


**RACE TO THE TOP  
LEA FINAL SCOPE OF WORK – EXHIBIT II**

**FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION**

<b>TAPS Number 11AT01</b>
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<b>Please return to:</b> Florida Department of Education Race to the Top Room 1502 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0659	<b>A) Program Name:</b> <b>Race to the Top – Local Education Agency Application</b>	<b>DOE USE ONLY</b> Date Received
<b>B) Name and Address of Eligible Applicant:</b> Washington County School District 652 Third Street Chipley, Florida 32428		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b> \$ 500,170.00 <hr style="width: 20%; margin-left: 0;"/> <b>DOE USE ONLY</b> <b>Total Approved Project:</b> \$	<b>D) Applicant Contact Information</b>	
Contact Name: Gail Riley		Mailing Address: 652 Third Street - Chipley, FL
Telephone Number: 850-638-6222		SunCom Number: N/A
Fax Number: 850-638-6226		E-mail Address: riley_g@firm.edu
<b>CERTIFICATION</b> I, <u>Dr. Sandra M. Cook</u> , (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.  Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E) <u></u> Signature of Agency Head		

DOE 100A  
Revised 12/07

Dr. Eric J. Smith, Commissioner



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**Florida Department of Education  
American Recovery and Reinvestment Act of 2009 (ARRA)  
Race to the Top – Local Education Agency Applications**

**Attachment I  
Program-Specific Assurances**

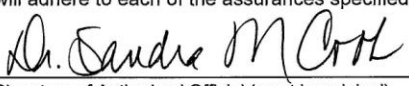
**By submitting this application bearing the signature of the authorized official, the applicant hereby certifies adherence to the following assurances.**

- The applicant will work with the State to advance the education reform areas identified in the State's application for these funds:**
  - A. Achieving equity in teacher distribution
  - B. Improving the collection and use of data
  - C. Regarding standards and assessments
    - 1) Enhancing the quality of academic assessments
    - 2) Including children with disabilities and limited English proficient students
    - 3) Improving State academic content and student achievement standards
  - D. Supporting struggling schools
  
- The applicant will implement the program consistent with the principles which guide the distribution and use of these funds:**
  - A. Improving student achievement through school improvement and reform:
    - 1) Progress toward college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
    - 2) Establishing pre-K to college and career data systems that track progress and foster continuous improvement.
    - 3) Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
    - 4) Providing intensive support and effective interventions for the lowest performing schools.
  - B. Ensuring transparency, reporting, and accountability

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**Additionally, the applicant assures that:**

- None of the funds received through the Race to the Top grant will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The Local Educational Agency will take steps to ensure equitable access to, and equitable participation in, the projects and activities to be conducted with assistance through the State Fiscal Stabilization Fund, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
- The Local Educational Agency shall only use Race to the Top program funds for activities authorized by the U.S. Department of Education and the Florida Department of Education in accordance with the approved project budget and related documents.
- For any project funded through the Race to the Top program funds, as applicable to the activity, the Local Educational Agency will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements).
- The Local Educational Agency will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving Race to the Top or any other ARRA funds.

<b>Certification:</b>	
I hereby certify that <u>Dr. Sandra M. Cook</u> (Local Educational Agency) will adhere to each of the assurances specified above.	
	<u>October 11, 2010</u>
Signature of Authorized Official (must be original)	Date

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**Florida Department of Education  
American Recovery and Reinvestment Act of 2009 (ARRA)  
Race to the Top – Local Education Agency Applications**

**Attachment II  
Three-Party Assurances**

The undersigned agree that the Final Scope of Work is consistent with the Memorandum of Understanding submitted by the Local Education Agency as part of Florida's Race to the Top grant application and agree to negotiate the terms and conditions in any applicable collective bargaining agreement necessary for full implementation.

  
\_\_\_\_\_  
Superintendent for the LEA

  
\_\_\_\_\_  
Chair of the School Board for the LEA

  
\_\_\_\_\_  
Authorized Representative of Local Teachers' Union

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**Section A - Narrative**

- 1. Describe the LEA’s comprehensive reform plan that connects and coordinates all of the assurance areas. Include (a) how the reform plan will support the state’s Theory of Action (*highly effective teachers and leaders make the difference in student achievement, see pp. 11-12 of Florida’s application*), (b) how the reform plan will contribute to the state’s student achievement goals (*see pp. 24-34 of Florida’s application*), and (c) the LEA’s current status with respect to the various reform elements, including strengths and challenges.**

*Enter narrative for (A)1. here. Complete the attached Form (A)1. LEA Student Goals and Measures by setting LEA targets to address Florida’s Race to the Top student achievement goals.*

The Washington County School District is committed to providing high quality, appropriate and rigorous educational programs to all students. The overarching goal for the district is to prepare students for successful entry into post-secondary educational programs or to become productive members of the local, state or national workforce through a commitment to:

- Continuous improvement in student achievement
- Closing the achievement gaps at all grade levels
- Increasing graduation rates

These district goals align with and support the state goals of:

- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit.
- Reduce the achievement gap by half in 2015.
- Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.

A. Embracing the state’s Theory of Action and recognizing that highly effective teachers and school leaders have a major impact on increasing student achievement, the school district will:

- Provide focused professional development activities for teachers, administrators and support personnel to ensure best instructional practices are utilized
- Provide teachers with support, materials and training to implement and sustain cooperative learning activities through lesson study, professional learning communities
- Revise and modify district evaluative procedures and programs for teachers, school administrators, and district level administrators

B. In order to progress towards meeting the state student achievement goals, the district will:

- Focus on common core standards to close the achievement gaps in all sub-groups

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- Develop and implement program to disseminate information to all stakeholders on the new graduation requirements for students entering 9<sup>th</sup> grade in 2010 and years following
- Implement a comprehensive support system for students in grades 5-8 to prepare these students for meeting the increased academic requirements for graduation
- Identify middle school students who are potential candidates for enrollment in AP, dual enrollment and/or honors courses upon entry into district high schools
- Ensure district schools have technology resources available for teachers and students
- Increase high school graduation rates through competency based instructional activities and performance based assessments
- Increase the number of STEM related courses in district high schools
- Implement additional career and technical program in district high schools that will lead to industry certification
- Provide access to current and historical student data information to parents via a portal program
- Expand opportunities for students to participate in academic enhancement programs (after school, Saturday school, summer programs)

C. The Washington County School District has many strengths and challenges in meeting the educational needs of its students. It is a rural district that serves approximately 3,500 students with over 65% of these who qualify for free or reduced lunches and over 60% who are transported to school each day via the district transportation program.

