Common Core Standards
 - Teacher and administrator evaluation systems
 - Data systems (state and local)

Year 4:

- Fully implementing all Race to the Top requirements
 - Teacher Evaluations
 - Performance Pay

- Administrator Evaluations
- Student assessment system

Budget Summary:

The district will be using the RTTT funds for the categories of Standards and Assessments, Data Systems, and Great Teachers and Leaders. The majority of the funds will be used for building pre and post assessments in areas not assessed or built by the state and revising the current evaluation and compensation systems. Some funds will be needed to enhance the district’s current data analysis tools/front end system to provide the state with the requested data to meet reporting needs. Increased professional development will also require an allocation as well as ensuring that the charter school is in compliance with the Race to the Top requirements. Title II part A and Title I funds will be supplemented by RTTT funds to assist in providing the staff development and curriculum needs of the district. RTTT funds: Year 1: \$205,370; Year 2: \$237,398; Year 3: \$386,348; Year 4: 221,369.

3. Indicate steps that the LEA will take to evaluate progress in implementing the project (in addition to participating in the statewide evaluation efforts).

The district currently assists schools in facilitating and evaluating programs and student improvement by providing multiple levels of instructional support, such as personalized staff development, assistance with analyzing student data, modeling instructional strategies, fidelity reviews, and setting goals to improve student academic success. The district K-12 curriculum committee and school personnel collaborate to determine and support essential training needs, analyze data, review resources, and evaluate program effectiveness.

This collaboration provides for progress monitoring, fidelity reviews, development of instructional strategies based on differentiated instruction, and curricular efficacy. The district will follow those same procedures and supports to facilitate and evaluate the process in implementing the race to the top project set before us to transform the educational system in Sumter as well as the state of Florida.

4. Provide an overview of how the LEA will ensure sustainability of RTTT reforms beyond the grant period.

Based on the district’s philosophy and mission statement, the process for allocating financial resources is managed and maintained through school board policy. The School Board adopts a five-year strategic plan with goals and student outcome objectives that support the district. Annually the plan is reviewed and revised as priorities are re-established and determined. The Race to the Top, Theory of Reform will be integrated into the district’s five-year strategic plan. Stemming from this plan, the annual school budget is developed by the Superintendent and presented to the School Board for approval (SB Rule 7.10+). Needs are prioritized, goals analyzed and formulated, and objectives revisited in order to ensure the resources necessary for meeting expected or estimated needs are provided . Reliant upon the State of Florida’s System of School Improvement and Accountability Plan, the district adjusts funding priorities too adequately and successfully impact overall student achievement. Individual schools are required to submit educational funding requests to their School Advisory Council annually. All requests must be directly related to the standards outlined by the Professional Development Protocol System. These standards include the following areas: assessment & data analysis, differentiated instruction, rigor, relevance and reading in content areas, subject content, technology, classroom management, parent involvement and school safety. Once approved, financial resources are released for expenditure and monitored to satisfy state spending guidelines.

The school board, using recommendations provided by the finance department, continues to support a responsive budgeting process that links the district’s goals and objectives established in

the five-year strategic plan with appropriate resources. The finance department continues to evaluate and review the district budget. Yearly audits support and confirm effective budget management. The board is further committed to maintaining a 3-5% fund balance level as a “rainy day” reserve. Budget recommendations are developed annually and involve various departments. Involving the various groups ensures fairness and balance. Budget planning includes the following:

- School Board Policy
- Superintendent’s and School Board Goals and Priorities
- School Improvement Plans
- Enrollment and FTE Projections
- Instructional Staffing Plan based on anticipated needs (including Non-Instructional)
- Revenue Projections and Concerns
- District Wide Initiatives
- Legislative Updates and Unfunded Mandates
- Budgeting Philosophies
- Economic Conditions - fiscal responsibility in current economic environment
- Organizational Structure
- Fixed or Mandated Estimates
- Protecting investment in buildings, vehicles, etc.

District leadership committees meet and develop recommendations for needed expenses. The board, upon review, determines the expenditures and priority of each item. The following tools are used when developing the recommendations:

- Guiding Principles for Necessary Budget Reductions
- Fund Balance management and expenditure
- Budgets for staffing needs
- Allocation of funds for district wide initiatives directly related to student performance data

The District has been able to reallocate resources during these uncertain economic times to ensure that student achievement and needs have not been adversely affected. It is the district’s goal to have the infrastructure for the goals outlined in the Race to the Top reform initiative to be in place so that when the Race to the Top funding is exhausted that the district’s resources and proper planning will sustain the reform efforts.

5. Describe how other funding sources will be integrated with Race to the Top funds during the four-year grant period (e.g., Title II-A, School Improvement Grant). Amounts are not necessary in this description.

The District’s Strategic Plan that will have the RTTT goals integrated and will be funded based on the process outlined in section A (4). Those processes and funding guidelines will continue to be used to ensure that the reform efforts currently in place as well as those yet to be implemented will be funded. Various funding sources such as, Title I, Title II, SAI, Perkins, Safe Schools, IDEA, general fund, and other competitive grants will be used to support those reform efforts that:

- increase student achievement
- provide professional development that support great teachers and leaders
- increase parent participation
- inform stakeholders

B. STANDARDS AND ASSESSMENTS

Work Plan Table

Project/MOU Criterion: Expand Lesson Study – (B)(3)1.

Please indicate one LEA point of contact for this Project.

N/A AS SUMTER SCHOOL DISTRICT HAS NO LOW PERFORMING SCHOOLS BUT HAS EMBRACED LESSON STUDY AS NOTED IN THE NARRATIVE SECTION.

Name: Daris Dew

Title: Director of Staff Development

Phone #: 352-748-1510

E-mail Address: dewd@sumter.k12.fl.us

Project Goal: An LEA with a persistently lowest-achieving school will modify these schools' schedules to devote a minimum of one lesson study per month for each grade level or subject area.

Sustainability Factors:

Supporting Narrative (optional):(1)(d) In April/May 2010, each school designated a school leadership representative to attend training sessions by the Florida Department of Education and/or Lois Easton (sponsored by ASCD) to be trained in lesson study and to receive accompanying materials helpful in organizing and initiating lesson study at respective schools. Participants attended knowing they would be their school's point of contact for this purpose. Additionally, the district provided training for all teachers of all subjects and grade levels through an extra calendar day specifically for professional development. This took place August 4, 2010 with a full day's focus on lesson study. Schools are to be responsible for submitting a schedule for lesson study meetings/activities and team composition assembled by grade level/subject for the purpose of lesson study. Schools are to submit rosters of lesson study meetings and document activities conducted. Schools are to submit lessons for rubric scoring and possible selection for posting on the district web page.

Title and Page Number of Appendices for this Project (if applicable):

Work Plan Table

Project/MOU Criterion: Expand STEM Career and Technical Program Offerings – (B)(3)4

Please indicate one LEA point of contact for this Project.

