

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number
11AT01

<p>Please return to:</p> <p>Florida Department of Education Race to the Top Room 1502 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0659</p>	<p>A) Program Name:</p> <h2 style="margin: 0;">Race to the Top – Local Education Agency Application</h2>	<p style="text-align: center;">DOE USE ONLY</p> <p>Date Received</p>						
<p>B) Name and Address of Eligible Applicant:</p> <p>Okaloosa County School District 120 Lowery Place, SE Fort Walton Beach, FL 32548</p>		<p>Project Number (DOE Assigned)</p>						
<p>C) Total Funds Requested:</p> <p style="text-align: center;">\$ 2,624,989.00</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> <p>Total Approved Project:</p> <p style="text-align: center;">\$</p>	<p>D) Applicant Contact Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Contact Name: Dr. Alexis Tibbetts </td> <td style="width: 50%; padding: 5px;"> Mailing Address: 120 Lowery Place, SE Fort Walton Beach, FL 32548 </td> </tr> <tr> <td style="padding: 5px;"> Telephone Number: 850-833-3110 </td> <td style="padding: 5px;"> SunCom Number: </td> </tr> <tr> <td style="padding: 5px;"> Fax Number: 850-833-3436 </td> <td style="padding: 5px;"> E-mail Address: TibbettsA@mail.okaloosa.k12.fl.us </td> </tr> </table>		Contact Name: Dr. Alexis Tibbetts	Mailing Address: 120 Lowery Place, SE Fort Walton Beach, FL 32548	Telephone Number: 850-833-3110	SunCom Number:	Fax Number: 850-833-3436	E-mail Address: TibbettsA@mail.okaloosa.k12.fl.us
Contact Name: Dr. Alexis Tibbetts	Mailing Address: 120 Lowery Place, SE Fort Walton Beach, FL 32548							
Telephone Number: 850-833-3110	SunCom Number:							
Fax Number: 850-833-3436	E-mail Address: TibbettsA@mail.okaloosa.k12.fl.us							
<p>CERTIFICATION</p> <p>I, <u> Alexis Tibbetts </u> 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.</p> <p>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.</p> <div style="margin-top: 20px;"> <p>E) Signature of Agency Head</p> </div>								





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. Improve 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. Insure transparency, reporting, and accountability

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 US 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 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.

Certification:

I hereby certify that the Okaloosa County School District will adhere to each of the assurances specified above.


Signature of Authorized Official (must be original)


Date



**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.

A handwritten signature in black ink, appearing to read "Alexis Tibbetts", written over a horizontal line.

Alexis Tibbetts, Ed.D.
Superintendent for the Okaloosa County School District

A handwritten signature in black ink, appearing to read "Rodney L. Walker", written over a horizontal line.

Rodney L. Walker
Chairman of the School Board of Okaloosa County

A handwritten signature in black ink, appearing to read "Karen Reek", written over a horizontal line.

Karen Reek, President – Okaloosa County Education Association
Authorized Representative of Local Teachers' Union

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

TABLE OF CONTENTS
Okaloosa County School District Race to the Top
Final Scope of Work

Final Scope of Work Components	Page
Section A Narrative	Page 2
Form (A) 1 – LEA Student Goals and Measures	Page 14
Work Plan Tables	
1. Expand Lesson Study – (B)(3)1	Page 15
2. Expand STEM Career and Technical Program Offerings – (B)(3)4	Page 19
3. Increase Advanced STEM Coursework – (B)(3)5	Page 24
4. Bolster Technology for Improved Instruction and Assessment – (B)(3)6	Page 30
5. Improve Access to State Data – (C)(2)	Page 35
6. Use Data to Improve Instruction (C)(3)(i) and (ii)	Page 38
7. Provide Support for Educator Preparation Programs – (D)(2)(ii)-(iii)	Page 41
8. Improve Teacher and Principal Evaluation Systems – (D)(2)(ii)-(iii)	Page 46
9. Use Data Effectively for Human Capital Decisions – (D)(2)(iv)(b)(c)(d), (D)(3) and (E)(2)4-5	Page 52
10. Focus Effective Professional Development – (D)(5), (B)(3)2-3, (C)(3)(ii), (D)(2)(iv)(a) and (D)(3)(ii)2	Page 60
11. Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1-2	Page 68
12. Include Charter Schools in LEA Planning (F)(2)	Page 73
Appendix: Supporting Documents	Page 76

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

A. OVERARCHING PROJECT PLANS

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 Coalition’s current status with respect to the various reform elements, including strengths and challenges.

The Okaloosa County School District

The Okaloosa County School District (OCS D) serves almost 30,000 students in 20 elementary schools, nine middle schools, four major high schools and two K-12 schools. In addition to its “traditional” schools, OCS D provides learning environments that are as distinctive as the students they serve. Those schools include charter and contract schools, five alternative school sites—including those in Department of Juvenile Justice facilities—and the Blended School, which offers educational programs to students who are home-educated. The Northwest Florida Ballet Academie provides a unique instructional setting for students in grades three through seven. A new high school program designed for at risk students was opened in the fall of 2010; it combines differentiated instruction with careers academies that incorporate the Science, Technology, Engineering and Mathematics (STEM) initiatives.

The student population of OCS D is ethnically and economically diverse; 28% of the students are identified as minority, and 37% qualify for free or reduced lunch. Its geography is as diverse as its student population, ranging from the beaches and bayous along the Gulf of Mexico to the farmland that shares a border with Alabama. The region is home to the two geographically-largest military bases in the world, Eglin Air Force Base and Hurlburt Field, and serves as the headquarters of the Air Armament Center and of the Special Operations Wing of the US Army. Serving the unique needs of students whose parents are military members adds another dimension to the educational environment in Okaloosa County.

The economic well-being of the region resides, at one end of the spectrum, in a dominant military presence and the defense industry that supports it—which has created a demand for the STEM initiatives. At the other end of the spectrum, that well-being is defined by the hospitality and tourism industry built upon the emerald waters and sandy beaches of the shore—which drives the development of career education efforts in areas such as the culinary arts. The parents of the District range from those whose livelihood rests with agriculture to those involved with the research, development and testing of sophisticated munitions and armament systems—with demographic data indicating that Okaloosa County has the highest parent education level in the state of Florida.

The vision of the Okaloosa County School District—to maximize educational systems that empower students to complete a successful transition into a globally competitive society—serves as the catalyst for the selection of current initiatives. With a continuing dedication to “closing the gap” resulting in the employment of two “No Child Left Behind” instructional specialists, OCS D has become a state model for addressing the needs and demands of low-performing students; staff have presented before the Florida State Board of Education, to various Education Committees of the Florida Legislature and in other school districts across the state. Career and Technical Education programs within the District have been recognized for their innovative approaches to career-readiness, especially the Community High: Okaloosa Institutes for Career Education (CHOICE) Career Institutes. US Department of Labor recognition of CHOICE programs and the imbedded partnership with the Workforce Board of Okaloosa and Walton Counties resulted in legislation that provides state funding based upon student attainment of industry-recognized certifications. Integration of technology within instructional programs has also been a focus within the District. “Digital educators” have received extensive training and have been assigned to each school site to assist staff with technology integration, recognizing that the technology is a means to an end, not an end, in and of itself. Okaloosa County schools consistently rank well above the state average for American College Testing Program (ACT) scores and Florida Comprehensive Assessment Test (FCAT) scores—from reading and mathematics to science and writing. The 2010 FCAT scores have earned OCS D recognition as one of the highest-performing districts in the state, based upon the percentage of students who scored at or above the level of proficiency by grade level.

A-a (a) Support for Florida’s Theory of Action

In support of the Florida Theory of Action—that highly effective teachers and leaders make a difference in student achievement—staff of the Okaloosa County schools have developed a comprehensive plan that supports and is supported by the Race to the top (RTTT) Scope of Work. It includes deliverables and activities that assure the selection, preparation and support of teachers and school leaders as well as unique strategies that promote collaborative instruction and that use data analysis to improve teaching and learning. Embedded in the Scope of Work is the recognition that guidance and support from instructional leaders is essential to the

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

development of an educational culture that energizes teachers and students, resulting in instructional excellence and producing students who are internationally competitive.

Students and staff of the Okaloosa County School District benefit from a strong college and university system that includes the University of West Florida, Northwest Florida State College and Troy University. The proposed Project Plan will draw on existing partnerships to extend and enhance articulation agreements and dual enrollment programs that benefit students. Additionally, those partnerships will provide a framework for review of and revision to both traditional and non-traditional teacher preparation programs.

The Okaloosa project plans incorporate those components identified as essential to the implementation of the Florida RTTT plan and that represent a student-centered school environment:

- Establishment of high expectations and a “culture of rigor” for students;
- Differentiation of instruction driven by formative and interim assessments;
- Professional development that includes lesson study and other job-embedded and data-driven activities;
- Compensation and career opportunities that reflect the value of effective teaching and instructional leadership;
- Utilization of balanced assessment programs which utilize student data indicators in making instructional and management decisions; and,
- Collaboration in on-going review, evaluation and appropriate revision to of the Scope of Work—both within and across districts.

The project plan components proposed by the District support implementation of educational reform that assures:

- Adoption of standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Establishment of data systems that effectively measure and track student growth and success as well as inform teachers and principals of ways to improve instruction; and,
- Recruitment, development and retention of effective teachers and principals, especially where they are needed most.

A-1 (b) – Achievement Goals

A team of administrative and program staff has met to discuss, develop and articulate a project plan that will contribute to the student achievement goals established for Florida’s RTTT. Evident in the OCS D Scope of Work is a focus throughout on college and career readiness.