Some of the strengths of the school district are:

- Highly qualified instructional personnel who meet or exceed requirements in core academic courses
- High school graduation rates that are above the state average
- Excellent working relationship with the district's teacher organization
- Elementary schools consistently meet high performance standards in reading, mathematics, and writing.
- Academic programs at the district high schools include "Project Lead the Way: Engineering", dual enrollment, and advanced placement classes.

Among the challenges that are faced by the district are:

- Attracting highly qualified teachers to a rural setting is at times difficult. Meeting the staffing requirements for the new graduation standards (upper level science and mathematics courses) will create additional challenges.
- Increasing parental involvement as many parents live long distances from schools making it difficult for them to attend school functions and activities.
- Increasing technology resources for parents to communicate effectively with schools via the internet or school web sites.
- Increasing achievement rates in the district middle and high schools to meet high performance standards in reading, mathematics, and writing.
- Increasing the percent of student participation, especially minorities, in STEM programs, dual enrollment, and advanced placement courses.

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**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 all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers' unions, business leaders, community organizations, etc.)
- Identification of the leadership/management team(s)
- Strategies for monitoring implementation
- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.
- A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (submitted in web-based system). The release of funds will be contingent upon the successful progress toward completion of identified deliverables in the management plan and detailed budgets.

Management Plan:

The leadership management team will consist of:

- Superintendent
- Director of Administrative Services
- Director of Curriculum and Instruction
- Director of School Leadership and Management
- Director of ESE and Student Services
- Director of Federal Programs
- Director of Finance
- District RTI/Reading Specialist
- School Level Administrators
- Union President

Each project will be the direct responsibility of a member of the leadership management team and will also include other key personnel as detailed in the Work Plan Table. Progress on each project will be reported to the leadership management team at the quarterly meetings.

Stakeholders will have opportunities for involvement through the following methods:

- School advisory council meetings
- Monthly administrator meetings involving district and school level administrators
- District curriculum/guidance meetings
- Monthly school board meetings
- Meetings with district personnel and work force development representatives
- Posting of school district information, including RTTT, to the district web site
- Meetings with local business partners in support of school district initiatives

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Strategies for Monitoring Implementation

- Data analysis of graduation rates, graduates entering college, and graduates earning at least one year of college credit for each year of the RTTT grant.
- Agendas and minutes from meetings where RTTT initiatives and plans are discussed and reviewed for implementation progress.
- Review, modify, and implement professional development activities that address identified district improvement goals.
- Monitor the RTTT budget on a quarterly basis to ensure compliance with grant guidelines.
- The leadership team will work closely with all RTTT stakeholder groups as they pertain to the goals and objectives of the Washington County Plan.

Timelines

Summary of Year 1: 2010-2011

- Plan and develop systemic professional development to support strategies in promoting highly effective teachers and administrators.
- Collaborate with local colleges/universities and district stakeholders to develop a standard cooperation agreement for the assignment of supervising teachers.
- Implement plan for determining qualifications for selecting effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal and teacher candidates.
- Begin modification of teacher/administrative evaluation system that meets RTTT guidelines.
- Expand and enhance professional development activities for teachers involved in the STEM academies and advanced placement courses.
- Purchase additional technology resources to support necessary infrastructure for all reform strategies.

Summary of Year 2: 2011-2012

- Continue professional development activities to support strategies in promoting highly effective teachers and administrators.
- Expand STEM and advanced placement course offerings.
- Continuation of professional development activities for teachers involved in the STEM academies and advanced placement courses.
- Continue implementation of teacher/administrative evaluation system that meets RTTT guidelines.
- Purchase and utilize parent portal system including professional development for implementation of effective use.
- Integrate and maintain systems that provide data that improve instruction.
- Integrate and maintain systems that provide reporting for the effective use of data for human capital decision making.
- Continue implementation of technology resources to support necessary infrastructure for all reform strategies.

Summary of Year 3: 2012-2013

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- Continue professional development activities to support strategies in promoting highly effective teachers and administrators.
- Continuation of professional development activities for teachers involved in the STEM academies and advanced placement courses.
- Continue implementation of technology resources to support necessary infrastructure for all reform strategies.
- Continue implementation of teacher/administrative evaluation system that meets RTTT guidelines.
- Maintain/expand systems that provide data that improve instruction.
- Maintain/expand systems that provide reporting for the effective use of data for human capital decision making.

Summary of Year 4: 2013-14

- Continue professional development activities to support strategies in promoting highly effective teachers and administrators.
- Continuation of professional development activities for teachers involved in the STEM academies and advanced placement courses.
- Continue implementation of technology resources to support necessary infrastructure for all reform strategies.
- Maintain/expand systems that provide data that improve instruction.
- Maintain/expand systems that provide reporting for the effective use of data for human capital decision making.
- Teacher and administrator evaluation system fully in place district-wide.

Insert copy of budget information

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

Progress evaluation will be conducted on a quarterly basis by the leadership management team. The goals, strategies for implementation, data, and budget will be reviewed. Revisions will be made as necessary to adjust implementation plans.

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

Each of the projects outlined in the Work Plan Tables will require a different method to ensure sustainability. In general, sustainability of the reforms will be ensured through continuous monitoring of district educational programs, especially those reforms implemented in response to Race-to-the-Top initiatives.

**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.**

Funds from other sources, such as Title I, Title II-A, Perkins, SAI, and other grants, will be used during the four year period for professional development needs and/or other allowable expenditures needed to complete and sustain each project as planned.