Name: Christina McKinney

Title: Director of Secondary Education

Phone #: 352-793-2315 x213

E-mail Address: mckinnc2@sumter.k12.fl.us

Project Goal: The LEA will implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM). The LEA will pay, or secure payment for the industry certification, and/or examination for graduates of such programs. These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The LEA will ensure that these programs will include at least one Career and Technical Education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related end-of-course exam.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Secondary	X	X	X	X	X	X
Academy Specialist	X	X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)	X	X	X	X	X	X
Sumter District High School Personnel	X	X	X	X	X	X
Sumter District CTE Advisory	X	X	X	X	X	X

Section I:

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
I.1. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications. 1(j)	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
I.1.a. Conduct CTE Advisory group meetings to discuss employers' needs and initiate planning for STEM related career and	X			X	X	X

technical programs, specifically Biomedical Science (PLTW) and Agricultural Biotechnology, for which the advisory group have indicated support. 1(j)						
I.1.b. Identify STEM community and regional resources to support new programs including Central Florida Health Alliance, Langley Medical Center, and Economic Development Council, and Workforce Central Florida. 1(j)			X	X	X	
I.1.c. Visit model STEM CTE programs and identify gaps in existing programs for enhancement purposes. 1(j)			X	X	X	
I.1.d. Develop plan for implementation working with partners and advisory group throughout the implementation process. 1(j)			X	X	X	
I.1.e. Schedule teacher and school administrator professional development and provide travel to model programs, industry shadowing and STEM trainings as appropriate and available during implementation. Provide travel reimbursement and registration fees in support of these activities for program teachers and administrators. 1(g)				X	X	X
I.1.f. Assess facility needs for infrastructure and equipment. 1(f)			X	X	X	
I.1.g. Purchase Equipment to fill gap from existing Agriculture programs to Agricultural Biotechnology. Purchase Furniture, Fixtures, and Equipment to implement new Biomedical Sciences program at two high schools at a level comparable to the industry standard as required by Project Lead the Way. 1(j)					X	X

Deliverable (required): I.2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
I.2.a. Request budget proposals from CAPE teachers to include industry certification			X	X	X	X

exam fees. 1(j)						
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Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
I.3. Documentation of implementation of complete programs that result in industry certification. 1(j)						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
I.3.a. Review new programs of study to include required program courses; articulated credit, industry certification, and all CAPE academy requirements. 1(j)			X	X		
I.3.b. Collaborate with Lake Sumter Community College and University of Central Florida for development of complete Programs of Study/Career Pathways. Provide travel for administrator and teacher to participate in this collaboration. 1(h)(j)				X	X	X
I.3.c. Register new STEM CTE programs as CAPE academies. 1(j)						X
I.3.d. Collect program completion and industry certification data. 1(j)						X
I.3.e. Evaluate STEM CTE programs using district evaluation tool developed with stakeholders. 1(j)						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$	\$	\$	\$6,500.00	\$144,500.00	\$63,500.00

Sustainability Factors: Suggestions for Sustainability: General Revenue, Weighted funding for Industry Certifications, and Carl D. Perkins Secondary; Explore business partnerships to help defray the cost of equipment and industry certifications; Collaboration with Lake/Sumter Career Pathways Consortium, Lake Sumter Community College, University of Central Florida, Central Florida Health Alliance, Langley Medical, and Workforce Central Florida. Concerns for Sustainability: Adding STEM without additional staff, software costs (annual subscriptions), equipment purchases and maintenance, scheduling, and additional professional development.

Supporting Narrative (optional): As a small district, Sumter District Schools embraces the opportunity to research, plan, and implement STEM CTE programs. Using the resources and information provided by Enterprise Florida, the Agency for Workforce Innovation, and Workforce Central Florida, Sumter will work with stakeholders to find the best fit for its students. Additional partners supporting this initiative will be University of Central Florida, Central Florida Health Alliance, and Langley Medical.

The district currently offers CAPE academies in the health sciences and agriculture which could be enhanced and expanded using several of the approved STEM CTE programs. This expansion would serve to increase opportunities for students in high interest areas, while also meeting the demands of current emerging workforce needs. For example, Sumter County will see a new hospital within the next three to five years. The current Nursing Assistant program serves a targeted need; however, the addition of a PLTW Biomedical Science CTE program would expand the health sciences curriculum and meet additional workforce needs in the area of biomedical research/technology credentialed as Labview Associate Developers.

The preliminary plans are to enhance a current CAPE academy to include Agriculture Biotechnology at one high school and implement at another high school. The other activity that is being strongly looked at and supported by Central Florida Health Alliance is Biomedical Science. Both of the programs have costs associated with them that are outlined in Project Lead The Way (PLTW) which we have used for our budget. Each program has an estimated cost of \$67,000. That does not include training or site visits. The district will be analyzing what equipment and facility needs for implementation in Year 3.

Title and Page Number of Appendices for this Project (if applicable):

Central Florida Health Alliance – letter of support (Page 79-80)

RTTT Career and Technical Education STEM Program Descriptions – used for pricing – Page 81 - 82

Work Plan Table

Project/MOU Criterion: Increase Advanced STEM Coursework – (B)(3)5.

Please indicate one LEA point of contact for this Project.

Name: Christina McKinney

Title: Director of Secondary Education

Phone #: 352-793-2315 x213

E-mail Address: mckinnc2@sumter.k12.fl.us

Project Goal: The LEA will increase the number of STEM-related acceleration courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Secondary	X	X	X	X	X	X
Math/Science Specialist	X	X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)	X	X	X	X	X	X
Selected High School Personnel	X	X	X	X	X	X

Section II.

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
II.1. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies. 1(j)	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
II.1.a. Analyze data on courses at each high school in 2009-2010 and number of students served with STEM accelerated courses to establish baseline. 1(j)	X					
II.1.b. Coordinate with Lake Sumter Community College on dual enrollment schedule. 1(h)(j)			X	X	X	X
II.1.c. Review AP Science course offerings and requirements— facility, instructional			X	X	X	

materials, professional development. 1(g)						
II.1.d. Schedule professional development for teachers and administrators through College Board. 1(g)	X	X	X	X	X	X
II.1.e. Purchase equipment and instructional materials including additional lab equipment that may be needed and AP textbooks and resources for each high school. 1(j)				X		
II.1.f. Encourage hiring practices to include teachers with master's degree in the STEM areas for enhancement of AP and Dual Enrollment offerings. 1(g)(j)			X	X	X	X
II.1.g. Participate in curriculum alignment in the STEM disciplines with the Central Florida Consortium and College Access Community initiatives hosted by University of Central Florida and provide travel reimbursement for teachers from each high school. 1(g)(h)(j)	X	X	X	X	X	X
II.1.h Explore ways to strengthen curriculum in feeder schools and build the capacity for accelerated programs through the implementation of programs such as Advancement via Individual Determination-AVID. 1(j)			X	X	X	X

Deliverable (required): II.2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data. 1(j)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
II.2.a. Analyze data on courses at each high school each year and number of students served with STEM accelerated courses. 1(j)				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$	\$	\$	\$18,000.00	\$	\$

Sustainability Factors: Once the STEM accelerated course(s) and expensive start-up costs are complete, Sumter’s funding models should be able to sustain the program by incorporating the costs into the annual district and school budgeting process. Teachers annually get funds to assist with their classroom needs. Also High Cost Science can be used to pay for consumable and equipment enhancements needed to keep the STEM courses current with ever-changing workforce standards and expectations. In addition, if the Advanced Placement state funding continues for passing AP scores, academic classes will be partially funding in the STEM program and AP bonuses should help with retention of teachers.

Supporting Narrative (optional): Sumter District currently offers students Advanced Placement and Dual Enrollment courses as well as opportunities for industry certification through CAPE academies. Building a culture of career and college readiness is of great importance to the district as it continues to explore opportunities to expand programming in feeder middle schools to develop and support student potential (Advancement via Individual Determination-AVID and Florida Partnership through College Board). Also being explored is the FLVS franchise as a way of offering a larger number of STEM courses including AP. For example, the district is working with the Florida Partnership to improve the success in existing AP programs and using their scholarships to send teachers to investigate the addition of AP science courses at each high school.

With the expansion of the advanced STEM offerings we expect to see increased STEM enrollments and improved student performance in STEM areas over the course of this grant. Our students will benefit from the increased opportunities and many partnerships, which these initiatives will provide.

Title and Page Number of Appendices for this Project (if applicable):

Work Plan Table

Project/MOU Criterion: Bolster Technology for Improved Instruction and Assessment – (B)(3)6.

Please indicate one LEA point of contact for this Project.