- Goal 1: To double the percentage of in-coming freshmen who ultimately graduate from high school, go on to college and achieve at least one year of college credit. OCS D is determined to increase student readiness for enrollment in and successful completion of accelerated coursework. The proposed project plan builds upon recent growth in student enrollment in accelerated courses, dual-enrollment programs and career and technical education courses that result in both college credit and industry certification. The Okaloosa County School District will continue to develop strategies that promote student enrollment in Advanced Placement (AP), International Baccalaureate (IB) and Advanced International Certification of Education AICE) programs as well as those programs that result in Industry Certification. The proposed Scope of Work includes an increase in AICE courses providing coursework options for accelerated students. Expanding dual-enrollment courses offered at high school campuses will be addressed through the training of more dual-enrollment instructors. In addition, the district is committed to expanding and enhancing articulation agreements with post-secondary educational institutions, resulting in greater opportunities for students to attain college credit through dual enrollment and industry certifications.
- Goal 2: To cut the achievement gap in half by 2015. Through all elements of this proposal, the Okaloosa County School District acknowledges the continuing need to close the achievement gap. Established goals will address the student population at-large as well as sub-groups that may be defined by economic factors and/or ethnicity. To determine the targeted sub-groups, OCS D staff reviewed three years of historical data drawn from the District Level No Child Left Behind Annual Yearly Progress Report. Based on that analysis, the focus for narrowing the achievement gap will be in reading and mathematics for students in four (4) subgroups: black; economically disadvantaged; English language learners; and, students with disabilities. Schools use School Improvement Plans to carefully define and hold teachers accountable for the implementation of research-based strategies that have been proven effective with sub-groups. OCS D continues to provide opportunities and programs that build student leadership skills, especially those that create leadership avenues for minority students, for example Minority Councils and Young Men of Tomorrow. Assigned mentors guide and support this set of students to achieve their academic and personal goals. District staff with programmatic responsibility promote actions that will improve parent communication and involvement. There is also a continuing focus on professional development that expands cultural sensitivity in order to build effective student/teacher relationships.
- Goal 3: To increase the percentage of students scoring at or above proficient on National Assessment of Educational

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

Progress (NAEP) by 2015 to, or beyond, the performance levels of the highest-performing states. Embedded in the strategies and supporting activities within the Scope of Work is the recognition that NAEP proficiency can and will predict student achievement. That achievement, in turn, will support the goal of assuring student preparation for college and career readiness. Increases in proficiency on NAEP will be identified, again, not only for the student population at-large but also for sub-groups defined by economic factors and ethnicity. Scope of Work components will include, but not be limited to: the implementation of the Common Core State Standard initiative; the improvement of data tools to support and improve instructional focus; and, the strengthening of both traditional and non-traditional teacher preparation. Since district-level NAEP data are not available, progress will be measured through analysis of FCAT scores in reading, writing, mathematics and science. District staff have determined that, at this time, performance on the FCAT will serve as the best predictor of proficiency in those curriculum areas aligned to NAEP state results.

A-1 (c) – Strengths and Challenges

The greatest strength and greatest challenge to the Okaloosa County School District is the diversity of the students it serves, presenting unique challenges in the development and implementation of Work Plans to guide its Race to the Top. The District is home to many schools that consistently are graded as A schools; data for the 2008-2009 school year indicate that no school received a grade lower than C. However, it is diversity in accomplishment on a student-by-student basis that must be addressed and which drives the district's commitment to reform efforts that are aligned with those identified in the Florida RTTT Scope of Work. Those efforts will be directed to:

- Develop teacher effectiveness with all student sub-groups;
- Improve the collection and use of data; and,
- Address issues attendant to standards and assessments by enhancing the quality and rigor of those assessments, by including students with disabilities and limited English proficiency and by ensuring fidelity to state and national content and student achievement standards.

Significant reform is being undertaken in addressing the “forgotten middle,” where student performance historically begins to decline. Successful transition from one school level to the next, with a focus on the full Pre-K to 16 transition, has been supported by extensive curriculum alignment/mapping involving teachers of all grade levels and subjects and within all feeder patterns. This collaborative process begins with the Pre-K programs and continues with university/college partners. Preparation of students for enrollment in, and successful completion of, accelerated coursework is at the heart of this reform movement and is supported through a comprehensive system of assessment. As a result, the expectation is that OCS D students will be college and career ready, able to meet the new state goals for graduation.

Although there is evidence of success at many levels throughout the District, there is much work to be done. The student population mirrors the state and the nation in terms of reading proficiency. Project plans must incorporate improvement in teacher effectiveness through the development of new standards for evaluation and assessment and with the utilization of relevant and validated data. Creation of new models for evaluation and compensation will also drive increased student performance and proficiency.

Professional development is an essential component of the overarching plan. It must be expanded for K-12 in reading, writing strategies, mathematics and science activities, providing teachers and instructional leaders with the tools they need to prepare students for college and careers. The Next Generation Sunshine State Standards must be revisited for future alignment with the Common Core State Standards. Rigor and relevance in all curriculum areas must be increased. The Okaloosa County School District also recognizes the need for the selection of formative, interim and summative assessments to assist in instructional decision-making. Assessment must be utilized to diagnose, progress-monitor and evaluate instruction for the purposes of intervention, remediation and/or acceleration. In addition, teachers must be provided with common planning time for lesson study to enhance their teaching and their ability to differentiate instruction. Both administrators and teacher leaders must be provided with professional development opportunities to enhance their ability to lead these efforts.

Student Goals and Measures

Please see attached Form (A)1 for OCS D targets for student achievement.

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)

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

- 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.

Under the direction of Dr. Alexis Tibbetts, Superintendent of Schools, District-level staff members have developed a preliminary management plan for implementing Race to the Top. As stakeholders are involved in implementation, as the leadership/management team is expanded to include additional staff and as monitoring strategies evolve during the term of the grant-funded period, that management plan will be refined, as appropriate. That management plan includes:

- Involvement of all stakeholders. OCSD has a well-established history of involving stakeholders and seeking input from them on issues of significance for teaching and learning. Superintendent Tibbetts meets quarterly with the Parent Leadership Council, a District-wide parent group with representation from each school. She holds quarterly “Teacher Talks” at sites across the District, providing an informal setting for teachers to communicate, face-to-face, about the issues facing the District and the efforts to address them. Monthly meetings with school principals and regularly scheduled meetings with senior administrative staff ensure clear and consistent communication to all staff. Senior administrative staff have met with representatives of the teachers’ union in the development of the OCSD Scope of Work, building on a well-established cooperative relationship—one that will continue throughout the grant-funded period and beyond. Representatives from post-secondary institutions have been included in projects and activities related to the transition to college and careers, assuring that students are prepared to enter post-secondary programs without remediation. Community stakeholders whose existing partnerships with the District will continue include, but are not limited to: the Workforce Development Board of Okaloosa and Walton Counties; the Chambers of Commerce in Crestview, Fort Walton Beach, Niceville/Valparaiso and Destin; and, the Economic Development Council of Okaloosa County.
- Identification of leadership/management teams. The initial leadership/management team for OCSD includes: Alexis Tibbetts, Superintendent of Schools; Rodney Nobles, Deputy Superintendent for Operations; Kaye McKinley, Deputy Superintendent for Curriculum and Instruction; Rita Scallan, Chief Financial Officer; Mike Foxworthy, Director of Human Resources; Guyla Hendricks, Chief Officer for Quality Assurance and Curriculum; and JC Connor, Director of Management Information Systems (MIS). Additions and adjustments to the leadership/management team may occur as programs and projects of Race to the Top are implemented.
- Strategies for monitoring implementation. In addition to participating in the statewide evaluation efforts for monitoring implementation of RTTT, OCSD has established a framework for monitoring implementation and evaluating progress. Five work groups were established for development of the RTTT application: Standards and Assessment; STEM/Career and Technical Education; Great Teachers and Great Leaders; Data; and, Struggling Schools/Struggling Students. Those work groups will continue as the framework for review of and revision to the Scope of Work as well as for monitoring implementation and evaluating progress.
- Implementation timeline. Please see Work Plan Tables for detailed timelines which reflect complete implementation for all schools prior to the end of the grant period.

Summary Timeline for Implementation

Expand Lesson Study – (B)(3)1.

While no Okaloosa County School District (OCSD) schools are designated in the “persistently lowest-achieving school” category, the district has elected to initiate Lesson Study as a “best practice” in professional development.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Early release, one day a month, scheduled for elementary and middle schools will include professional development in Lesson Study.		X	X	X	X	X
Scheduled professional development in high schools will include Lesson Study component.		X	X	X	X	X
Lesson Study will be included in School Improvement Plans.		X	X	X	X	X

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

On-going professional development will ensure fidelity through inclusion of the elements of collaboration, presentation, observation, reflection and re-teaching.		X	X	X	X	X
Collaboratively developed lessons will be aligned with Next Generation Sunshine State Standards (NGSSS).		X	X	X	X	X
Lessons that incorporate formative assessment measures will be developed.		X	X	X	X	X
Data base of “knowledgeable others” for support of Lesson Study process will be developed.				X	X	X
“Virtual” location as teacher resource for Lesson Study exemplars will be established.				X	X	X
Lesson Study will be aligned to Common Core Standards (CCS).					X	X

Expand STEM Career and Technical Program Offerings - (B)(3)4.

OCS D will develop and implement a plan to initiate one of the Race to the Top (RTTT) approved career and technical education programs, based on an analysis of employer needs in Okaloosa County, which results in industry certification. Funds will be allocated to provide for the costs associated with students’ industry certification exams.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Aerospace Technology Program of Study (POS) within CHOICE/CTE Aviation Institute will be developed and implemented for students in grades 10 and 11 at Niceville High School and Fort Walton Beach High School in collaboration with Embry-Riddle Worldwide (ERAU WW).	X	X	X			
Algebra II for Aerospace Technology I course will be developed and implemented and will serve as prerequisite for Aerospace II.	X	X	X			
Curriculum Specialists, ERAU WW faculty and CTE staff will recruit, employ and train new staff for Algebra II for Aerospace Technology I and for AutoCAD.	X	X	X			
Aviation Tech Studies I course will be realigned to include AutoCAD training, resulting in industry certification.	X	X	X			
Program of Study (POS) that incorporates Bright Futures technical attainment, at least one Advanced Placement (AP) course and industry certification in Federal Aviation Administration (FAA) Ground School and/or AutoCAD will be developed and implemented.	X	X	X			
CHOICE/CTE Aviation Institute at both Niceville High School and Fort Walton Beach High School will be fully implemented, with students earning 12 hours of articulated credit to ERAU WW as well as industry certifications.				X	X	X

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

Allocation of OCSD budget allocations to Career and Technical Education Department from Textbook Funds for Industry Certification fees will be continued.	X	X	X	X	X	X
Aerospace Technology/Aviation Institutes at Niceville High School and Fort Walton Beach High School that include four accelerated STEM courses will be developed and implemented.	X	X	X	X	X	X

Increase Advanced STEM Coursework – (B)(3)5.