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**FORM (A)1.  
LEA Student Goals and Measures**

**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:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
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 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	22	22	23	25	26	27	29	31	34	39	44

**LEA GOALS**

Note: The un-shaded boxes will be pre-populated for each LEA by the DOE.

High School Graduating Class of:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate	65	65	62	69	71	73	76	78	80	82	85
College Going Rate	45	49	46			50	54	58	62	68	74
College Credit Earning Rate	63					65	66	67	68	69	70
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	18					24	28	32	36	40	44

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**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: Gail Riley**  
**Title: Director of Curriculum/Instruction**  
**Phone #: 850-638-6222**  
**E-mail Address: riley\_g@firn.edu**

**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.

- Deliverables (minimum required evidence):**
1. Submission of a 4-year LEA 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.
  2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.
  3. Documentation of implementation of a complete program that results in industry certification 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 2013-2014 who were awarded industry certifications.

*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
High School Science Teachers			X	X	X	X
High School Math Teachers			X	X	X	X
High School STEM Teachers			X	X	X	X
Liaison from the Workforce Development Bd			X	X	X	X
High School Principals			X	X	X	X
High School Asst. Principals			X	X	X	X
Director of Curriculum/Instruction	X	X	X	X	X	X
High School CTE Instructors		X	X	X	X	X

*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

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<b>Deliverable (required):</b> 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 2013-2014 who were awarded industry certifications.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Initiate planning for a STEM career and technical program by working with the school and community to research employer needs concerning full implementation of the Project Lead the Way Engineering Program			X			
Identify teachers for STEM courses			X	X	X	X
Maintain STEM program offerings and assure that instructors meet certification requirements for all courses in program						X
Continue to work with career and technical community/school advisory boards in the implementation of the program			X	X	X	X
Gather and analyze data from student performance on STEM related End of Course Exams and industry certification exams to determine additional support needed for students and teachers						X

<b>Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Determine costs related to industry certification exams and review options for funding			X	X	X	

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Determine projected number of industry certification exams to be taken annually			X	X	X	
Allocate annual funds for projected industry certification exams and related costs					X	X

<b>Deliverable (required):</b> Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
Annual review of four year plan with amendments made as needed to meet four year plan goals			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$31,337.00	\$24,353.00	\$14,700.00	\$14,700.00
<b>TOTAL</b>				<b>\$85,090.00</b>		

**Sustainability Factors:** There are many factors that will affect the sustainability of the STEM in our district. These would include district and school staffing, curriculum and instructional materials funding budgets. Expansion of business partners associated with Project Lead the Way (Department of Transportation and Engineering Firms who will possibly benefit from hiring industry certified students. Additional funding will be researched to pay the costs of the AP exams until the success rate of the Advanced Placement classes increases. Eventually, AP exam costs will be funded through weighted passing AP scores. Carl D. Perkins Grant and Title II will be used to sustain programs after the grant period is over.

**Supporting Narrative (optional):**  
**The STEM initiative is already underway in Washington County with rigorous science and math classes being offered. With Race To the Top funding we will be able to add the last 2 courses in the Project Lead the Way: Engineering Curriculum. Due to shortfalls in the budget, we have not been able to do this. This would include Civil Engineering/Architecture and Digital Electronics.**

The PLTW Pathway to Engineering Program is a curriculum that is designed to encompass all four years of high school. Foundation courses are supplemented by a number of electives to create rigorous, relevant, reality-based courses. Activities are hands-on and project-based. Students learn how to use the same industry-leading 3D design software that’s used by companies like Intel, Lockheed Martin and Pixar. Students design, test, and actually construct circuits and devices such as smart phones and tablets, and work collaboratively on a culminating capstone project.

**Introduction to Engineering Design (Tier 1 – Foundation Course)**  
 In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

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**Principles of Engineering** (Tier 1 – Foundation Course)

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th or 11th grade students.

**Digital Electronics** (Tier 1 – Foundation Course )

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th or 11th grade students.

**Civil Engineering & Architecture** (Tier 2 – Specialization Course)

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th grade students.

Professional development (training) for instructors is very rigorous and intensive, and costly. Teachers complete all projects and exercises that students will be able to complete during the courses. Race to the Top funds would enable us to provide this training for the instructors of the future to complete this program.

Baseline Enrollment: 2010:11	Washington County District
Intro to Engineering	72
Principals of Engineering	69

Course Offerings in 2011-12

- Intro to Engineering
- Principals of Engineering
- Digital Electronics

Course Offerings in 2012-13

- Intro to Engineering
- Principals of Engineering

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Digital Electronics  
Civil Engineering/Architecture

Schools in Washington County will be marketing additional courses listed above to the parents and students of our feeder middle school as well as high school students. This will be accomplished through media, parent meetings, registration and advisory meetings with students and educating teachers as advisors as to the need of the program and identification of students who would be successful in the program.

**Additional Technical and Career Program Offerings at each high school for industry certifications**

**CET 1513. Microcomputer Operating Systems.** A survey of operating systems for microcomputers, including basic operating system functions such as disk and file management, customizing system configuration, and optimizing system performance. Prerequisite: CGS 1060 or consent of department. 3semester hours credit. [O]

**CET 1174C. Introduction to Microcomputer Maintenance and Repair.** This course introduces computer hardware components and system software needed to set up, install, configure, upgrade, and maintain a microcomputer system.