Name: Jimmy Greene

Title: Coordinator of Instructional Technology and Media Services

Phone #: 352-793-2315 x268

E-mail Address: greenej@sumter.k12.fl.us

Project Goal: The LEA will ensure that each school possesses the technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Greene, Jimmy E. Coordinator of Media & Technology	X	X	X	X	X	X
Holstein, Jean Coordinator of Student Services	X	X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)	X	X	X	X	X	X

Section III:

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
III.1. Completion and submission of computer-based testing readiness certification through Florida's online tool. 1(b)	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
III.1.a. Address deficiencies (if applicable) 1(b)	X			X	X	X
III.1.b. Local Infrastructure Trial 1(b)	X			X	X	X
III.1.c. Purchase additional equipment to assist with online assessment- if needed. 1(b)					X	
III.1.d. Final Certification 1(b)		X		X	X	X
III.1.e. (see section V.1.g for specifics) Development of online assessments for those subjects and grade levels not assessed by the state to integrate with the district's LIIS in order to provide educators with data analysis to improve instruction to be measured by the percentage of proficient students to meet or exceed the national average on NAEP, and closing the achievement gap. 1(i)(k)				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0.00	\$0.00	\$0.00	\$0.00	\$26,000.00	\$0.00

Sustainability Factors: Sustained ability to meet online assessment needs is dependent upon ongoing budgets to meet the refresh rate for computer hardware, network infrastructure and bandwidth to meet continued increases in computer-based assessments. For equipment and infrastructure, Local Capital Outlay Millage will need to continue to be allocated for the purpose of upgrade and enhance school-based instructional hardware. Currently, approximately \$325,967.50 is allocated per year from the Local Capital Outlay Millage for this support. Funding for supporting network software is funded through various sources, including non-recurring grant based projects, but ongoing funding will be primarily through general fund and possibly enterprise software funding sources. Sumter County currently qualifies for an 83% discount rate through the Universal Services Fund, or E-Rate. These funds assist in the affordability of Internet Access and telecommunication services. The district has managed these funds specifically to support the data networks and accesses that support the educational mission of the district. Continued support and sustainability of our data network to meet all educational needs has been supported through diligent and focused use of the reimbursements from the Universal Services Fund.

Sustainability also includes adequate technical engineering and support. The district has recognized the continual need for such support. Currently such expenses are primarily supported through the district's general fund. An additional position was added this year using funds received through the Florida Microsoft Antitrust Litigation. While these are non-recurring, they will support the position for several years.

Supporting Narrative (optional): The Sumter District Schools has been successful in planning and supporting current educational purposes and having the foresight to see trends and future needs while steering clear of less beneficial directions. The state is to be commended for developing tools and processes to help make the online-assessment process successful. It is our objective to prepare carefully in order to promote quality educational uses of technology, whether in the classroom or through successful online assessment systems. By following these straight forward methods, we feel cautiously confident that we will be able to meet the needs successfully. Our concern remains that online assessments will continue to occupy hardware and bandwidth for a greater portion of the school year. We see limiting this impact to the instructional process, as a paramount duty to continue Sumter District Schools' record of success.

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

Work Plan Table

Project/MOU Criterion: Improve Access to State Data – (C)(2)

Please indicate one LEA point of contact for this Project.

Name: Mike Sopotnick

Title: Dir. Information Services

Phone #: (352) 793-2315 x249

E-mail Address: Sopotnm@Sumter.k12.fl.us

Project Goal: LEAs will integrate with the Department to provide single sign-on access to state-level applications and data by their users. The LEA will incorporate state-level data into local instructional improvement systems to improve instruction in the classroom and operations at the school and district levels, and to support research.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director Information Services	X	X	X	X	X	X
Coordinator Instructional Technology	X	X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)			X	X	X	X

Section IV:

Deliverable (required): IV.1. For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on 1(b)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X				X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IV.1.a. Provide required information 1(b)	X				X	X

Deliverable (required): IV.2. Single Sign-on Integration Readiness Certification 1(a)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IV.2.a. Determine requirements when single sign-on specifications have been developed; address deficiencies as discovered and manage role-based access for district staff. 1(a)				X	X	X

Deliverable (required): IV.3. Single sign-on integration with the Department 1(a)(b)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
IV.3.a. Maintain integrations to state single sign-on portal. 1(a)(b)					X	X

Deliverable (required): IV.4. For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download 1(b)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
IV.4.a. Work with curriculum staff to integrate state data into Local Instructional Improvement System. 1(a)(b)				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0.00	\$0.00	\$0.00	\$10,000.00	\$7,000.00	\$7,000.00

Sustainability Factors: Ongoing allocation of district budgeted funds and other outside funding sources are in place for initial implementation. Annual review of needs will have to continue, this cost will need to be incorporated into the district budget.

Supporting Narrative (optional):
The Sumter County School Board will use Race to the Top funds to either expand the capability of our current Instructional Improvement System or to purchase a new Instructional Improvement System. Whether we enhance or purchase a new system we will incorporate and integrate the state data to provide added capability and information to various stakeholders.

Title and Page Number of Appendices for this Project (if applicable):

Work Plan Table

Project/MOU Criteria: Use Data to Improve Instruction – (C)(3)(i) and (iii)

Please indicate one LEA point of contact for this Project.

Name: Debbie Moffitt

Title: Senior Director of Curriculum and Instructional Programs

Phone #: 352-793-2315 x260

E-mail Address: moffitd@sumter.k12.fl.us

Project Goal: The LEA will use systems that are easy for students, teachers, parents, and principals to use and that show growth of students, teachers, schools, and districts disaggregated by subject and demographics. An LEA that has an instructional improvement system will ensure that the system is being fully utilized; an LEA that does not have an instructional improvement system will acquire one. The LEA will provide requested data from local instructional improvement and longitudinal data systems to the Department as requested.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Sr. Director of Curriculum K-12 (RTTT Coordinator)	X	X	X	X	X	X
Director of Elementary	X	X	X	X	X	X
Director of Secondary	X	X	X	X	X	X
Media and Instructional Technology Coordinator	X	X	X	X	X	X
Site Based Administrators	X	X	X	X	X	X
Testing Coordinator	X	X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)	X	X	X	X	X	X

Section V:

Deliverable (required):

V.1.

For local instructional improvement systems, provide a report that includes the following:

- a. Name of the system
- b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research
- c. How the system is accessed and used by students and parents
- d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable
- e. A description of the student growth data available to users on the system
- f. How frequently students, teachers, parents, and principals are accessing the system 1(b)

	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
V.1.a. Collect appropriate information and submit in state defined format. 1(b)	X					
V.1.b. Review and ascertain enhancements and adjustments to meet LIIS needs. 1(b)		X				
V.1.c. Selection and/or enhancements of LIIS. 1(b)				X		
V.1.d. Integration and Implementation of LIIS System &/or enhancements. 1(b)				X	X	
V.1.e. Continuous development and enhanced integration. 1(b)					X	X
V.1.f. Implementation of parent portal to share student data using the new LIIS system that will assist in closing the achievement gap. 1(i)				X	X	X
V.1.g. Development of assessments and item banks for those subjects and grade levels not assessed by the state to provide educators with the data to improve the percentage of proficient students to meet or exceed the national average on NAEP, and closing the achievement gap. 1(i)(k)				X	X	X
Deliverable (required):	2010-11			2011/12	2012/13	2013/14
V.2. The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department. 1(b)	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
V.2.a. Completion of the Florida Innovates! Technology Survey. 1(b)	X			X	X	X
V.2.b. If the LIIS survey is separate from the FL Innovates Technology Survey, complete as required. 1(b)				X		

V.2.c. Address deficiencies if applicable. 1(b)				X	X	
Deliverable (required): V.3. The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department. 1(b)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0.00	\$86,200.00	\$0.00	\$103,625.00	\$110,150.00	\$66,896.00

Sustainability Factors: The district will evaluate currently funded programs and redirect funds that can be used on the new LIIS system. Part of the software will be funded out of 1.5mil for it is being classified as enterprise software that will assist the district in managing data.

Supporting Narrative (optional):
The district has reviewed several data management systems. The district is working with and visiting other districts to further evaluate the management systems and check for integration with current district programs. The district is also going to be attending the DOE vendor fair before making a purchase. The charter school is also involved in the selection of the product that the district ultimately chooses.