The OCSD will increase the number of science, technology, engineering and mathematics (STEM) accelerated courses, documenting that increase with longitudinal data from established baseline to the end of the grant period.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Strategies and procedures will be developed to assure that teachers acquire and maintain requisite training and certification to provide instruction in accelerated coursework and to encourage staff to obtain degree and/or experience needed to offer dual enrollment courses.	X	X	X	X	X	X
Utilization of distance learning to provide Advanced Placement (AP) courses at smaller high schools will be continued.	X	X	X	X	X	X
Accelerated STEM coursework will be embedded in new and existing CHOICE/CTE Programs of Study including, but not limited to, the Bio-Medical Academy, and the Aerospace/Aviation Academy.	X	X	X	X	X	X
“Success Lab” to improve student performance will be developed, implemented and evaluated.	X	X	X	X	X	X
Counseling strategies and student/parent activities that promote understanding of and enrollment in accelerated STEM programs will be designed and implemented.	X	X	X	X	X	X
Implementation of co-curricular and extra-curricular programs and activities that encourage and promote student interest and preparation for STEM programs will be continued.	X	X	X	X	X	X
Programs and procedures that target increased minority and female student interest and enrollment in science and math activities and competitions will be coordinated throughout the district.		X	X	X	X	X
Specialized programs and activities will be implemented to promote successful completion of accelerated STEM coursework including, but not limited to, a “Summer Bridge” program for minority students, after-school tutoring and mentoring.			X	X	X	X

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

Reporting process and procedures will be developed for review of baseline data for accelerated STEM coursework and on-going review of enrollment/completion data.		X	X	X	X	X
---	--	---	---	---	---	---

Bolster Technology for Improved Instruction and Assessment – (B)(3)6.

OCSD will ensure that each school possesses the technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment by completing and submitting computer-based testing readiness certification through Florida’s online tool and by completing student tools for technology literacy and inventory of teacher technology skills.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Readiness certification will be completed for Spring 2011.	X					
Technology needed for administration of on-line testing will be determined.		X	X	X		
Training will be provided for testing coordinators.			X	X	X	X
Implementation plans and testing schedules will be developed.		X		X	X	X
On-going support will be provided for two (2) Florida Digital Educators (FDE) at each school and four (4) Master Digital Educators at the district level through professional development and classroom observations.	X	X	X	X	X	X
Professional development will be provided for school administrators in support of technology integration.	X	X	X	X	X	X
Grant-funded resources to support technology integration will be identified.	X	X	X	X	X	X
Review and evaluation of programs, hardware and software to support technology literacy and teacher technology skills will be completed--including, but not limited to, Education 2020, Discovery Education Assessment and Beacon Educator.	X	X	X	X	X	X
Evaluative processes will be established to determine need for program adjustments: FLDOE Technology Resources Survey, OCSD Technology Plan, Florida Technology Plan, FLDOE Student Tools for Technology Literacy, International Society of Technology in Education Technology Standards for Students and Profiles for Technology Information and Communication Technology.	X	X	X	X	X	X
Appropriate technology will be utilized to support instruction, communication, collaboration and project-based learning.	X	X	X	X	X	X

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

Improve Access to State Data – (C)(2)

OCSD will integrate with FLDOE to provide single sign-on access to state-level applications and data, incorporating state-level data into local instructional improvement systems to support improved instruction, operations and research. The OCSD will complete requisite reports throughout implementation.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Reports documenting staff accessing and downloading state resources via single sign-on template will be completed as required.	X			X	X	X
Documentation and evaluation of single sign-on implementation and resources required for implementation will be completed.	X	X	X	X	X	X

Use Data to Improve Instruction – (C)(3)(i) and (iii)

OCSD will utilize user-friendly data systems to improve instruction and will provide to the FLDOE requested longitudinal data regarding instructional improvement.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Reports to FLDOE on implemented instructional improvement systems to verify compliance with minimum standards will be completed as required.				X	X	X
Longitudinal data reports to FLDOE through FLDOE-sponsored technology assessments and surveys will be completed as required.				X	X	X

Provide Support for Educator Preparation Programs – (D)(1)(ii)

OCSD will improve the support of candidates in teacher preparation programs, collaborating to assign effective personnel as mentors and supervising teachers and using candidate performance data for program improvements.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Appropriate committees will be appointed and convened to plan for collaboration and to determine qualifications for effective supervising teachers and peer mentors.	X	X	X			
Reporting requirements will be coordinated with Management Information Systems to provide data on teachers and principals selected as supervising teachers and peer mentors.			X	X	X	X
Annual reports that reflect requirements have been met for Continued Approval Standard Three will be completed as required.				X	X	X

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

Improve Teacher and Principal Evaluation Systems – (D)(2)(i)(ii)(iii)

OCSD will design and conduct teacher and principal evaluations through systems that meet the stated requirements.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Committee of principals, district level administrators and teachers/union representatives will be established to draft teacher appraisal system and principal appraisal system, submit proposal to stakeholders for review and revision and collectively bargain the teacher appraisal system.		X	X	X	X	X
Timetable for implementation and annual review of evaluation systems will be established and maintained.		X	X	X	X	X
Annual reports of teacher and principal evaluations will be submitted as required.				X	X	X
Revisions to teacher and principal evaluation systems will be submitted, as appropriate.				X	X	X

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

OCSD will use the results from teacher and principal evaluations to inform each of the human capital processes listed in the MOU.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Committee of teachers, union representatives, principals and district-level administrators will be established and charged with development of a draft teacher compensation system and a draft principal compensation system tied to effectiveness.			X	X	X	X
Teacher compensation system and implementation timeline that incorporate base pay, performance pay, supplements, differentiated pay and other requirements will be negotiated.			X	X	X	X
Principal compensation system and implementation timeline that incorporate base pay, performance pay, supplements, differentiated pay and other requirements will be submitted to School Board for approval.			X	X	X	X
Committee of teachers, union representatives, principals and district-level administrators will be established and charged with development of a plan, process and timeline that utilize evaluative data to make human capital decisions.			X	X	X	X
Committee of teachers, union representatives, principals and district-level administrators will be established and charged with development of staffing plan that reflects differentiated staffing and pay for staff assigned to schools with the highest percentage of low income and minority students.			X	X	X	X

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

Annual reports regarding collective bargaining agreement, use of evaluative data to determine salary gains, documentation of accountability processes, documentation of individual bonuses and salary augmentations, assignment of teachers and principals and terminations will be submitted as required.				X	X	X
--	--	--	--	---	---	---

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).

OCSD will complete appropriate revisions to professional development system, utilizing data from teachers’ and principals’ evaluations, and will evaluate the effectiveness of professional development based on changes in practice and student outcomes.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Current Master In-Service Plan will be revised, based on use of teacher and principal evaluations, including a revised process for evaluation in accordance with Protocol Standards.			X	X	X	X
Annual needs assessment of professional development plan will be implemented, with results utilized for appropriate revisions.				X	X	X
Revisions to professional development plan will be submitted annually to FLDOE.				X	X	X

Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2.

Although the OCSD does not have any schools that are identified as “persistently low-achieving,” the district has identified in this Work Plan activities and programs that will maintain this status and continue to strengthen the academic experiences for low-achieving students, their parents and their communities.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Data collection processes and procedures to determine gains in reading, mathematics and science, especially for identified subgroups, will be developed.	X	X	X	X	X	X
Programs and activities developed in collaboration with district No Child Left Behind specialists will be documented.	X	X	X	X	X	X

Include Charter Schools in LEA Planning – (F)(2)

OCSD has contacted and met with all charter schools within the district and has provided each with an opportunity to participate in the Race to the Top grant. All charter schools have elected to “opt out” of this opportunity.

Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Documentation of efforts to engage and include charter schools in discussion of and participation in RTTT grant funding will be maintained.	X					
Documentation of charter schools’ election to “opt out” of participation will be provided.	X					

- Summary budget. Please see Work Plan Tables for summary budgets for all years of the grant period. Detailed budgets will be submitted in the web-based system. OCSD understands that release of grant funds will be contingent upon successful

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

progress toward completion of identified deliverables.
Budget Summary Figures by Year

WORK PLAN AREA	2010-11			2011/12	2012/13	2013/14	Total
	2 nd Quarter	3 rd Quarter	4 th Quarter				
Expand Lesson Study	\$ 0	\$ 75,000	\$ 0	\$ 77,500	\$ 0	\$ 0	\$ 152,500
Expand STEM Career and Technical Program Offerings	\$ 0	\$ 11,000	\$ 9,000	\$ 72,400	\$ 12,900	\$ 12,900	\$ 118,200
Increase Advanced STEM Coursework	\$ 0	\$ 0	\$ 172,390	\$ 26,914	\$ 26,914	\$ 25,664	\$ 251,882
Bolster Technology for Improved Instruction and Assessment	\$ 0	\$ 678,353	\$ 85,049	\$ 383,042	\$ 284,043	\$ 165,209	\$ 1,595,696
Improve Access to State Data	\$ 0	\$ 0	\$ 0	\$ 0	\$ 41,250	\$ 31,250	\$ 72,500
Use Data to Improve Instruction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 117,750	\$ 11,250	\$ 129,000
Provide Support for Educator Preparation Programs	\$ 0	\$ 0	\$ 0	\$ 10,000	\$ 10,000	\$ 10,000	\$ 30,000
Improve Teacher and Principal Evaluation Systems	\$ 2,300	\$ 2,300	\$ 2,300	\$ 54,700	\$ 2,000	\$ 2,000	\$ 65,600
Use Data Effectively in Human Capital Decisions	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Focus Professional Development	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Drive Improvement in Persistently Low-Achieving Schools	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Include Charter Schools in LEA Planning	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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

The Okaloosa County School District is committed to adhering to the projected implementation and evaluation components of the RTTT Scope of Work. On-going review will assure that corrections and adjustments are made in any area of deficiency or non-compliance. That review will be coordinated through senior district staff who have been assigned responsibility for the five work groups which represent the goals of RTTT: Standards and Assessment; STEM/Career and Technical Education; Great Teachers and Great Leaders; Data; and, Struggling Schools/Struggling Students. Curriculum specialists, program directors and other District-level staff have been assigned to those work groups, based upon their position responsibility and experiences. These work groups will analyze and evaluate progress and will be charged with ensuring that both human and fiscal resources for deliverables are available. Work groups will report, in regularly-scheduled meetings, to the member of the leadership/management team designated to coordinate monitoring and evaluation.

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

The sustainability of the RTTT reform efforts is inherent in the program design for the Okaloosa County School District. Throughout the four year course of RTTT funding, stakeholders—from School Board members and the Superintendent of Schools to curriculum specialists, teachers and community members—will be involved in the development, implementation and evaluation of a myriad of programs and activities that support the identified reform efforts. Those programs will include, but are not limited to: STEM instructional programs; Career and Technical Education academies; data portals; and, evaluation systems including End of Course exams, test item banks and other evaluation and assessment systems. Instructional standards and the complementary

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

evaluation systems will be adopted and aligned. Processes and procedures to assist all schools in development of differentiated instruction will be in place, as well as the means to validate that assistance. Curricula—from Pre-K through 16—will be aligned to assure articulation and to support student readiness for college and careers. All of these components will remain in place for decades—long after the initial grant funding and reform effort.