**CET 1600. Introduction to Networking and Communications.** An introduction to the hardware needed to set up and operate a local area network, including a discussion of configurations, physical specifications, and requirements and limitations of network components and workstations

**CET 1486. Introduction to LAN Management.** An introduction to software used in operating a local area network. Hands-on experience with one or more software packages will be provided. Prerequisite: CIS 1000 or CGS 1060 and acceptable college placement test scores or consent of department. Corequisite: CET 1600 or consent of department. 3 semester

**Implementation Timeline:**

<b>School Year 2010-11</b>	CET 1513 CET1174C
	Certification Exam will be given at the completion of CET 1174C CompTIA A+ Certification

<b>School Year 2011-12</b>	11 <sup>th</sup> grade	CET 1513 CET 1174C
	12 <sup>th</sup> grade	CET1600 CET1486
		Certification Exam will be given at the completion of CET 1486 CompTIA Network + Certification

<b>School Year 2012-13</b>	<b>All four courses will be continued to be offered as stated above</b>
<b>School Year 2013-14</b>	<b>All four courses will be continued to be offered as stated above</b>

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

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**Work Plan Table**

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

**Please indicate one LEA point of contact for this Project.**  
**Name:** Gail Riley  
**Title:** Director of Curriculum/Instruction  
**Phone #:** 850-638-6222  
**E-mail Address:** [riley\\_g@firn.edu](mailto:riley_g@firn.edu)

**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.

*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Curriculum/Instruction	X	X	X	X	X	X
Chipley High School Asst. Principal	X	X	X	X	X	X
Chipley High School Guidance	X	X	X	X	X	X
Vernon High School Guidance	X	X	X	X	X	X
Vernon High School Principal	X	X	X	X	X	X
Vernon High School Asst. Principal	X	X	X	X	X	X
STEM Subject Area Teachers	X	X	X	X	X	X
Vernon High School Math Coach	X	X	X	X	X	X
Chipley High School Principal	X	X	X	X	X	X

*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
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.			X			

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<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop action plan outlining district steps for implementation of Senate Bill 4	X					
District will identify STEM related accelerated courses to be offered in each of the core courses	X					
Offer and enroll students in STEM related courses			X			
Communicate to the parents, staff and students the new graduation requirements			X			
District will develop a plan to adequately support teacher training to assist in meeting the STEM curricular expectations			X	X		
Middle Schools will implement marketing strategies to encourage enrollment in STEM courses			X	X		
High Schools will evaluate options to incorporate on-line courses for dual enrollment			X	X		

<b>Deliverable (required):</b> Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
Documentation of increased academic support for students in grades 5-8 to prepare these students to meet the increased requirements for graduation				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Annual review of 4 year plan with amendments as necessary			X	X	X	X
Participate in the Florida Partnership for Minority and Underrepresented Student Achievement (College Board)	X			.		
Provide additional academic support services for identified students who need assistance to meet standards in core subject areas.				X	X	X
Implement a partnership with the College Board to identify students in grades 5-8 as candidates for Advanced Placement/dual enrollment classes upon entry into high school.			X	X	X	X
Provide professional development for teachers and administrators in grades 5-8 on mentoring students, new core standards, and changing graduation requirements.			X	X	X	X

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Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$9,840.00	\$39,360.00	\$39,360.00	\$39,360.00

**Sustainability Factors:** The district will continue its partnership with Chipola Jr. College to provide dual enrollment courses. The district will continue to use Title II, Instructional materials, Weighted funding for AP exams and industry certifications, Carl D. Perkins Secondary.

**Supporting Narrative (optional):**

In order to progress towards meeting the state student achievement goals, the district will implement a comprehensive support system for students in grades 5-8 to prepare these students for meeting the increased academic requirements for graduation. Included in this will be compensating teachers to mentor identified students once per week for one hour. During these mentoring sessions, the teachers will work with students to:

- Focus on common core standards to close the achievement gaps in all sub-groups
- Develop and implement program to disseminate information to all stakeholders on the new graduation requirements for students entering 9<sup>th</sup> grade in 2010 and years following
- Implement a comprehensive support system for students in grades 5-8 to prepare these students for meeting the increased academic requirements for graduation
- Identify middle school students who are potential candidates for enrollment in AP, dual enrollment and/or honors courses upon entry into district high schools

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

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**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Elizabeth Arnold</b>  <b>Title: Director of ESE and Student Services</b>  <b>Phone #: 850-638-6222</b>  <b>E-mail Address: <a href="mailto:barnold@firn.edu">barnold@firn.edu</a></b></p>
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<p><b>Project Goal:</b> 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.</p>
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<p><b>Deliverable (minimum required evidence):</b>          1. Readiness for computer-based testing (FCAT 2.0, End-of-Course Exams, Florida Assessments for Instruction in Reading) as certified through completion and submission of Florida’s online certification tool.</p>
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*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
LEA Assessment Coordinator	X	X	X	X	X	X
LEA Director of Technology Services	X	X	X	X	X	X
School Assessment Coordinators	X	X	X	X	X	X
LEA Technology Staff	X	X	X	X	X	X
School Technology Coordinators	X	X	X	X	X	X
Director of Curriculum and Instruction	X	X	X	X	X	X

*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Purchase computers to meet minimum requirements for Okeechobee and Dozier DJJ facilities. (Washington Special)	X	X		X	X	
Continue to purchase computers that meet minimum requirements for FCAT and EOC testing, as needed.	X	X	X	X	X	
Purchase calculators approved for EOC exams.	X	X	X	X	X	X
Acquire EDLine for the district (parent access to school data).	X	X	X	X	X	X
Purchase projectors to be used in instruction.	X					

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<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$66,337.95	\$9,000.00	\$9,000.00	\$9,000.00	\$9,000.00

Item Description	Quantity	Unit Price	Total
TI 30 Calculators	216	\$ 20.00	\$4,337.95
Dell Desktop Computers	14	\$1,000.00	\$14,000.00
LCD Projectors	48	\$1,000.00	\$48,000.00
Purchase EdLine for the district	7	\$1,285.72	\$36,000.00*

\*\$9,000.00 per year X four years (life of the grant)

**Sustainability Factors: The District will dedicate other state and local funding to support implementation of computer-based testing and parental access to data.**

**Supporting Narrative (optional):** District and school staff will ensure that the schools are ready for computer-based testing. Meetings will be held with key personnel to ensure progress is being made to meet goals. Simulation activities will occur district-wide to test strength and reliability of infrastructure and hardware.