Title and Page Number of Appendices for this Project (if applicable):

D. GREAT TEACHERS AND LEADERS

Work Plan Table

Project/MOU Criterion: Provide Support for Educator Preparation Programs – (D)(1)(ii)

Please indicate one LEA point of contact for this Project.

Name: Daris Dew

Title: Director of Staff Development

Phone #: 352-748-1510

E-mail Address: dewd@sumter.k12.fl.us

Project Goal: The LEA will improve the support of candidates in teacher preparation programs by collaborating with providers in assigning effective personnel as mentors and supervising teachers and using candidate performance data for program improvements.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Staff Development Director	X	X	X	X	X	X
Sr. Director, HR	X	X	X	X	X	X
School Administrators	X	X	X	X	X	X
University or other program designee	X	X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)	X	X	X	X	X	X

Section VI:

Deliverable (required): VI.1.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers. 1(g)	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VI.1.a. Designate Staff Development Director as point of contact for institutions and other program providers to maintain collaborative agreements and attend annually scheduled team meetings regarding intern supervision assignments. 1(d)	X			X	X	X
VI.1.b. Director attends internship collaborative meetings within the rural Sumter School district service area as scheduled by institutions seeking internship placements: University of Central Florida, University of South Florida, St. Leo University, Lake Sumter Community College, Central Florida Community College 1(d)	X			X	X	X
V.1.1.c. Determine institutions' varying requirements for internship placements, oversee and communicate mutual responsibilities to	X			X	X	X

schools/educators receiving interns, and maintain records of same for compliance purposes in arranging assignments. 1(d)						
VI.1.d. Collaborate with institutions providing online degrees to determine varying internship program requirements, oversee and communicate mutual responsibilities to schools/educators receiving interns, and maintain records of same for compliance purposes in arranging assignments. 1(d)	X			X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VI.2. Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates. 1(g)	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):						
VI.2.a. Maintain records of those completing clinical educator/mentor training. 1(g)	X	X	X	X	X	X
VI.2.b. Train a cadre of presenters in Clinical Educator/Mentoring. 1(g)	X			X	X	X
VI.2.c. Offer Clinical Educator/Mentor training annually. 1(g)			X	X	X	X
VI.2.d. Follow current, board approved Alternative Certification, Teacher Induction, and Leadership Development Plans outlining qualifications for selection of highly effective supervising teachers and peer mentors for teacher and principal leadership candidates and revise plans as needed 1(a)	X			X	X	X
VI.2.e. Following most current adopted plans, coordinate peer mentor assignments and match principal leadership candidates with appropriate support team with impetus to adjust as plans are revised. 1(a)	X	X	X	X	X	X
VI.2.f. Collective Bargaining agreement establishes differentiated pay for teacher peers/mentors. (May be subject to change yearly with collective bargaining.) 1(f)	X			X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VI.3. Description of qualifications to supervise program interns or serve as a peer mentor. 1(a)				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VI.3.a Establish work group to review and revise current qualifications to supervise program interns or serve as a peer mentor 1(a)			X			
VI.3.b. Follow criteria currently in place and subsequently revised criteria as determined by district work group regarding supervision of interns and services as a peer/mentor. 1(a)	X			X	X	X
VI.3.c. Communicate revisions and provide training on the revised qualifications to supervise program interns or serve as a peer/mentor. 1(a)				X	X	X
VI.3.d Document eligibility of prospective peers/mentors according to the qualifications. 1(a)	X			X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VI.4. Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose). 1(a)				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VI.4.a. As a state data element is updated for reporting, the district will provide information regarding teachers and principals selected to serve as supervisors of interns or serve as peer/mentors. 1(a)				X	X	X
VI.4.b. Complying with the state reporting requirement, the district will refer to records of placements with qualified peer/mentor teachers or principals. 1(a)				X	X	X
VI.4.c. The district will also refer to records of those meeting qualifications to serve in the capacity of peer/mentor 1(a)				X	X	X
VI.4.d. The district will refer to records of those				X	X	X

completing clinical educator training and cadre trainers to complete required state reporting. 1(a)						
VI.4.e. For reporting purposes, the district will review internal processes to ensure reported data are complete, accurate, and timely. 1(a)				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VI.5. Annual DPEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors). 1(a)				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VI.5.a. The district will plan, implement, and continuously improve its state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders. 1(a)			X	X	X	X
VI.5.b. The district addresses continuous improvement of its leadership program by engaging in annual self-evaluation and relies on state validation for continuing approval resulting from cyclical, onsite reviews to extensively examine program requirements and feedback from participants in compliance with the Staff Development Evaluation System Protocol Review standard 3.1.6. 1(a)			X	X	X	X
VI.5.c. The district will maintain complete records and furnish same for protocol review cycles to ensure compliance and will address any recommendations resulting from the protocol review. 1(a)			X	X	X	X
VI.5.d. The district will annually report state data elements required for both its leadership program and Alternative Certification Program. 1(a)			X	X	X	X

VI.5.e. The district will annually review its Alternative Certification Program and completer data to improve elements of the program. 1(a)			X	X	X	X
VI.5.f. The district will comply with revisions and state required program changes to maintain quality state approval. 1(a)			X	X	X	X
VI.5.g. The district will attend state meetings and trainings regarding the Alternative Certification Program to ensure active compliance with state requirements. 1(a)			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Sustainability Factors: These activities are currently funded by Title II Part A.

Supporting Narrative (optional):
 In compliance with elements of the MOU, the District is dedicated to collaborating with provider institutions in assigning effective personnel as mentors/supervising teachers and reviewing program completer performance data as a basis for making program improvements. A plan will be developed for determining qualifications for selection of effective and highly effective supervising teachers and administrators to serve in a mentoring capacity for aspiring teachers and principals. Qualifications to serve in this role will be developed. Those selected to serve as mentors/peer support will be reported on the state database while evaluation reports of the Alternative Certification Program and District leadership program will serve as evidence for renewed state approval for these programs. The District expects to have all aspects of support for educator preparation programs in place by the end of the RTTT grant period.

Title and Page Number of Appendices for this Project (if applicable):

Work Plan Table

Project/MOU Criteria: Improve Teacher and Principal Evaluation Systems – (D)(2)(i)(ii)(iii)

Please indicate one LEA point of contact for this Project.

Name: Lisa Whitman

Title: Senior Director of Human Resources

Phone #: 352-793-2315 x251

E-mail Address: whitmal@sumter.k12.fl.us

Project Goal: The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Sr. Director, HR	X	X	X	X	X	X
Director, HRMD	X	X	X	X	X	X
Teacher Representatives	X	X	X	X	X	X
Principal Representatives	X	X	X	X	X	X
Selected Curriculum Personnel	X	X	X	X	X	X
Director of Elementary Education	X	X	X	X	X	X
Director of Secondary Education	X	X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)	X	X	X	X	X	X

Section VII:

Deliverable (required): VII.1. A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)(ii)(iii). 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			<i>No later than May 1</i>			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VII.1.a. Organize work group including key personnel to revise teacher appraisal system. 1(e)	X					
VII.1.b. Research best practices and collect samples. 1(e)	X	X				
VII.1.c. Meet with work group monthly or more often as needed during development stage. 1(e)	X	X	X			
VII.1.d. Meet with community of practitioners and DOE contracted consultant for assistance. 1(e)		X	X	X	X	X
VII.1.e. Develop 50% of teacher appraisal system incorporating core of effective practices,		X	X			

requirements of F.S. 1012.34, and a comprehensive range of ratings to include effective and highly effective. 1(e)						
VII.1.f. Incorporate student growth measure based on performance of students on state-required assessments for 35% of the evaluation and student growth or achievement as determined by LEA for 15%. 1(e)			X			
VII.1.g. Design teacher appraisal system to support district and school level improvement plans and continuous quality improvement of the professional skills of instructional personnel. 1(e)			X			
VII.1.h. Include a provision for evaluating subject knowledge of teachers who are out-of-field. 1(e)			X			
VII.1.i. Implement newly revised teacher appraisal system for classroom FCAT teachers only subject to any pertinent collective bargaining. 1(e)				X		
VII.1.j. Utilizing state resources, LEA will develop EOC exams for all courses not measured by state or national assessments. 1(c)(e)				X	X	
VII.1.k. Applications of value added measures of teacher level student growth will be included in calculations as they are piloted and approved by DOE. 1(e)				X	X	
VII.1.l. Through work groups and/or collective bargaining, define milestone event and at least one additional metric to include in revised teacher appraisal system. 1(e)					X	
VII.1.m. Implement multi-metric evaluations for teachers in the year prior to a milestone event. 1(e)						X
VII.1.n. Revise teacher appraisal system to reflect student growth based on performance of all students either on state, national or district selected assessments for at least 40% of the evaluation and 10% determined by the LEA subject to any pertinent collective bargaining. 1(e)				X	X	
VII.1.o. Inform all personnel of the criteria and procedures associated with the appraisal			X	X	X	X

process before the appraisal takes place. 1(e)						
VII.1.p. As per established timelines, make necessary yearly revisions utilizing the phase-in option. 1(e)				X	X	X
VII.1.q. Implement phased-in teacher appraisal system that reflects the inclusion of statutory and MOU requirements. 1(e)						X

Deliverable (required): VII.2. A timetable for implementing the teacher evaluation system (this may be adjusted annually). 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
VII.2.a. Work with stakeholders to develop timetable. 1(e)						
VII.2.b. Conduct annual reviews of teacher evaluation system. 1(e)				X	X	X

Deliverable (required): VII.3. A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached. 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X				
VII.3.a. Organize work group including key personnel to revise principal appraisal system. 1(e)		X				
VII.3.b. Meet with work group as often as needed during development stage. 1(e)		X	X			
VII.3.c. Meet with community of practitioners and DOE contracted consultant for assistance. 1(e)		X	X			
VII.3.d. Revise principal appraisal system to include emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, removing ineffective teachers,			X			

and including a comprehensive range of ratings. 1(e)						
VII.3.e. Incorporate student growth measure based on performance of students on state-required assessments for 35% of the evaluation and student growth or achievement as determined by LEA for 15%. 1(e)			X			
VII.3.f. Implement phase 1 of the principal appraisal system. 1(e)				X		
VII.3.g. Revise principal appraisal system to reflect student growth based on performance of all students either on state, national or district selected assessments for at least 40% of the evaluation and 10% determined by the LEA. 1(e)					X	
VII.3.h. As per established timelines, make necessary yearly revisions utilizing the phase-in option. 1(e)				X	X	X
VII.3.i. Implement phased-in principal appraisal system that reflects the inclusion of statutory and MOU requirements. 1(e)						X
VII.3.j. Conduct evaluations at least once a year for all principals. 1(e)			X	X	X	X
VII.3.k. Inform principals of the criteria and procedures associated with the appraisal process before the appraisal takes place. 1(e)			X	X	X	X
VII.3.l. Conduct annual reviews of principal evaluation system. 1(e)				X	X	X

Deliverable (required): VII.4. A timetable for implementing the principal evaluation system (this may be adjusted annually). 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
VII.4.a. Work with stakeholders to develop timetable. 1(e)						

Deliverable (required): VII.5. Annually report evaluation results for teachers and principals through the regular student and staff survey. 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VII.5.a. Create timelines and a system for gathering the results in order to report accurately to DOE. 1(b)(e)		X				
VII.5.b. Depending upon timely receipt of state assessment results, submit reports. 1(b)(e)			X	X	X	X

Deliverable (required): VII.6. Submit revisions to the teacher and principal evaluation systems annually, if revisions are made. 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VII.6.a. As per established timelines, make necessary yearly revisions utilizing the phase-in option. 1(e)				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 2,000.00	\$11,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00

Sustainability Factors: The assessments and the evaluation system will be completed and fully implemented by 2013-14. The only costs that will need to be sustained will be those of tweaking of assessments to ensure reliability and validity. Title I and SAI funds are currently supporting this activity and training of new teachers on the evaluation system is also currently funded by Title II. Any other costs will be funded by redirecting funds from current budgets.

Supporting Narrative (optional):
The District is committed to the development of teacher and principal evaluation systems, which support continuous quality improvement of the professional skills of instructional and administrative personnel and comply with all elements of the MOU. Subject to any pertinent collective bargaining, the District will utilize the phase-in plan for instructional personnel beginning with the 35%/15% model for FCAT teachers only. It is anticipated the District will enlist the help of consultants and the contracted FLDOE experts throughout the four year redevelopment process. The District expects to have all aspects of the teacher and principal evaluation systems implemented by the end of the RTTT grant period.

Title and Page Number of Appendices for this Project (if applicable):

Work Plan Table

Project/MOU Criteria: Use Data Effectively in Human Capital Decisions – (D)(3), including (D)(2)(iv)(b)(c)(d) and (E)(2)4.-5.

Please indicate one LEA point of contact for this Project.

Name: Lisa Whitman

Title: Senior Director of Human Resources

Phone #: 352-793-2315 x251

E-mail Address: whitmal@sumter.k12.fl.us

Project Goal: The LEA will use results from teacher and principal evaluations to inform each of the human capital processes listed in the MOU.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Sr. Director, HR	X	X	X	X	X	X
Director, HRMD	X	X	X	X	X	X
SCEA Bargaining Team as Applicable	X	X	X	X	X	X
Teacher Representatives	X	X	X	X	X	X
Principal Representatives	X	X	X	X	X	X
Director of Elementary Education	X	X	X	X	X	X
Director of Secondary Education	X	X	X	X	X	X
District Chief Negotiator		X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)	X	X	X	X	X	X

Section VIII:

Deliverable (required): VIII.1.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline. 1(f)			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
VIII.1.a.	2 nd Quarter	3 rd Quarter	4 th Quarter			
Designate person responsible for submittal and obtain submittal timelines from DOE. 1(f)		X				
VIII.1.b.				X	X	
Convene work group to assist in research and development of principal and teacher salary schedules. 1(f)						
VIII.1.c.					X	
With stakeholder input, the district will develop a compensation system for principals, that ties the most significant gains in salary to effectiveness demonstrated on annual evaluations and implements						

statutory requirements of differentiated pay. 1(f)						
VIII.1.d. Negotiate the use of evaluation data to inform compensation, promotion, and retention for teacher salary schedules that ties the most significant gains in salary to effectiveness demonstrated on annual evaluations, implements statutory requirements of differentiated pay, and provides promotional opportunities for effective teachers. 1(f)					X	
VIII.1.e. Obtain Board approval, implement and submit salary schedules for instructional and administrative staff. 1(f)			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.2. Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline). 1(e)						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.2.a. Integrate beginning teacher evaluations with the district's beginning teacher program to include observations on the core effective practices and reviews of student performance data. 1(e)				X		
VIII.2.b. Conduct annual evaluations for teachers, other than beginning ones, at least once per year. 1(e)			X	X	X	X
VIII.2.c. Negotiate teacher evaluation system that reflects modifications to the collective bargaining agreement for using evaluation data to make human capital decisions within statutory guidelines. 1(f)					X	
VIII.2.d. Negotiate a compensation system for classroom teachers that ties the most significant gains in salary to effectiveness demonstrated on annual evaluations. 1(f)					X	
VIII.2.e. Negotiate revisions to current differentiated pay schedules as per F.S. 1012.22(1)(3)4. 1(f)					X	