The Okaloosa County School District will continue its visionary approach to teaching and learning, an approach that considers sustainability as an essential component for continuous instructional reform. OCSD has a long history of allocating limited resources in the most effective way to pursue initiatives that promote student readiness for college and careers. The district is committed to implementation of programs that require minimal recurring costs, that represent a re-allocation of capital and that leverage other resources available for support of those programs. CHOICE/Career and Technical Education Programs that emphasize the STEM initiatives represent that commitment, for they are supported from a wide range of sources: District general fund allocations; Carl Perkins grant funding; the state Career and Technical Education (CAPE) funding for industry certifications; resources shared through the Workforce Development Board of Okaloosa and Walton Counties; and, multiple years of competitive grant funding from the Boeing Corporation.

Throughout the implementation of the four-year RTTT Scope of Work, OCSD is determined to remain proactive in identifying resources that maximize the ability of the District to direct instructional reform. The OCSD focus on RTTT is an investment in the development of improved processes that can be continued within existing and projected resources and revenues; the emphasis is on utilizing RTTT grant funding to develop strategies and programs that will be sustained through realignment of resources.

In addition, OCSD has partnered with four (4) districts in northwest Florida to form the Panhandle Race to the Top Coalition. Comprised of Escambia, Santa Rosa, Okaloosa, Walton and Bay Counties, the Coalition has identified common goals and strategies that support sustainability of the RTTT initiatives. A Final Scope of Work for the member districts has been developed to drive collaborative planning and implementation and the sharing of resources and “best practices.” Please see the Appendix for the Coalition Final Scope of Work (page 122.)

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.

Integration of other funding sources will be coordinated through the Office of the Chief Financial Officer. Other funding that may be integrated with RTTT grant funds, includes, but is not limited to: Carl Perkins Career and Technical Education grant funds; Supplemental Academic Instruction (SAI); Individuals with Disabilities Education Act (IDEA); Title II; class size funding; Florida Education Finance Program (FEFP); AP/IB add-on funding; and, CAPE funding. Support for qualified students may also be available through the Youth Programs funded through the Workforce Development Board of Okaloosa and Walton Counties. OCSD will continue to pursue additional support from corporate and private sources—such as the Boeing Grant which supports the CHOICE Aviation Institute.

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

**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:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	59	59	60	63	66	68	69	72	76	80	85
College Going Rate	58	58	60	61	62	63	64	65	67	71	74
College Credit Earning Rate	63	63	64	64	64	65	65	66	67	68	70
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	22	22	23	25	26	27	29	31	34	39	44

LEA GOALS

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

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	76	77	76	82	84	85	86	87	87	88	89
College Going Rate	55	57	59	60	61	62	64	68	70	73	75
College Credit Earning Rate	66	67	68	69	70	71	72	73	74	75	76
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	28	29	30	34	36	37	40	43	45	48	51

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Guyla Hendricks

Title: Chief Officer, Quality Assurance and Curriculum Support

Phone #: 850 833-5860

E-mail Address: hendricksg@mail.okaloosa.k12.fl.us

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

Deliverables (minimum required evidence):

1. Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.
2. Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.
3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study
4. Submission of one participating teacher's improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Chief Officer, Quality Assurance	X	X	X	X	X	X
Program Director, Professional Development	X	X	X	X	X	X
Literacy Coaches	X	X	X	X	X	X
Principals	X	X	X	X	X	X

Deliverable (required): 1. Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X		X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. See supporting narrative.	X	X	X	X	X	X

Deliverable (required): 2. Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. See supporting narrative.						

Deliverable (required): 3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. See supporting narrative.						

Deliverable (required): 4. Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. See supporting narrative.						

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0	\$ 75,000	\$ 0	\$ 77,500	\$ 0	\$ 0

Sustainability Factors:
Sustainability will be derived from the expectation, clearly defined by the Local Education Agency (LEA) Superintendent, that all teachers in all schools will engage in Lesson Study. Funding from Title IIA and the curriculum department will be allocated for on-going professional development and professional resources to promote Lesson Study. Individual schools will include in their daily schedule common planning time and provide substitutes, as needed, for the observation component of Lesson Study. A Flip camera, able to be used for videotaping Lesson Study, was been provided to each school site principal and digital educator in 2009-10. Individual schools will submit an annual School Improvement Plan and Professional Development School Plan which provides an emphasis on Lesson Study. Early release one day a month for elementary and middle schools will be supported by district administration as a worthwhile opportunity for sustained professional development.

Supporting Narrative (optional):
While no LEA schools are designated in the “persistently lowest-achieving school” category, the district has elected to initiate Lesson Study process as a “best practice” in professional development. A number of steps were taken the 2009-10 school year to prepare our staff to employ this collaborative approach for improving teacher effectiveness and student achievement:

- A team of district and school administrators received training, provided by Department of Education (DOE), in Lesson Study.
- That team presented training in Lesson Study to school-site principals and Literacy Coaches with the

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

expectation that the pair would provide training in Lesson Study to the school staff.

- The Superintendent of Schools provided clear direction that schools were to schedule common planning time for the purpose of Lesson Study, beginning in 2010-11.
- A discussion was held with the Superintendent of Schools and the Okaloosa County Education Association (OCEA) President to clarify the expectation for Lesson Study within the parameters of the contract (i.e., choice of time for Lesson Study to be determined (TBD) by the teacher group – before/after school or during the common planning time).
- Teacher groups were encouraged and supported by school-site principals to initiate Lesson Study (e.g., time, resources, training).

The following provides a list of supporting activities, by year, for the current and future focus on Lesson Study:

- Early release, one day a month, for professional development purposes has been scheduled at the elementary and middle schools; Lesson Study will be a component of the professional development schedule for 2010-11. Documentation: Professional development schedules for each elementary/middle school.
- High schools use one of seven periods for the purpose of professional development; Lesson Study will be a component of the professional development schedule for 2010-11. Documentation: Professional development schedules for each high school.
- All schools will include the strategy of Lesson Study in their School Improvement Plans (SIP) beginning in 2010-11. Documentation: SIPs.
- 2010-11: Teacher groups implementing Lesson Study will undertake the task in progressive stages, initially working on collaboratively developing individual increments of a comprehensive lesson design (e.g., the first Lesson Study may focus on the introduction/anticipatory set of a lesson only). In this way, teacher groups will have the opportunity to focus on the process of Lesson Study (i.e., collaboration, presentation, observation, reflection and reteaching), ensuring fidelity. Documentation: Gr. level/Content area lesson samples aligned to the Next Generation Sunshine State Standards (NGSSS).
- 2010-14: Numerous avenues will be used to promote fidelity to the Lesson Study process (e.g., time for planning, on-going professional development, funds allocated for resources and substitutes); numerous avenues will be used to evaluate fidelity to the Lesson Study process (e.g., Lesson Study samples, agendas/meeting notes from planning/reflecting sessions, walkthroughs, school schedules and professional development schedules).
- 2010-14: Collaboratively developed lessons will be aligned to NGSSS as defined in LEA curriculum and pacing guides. Documentation: Lesson Study sample with benchmark alignment.
- 2010-2014: One required component of Lesson Study will be the inclusion of a formative assessment measure. Documentation: Lesson Study sample.
- 2011-14: Teachers will develop a list of school/district/community personnel able to serve as “knowledgeable others” in the Lesson Study process:
 - ✓ School-site “digital educator” (two per school) for integration of technology
 - ✓ Resource staff for differentiation of instruction and assessment
 - ✓ School/District content specialists for content knowledge
 - ✓ Literacy coaches for selection of strategies aligned to analysis of data
 - ✓ Community content experts (university systems, Air Force bases, local businesses and agencies)
- 2012-14: A virtual location will be established for teachers to access Lesson Study exemplars. Documentation: Website address.
- 2012-14: Lesson Study will be aligned to the Common Core Standards (CCS), following a two-year transition process. Documentation: Gr. level/content area lesson samples aligned to the CCS.

In this section, the goal of the Panhandle Coalition has been to create an order of operations that includes a methodology for implementing lesson study. While each district is unique and at different stages of implementation, this order of operations ensures that the five Panhandle districts are using the same process.

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

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

1. Sample Professional Development School Plan (PDSP) which includes focus on Lesson Study, p. 79.
2. Sample of school schedule which provides for common planning time for a grade level or department, p. 83
3. Panhandle RTTT Coalition Final Scope of Work, p. 122.

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

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: Mary Beth Jackson
Title: Program Director, Career/Technical Education
Phone #: 850 833-4185
E-mail Address: jacksonmb@mail.okaloosa.k12.fl.us

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

- 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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Program Director, Career and Technical Ed	X	X	X	X	X	X
Okaloosa County Curriculum Specialists	X	X	X	X	X	X
Selected Principals (High/Middle School)	X	X	X	X	X	X
Curriculum Development Person (Contract)	X	X	X			
Instructor for Technology Studies I				X	X	X
Instructor for Aerospace I				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and	X	X	X	X	X	X

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

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.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Establish a new Aerospace Technology program within the CHOICE/CTE Aviation Institute for 10 th and 11 th grade students in partnership with Embry-Riddle Worldwide (ERAU WW) at Niceville High School and Fort Walton Beach High School taught by ERAU WW faculty.	X	X	X			
1-B. Meet with ERAU WW Dean, Career and Technical Education (CTE) Program Director, Principal of Niceville High School, Principal of Fort Walton Beach High School, Okaloosa County School District (OCSD) Curriculum Specialists, and Superintendent of Schools to begin preliminary work to realign the ERAU WW curriculum with science, technology, engineering and mathematics (STEM) initiatives and develop a Program of Study (POS) that is rigorous and incorporates math and technology skills for success in an aviation/aerospace post-secondary program.	X	X	X			
1-C. ERAU WW faculty, OCSD Curriculum Specialists, and the CTE Program Director will work within the Aerospace I high school course curriculum to add math benchmarks that will prepare Aerospace I students with the skills to be successful on the Algebra II End of Course Exams (EOC). The course will be renamed Algebra II for Aerospace Technology I and this course will be the prerequisite for the Aerospace II course for ERAU WW college credit. Additionally, the Team will locate, hire, and train an OCSD instructor who will work with the ERAU WW team and the OSCD Specialists to develop the curriculum components for Algebra II for Aerospace Technology I that will include the math skills required to be successful in the Aviation Institute.	X	X	X			