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

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**Work Plan Table**

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

**Please indicate one LEA point of contact for this Project.**  
**Name: Bobbie Dawson, Ed. D.**  
**Title: Director of Federal Programs**  
**Phone #: 850-638-6222**  
**E-mail Address: dawson\_b@firn.edu**

**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.

**Deliverables (minimum required evidence):**

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
 Baseline report based on 2009-10 is due by December 31, 2010. Reports based on the prior two quarters completed are due by September 30 and March 31 of each year. Bi-annual reporting shall begin the first applicable period after single sign-on integration with the Department. The Department will provide a report template.
2. Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.
3. Single sign-on integration with the Department.
4. For state-level data downloads, provide a report of the following:
  - a. Name of the download
  - b. Date of most recent download
 Reports are due by September 30 and March 31 of each year and based on the prior two quarters completed. Reporting shall begin the first applicable period after receipt and incorporation of state-level data into local instructional improvement systems. The Department will provide a report template.

*Note: Additional evidence regarding the state-level data downloads is collected with Section (C)(3)(i).*

*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Coordinator of Management Information Services	X	X	X	X	X	X
Director of Student Services	X	X	X	X	X	X
Principals	X	X	X	X	X	X

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*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

*Note: Deliverables will be dependent on an LEA’s current status with respect to technology and data systems. During Year 1, LEAs will provide feedback to the Department regarding single sign-on implementation and state-level data downloads. Work should be completed by Year 4.*

<b>Deliverable (required):</b> 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	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
The District will provide reports of staff accessing state resources via single sign-on per FLDOE report template.				X	X	X
The District will provide a report of the number of each type of staff.	X			X	X	X

<b>Deliverable (required):</b> Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
The District will provide to FLDOE a completed and sign certificate of readiness for the single sign-on integration.				X		
Prepare District technical environment to enable single-sign on.				X		

<b>Deliverable (required):</b> Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
The District will integrate with FLDOE to provide single-sign on access.				X		

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<b>Deliverable (required):</b> For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The District will obtain state-level data download when available.				X	X	X
Data from Panhandle Education Area Consortium (PAEC) Dashboard and/or FOCUS will be incorporated into the instructional improvement system.					X	X
A report will be submitted to the state level data downloads from the local system.				X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$0	\$0	\$0	\$0

**Sustainability Factors:** District staff will coordinate and maintain the planning and implementation to all aspects of the FLDOE/District single sign-on project.

**Supporting Narrative (optional):** The District will provide more details regarding the activities around sign-on integration once the solution at the state level is known. The district currently has in place T3 lines at every site integrating into the district MIS system. The District feels at this time, equipment is sufficient to integrate with the single sign-on access to state-level applications and data. Upon completion of the states single sign-on access, the district will reevaluate the system for future cost.

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

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**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: Bobbie Dawson, Ed. D.**  
**Title: Director of Federal Programs**  
**Phone #: 638-6222**  
**E-mail Address: dawson\_b@firn.edu**

**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.

**Deliverables (minimum required evidence):**

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 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

The baseline report for 2009-10 is due by December 31, 2010. Subsequent reports are due annually by September 30 for the prior year.
2. The LEA will provide timely, accurate, and complete information in Department 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.
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.

*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Student Services	X	X	X	X	X	X
Coordinator of Management Information Services	X	X	X	X	X	X
Technology Staff	X	X	X	X	X	X
Principals	X	X	X	X	X	X

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*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate.*

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
For local instructional improvement systems, provide a report that includes the following: <ul style="list-style-type: none"> <li>a. Name of the system</li> <li>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</li> <li>c. How the system is accessed and used by students and parents</li> <li>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</li> <li>e. A description of the student growth data available to users on the system</li> <li>f. How frequently students, teachers, parents, and principals are accessing the system</li> </ul>	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Continue to utilize PAEC Dashboard data tool for teachers, administrators and district staff using secure username and password managed by the Coordinator of MIS.		X	X	X		
PAEC Dashboard tool downloads student demographics, FCAT scores by subtest and Stanford 10 scores by subtest from the Genesis student data base.		X	X	X		
FCAT student growth data is available to teachers, administrators and district staff through means of charts and graphs. Student individual growth as well as growth compared to other students is available.		X	X	X		
Teachers will participate in Data Analysis professional development during		X	X	X		

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preplanning and school year. Student data will be used by principals and staff to identify areas of improvement, implement strategies to improve areas of improvement, implement curriculum, and make systemic change in the system.						
The District Strategic Plan will incorporate and be developed based on student data.	X	X	X	X		
The District will implement Edline parent portal for parents to access student grades, assignments, etc.	X	X	X	X		
The District will continue to use Gradequick, PAEC Dashboard, and Genesis/FOCUS for easy access to student data by district personnel, principals, and staff.	X	X	X	X		

*Deliverables and Supporting Activities should support student achievement targets in Form (A)I.*

<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
Coordinator of MIS, Director of Curriculum and Director of Student Services will facilitate the completion of technology assessments				X	X	X

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<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b> The District will communicate the pertinent information to the Department and contact information will be updated as needed.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$0	\$0	\$0	\$0

**Sustainability Factors:** District staff will coordinate the planning and implementation of all aspects to achieve the district goal.

**Supporting Narrative (optional):** The District is currently collaborating with PAEC to purchase FOCUS which will improve the quality of the existing student management system, but this two year out for purchase. The District will maintain its existing system until the change process takes place.

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

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**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: Bill Lee**

**Title: Director of School Leadership and Management**

**Phone #: (850) 638-2222**

**E-mail Address: lee\_j1@firn.edu**

**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.

**Deliverables (minimum required evidence):**

1. Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.
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.
3. Description of qualifications to supervise program interns or serve as a peer mentor.
4. Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).
5. Annual District Program Evaluation Plan (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).