VIII.2.f. With stakeholder input, the district will develop a compensation system for principals that ties the most significant gains in salary to effectiveness demonstrated on annual evaluations. 1(f)					X	
VIII.2.g. With stakeholder input, revise school administrator salary schedule to include statutory requirements of differentiated pay: additional academic responsibilities, school demographics, critical shortage areas, and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools.) 1(f)					X	
VIII.2.h. Obtain Board approval, implement and submit newly revised teacher and principal evaluation systems. 1(f)						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.3. Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually. 1(e)						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.3.a. Revise current staffing plan to address the assignment of highly effective teachers and principals to schools that are highest in percentage of low income students, highest in percentage of minority students, and persistently lowest achieving. 1(a)					X	
VIII.3.b. Work with the MIS Department to create reports needed for the identification of schools meeting criteria. 1(a)					X	
VIII.3.c. Negotiate any aspects of the staffing plan that impact the collective bargaining agreement. 1(a)					X	
VIII.3.d. Using data from evaluation system and other district measures (such as certification, interviews, additional evaluations), identify						X

and address distribution of effective and highly effective teachers assigned to high poverty, high minority and persistently lowest performing schools. 1(a)						
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Deliverable (required): VIII.4. Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline. 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.4.a. Designate person responsible for submittal and obtain submittal timelines from DOE. 1(f)		X				
VIII.4.b. Negotiate teacher evaluation system that reflects modifications to the collective bargaining agreement for using evaluation data to make human capital decisions within statutory guidelines. 1(f)					X	
VIII.4.c. Establish District policies and procedures that use teacher evaluation data to make informed human capital decisions to include the award of employment contracts for teachers and principals, the reduction in staff, and the dismissal process for removing ineffective teachers and principals. 1(f)					X	
VIII.4.d. Submit Collective Bargaining agreements annually. Year 2013-14 submission of collective bargaining agreement will show use of teacher evaluation data to inform human capital decisions. 1(f)			X	X	X	X

Deliverable (required): VIII.5. Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities). 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.5.a. Convene stakeholder work groups to establish an accountability plan for principals and their supervisors to utilize the process and timeline in F.S. 1012.33 and 1012.34. 1(f)					X	X
VIII.5.b. Train, monitor, and evaluate administrators regarding the utilization of evaluation results for teachers and principals in human capital decisions as per negotiated agreement. 1(f)					X	X
VIII.5.c. Submit documentation of accountability process to DOE. 1(f)						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey. 1(f)			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.6.a. Coordinate training of staff to comply with DOE reporting requirements of teacher bonuses and salary augmentations. 1(f)		X				
VIII.6.b. Inform staff of reporting timelines and monitor to ensure compliance. 1(f)		X				
VIII.6.c. Continue to report bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey. 1(f)			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.7. Annually report terminations through the regularly-scheduled student and staff survey. 1(e)			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.7.a. Establish timelines and methods for principals to report terminations to MIS. 1(e)		X				
VIII.7.b. Submit annual termination data. 1(e)			X	X	X	X

Deliverable (required): VIII.8. Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys. 1(e)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
VIII.8.a. Coordinate with MIS Department and DOE for proper reporting mechanisms. 1(a)		X				
VIII.8.b. Identify persons responsible. 1(a)		X				
VIII.8.c. Submit annual assignment of teachers and principals through the regularly-scheduled student and staff surveys. 1(a)			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Sustainability Factors:
District will rework current funding for the compensation plan and refocus the funds to implement the new salary schedule.

Supporting Narrative (optional):
The District is committed to working with principals and teachers and bargaining in good faith to develop evaluation systems that fairly utilize results to inform each of the human capital processes listed in the MOU. Through the monitoring of data and intervention, as necessary, the District pledges to insure equity in both highly qualified and highly effective teacher distribution among all schools with focus on the lowest achieving sites. It is anticipated the District will enlist the help of consultants and the contracted FLDOE experts throughout the four year redevelopment process. The District expects to have all aspects of the teacher and principal evaluation systems implemented by the end of the RTTT grant period.

Title and Page Number of Appendices for this Project (if applicable):

Work Plan Table

Project/MOU Criteria: Focus Professional Development – (D)(5), including (B)(3)2. and 3., (C)(3)(ii), (D)(2)(iv)(a), (D)(3)(ii)2., and, if applicable, (E).

Please indicate one LEA point of contact for this Project.

Name: Daris Dew

Title: Director of Staff Development

Phone #: 352-748-1510

E-mail Address: dewd@sumter.k12.fl.us

Project Goal: The LEA will revise its professional development system to include the elements described in the Race to the Top grant, will utilize data from teachers' and principals' evaluations to plan and evaluate professional development, and will evaluate the effectiveness of professional development based on changes in practice and student outcomes.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director, HRMD	X	X	X	X	X	X
Professional Development Council	X	X	X	X	X	X
Teacher Representatives	X	X	X	X	X	X
Principal Representatives	X	X	X	X	X	X
Sr. Director, HR	X	X	X	X	X	X
Senior Director K-12 Curriculum (RTTT Coordinator)						

Section IX:

Deliverable (required): IX.1.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A revised district professional development system that meets the requirements of <i>Florida's Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached. 1(g)					X	
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): IX.1.a.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Revise Professional Development System to meet requirements for Florida's Professional Development Protocol Standards and reflect the content and design requirements of the MOU section D(5) described in the Race to the Top grant that includes a Checklist for Professional Development System Revisions. 1(g)				X		

Deliverable (required): IX.2.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A timetable for implementing the new elements into the professional development			X			

system for teachers and principals in the district. 1(g)						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IX.2.a. Develop a timetable for implementing elements into the professional development system for teachers and principals. 1(g)			X			
IX.2.b. The timetable will delineate training in content, instructional strategies, and methods to transition to the common core standards. 1(g)					X	X
IX.2.c. The timetable will delineate training for the continuation of lesson study although the Sumter School District has chosen to address this option in part in spite of having no low performing schools. 1(g)	X			X	X	X
IX.2.d. The timetable will delineate training on district selected formative and interim assessments as they correspond to summative student assessments supporting the transition to enhance standards and high quality assessments. 1(g)				X		
IX.2.e. The timetable will delineate professional development to teachers and administrators on the use of local and state level data systems developed during the term of the grant in order to formulate targets for improvements in IPDP's and ILDP's. 1(g)					X	
IX.2.f. The timetable will delineate professional development for administrators and teachers on the use of its instructional improvement system. 1(g)	X			X	X	X
IX.2.g. The timetable will delineate professional development on the use of data systems and results of evaluations to formulate targets for improvements when preparing the IPDPs and ILDPs. 1(g)	X			X	X	X
IX.2.h. The timetable will delineate training for administrators and other school leaders on classroom observation, feedback and coaching to improve instruction and assessment practices. 1(g)	X			X	X	

IX.2.i. The timetable will delineate training on methods, strategies and conceptual background appropriate to differentiating instruction. 1(g)	X			X	X	X
IX.2.j. The timetable will delineate training on use of new teacher and principal evaluation systems. 1(g)			X	X	X	X
IX.2.k. The timetable will delineate trainings that target instructional practices for high needs students. 1(g)	X			X	X	X
IX.2.l. The timetable will delineate training to support beginning teachers in improving student learning and teacher performance. 1(g)	X			X	X	X
IX.2.m. The timetable will delineate the use of Title II, Part A funds specifically to supplement and enhance selected professional development initiatives listed herein and for recruitment of highly qualified teachers in hard to staff subjects and specialty areas. 1(g)	X			X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IX.3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development. 1(e)(g)						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IX.3.a. Coordinate staff development activities which directly relate to improvement in instructional practices and student performance outcomes documented on the revised teacher and principal evaluation instruments. 1(g)				X	X	X
IX.3.b. Related to identified student achievement goals, the district utilizes the educator's IPDP to plan professional development for the current year and annual end-of-year results to determine extensions or revisions of professional development for the subsequent IPDPs. 1(g)	X			X	X	X