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

1-D. Realign the 9 th grade (Aviation) Tech Studies I course to include AutoCAD training with the expectation that students will be prepared to take the AutoCAD industry certification exam and be successful. The Team will locate, train, and hire an OSCD instructor who will work with the Embry-Riddle Worldwide team and the OSCD Curriculum specialists to realign the Tech Studies I course to include instruction in AutoCAD with the expectation that students will pass the certification exam and earn an industry certification in AutoCAD.	X	X	X			
1-E. Develop a rigorous Program of Study for the Aviation Institute students that will allow students to graduate with Bright Futures technical attainment, at least one Advanced Placement (AP) course, and an industry certification in Federal Aviation Administration (FAA) Ground School and/or AutoCAD.	X	X	X			
1-F. Students who have successfully completed the Algebra II for Aerospace I course will enroll in the 11 th grade Embry-Riddle Worldwide courses in 2011-2012.				X	X	X
1-G. Students who have successfully completed the Algebra II for Aerospace I and Aerospace II courses will enroll in the 12 th grade Embry-Riddle Worldwide courses for 2012-2013					X	X
1-H. Full Aviation Institute at Niceville High School and Fort Walton Beach High School with students earning 12 hours of articulated credit to Embry-Riddle Worldwide University and an industry certification in FAA Ground School and/or AutoCAD.						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2. Evidence of funding allocated providing for the costs associated with student candidates' industry certification exams.						
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. The annual OCSD budget allocation to the Career and Technical Education Department (currently \$85,000, 2010-2011 from OCSD Textbook Funds) to pay for all Industry Certifications is allocated yearly based on previous years' testing data.	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3. Documentation of implementation of a complete program that results in industry certification.						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. A four year process to develop and implement Aviation Institutes at Niceville High School and Fort Walton Beach High School that will include four accelerated STEM courses: Tech Studies I (Gr. 9), Aerospace I-III (Gr. 10-12) and result in students earning the FAA Ground School certification in the 12 th grade, AutoCAD certification, and twelve articulated college credit hours to Embry-Riddle Worldwide University.	X	X	X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0	\$ 11,000	\$ 9,000	\$ 72,400	\$ 12,900	\$ 12,900

Sustainability Factors

Perkins Grant Funding for 2011-2014
 BOEING Grant, competitive grant that OSCD applies to receive annually
 Workforce Development Board Funding Opportunities
 Apply for other competitive grants
 Students will begin earning Industry Certifications in 2014 and those funds are targeted to be returned to the program that originally earned the funds.

Supporting Narrative (optional):

Based on Florida's Great Northwest research and targeted industry report aviation and aerospace are two of the industries that are projected to grow over the next few years in the Northwest Florida 16 county region. Additionally, The Haas Center Report from the University of West Florida, Enterprise Florida data, Agency for Workforce Innovation, Florida, and data support the development of aviation and aerospace programs. OCSD has had two Aviation Institutes for the past 6 years based on a model developed by Embry Riddle Aeronautical University in Daytona Beach. The decision was made, during the 2009-2010 school year, to move from the Embry Riddle University Dayton Beach model and partner with a local business partner, Embry-Riddle Worldwide at Eglin Air Force Base and Hurlburt Field, both located in Okaloosa County.

As a result of the decision to move to Embry-Riddle Worldwide, OCSD had the opportunity to offer a single section of aviation in two additional high schools in Okaloosa County. OCSD and Embry Riddle Worldwide are offering these single section pilot courses to determine student interest and the feasibility of developing a full Aviation Program. The two high schools were chosen based on interest from the communities they serve, student interest, and demographic information that suggested that both schools had sufficient numbers of students who could participate in and be successful in a collegiate Aviation Institute with a Program of Study that included college coursework and advanced science and mathematics courses. In support of the establishment of a new

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

Aerospace Technology program within the Aviation Institute, a portable computer lab will be procured with RTTT funding. The lab will consist of 25 Apple computers that will be utilized for instruction in AutoCAD, complemented with a smart board and projector and other requisite software, equipment and fixtures. Funds have also been allocated to provide instructor training in AutoCAD and to maintain the annual subscription for AutoCAD.

A review of the previous model for the Aviation Institute indicated that there were gaps in the rigor for science and mathematics requirements. Consequently, the Embry-Riddle Worldwide Curriculum Team and the OCSO Curriculum Specialist have united to develop a rigorous curriculum that will provide Aviation Institute graduates the skills they need to be successful in highly selective university programs. Funds have been allocated within the RTTT application to contract with a professional curriculum development specialist to combine the ERAU Aviation Math and High School Honors Algebra II to develop a new curriculum for the tenth grade course to be entitled Algebra II for Aerospace Technology I. Algebra II for Aerospace Technology I will serve as the prerequisite for Aerospace II.

Panhandle Coalition: All five districts in the Panhandle Coalition will investigate current participation and offerings in STEM accelerated coursework (AICE, AP, IB, Dual Enrollment (DE) and Industry certification). The process will include:

- Research the needs of industry in the immediate community and state.
- Identify the needs of each school district and opportunities for inclusion of STEM accelerated coursework.
- Ascertain the capabilities of each school district to offer specific STEM accelerated coursework.
- Prepare programs of study for each curriculum/career pathway.

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

1. 4-Year district timeline and implementation plan, p. 84.
2. Program of Study – Aviation Institute, p. 85.
3. Program of Study – Medical Administrative Assistant, p. 86.
4. Okaloosa County CTE Programs, 2010, p. 87.
5. Panhandle RTTT Coalition Final Scope of Work, p. 122.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Steve McLaughlin
Title: Curriculum Specialist (High School and accelerated coursework)
Phone #: 850 833-5884
E-mail Address: mclaughlins@mail.okaloosa.k12.fl.us

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

Deliverables (minimum required evidence):

1. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.
2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Specialist: Accelerated Coursework	X	X	X	X	X	X
Specialists: Science and Math	X	X	X	X	X	X
Specialist: Technology Integration	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Submission of a district timeline and implementation plan to increase the number of science, technology, engineering and mathematics (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					

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. All six Local Education Agency (LEA) high schools offer Advanced Placement (AP) and/or Advanced International Certificate of Education (AICE) coursework. Open enrollment is provided at one high school for all district students interested in International Baccalaureate (IB); open enrollment is provided at the college campus for Dual Enrollment courses.	X	X	X	X	X	X
1-B. LEA teachers must acquire and maintain the needed training and certification to provide instruction in accelerated coursework.	X	X	X	X	X	X
1-C. High school staff are encouraged to obtain the needed degree/experience to offer dual enrollment courses on the high school campus.	X	X	X	X	X	X
1-D. Distance learning is used to offer AP courses at smaller high schools which do not have the enrollment to create a class at the home campus.	X	X	X	X	X	X
1-E. A new Bio-Medical Academy at Fort Walton Beach High School (FWBHS) will embed accelerated STEM coursework; the programs of study for the Bio-Medical and Engineering/Aviation Academies will require enrollment in specific AP math and science coursework.	X	X	X	X	X	X
1-F. A current aviation program offered at two high schools will be revamped, resulting in two additional STEM courses added to the existing coursework	X	X	X	X	X	X
1-G. Support the development and implementation of a Program of Study for two additional Aviation Institutes (Aerospace Engineering) for Niceville and Fort Walton Beach high schools to include the addition of AICE Physical Science, and the curriculum components for “Algebra II for Aerospace Technology I” that will include the math skills required to be successful in the Aviation Institute.	X	X	X	X	X	X
1-H. Acquire Math XL and identify and procure other lab needs	X	X	X			
1-I. Develop a plan for a “Success Lab” to improve student performance and fortitude	X	X	X			

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

1-J. Collaborate with middle school principals, to establish a Pitsco Synergistic Modules Middle School Program for the feeder schools (Ruckel, Lewis and Bruner) to increase student preparedness and interest in STEM Programs	X	X	X			
1-K. Provide and promote students opportunities to engage in extracurricular STEM organizations and activities, such as Aviation Career and Technical Student Organization, Mu Alpha Theta, and Science Fair to apply knowledge and competitively showcase learning			X	X	X	X
1-L. Launch Synergistic Modules				X	X	X
1-M. Launch “Success Lab” during the duty period of the engineering teacher				X		
1-N. Evaluate the “Success Lab” for effectiveness and needs assessment for continuing into the Junior Year					X	X
1-O. Schedule common planning of the science and math teachers with the duty period of the engineering teacher				X	X	X
1-P. Provide teacher training opportunity with Pitsco			X	X		
1-Q. Collaborate with Closing the Gap specialists to increase minority and female student interest in math and science competitions	X	X	X	X	X	X
1-R. Expansion of the Engineers for America Program to include participation by all elementary and middle schools.				X	X	

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. One new and one revamped Career and Technical Education (CTE) academy will offer accelerated STEM coursework within the program of study				X	X	X
2-B. Scope and sequence of math and science courses will identify progress in meeting the level of rigor in accelerated STEM coursework required for graduation and career/college readiness.	X	X	X	X	X	X

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

2-C. A dual focus on increasing participation and performance of students in accelerated STEM coursework will be pursued through a number of activities:	X	X	X	X	X	X
2-D. Career counseling will be provided to guide capable secondary students to enroll in accelerated STEM coursework; assessment will be provided to elementary students to identify students capable of enrollment in accelerated math at the middle school level.		X	X	X	X	X
2-E. Parent education will be provided to share the rationale and advantages of enrolling students in accelerated STEM coursework.		X	X	X	X	X
2-F. Vertical alignment among school levels will remain a priority to ensure academic readiness of students for enrollment in, and successful completion of, accelerated STEM coursework.			X	X	X	X
2-G. A “Summer Bridge” program will be provided for Gr. 8 Level 2 minority students to increase interest in and preparation for enrollment and successful completion of accelerated coursework; these students will be provided a mentor to monitor progress.	X	X	X	X	X	X
2-H. After-school tutoring will be provided to students in accelerated STEM courses to offer needed assistance for successful completion of the course.				X	X	X
2-I. A “Summer Bridge” program will be created for Gr. 9-10 Level 2/3 minority students to increase interest in preparation for enrollment and successful completion of AP/IB/AICE/Dual Enrollment/Industry Certification coursework before these students enroll in any of the above mentioned courses. Special attention will be paid to providing tools and skills needed for successful completion.			X	X	X	X
2-J. Partner with the University of West Florida (UWF) for creation and certification of Math and/or Science content area advanced degree instructor program which will facilitate the offering of dual enrollment Math/ Science courses in the high schools.	X	X	X	X	X	X

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

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0	\$ 0	\$ 172,390	\$ 26,914	\$ 26,914	\$ 25,664

Sustainability Factors:

Non-consumable equipment will be well-maintained and the supporting consumables will be sustained through current school lab allocations. Replacement and expansion of equipment will be supported through non-competitive National Defense Industry Association (NDIA) ACELLerator Grants, and the National Defense Education Program (NDEP) K-12 Education plan for Okaloosa County. Continued partnership with the Engineers for America - Armament Museum Foundation and Boeing grants will sustain the Engineers for America Program. Advanced degree high math and science teachers will be placed in schools as dual enrollment teachers in support of the industry certification programs.