*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of School Leadership and Management/School Leadership Development Program Coordinator	X	X	X	X	X	X
Director of Curriculum and Instruction	X	X	X	X	X	X
Director of Administrative Services/District Alternative Certification Coordinator						
Principals	X	X	X	X	X	X
Mentor Teacher Trainer	X	X	X	X	X	X
Mentor Teachers	X	X	X	X	X	X

*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

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<b>Deliverable (required):</b> Plan for collaboration with institutions or other program providers (Chipola College, Florida State University, University of West Florida, Florida Baptist College) to assign supervising teachers.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Plans for continued collaboration with institutions will include: 1. Annual communications with institutions regarding placement of interns 2. Assigned supervising teachers meet with institution representatives throughout the intern teacher's assignment	X		X	X	X	X
Meet with university or college supervisors for annual collaboration			X	X	X	X
Updated list of partnering institutions for intern placement		X	X	X	X	X
Updated MOUs for all partnering institutions			X	X	X	X

<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Maintain access to Clinical Educator Training for teachers and administrators			X	X	X	X
Maintain and continue to monitor effectiveness of the Teacher Induction Program	X	X	X	X	X	X
Key personnel meet to create plan (see narrative)	X	X				
Plan updated as needed			X	X	X	X

<b>Deliverable (required):</b> Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X

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<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Analysis of survey and individual effectiveness results				X	X	X
Review and make revisions based on data				X	X	X

<b>Deliverable (required):</b> Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Train principals and assistant principals on selecting and assigning intern supervisors and mentors (continue training for newly assigned administrators)				X	X	X
Disseminate to schools the process for collecting data from school sites on assignment of effective intern supervisors and mentors				X		
Coordinate with MIS to include the data element in the district system beginning in the 2011-12 school year				X		

<b>Deliverable (required):</b> 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).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Continue to utilize the State Alternative Certification Program as needed	X	X	X	X	X	X
Collect and report district leadership plan data related to placement of participants in administrative positions, success rate of those placed (based on student performance data and other measures) and the perception of participants of the value of the district leadership development program.				X	X	X

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Develop and implement system to collect data on the effectiveness of supervising teachers and the preparedness of student teachers (interns)			X	X	X	X
Continue to use and modify as needed the effectiveness of the Teacher Induction Program			X	X	X	X
Complete and submit the annual DPEP report				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$5,971.00	\$5,971.00	\$5,971.00	\$5,971.00

**Sustainability Factors:** Mentor training and other aspects of these deliverables are already a part of the budget in the district. The mentor program is integrated into the teacher induction program. An additional expenditures of \$23,884.00 will be used to implement a plan for selecting and monitoring the effectiveness of supervising teachers and teacher mentors.

**Supporting Narrative (optional):**  
 A plan will be created to formalize the process for placement of student teachers (interns) in the district and the expectations and qualifications for supervising teachers. Surveys regarding the effectiveness of mentor teachers and the preparedness of new teachers will be created. Goals will be set at the end of year two for improvements in supervisor/mentor performance regarding satisfaction rates and effectiveness. Training programs and manuals will be modified to meet the identified needs and areas of concern. Data will also be collected from participants in the District Leadership Program and used to determine program strengths and make modifications. Collaboration with university and college Teacher Preparation Programs will be ongoing as data is reviewed and disseminated.

The district will report personnel assigned to these positions through regular staff reporting based on forthcoming FLDOE instructions.

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

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**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Pat Collins</b>  <b>Title: Director of Administrative Services</b>  <b>Phone #: 850-638-6222</b>  <b>E-mail Address: <u>collins_p@firn.edu</u></b></p>
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<p><b>Project Goal:</b> The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>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)-(iii). See combined checklist at the end of the template document.</li> <li>2. A timetable for implementing the teacher evaluation system.</li> <li>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 at the end of the template document.</li> <li>4. A timetable for implementing the principal evaluation system.</li> <li>5. Annually report evaluation results for teachers and principals through the regular student and staff survey.</li> <li>6. Submit revisions to the teacher and principal evaluations annually, if revisions are made.</li> </ol>

*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Administrative Services	X	X	X	X	X	X
Director of Transportation/School Leadership	X	X	X	X	X	X
Director of Curriculum and Instruction	X	X	X	X	X	X
Director of Student Services/Assessments	X	X	X	X	X	X
Select Principals	X	X	X	X	X	X
Select Teachers	X	X	X	X	X	X
Consultant for Negotiations	X	X	X	X	X	X
Coordinator for District MIS	X	X	X	X	X	X

*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)I.*

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<b>Deliverable (required):</b> 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)-(iii).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			<i>No later than May 1</i>			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Establish collaboration with consultant and team representing all stakeholders (includes representatives of collective bargaining)	X					
Through on-going meetings and involvement of all stakeholders, development of a teacher evaluation appraisal system that includes: <ul style="list-style-type: none"> <li>The majority of the evaluation based on student achievement growth data (from state-required assessments and/or District-developed assessments)</li> <li>Evaluation instrument based on established Florida Educator Accomplished Practices and 1012.34 Florida Statutes</li> <li>A comprehensive range of ratings, from ineffective to highly effective</li> <li>An evaluation instrument that will support District and School Level Improvement Plans and the professional skills of the instructor</li> </ul>		X	X			
Based on input from all stakeholders, the consultant will develop a draft teacher appraisal system and continue to work with the committee to make any necessary revisions (to include annual review after implementation)		X	X	X	X	X
Submit DRAFT teacher appraisal system to stakeholders for review and input		X	X			
Present teacher appraisal system to collective bargaining unit and make revisions as needed		X	X			
Present teacher appraisal system to School Board for review, input, and adoption			X			
A completed teacher appraisal system that reflects the inclusion of and implementation			X			

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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).						
Provide training for teachers and administrators regarding use of new teacher appraisal system			X	X		
Establish criteria through collaborate with Panhandle Area Educational Consortium to develop student assessments and growth measures for the courses that currently do not have assessments			X	X		
Annually revise the teacher appraisal system to ensure compliance with current State law				X	X	X

<b>Deliverable (required):</b> A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X				
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X				
Stakeholders will develop a timetable for implementation of the teacher evaluation system		X				
Meetings to inform all personnel of the criteria and procedures associated with the new teacher appraisal process before the appraisal takes place (District/School-Level Meetings)			X	X		

<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X				
Develop and establish collaboration with a District principal appraisal advisory team		X				
On-going meetings of District principal appraisal advisory team to develop a principal appraisal system that includes: <ul style="list-style-type: none"> <li>The majority of the evaluation based on student achievement growth data (from state-required assessments and/or District-developed assessments)</li> </ul>		X	X	X		