IX.3.c. The IPDP will be aligned with evaluation results and coordinated with needs for professional development that contain measures for implementation and accountability. 1(g)				X	X	X
IX.3.d. Professional development will target the needs of individuals, small groups, and large groups as indicated by evaluation results. 1(g)				X	X	X
IX.3.e. As an element of formal evaluation, individual growth plans for school administrators include a school improvement, personal, and professional goal based on school/classroom disaggregated student achievement, AYP, school grade, and behavior data. 1(g)				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IX.4. A component of the district's professional development system reflecting a revised process for evaluating the district's professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant. 1(g)				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):						
IX.4.a. The professional development system will be revised to reflect evaluation of the district's professional development in accordance with Protocol Standards and will include the following: impact of professional learning on increases of student learning; use of standardized student achievement tests and possible use of less formal, less rigorous measures to determine effects of professional learning on achievement; use of results in ongoing continuous improvement planning; elimination of ineffective programs and expansion of effective ones; and influence on leadership practices. 1(g)	X	X	X	X	X	X
IX.4.b. The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's professional development system is implemented. 1(g)	X	X	X	X	X	X

IX.4.c. The district evaluates 10% of the district-level professional learning to assess the level of implementation in the workplace. 1(g)	X	X	X	X	X	X
IX.4.d. The district assesses the impact of professional learning on student performance. 1(g)	X	X	X	X	X	X
IX.4.e. The district uses formative and summative data from standardized achievement measures, district achievement tests, and progress monitoring, etc. to assess the impact of professional learning. 1(g)	X	X	X	X	X	X
IX.4.f. The district ensures sufficient fiscal resources to support professional learning aligned with school/district goals. 1(g)	X	X	X	X	X	X

Deliverable (required): IX.5. A timetable for implementing the evaluation of professional development in the district. 1(g)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IX.5.a. A timetable will be developed for implementing the evaluation of professional development in the district. 1(g)	X					

Deliverable (required): IX.6. Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan. 1(g)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IX.6.a. Include reporting evaluation results of professional development for teachers and principals as part of the review of the district's professional development plan. 1(a)(g)				X	X	X

Deliverable (required): IX.7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation. 1(g)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
IX.7.a. Professional Development Council review of Professional Development System document annually. 1(g)				X	X	X
IX.7.b. Sumter County School Board submission for approval annually. 1(g)				X	X	X
IX.7.c. Transmission to DOE annually by designated deadline. 1(g)				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	0.00	\$13,950.00	\$18,447.00	\$30,000.00	\$29,425.00	\$14,700.00

Sustainability Factors:
Professional development for teachers and administrators will be support by Title I, Title II, and any other funding source as deemed appropriate.

Supporting Narrative (optional):
The District will incorporate all professional development elements described in RTTT and will determine effectiveness of the professional learning based on teacher/principal evaluations, implementation practices, and student performance outcomes. The District professional development system will meet requirements of Florida’s Protocol Standards for Professional Development and reflect a timetable for implementing initiatives identified in the RTTT checklist. The professional development system will be evaluated based on compliance with the Florida Protocol Standards for Professional Development and accountability with the RTTT/District grant requirements and will be revised annually as needed. The district expects all aspects of professional development to be in place by the end of the RTTT grant period.

Title and Page Number of Appendices for this Project (if applicable):

**Checklist for Professional Development System Revisions under RTTT
(Return with Final Scope of Work)**

Item from RTTT MOU and corresponding <i>Protocol</i> standards	Page shown in Final Scope of Work
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	41
2. Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	41
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	41-42
4. Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B)(3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1)	41
5. Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)	NA
6. Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4)	41,44
7. Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5)	41
8. Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2)	25
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	42
10. Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6)	41
11. A comprehensive plan to deliver professional development to teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5)	41,44
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	NA

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Work Plan Table

Project/MOU Criteria: Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2.

Please indicate one LEA point of contact for this Project.

Name: NA
Title:
Phone #:
E-mail Address:

Project Goal: LEAs will select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. LEAs with more than nine persistently lowest-achieving schools will not select the transformation model option for more than one-half of the schools. All actions must be in accordance with Differentiated Accountability.

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Project/MOU Criterion: Implement Proven Programs for School Improvement – (E)(2)3.

Please indicate one LEA point of contact for this Project.

Name: NA
Title:
Phone #:
E-mail Address:

Project Goal:
 The LEA will submit a plan that implements one or more of the following programs in each persistently lowest-achieving school and within the feeder pattern of each persistently lowest-achieving high school:

- In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day, beyond the current hours of instruction.
- The LEA will offer prekindergarten on a full day basis using the Department’s Title I Full Day Pre-K model, for children residing in the attendance zone of such schools.
- The LEA will expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S.
- The LEA will expand or introduce proven programs to encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready, career-ready, or other postsecondary skills.
- The Department may approve other programs that demonstrate a strong record of improving student achievement in these district schools.

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	0.00	0.00	0.00	0.00	0.00	0.00

F. GENERAL

Work Plan Table

Project/MOU Criterion: Include Charter Schools in LEA Planning – (F)(2)

Please indicate one LEA point of contact for this Project.

Name: Debbie Moffitt

Title: Senior Director of Curriculum and Instructional Programs

Phone #: 352-793-2315 x260

E-mail Address: moffitd@sumter.k12.fl.us

Project Goal: The LEA will offer charter schools located within their district the opportunity to participate in the grant on the same terms as any other district school. Consistent with federal requirements, the LEA will ensure that participating charter schools receive a commensurate share of any grant funds or services funded by the grant. The LEA will provide data and reports necessary for the evaluation of the grant conducted by the Department’s evaluation team and will require charter schools to provide the LEA with the data necessary for such evaluations.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Senior Director K-12 Curriculum (RTTT Coordinator)	X	X	X	X	X	X
Sr. Director of Human Resources	X	X	X	X	X	X
Sr. Director of Finance	X	X	X	X	X	X
Charter Director of Education	X	X	X	X	X	X
Director of Informational Services	X	X	X	X	X	X

Section X:

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
X.1. The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools. 1(l)	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
X.1.a. Forward all RTTT information from DOE to Charter Director of Education. 1(l)	X	X	X	X	X	X
X.1.b. Notified charter of TA meetings as offered. 1(l)	X	X	X	X	X	X
X.1.c. Schedule meeting with Charter Director of Education at initial planning, but follow up with ongoing support. 1(l)	X	X	X	X	X	X
X.1.d. Participate in Charter TA Conference Call on RTTT at the Charter School as offered by DOE. 1(l)	X	X	X	X	X	X

X.1.e. Provide ongoing support and technical assistance throughout the reform process. 1(l)	X	X	X	X	X	X
X.1.f. Provide monthly updates to charter staff that attend principals' meeting. 1(l)	X	X	X	X	X	X
X.1.g. Provide ongoing and open lines of communication with the charter executive director. 1(l)	X	X	X	X	X	X
X.1.h. Meet with Charter Director annually to revisit charters option to continue with RTTT. 1(l)			X	X	X	X

Deliverable (required): X.2. The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out. 1(l)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
X.2.a. Create Charter Checklist that required signatures from LEA and Charter that demonstrates commitment for each party. 1(l)	X					
X.2.b. Meet with Charter Director and Curriculum Assistant and reviewed required deliverables. 1(l)	X					
X.2.c. Hold a public RTTT workshop and invite the charter school governing board and charter staff to ask questions or provide input. 1(l)	X					
Deliverable (required): X.3. The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities. 1(l)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

X.3.a. Determine the costs or services to the charter school based on whether or not they choose to participate and the level of participation as determined by factors identified in the Sumter RTTT plan. 1(l)	X			X	X	X
Deliverable (required):	2010-11			2011/12	2012/13	2013/14
X.4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools. 1(l)	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
X.4.a. Meet with charter to determine areas of need on an as need basis. 1(l)	X			X	X	X
X.4.b. Assist the charter in preparing their plan and budget to meet the RTTT requirements and meet to adjust throughout the process to ensure goals are met. 1(l)	X	X	X	X	X	X
Deliverable (required):	2010-11			2011/12	2012/13	2013/14
X.5. The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services. 1(l)	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
X.5.a. LEA Finance Director will coordinate with Charter's Finance Office to determine timelines and procedures for submitting documentation quarterly. 1(l)	X	X	X	X	X	X
Deliverable (required):	2010-11			2011/12	2012/13	2013/14
X.6. The LEA will provide a signed agreement from the charter school that states that the charter school will provide all necessary data and reports. 1(l)	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
X.6.a. Identify charter school responsibilities in each of the 13 sections. 1(l)	X			X	X	X
X.6.b. Identify district responsibilities to charter	X			X	X	X

school in each of 13 sections. 1(l)						
X.6.c. Develop a timeline based on reporting requirements, working backwards from DOE deadlines, district deadlines, to charter school deadlines. 1(l)	X			X	X	X
X.6.d. Identify the deliverables that charter schools must provide and/or implement. 1(l)	X			X	X	X

Deliverable (required): X.7. The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports. 1(l)	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
X.7.a. Report out on charter school compliance with data and reporting requirements. 1(l)	X	X	X	X	X	X

Project Budget Summary by Year:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0.00	\$ 20,000.00*	\$28,553.00	\$ 48,553.00*	\$48,553.00*	\$ 48,553.00*

Sustainability Factors: To be determined by the charter school.