Supporting Narrative (optional):

All five districts in the Panhandle Coalition will investigate current participation and offerings in STEM accelerated coursework (AICE, AP, IB, DE, Industry Certification). The process will include:

- Research the needs of industry in the immediate community and state.
- Identify the needs of each school district and opportunities for inclusion of STEM accelerated coursework.
- Ascertain the capabilities of each school district to offer specific STEM accelerated coursework.
- Prepare programs of study for each curriculum/career pathway.

Okaloosa County Focus, Accelerated Coursework:

- Okaloosa County (LEA) has increased the number of AP/IB/AICE students participating in accelerated courses by 60% from 2006-2010 and the number of AP/IB/AICE examinations taken by 56% from 2006-2010. Due to the progress already made, Okaloosa County will primarily focus on an increase in Dual Enrollment, AICE, and Industry Certification Courses to increase participation and performance in accelerated coursework in the future.
- A teacher/parent committee exists at each of the LEA's six high schools for the purpose of allocating resources to support and maintain the quality of the accelerated course work.
- Semi-annual district-wide meetings of teachers are held for the purpose of reviewing and revising curriculum in accelerated coursework.
- A district AP Initiative was adopted in 2006 (amended in 2010 to include AICE) that spells out necessary steps to assist in an increase in participation and performance of students in accelerated coursework.

OCSD Pathways to STEM

The purpose of this proposal is to 1) increase student interest in Aerospace Engineering and related STEM Careers identified by Enterprise Florida as high skill/high wage, and 2) increase student "fortitude" by improving student readiness for progression through the Pre-K to 16 pipeline by contributing to the state goals of Closing the Achievement Gap, increasing the high school graduation rate, and increasing the "first year of post-secondary education" completion rate. The initiative to increase the number of STEM-related accelerated courses is mutually supportive of the addition of an Aviation (Aerospace Engineering) Institute of Project Goal (B)(3)4. Data have revealed that ninth grade transition is difficult for students. Course failures, even for honors students, are alarming. When struggling, even in one course, students may be forced out of a program, with little hope of getting back on track for completion. Addressing student fortitude by providing a clear pipeline of readiness is most beneficial. To engage students and ensure their readiness for the STEM Institutes, Synergistic Modules, an activity-oriented Pitsco middle school curriculum will be taught in conjunction with a rigorous academic program of study. The curriculum may include modules such as: *Flight Technology, Gravity of Algebra, Forces, Laser Geometry, Projectile Motion and Applied Physics, etc.* Elementary schools in the feeder patterns will participate

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

in FIRST LEGO League (FLL) and Junior FLL robotics activities. In addition, Pitsco Synergistic Missions Curriculum will be explored for possible implementation at the elementary level. Middle and elementary schools in the STEM Institute feeder patterns will attend STEM fieldtrips at the Engineers for America Armament Museum. Vertical alignment meetings will ensure good articulation between schools and grade levels.

To specifically address ninth grade transition issues, a “Success Lab” will be added as a key component to the Aviation (Aerospace Engineering) Program of Study (POS) supporting students throughout the first two years of matriculation. A primary focus of the “Success Lab” is skill development, and also culturing fortitude. The lab will provide extra instructional/work time for STEM project completion and on-line Math XL study plans, which may take the place of traditional homework assignments. The Math XL program is also diagnostic and prescriptive for self-tutoring. The lab provides the setting for high student-student, student-teacher, and teacher - teacher interactions which are essential for high academic achievement. Collaborative curriculum mapping, by the STEM teachers, will help to balance key needs of the three courses by managing course demands while maintaining high expectations and student learning.

The target population will be students, who may be high-achieving standard population or low-mid achieving honors level, yet often do not attempt advanced AICE, AP, or Dual Enrollment courses. Middle schools will offer high school courses in technology, math and science for high school credit. Vertical alignment of curriculum will occur as early as the 4th grade to better prepare students for these accelerated courses. The intent is to develop a POS which will include AP Statistics and AICE Physical Science (or similar level science) and that will prepare students for success in these courses. Ultimately these students will have a greater probability of achieving a higher level of success. Additional target populations are minority and female students. Modes for recruiting these students will be done through Closing the Achievement Gap parent involvement programs, minority student leadership programs, and summer STEM camps. Additionally, teachers will utilize strategies for increasing participation of these students, such as higher-level questioning techniques, hands-on high student engagement activities, and National Council of Teachers of Mathematics Principles for School Mathematics Process Standards. Teachers and Curriculum specialists will meet with local colleges and universities to insure student readiness. The School District will maintain close communications with Workforce Development and college and university partners to advance students’ college and career transition success.

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

1. PITSCO - Synergistic Modules, p. 88.
2. AP Initiative 2006, p. 89.
3. Middle School/High School Math Course Flow Charts, p. 93.
4. High School Science Course Flow Chart, p. 95.
5. NSTA Reports: Launching Tomorrow’s Engineers: Engineers for America, p. 96.
6. OCSD Accelerated STEM Courses, p. 99.
7. Panhandle RTTT Coalition Final Scope of Work, p. 122.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Eric Mitchell
Title: Specialist, Technology Outsourcing Project Manager
Phone #: 850 689-7149, 689-7151
E-mail Address: mitchelle@mail.okaloosa.k12.fl.us

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

Deliverable (minimum required evidence):
 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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Specialists: Technology Outsourcing Project Manager and Technology Integration	X	X	X	X	X	X
Testing Coordinator	X	X	X	X	X	X
Chief Officer, Curriculum Support	X	X	X	X	X	X

Deliverable (required): 1. Completion and submission of computer-based testing readiness certification through Florida’s online tool.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Readiness certification for Spring 2011 completed with Florida’s online tool	X					
1-B. Compile information of technology needed for administration of online testing for 2012 and beyond		X	X			
1-C. Study internal local capacity for pre-testing and testing to include infrastructure and bandwidth			X			
1-D. Hardware and capacity development plan by school to accommodate online testing through 2014			X	X		
1-E. Provide training for testing coordinators at school sites	X	X	X		X	
1-F. Develop schedules for testing at each school site		X		X	X	X
1-G. Develop bandwidth procurement plan	X			X	X	X
1-H. Acquire hardware to meet requirements for online testing	X	X				

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

1-I. Acquire bandwidth to support concurrent online testing	X	X				
1-J. Configure hardware to meet specifications of testing coordinator			X	X	X	X

Resources to Support Technology Literacy and Integration

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2. Completion of Student Tools for Technology Literacy and Inventory of Teacher Technology Skills	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. In 2009-2010, two teachers at each school attended the Florida Digital Educator (FDE) Teaching and Learning Institute and participate in our district's train-the-trainer model. Throughout the year, professional development activities are designed to provide the FDE's with the tools needed to not only teach technology integration best practices, but also to model it in their classrooms. All teachers are invited to observe the FDE classrooms, and ongoing implementation assistance is provided by all FDE's. Documentation: District/School professional development agendas, teacher lesson plans	X	X	X	X	X	X
2-B. Four of our FDE teachers become Master Digital Educators and district leaders in technology integration professional development. Documentation: Professional development activities in My Learning Plan	X	X	X	X	X	X
2-C. Professional development for school administrators, to support technology integration at the school site (e.g., instructional expectation for technology as a learning tool, time for training, funding for needed resources, technology integration matrix). Documentation: District/School professional development schedules and budgets	X	X	X	X	X	X
2-D. Grants pursued to provide resources to support technology integration for schools and technology training. Documentation: Grant applications	X	X	X	X	X	X

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

2-E. Investigation of new credit recovery program, Education2020, which incorporates web2.0 tools to better meet the criteria for a rigorous instructional program. Documentation: Contract, if applicable	X	X	X	X	X	X
2-F. Investigate the purchase of mobile labs to increase the technology literacy of the students and to provide computers to increase capacity for online assessment and/or to support the schools which do not have a computer lab. Documentation: District budget	X	X	X	X	X	X
2-G. Purchase new interim assessment system (Discovery Education Assessment: DEA), which provides practice for students in computer-based assessment, Gr. K-12. Documentation: District budget/purchase order.	X	X	X	X	X	X
2-H. Investigate a Panhandle Coalition contract with Beacon Educator to determine validity and reliability of current Local Education Agency (LEA) end-of-course exam content. This agency has the capability of offering computer-based end-of-course exams. Documentation: Communication records with Beacon Educator	X	X	X	X	X	X
2-I. LEA and all schools annually participate in FLDOE's Technology Resources Survey and analyze results for program adjustments. Documentation: Technology Resources Survey	X	X	X	X	X	X
2-J. Annually review LEA's Technology Plan and Florida's Technology Plan to define current goals and outcomes. Documentation: District Technology Plan	X	X	X	X	X	X
2-K. Initiate grade level pacing guides/checklists using the FLDOE's Student Tools for Technology Literacy, International Society of Technology in Education (ISTE) National Educational Technology Standards for Students, and ISTE Profiles for Technology Information and Communication Technology (ICT) Literate Students. Documentation: School Board documents	X	X	X	X	X	X
2-L. Continue funding for digital content which supports instruction, communication, collaboration, and project based learning (e.g., BrainPOP, BrainPOP, Jr., Discovery	X	X	X	X	X	X

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

Streaming, Gale Cengage, Atomic Learning, NetTrekker, Blackboard. Documentation: Purchase Orders						
2-M. Investigate the possibility of acquiring a secure location where student created digital content could be viewed and used for teaching and learning. Documentation: Purchase Order	X	X	X	X	X	X
2-N. Provide online development of progress monitoring plans and student data for teachers to use and parents to view (e.g., Progress Monitoring Plan (PMP)/Data Star). Documentation: Vendor contracts	X	X	X	X	X	X
2-O. Use of LEA technology lab to provide professional development for technology integration. Documentation: LEA training lab calendar	X	X	X	X	X	X
2-P. Use Blackboard and Wikispaces for communication and collaboration among students and teachers (e.g. lessons, projects, assessments). Documentation: Posted communication and products	X	X	X	X	X	X
2-Q. Continue online training and collaboration using Elluminate, Microsoft Communicator, and Blackboard. Documentation: Schedule of trainings	X	X	X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0	\$ 678,353	\$ 85,049	\$ 383,042	\$ 284,043	\$ 165,209

Sustainability Factors:
Sustainability of project requires the district and schools to jointly move forward by prorating activity usage. Sustainability also includes possible adjustments to the contract with L3Communications. Increasing internet bandwidth for the purpose of online assessment will be initially funded with Race to the Top funds. Once that funding source is no longer available, we will have to budget for the increase from general fund dollars.