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<ul style="list-style-type: none"> <li>Annual evaluation based on established Florida Principal Leadership Standards and 1012.34 Florida Statutes</li> <li>Supporting existing school improvement plans</li> </ul>						
Based on input from all stakeholders, the consultant will develop a draft principal appraisal system and continue to work with the committee to make any necessary revisions (to include annual review after implementation)		X	X	X	X	X
Submit a draft of the principal appraisal system to stakeholders and all key personnel			X			
Make revisions to the new appraisal system				X		
Submit new principal appraisal system to School Board for approval				X		
Implement new principal appraisal system					X	
Revise principal appraisal system to reflect student growth based on performance of either state, national or district selected assessments				X	X	X
Conduct an annual review of the principal appraisal system				X	X	X

<b>Deliverable (required):</b> A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X				
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X				
District principal advisory team will develop a timetable for implementing the principal evaluation system		X				
Meetings to inform all personnel of the criteria and procedures associated with the new appraisal process before the appraisal takes place (District Level Meetings)			X	X		

<b>Deliverable (required):</b> Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop and revise the data collection						

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processes, formats and procedures in partnership with Panhandle Area Educational Consortium, and District MIS Coordinator, to facilitate the required annual report of evaluation results for teacher and principal evaluations to DOE			X	X	X	
Annually report evaluations results through surveys			X	X	X	X

<b>Deliverable (required):</b> Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Provide yearly opportunities for teachers/principals to provide input regarding evaluation systems and classroom observations tools as well as an evaluation of effectiveness ratings and submission of necessary evaluation system revisions.				X	X	X
Ensure revisions meet guidelines of F.S. and MOU				X	X	X
Submit revised teacher evaluation systems as they are finalized through the collective bargaining process				X	X	X
Submit revised principal evaluation systems as they are finalized and approved by the School Board				X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$5,000.00	\$2,500.00	\$2,500.00	\$2,500.00

**Sustainability Factors:** The evaluation instruments for teachers and principals will be completed and fully implemented by 2013-14. Costs to sustain further annual revisions to ensure reliability and validity and to continue to develop assessments for any new course content areas added not covered by State assessment measures. Title II and SAI funding currently support professional development and any other costs will be funded by redirecting funds from current budgets.

**Supporting Narrative (optional):** Washington District is committed to developing a teacher and principal evaluation systems that meets the content and design requirements listed in section 1012.34, F.S. which supports continuous quality improvement of the professional skills of instructional and school administrators. Washington 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):**

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**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: Pat Collins**  
**Title: Director of Administrative Services**  
**Phone #: 850-638-6222**  
**E-mail Address: collins\_p@firn.edu**

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

**Deliverables (minimum required evidence):**

1. Annually submit the teacher and principal salary schedules that reflect the basis of determining the pay scale and supplements. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.
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.)
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.
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.
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).
6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.
7. Annually report terminations through the regularly-scheduled student and staff survey.
8. Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.

*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Administrative Services	X	X	X	X	X	X
Director of Transportation/School Leadership	X	X	X	X	X	X
Select Principals and Teachers	X	X	X	X	X	X
Director of Finance	X	X	X	X	X	X
Union Representatives	X	X	X	X	X	X
Consultant	X	X	X	X	X	X
Director of Curriculum	X	X	X	X	X	X
Director of Student Services/Assessments	X	X	X	X	X	X
Director of Federal Programs	X	X	X	X	X	X

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*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> 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.				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Establish collaboration with bargaining consultant, teacher’s union bargaining team, and other stakeholders	X					
Stakeholder team will discuss/develop compensation plans which meet requirements as outlined in (D)(2)(ii), that supports the new evaluation system		X	X	X		
Based on input from all stakeholders, the consultant will develop draft salary schedules that reflect use of evaluation results. Consultant will continue to work with the committee to make any necessary revisions (to include annual review after implementation)		X	X	X	X	X
The district and collective bargaining unit will present draft compensation plans to all stakeholders			X	X		
The district and collective bargaining unit will negotiate the final compensation system in accordance with collective bargaining				X		
The collective bargaining unit will ratify the final compensation system				X		
The School Board will adopt and begin the new salary schedule for instructional staff					X	
Meetings to inform instructional staff of the compensation plan process and procedures			X	X		
Establish committee to develop compensation plan for principals according to requirements in 1012.34, F.S.			X			
Based on input from all stakeholders, the consultant will develop draft salary schedules that reflect use of evaluation results. Consultant will continue to work with the committee to make any necessary revisions (to include annual review after implementation)		X	X	X	X	X

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Draft compensation plan for principals presented to all stakeholders for revisions				X		
Board adoption of new salary schedules for principals				X		
Meetings to inform all personnel of the criteria and procedures associated with the compensation process (District Level Meetings)			X	X		
Implementation of new salary schedules for principals					X	

<b>Deliverable (required):</b> 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).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
District will use evaluation data to make human capital decisions related to the awarding of employment contracts, reductions in staff, bonuses, compensation incentives and staff assignments			X	X	X	X
Continue to negotiate teacher evaluation system that reflects modifications to the collective bargaining agreement for using evaluation data				X	X	X
Negotiate changes to compensation system for classroom teachers				X	X	X
With stakeholder input, revise and change the principal salary schedule to include requirements for differentiated pay				X	X	X

<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		

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<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The District will establish a work group to develop a staffing plan that reflects equitable distribution of teachers and principals.		X				
The district’s staffing plan will include compensation incentives for highly effective teachers/principals placed in high minority, high poverty, and persistently low-performing schools				X		
The district’s staffing plan will include recruitment strategies and selection of teachers from high-performing preparation programs (if data is available)				X		
The district’s staffing plan will include a professional development/training component that supports the implementation of the district’s goals (for beginning and tenured instructors)				X		
The District and the Union will negotiate any aspects of the staffing plan and procedures that impact the collective bargaining agreement				X		
Provide training to District and school administrators on staffing plan					X	X
Implement the revisions to the staffing plan					X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
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.				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>						
The district, in collaboration with WCEA, will submit a collective bargaining agreement that reflects the use of teacher evaluation data in the awarding of bonuses and other performance-related incentives.				X	X	X
Negotiate revisions to the district’s collective bargaining agreement to include the use of the teacher evaluation data to make human capital decisions				X	X	X