Supportive Narrative (optional):The district and the charter school have worked and will continue to work collaboratively on RTTT initiatives. The charter school has decided to develop their own evaluation system and compensation plan, however; will be participating in many of the activities along with the district in a joint effort to improve student achievement and to maximize funding. (*estimated due to FTE) **(B)(3)(4)** Expand STEM Career and Technical Program Offerings Remodel existing Villages HS classroom to incorporate a science lab. Budget: \$90,212
(B)(3)(5) Increase Advanced STEM Coursework Increase dual enrollment offerings @ VHS. Total Budget: \$43,000 (Books \$7,000; Chemicals \$5,000; Equipment \$31,000)**(B)(3)(6)** Bolster Technology for Improved Instruction and Assessment Total Budget: \$46,000 (Network Infrastructure \$20,000; Mobile Technology \$26,000)**(D)(2)(ii)(iii)** Improve Teacher and Principal Evaluation Systems Total Budget: \$15,000 (Consultants \$12,000, Substitute Teachers \$3,000)

Title and Page Number of Appendices for this Project (if applicable):
Charter Options – Sign Off (page 58)
Charter Three-Party Assurance (page 57) – no teachers union
List of dates of emails, meetings and workshop that concerned communication with the charter school pertaining to RTTT. (pg. 83)

FORM (A)1.

LEA Student Goals and Measures

<p>STUDENT ACHIEVEMENT: Florida set goals for student achievement on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals on FCAT 2.0 at this time. However, when standards are set and scores are available, districts will need to set targets at that time, keeping in mind the statewide goals established for NAEP. LEAs may provide additional student achievement goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p>					
	2010-11 (Baseline)	2011-12	2012-13	2013-14	2014-15
% Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Reading (STATE GOAL: 50% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Mathematics (STATE GOAL: 60% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Reading (STATE GOAL: 45% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Mathematics (STATE GOAL: 55% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
<ul style="list-style-type: none"> • % Scoring Level 3 or above on FCAT 2.0 3rd Grade Reading • % Scoring Level 3 or above on FCAT 2.0 5th Grade Reading • % Scoring Level 3 or above on FCAT 2.0 6th Grade Reading • % Scoring Level 3 or above on FCAT 2.0 7th Grade Reading • % Scoring Level 3 or above on FCAT 2.0 8th Grade Reading • % Scoring Level 3 or above on FCAT 2.0 9th Grade Reading • % Scoring Level 3 or above on FCAT 2.0 10th Grade Reading • % Scoring Level 3 or above on FCAT 2.0 3rd Grade Mathematics • % Scoring Level 3 or above on FCAT 2.0 5th Grade Mathematics • % Scoring Level 3 or above on FCAT 2.0 6th Grade Mathematics • % Scoring Level 3 or above on FCAT 2.0 7th Grade Mathematics • % Scoring Level 3 or above on FCAT 2.0 8th Grade Mathematics • Proficient on Algebra I End of Course Exam • % Scoring Level 3 or above on FCAT 2.0 10th Grade Mathematics • Proficient on Geometry End of Course Exam • % of student participation in AP • % of students passing the AP exam • % of students earning an Industry Certification • % of student participation in DE 	<p>Base lines to be set Fall 2011 for all.</p>				

CLOSING THE ACHIEVEMENT GAP: Florida set goals for closing the achievement gap on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets for closing the achievement gap on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals for closing the achievement gap on FCAT 2.0 at this time. However, when standards are set and scores are available, LEAs will need to set targets at that time, keeping in mind the statewide goals established for NAEP. LEAs may provide additional closing the achievement gap goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.					
	2010-11 (Baseline)	2011-12	2012-13	2013-14	2014-15
% Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)					
FCAT 2.0 Grade 4 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 4 Mathematics	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Mathematics	TBD, when standards are set in the Fall of 2011				
% Reduction in White/Hispanic achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)					
FCAT 2.0 Grade 4 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 4 Mathematics	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Mathematics	TBD, when standards are set in the Fall of 2011				
<ul style="list-style-type: none"> % Reduction in White/African American achievement Gap on FCAT 2.0 FCAT 2.0 Grade 3 Reading FCAT 2.0 Grade 3 Mathematics FCAT 2.0 Grade 5 Reading FCAT 2.0 Grade 5 Mathematics FCAT 2.0 Grade 6 Reading FCAT 2.0 Grade 6 Mathematics FCAT 2.0 Grade 7 Reading FCAT 2.0 Grade 7 Mathematics FCAT 2.0 Grade 9 Reading FCAT 2.0 Grade 9 Mathematics FCAT 2.0 Grade 10 Reading FCAT 2.0 Grade 10 Mathematics •% Proficient on Algebra I End of Course Exam 	Base lines to be set Fall 2011 for all.				

<ul style="list-style-type: none"> •% Proficient on Geometry End of Course Exam •% of student participation in AP • % of students passing the AP exam • % of students earning an Industry Certification •% of student participation in DE 					
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STATE GOALS

State Goals for the Class of 2015:

For the every 100 incoming high school freshmen in 2011-12,

- 85 will graduate from high school in 2015.
- Of the 85 students who graduate, 63 (or 74%) will go on to college by 2017.
- Of the 63 students who went on to college, 44 (or 70%) will earn at least a year's worth of college credit by 2019

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	59	59	60	63	66	68	69	72	76	80	85
College Going Rate	58	58	60	61	62	63	64	65	67	71	74
College Credit Earning Rate	63	63	64	64	64	65	65	66	67	68	70
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	22	22	23	25	26	28	29	31	34	39	44

LEA GOALS

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	56	58	61	68	70	72	74	76	78	80	85
College Going Rate	46	50	47	49	51	53	54	56	58	60	62
College Credit Earning Rate	54	50	51	52	53	54	55	56	57	58	59
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	14	15	15	17	19	21	22	24	26	28	31

**Table of Contents
Appendices**

Acronyms	56
Charter Three-Party Assurance	57
Charter School Options – Sign Off	58
Letter of Support – Central Florida Health Alliance	79
STEM CTE Price Lists	81
Charter Communications	83

	Acronyms used in this application.
AP	Advance Placement
ASCD	Association for Supervision and Curriculum Development
CAPE	Career And Professional Education
CTE	Career and Technical Education
DOE	Department of Education
EOC	End of Course
ESOL	English Speakers of Other Languages
FCAT	Florida Comprehensive Achievement Test
FTE	Full-Time Equivalence
IDEA	Individual Disability Education Act
ILPD	Individual Leadership Professional Development
IPDP	Individual Professional Development Plan
LEA	Local Education Agency
LFS	Learning Focused Solutions
LIIS	Learning Instructional Improvement System
LSCC	Lake Sumter Community College
MIS	Management Information System
MOU	Memorandum of Understanding
NA	Not Applicable
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind
NGA	National Governors Association
RTTT	Race to the Top
SAC	School Advisory Council
SAI	Supplemental Academic Instruction
SB	Senate Bill
STEM	Science, Technology, Engineering and Math
TA	Technical Assistance