Supporting Narrative (optional):
The proposed budget for this Work Plan Table includes: substitutes for technology coordinator training; substitutes for technology assessment coordinators during testing windows; purchase and replacement of hardware; requisite replacement of hardware and other equipment; and, increase in bandwidth capacity (e-rate window). The Work Plan also provides for the purchase of laptop computers to promote Technological Literacy and to implement End of Course Exam and FCAT 2 testing. Although the Computer-Based Assessment Certification Tool submitted to the Florida Department of Education indicates that OCSD has adequate capacity for computer-based assessments, there are definitive barriers to using the existing computer labs for testing. Almost all of the labs are assigned to classes for CHOICE Information Technology, other technology courses and/or distance learning. Therefore, utilization of

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

existing labs would require suspension of instruction during the testing period. In addition, the new OCSD textbook adoptions in mathematics and science include computer-based testing components, a factor which will provide additional student preparation for high-stakes on-line testing—further supporting the allocation for computers.

The Panhandle Coalition unanimously concurred with the supporting activities aligned to the required deliverable, although variation will occur in the budget amount and schedule based on the current status of each of the five districts.

- 2010-11: Assessment purchased which aligns with Next Generation Sunshine State Standards (NGSSS), provides a scale score for determining growth within a year and from year-to-year, provides an item analysis for instructional decision-making, and incorporates progress monitoring and RtI “probes” (i.e., mini-assessments). Capable of being used for formative, interim and summative assessment. Documentation: LEA assessment schedule, training agendas.
- 2011-14: This same assessment (Discovery Education Assessment) is held in common by the Panhandle Coalition providing the ability to assess student progress among districts, generating the opportunity to share strategies and resources for improved student performance. Documentation: Agendas from Panhandle Coalition meetings.
- 2010-14: LEA-developed end of course exams (EOC) for all secondary courses (process initiated in 2007); revised annually based on student performance and teacher feedback. Ability to use for accountability purposes if administered in a pre-post schedule. Documentation: Electronic files maintained of all district EOCs.
- 2010-11: Panhandle Coalition to investigate a mutual contract with Beacon Educator for purposes of determining validity and reliability of end of course exam content. Documentation: Beacon Educator contract, when applicable.
- 2011-12: Investigate new program for course/credit recovery at secondary schools and performance-based sites, founded on increased rigor and relevancy in both instruction and assessment (Ed2020). A Panhandle Coalition contract will be pursued. Documentation: Ed2020 listed on the district assessment summary, when/if applicable.

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

1. Panhandle RTTT Coalition Final Scope of Work, p. 122.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Ryan Gore

Title: Program Director, Information Systems

Phone #: (850) 689-7165

E-mail Address: gorer@mail.okaloosa.k12.fl.us

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

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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Local Education Agency Chief Information Officer	X	X	X	X		
Local Education Agency Data Processing Staff	X	X	X	X	X	X
Local Education Agency Management Information Staff	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. For teachers, principals, and other LEA staff, provide a report on the following: <ol style="list-style-type: none"> a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on 	X					X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. The Local Education Agency (LEA) will provide reports of staff accessing state resources via single sign-on per the Florida Department of Education (FLDOE) report template.	X					X
1-B. The LEA will conduct a Gap Analysis/Needs Assessment Report for providing single sign-on access.				X		
1-C. The LEA will provide feedback to FLDOE regarding single sign-on implementation.	X	X	X	X		
1-D. The LEA will complete an evaluation of its ability to provide single sign-on access to state resources.				X		
1-E. The LEA will develop a timeline and implementation plan that addresses the tasks, timing, and resources required to provide single sign-on access to state resources.				X		X

Deliverable (required): 2. Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. The LEA will prepare the technical environment for single sign-on integration with FLDOE.					X	X
2-B. The LEA will complete and submit the Single Sign-on Integration Readiness Certification to FLDOE.					X	X

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

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

Deliverable (required): 4. 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 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. The LEA will obtain state-level downloads when available.						X
4-B. The LEA will incorporate downloaded data in the local instructional improvement system.						X
4-C. The LEA will provide a report of state-level data downloads incorporated into local instructional improvement systems.						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0	\$ 0	\$ 0	\$ 0	\$ 41,250	\$ 31,250

Sustainability Factors:
The LEA will utilize current staff members to manage role-based access to single sign-on resources.

Supporting Narrative (optional):
OCSD will work with the Florida DOE to begin the integration of single sign-on access to DOE resources. The LEA will complete the necessary reports and provide appropriate feedback to the DOE as requested. It is the goal of the LEA to enhance user access and use of state-level data resources through this collaborative effort with the DOE. The budgeted numbers are projections of the costs and timelines associated with this project and may require amendment throughout this process.

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

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

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: Ryan Gore

Title: Program Director, Information Systems

Phone #: (850) 689-7165

E-mail Address: gorer@mail.okaloosa.k12.fl.us

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

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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Local Education Agency (LEA) Chief Information Officer	X	X	X	X		
LEA Data Processing Staff	X	X	X	X	X	X
LEA Management Information System Staff	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. For local instructional improvement systems, provide a report that includes the following: a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. The Local Education Agency (LEA) will report to the Florida Department of Education (FLDOE) the current instructional improvement systems currently being implemented.	X			X	X	X
Deliverable (required):	2010-11			2011/12	2012/13	2013/14
2. The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. The LEA will complete Department				X	X	X

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

required assessments and surveys in order to verify minimum requirements. Contact: Ryan Gore, Program Director, Information Services						
--	--	--	--	--	--	--

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter		X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter		X	X
3-A. The LEA will provide data from longitudinal data systems as requested by the Department. Contact: Ryan Gore, Program Director, Information Services.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0	\$ 0	\$ 0	\$ 0	\$ 117,750	\$ 11,250

Sustainability Factors: The LEA will utilize current staff to maintain, enhance, and modify the current instructional improvement system.

Supporting Narrative (optional): Once minimum requirements for the Local Instructional Improvement System (LIIS) are defined by the Florida Department of Education (FLDOE), the LEA will begin development and/or modification of that LIIS. The goal of the development/modification is to bring together the current components being utilized by the LEA and create a “one stop shop” for data resources. The budgeted numbers are projections of the costs represented by the timelines associated with this project and may require amendment throughout the process.

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

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

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: Carolyn McAllister

Title: Program Director of Professional Development

Phone #: 850 833-5857

E-mail Address: Mcallisterc@mail.okaloosa.k12.fl.us

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

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).

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Program Director of Professional Development	X	X	X	X	X	X
District Literacy Coach	X	X	X	X	X	X
College/University Representatives	X	X	X	X	X	X
School-Based Administrators	X	X	X	X	X	X
Okaloosa County Education Association (OCEA) Representatives	X	X	X	X	X	X
Teacher Representatives	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.			X			

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Appoint a committee and come together to write a 2010-2011 plan for collaboration with the individual institutions: Northwest Florida State College (NWFSC), Florida State University (FSU), University of West Florida (UWF) and Troy University.			X			
1-B. Establish regular meeting times and agenda for collaboration team.			X			
1-C. Create and implement an Okaloosa County College/University Partnership Agreement.			X			
1-D. Develop guidelines for assigning supervising teachers.			X			
1-E. Establish an Okaloosa County guide for supervising teachers and interns.			X			

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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.	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Appoint a committee and come together to write a plan for determining qualifications for selection of highly effective teachers and administrators.	X					
2-B. Review and update clinical educator database of trained teachers and administrators.	X	X	X	X	X	X
2-C. Determine need/demand and schedule training of mentor teachers in subject areas that lack mentors.			X	X	X	X
2-D. Determine need/demand and schedule training of mentor administrators.			X	X	X	X
2-E. Schedule initial and continuing Clinical Educator training.	X			X	X	X
2-F. Plan transition from Clinical Educator training to instructional academic coaching training.				X	X	X

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

2-G. Incorporate data collected from the Okaloosa County School District Instructional Evaluation System to identify effective and highly effective teachers.				X	X	X
2-H. Maintain and update National Board Certified Teacher database to identify potential supervising teachers and peer mentors.		X		X	X	X
2-I. Develop and implement a survey of peer teachers to identify needed professional development and support.		X	X	X	X	X
2-J. Develop and implement a survey of beginning teachers to identify needed professional development and support.		X	X	X	X	X

Deliverable (required): 3. Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Appoint a committee and come together to write criteria to determine qualifications			X			
3-B. Obtain feedback from previous interns and beginning teachers to identify needed professional development and support.				X	X	X
3-C. Use data collected from the Instructional Evaluation System to identify effective and highly effective peer, supervising and Alternative Certification Program (ACP) teachers.				X	X	X
3-D. Review list of ACP completers and identify cadre of mentors.				X	X	X

Deliverable (required): 4. 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Coordinate with Management Information System (MIS) to include the data element in the district system 4 th quarter 2011 and each year thereafter.			X	X	X	X

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

4-B. Maintain and update Clinical Educator database to determine professional development and internship placement decisions.				X	X	X
4-C. Maintain and update peer mentor database to determine placements for beginning teachers.				X	X	X
4-D. Create, maintain and update database of assigned supervising teachers and principals.				X	X	X
4-E. Review results of state ACP survey to design effective professional development for ACP.				X	X	X

Deliverable (required): 5. Annual APEP 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
5-A. Develop training for supervising and peer mentors based on survey results.				X	X	X
5-B. Review DOE ACP survey results to improve program implementation.				X	X	X
5-C. Collect and review student performance data of ACP teachers for the purpose of making professional development decisions.				X	X	X
5-D. Review individual school needs assessment data to identify professional development and support.				X	X	X
5-E. Complete the annual report and submit to DOE.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0	\$ 0	\$ 0	\$ 10,000	\$ 10,000	\$ 10,000

Sustainability Factors: In order to address the placement of first year teachers with the best effective mentors would be provided a stipend through Race to the Top (RTTT), district, and Title II-A funds. At the end of the grant, the LEA will utilize district funds and Title II-A funds.