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Review and/or establish revisions to policies and procedures that use teacher evaluation data to make human capital decisions (reduction in staff, dismissal process, bonuses, etc.)						X	
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<b>Deliverable (required):</b> 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).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Implement a staffing plan and the revised evaluation system for teachers and principals.				X		
The district will devise a system for documentation to support decisions related to staffing and compensation.				X		
The district will assign duties related to collecting and reporting accountability data.				X		
The district will establish a timeline for collection and submission of accountability.				X		
Administrators will be trained in and monitored regarding utilizing evaluation results for teachers and principals in human capital decisions				X	X	X

<b>Deliverable (required):</b> Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The district will assign personnel responsible for reporting bonuses and salary compensation.			X			
The district will report bonuses and salary augmentations in an accurate and timely fashion, in accordance with the requirements of state statute.				X	X	X
Review and make necessary revisions to continue accurate and timely reporting of all bonuses and salary augmentations through student/staff surveys				X	X	X

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<b>Deliverable (required):</b> Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The district will assign personnel responsible for the annual reporting of terminations.				X		
The district will devise a system of accountability and training for all district staff that have a responsibility in the dismissal process.				X		
Monitor termination data as reported				X	X	X

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

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$4,999.00	\$11,667.00	\$11,667.00	\$11,667.00

**Sustainability Factors:** The cost of professional development activities for teachers and principal leadership program will be funded in part by Title II, Part A funds and/or local funds.

**Supporting Narrative (optional):** Washington District plans to establish student growth measures and implement a fair and equitable evaluation system for teachers and principals. The new evaluation system will meet requirements of Florida Statute 1012.34. Washington District plans to establish and implement a compensation system which will include differentiated pay as per Florida Statute 1012.22(1)(c)4.

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

**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).**

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Bill Lee</b>  <b>Title: Director of School Leadership and Management</b>  <b>Phone #: (850) 638-6222</b>  <b>E-mail Address: lee_j1@firn.edu</b></p>
<p><b>Project Goal:</b> 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.</p>
<p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. 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, to be submitted with this Table.</li> <li>2. A timetable for implementing the new elements into the professional development system for teachers and principals in the district.</li> <li>3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.</li> <li>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.</li> <li>5. A timetable for implementing the evaluation of professional development in the district.</li> <li>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.</li> <li>7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.</li> </ol>

*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of School Leadership and Management	X	X	X	X	X	X
Director of Curriculum and Instruction	X	X	X	X	X	X
Director of Administrative Services	X	X	X	X	X	X
Professional Development Council	X	X	X	X	X	X
School site administrators	X	X	X	X	X	X

*The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

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<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Revision of the professional development system to align with the new Florida Protocol Standards			X	X	X	X
Professional learning and development opportunities will adhere to Florida's Professional Development Protocol			X	X	X	X
Training on new system for administrators and members of the Professional Development Council for dissemination into schools			X	X	X	X

<b>Deliverable (required):</b> A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Work with teachers and administrators to establish priorities within RTTT elements for the purpose of timeline development		X	X			
Create a timetable for implementing the elements described in RTTT into the Professional Development System for teachers, administrators and other district personnel			X			

<b>Deliverable (required):</b> A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Teacher IPDP and administrator ILDP will be aligned with evaluation system				X	X	X

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District will provide professional development components that support IPDPs and ILDPs				X	X	X
District will provide professional development components that are targeted to the needs of individuals and groups as indicated by evaluation results					X	X

<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Conduct school needs assessment and yearly review of data			X	X	X	X
District will work in conjunction with PAEC staff to include a component of the district’s professional development system reflecting a revised process for evaluating the district’s professional development in accordance with the Protocol Standards			X	X	X	X
Professional development support for the transition to Common Core Standards					X	

<b>Deliverable (required):</b> A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop the timetable for implementing the evaluation of professional development in conjunction with the PAEC staff			X	X	X	X
Professional development evaluation will be developed using information from the Florida Professional Development protocol standards as a basis for determining district staff needs				X		

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<b>Deliverable (required):</b> Annually report evaluation results of the professional development for teachers and principals as part of the review of the district’s professional development plan.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
Conduct an annual analysis of professional development results for teachers, administrators and other district personnel as required by the new Protocol Standards						

<b>Deliverable (required):</b> Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
Make revisions to the professional development system annually						

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$6,209.67	\$41,530.00	-0-	-0-

**Sustainability Factors:**  
The revision of the professional development system is a responsibility of existing staff and is supported by the district’s partnership with the Panhandle Area Educational Consortium. Specific professional development initiatives are determined and budgeted for based upon data during each year’s update of the Strategic Plan. Funds used to support district professional learning opportunities include, but are not limited to, Title I, Title II, Reading Categorical, various grants and the general budget.

**Supporting Narrative (optional):**  
The District works closely with the Panhandle Area Education Consortium to provide a comprehensive professional learning program. The Master In-service plan is reviewed and updated annually by member district personnel and approved by each district school board. Training on the new aspects of the Florida Professional Development Protocol Standards has begun and will be expanded as the year progresses. The revisions and strengthening of the evaluation of the professional learning will be a major component of the scope of work for RTTT.

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

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

<b>Item from RTTT MOU and corresponding <i>Protocol</i> standards</b>	<b>Page shown in Final Scope of Work</b>
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)	6-7
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)	7
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	6 26-27
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)	N/A
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)	N/A
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)	27-28
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)	45-48
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)	30-33
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	6-7
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)	35-38
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)	26-29
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].	N/A

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**Additional Information**

The following supporting documents are available at the Washington County School District Office:

- Leadership Development Plan
- Teacher Induction Plan Program
- Student Progression Plan
- Five-Year Master In-service Plan
- Performance Appraisal System for Instructional Personnel