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

Supporting Narrative (optional):

The LEA will ensure that our teachers and administrators are well prepared. In order to accomplish that, the LEA will enter into articulation agreements with institutions of higher learning to include University of West Florida, Florida State College, Northwest Florida State College, Troy University, and other Florida state universities to provide highly qualified teachers who have been specifically trained to mentor practicum students and student teachers. Furthermore, the LEA will work with institutions of higher learning to furnish highly effective leaders who have been specifically trained to mentor new and aspiring administrators. The LEA will offer clinical educator training and peer mentor training to highly qualified teachers.

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

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Mike Foxworthy

Title: Director Human Resources

Phone #: 850 833-5801

E-mail Address: foxworthym@mail.okaloosa.k12.fl.us

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

Deliverables (minimum required evidence):

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.
2. A timetable for implementing the teacher evaluation system.
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.
4. A timetable for implementing the principal evaluation system.
5. Annually report evaluation results for teachers and principals through the regular student and staff survey.
6. Submit revisions to the teacher and principal evaluations annually, if revisions are made.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director Human Resources	X	X	X	X	X	X
Deputy Superintendent	X	X	X	X	X	X
Collective Bargaining Teams	X	X	X	X	X	X
Selected Teachers and Principals	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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).			<i>No later than May 1</i>	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Establish a committee of principals, district level administrators, and teachers (union representatives) and charge the committee with the development of a draft teacher appraisal system.	X	X				
1-B. Research best practices and collect samples.	X	X				

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

1-C. Incorporate student growth measures or achievement, as determined by the Local Education Agency (LEA), based on performance of students on state-required assessments.		X				
1-D. Submit draft teacher appraisal system to stakeholders for review and input.		X				
1-E. Revise the draft teacher evaluation system and 2011-12 implementation plan based on stakeholder input and in consultation with the Florida Department of Education (FLDOE) contracted teacher evaluation experts.			X	X		
1-F. Develop End of Course Exams (EOC) for all courses not measured by state or national assessments, utilizing state resources.				X	X	
1-G. Include applications of value-added measures of teacher level student growth in calculations as they are piloted and approved by the Department of Education (DOE).				X	X	
1-H. Define milestone events through collective bargaining.				X	X	
1-I. Revisit, revise, and collectively bargain the teacher appraisal system on annual basis to ensure compliance with Race to the Top (RTTT) Final Scope of Work requirements				X	X	X
1-J. Implement multi-metric evaluations for teachers in the year prior to a milestone event.						X
1-K. Inform all personnel of the criteria and procedures associated with the appraisal.			X	X	X	X
1-L. Make necessary annual revisions, utilizing the phase-in option.				X	X	X
1-M. Implement phased-in teacher appraisal system that reflects the inclusion of statutory and Memorandum of Understanding (MOU) requirements.						X

Deliverable (required): 2. A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Direct the teacher appraisal system development committee to establish and maintain a timeline to ensure that the required deliverables are completed	X	X	X	X	X	X

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

according to the mandated schedule						
2-B. Implement the revised teacher evaluation system for teachers in grades or subject areas for which student growth measures have been developed by the FLDOE				X	X	
2-C. Extend and revise the teacher evaluation system on an annual basis to include additional teachers as FLDOE develops/adopts other student growth measures					X	X
2-D. Fully implement all components of the teacher appraisal system						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3. A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Establish a committee of principals, district level administrators, and teachers and charge the committee with the development of a draft principal appraisal system (may consider consulting with Studer Group or other professional experts)	X	X	X	X		
3-B. Submit the draft principal appraisal system to stakeholders for review and input		X	X			
3-C. Revise the draft principal evaluation system based on stakeholder input and in consultation with FLDOE contracted principal evaluation experts to include emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, removing ineffective teachers and including a comprehensive range of ratings.			X	X		
3-D. Revisit and revise the principal appraisal system on annual basis to ensure compliance with RTTT Final Scope of Work requirements				X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
4. A timetable for implementing the principal evaluation system (this may be adjusted annually).						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
4-A. Direct the principal appraisal system development committee to establish and maintain a timeline to ensure that the required deliverables are completed according to the mandated schedule				X	X	X
4-B. Implement the revised principal evaluation system				X	X	
4-C. Implement district purchased comprehensive assessment (360 process), Val Ed, for all sitting administrators and new administrators thereafter			X	X	X	X
4-D. Extend and revise the principal evaluation system on an annual basis					X	X
4-E. Fully implement all components of the principal appraisal system						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
5. Annually report evaluation results for teachers and principals through the regular student and staff survey.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
5-A. Develop and revise the data collection processes, formats and procedures in partnership with FLDOE, Management Information System (MIS), and BEACON so as to facilitate the required annual report of teacher and principal evaluation results				X	X	X
5-B. Report evaluation results of teachers and principals as directed by FLDOE after survey 5				X	X	X

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

Deliverable (required): 6. Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6-A. Submit revised teacher evaluation systems as they are finalized annually through the collective bargaining process			X	X	X	X
6-B. Submit the revised principal evaluation systems as they are revised and approved by the Okaloosa County School Board				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 2,300	\$ 2,300	\$ 2,300	\$ 54,700	\$ 2,000	\$ 2,000

Sustainability Factors:

The initial costs to improve the teacher and principal evaluations will be incurred during the first two years of development for substitutes, consultants’ travel and accommodations, printing, administrative assessment, and training costs. After that time, the district will sustain costs through district funding and Title II-A.

Supporting Narrative (optional):

In concordance with the idea that teachers and leaders must be well-selected, well-prepared, well-supported, well-respected, and held accountable, the coalition is committed to the development of appraisal systems that meet the Memorandum of Understanding (MOU) requirements and ensure success for every student. Appropriate stakeholders will be involved throughout the design process, so as to promote the best climate for the successful collective bargaining of the teacher evaluation protocols and acceptance of the principal evaluation design.

The committees charged with the development of the teacher and principal evaluation system will be required to incorporate the Florida Educator Accomplished Practices, Florida Principal Leadership Standards, Educator and Administrator Protocol Standards for Professional Development, and applicable research. Student growth and performance will serve as a primary factor of the evaluation systems. The “Teacher and Principal Evaluation Systems Review” found in the RTTT LEA Final Scope of Work will serve as the checkpoint to ensure that all RTTT elements are included and that the evaluation systems comply with Florida Statutes and State Board Rule.

It is anticipated that the coalition will access the expertise of the contracted FLDOE experts throughout the teacher evaluation redevelopment process and as revisions are made. Participation in the Community of Practice Network meetings is also expected in order to assist district personnel in obtaining information about best practices, products, implementation challenges and possible solutions.

Although this effort will be a “work in progress” for four years, the coalition expects to have all aspects of

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

the teacher and principal appraisal systems fully implemented at the conclusion of the RTTT timeline.

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

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

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: Mike Foxworthy

Title: Director of Human Resources

Phone #: 850 833-5801

E-mail Address: foxworthym@mail.okaloosa.k12.fl.us

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

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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Chief Negotiators	X	X	X	X	X	X
Negotiations Team District	X	X	X	X	X	X
Negotiations Team Union	X	X	X	X	X	X
Chief Financial Officer	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. 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	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Establish a committee of teachers, union representatives, principals, and district level administrators and charge the committee with developing a draft teacher compensation system that ties the most significant gains in salary to effectiveness demonstrated by the adopted evaluation structure. <ul style="list-style-type: none"> The committee will evaluate the current salary schedule and develop a compensation system that will tie the most significant gains in compensation to effectiveness demonstrated by annual evaluations. The compensation system may include differentiated pay as required by F.S. 1012.22(1)(c)4 through bonuses, salary supplements, etc. Categories for differentiated pay may include, but not be limited to, additional academic and student activity responsibilities, school demographics and critical shortage areas (including working in high poverty, high minority or persistently lowest-achieving schools). The compensation system will include promotional opportunities for effective teachers to remain in the classroom. A simulation will be conducted using the piloted new appraisal system that will compare the present salary schedule to the newly developed compensation system to determine the fiscal impact, including the 				X	X	X

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

differentiated pay categories and evaluation of its effectiveness.						
1-B. Seek professional services to assist in the research, development and implementation of a comprehensive performance pay compensation system that reflects the use of the new appraisal system.			X	X		
1-C. Negotiate a teacher compensation system and implementation timeline that includes base pay, performance pay, supplements, differentiated pay and other requirements set forth in the Memorandum of Understanding (MOU).					X	X
1-D. The teachers' union and administration will identify schools for a pilot program.			X			
1-E. The teachers' union and district will attempt to successfully negotiate and ratify an MOU for the pilot implementation as required.			X			
1-F. The teacher compensation system will be piloted in identified schools with review and revision by the compensation committee as needed.					X	
1-G. The teachers' union and district shall attempt to successfully negotiate the final compensation system in accordance with collective bargaining requirements.					X	X
1-H. The committee will focus on developing a compensation system for principals. Committee members will seek input from parents, teachers and district staff. <ul style="list-style-type: none"> • The committee will evaluate the current salary schedule and develop a compensation system that will tie the most significant gains in salary to effectiveness demonstrated by annual evaluations. The compensation system will include differentiated pay as required by F.S. 1012.221 (1)(c)4 through bonuses, salary supplements, etc. Categories for differentiated pay will include, but not be limited to, additional academic and student activity responsibilities, school demographics and critical shortage areas. • A simulation will be conducted on the piloted new appraisal system 				X	X	

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

that will compare the present salary schedule to the newly developed compensation system to determine the fiscal impact, including the differentiated pay categories and evaluation of its effectiveness.						
1-I. Establish a committee of principals, district level administrators and teachers and charge the committee with developing a principal compensation system and implementation plan that ties the most significant gains in salary to effectiveness on annual evaluations (performance pay) and implements the statutory requirements of differentiated pay through bonuses or supplements				X	X	X
1-J. Submit the Board-approved teacher and principal salary schedules as directed by the Florida Department of Education (FLDOE)			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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).			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Establish a committee of teachers (union representatives), principals and district level administrators and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for teachers as set forth in the MOU				X	X	X
2-B. Negotiate the role that the revised teacher evaluation system will play in determining human capital decisions for teachers and submit for Board approval					X	X
2-C. Establish a committee of principals, district level administrators and teachers and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for principals as set forth in the MOU and submit for Board approval				X	X	X

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

2-D. Submit the revised teacher and principal evaluation systems as directed by FLDOE					X	X
---	--	--	--	--	---	---

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Establish a committee of teachers, union representatives, principals and district level administrators and charge the committee with developing recommendations for a staffing plan that reflects differentiated pay for effective and highly effective teachers and principals assigned to schools having the highest percentage of low income and minority students			X	X	X	X
3-B. Collectively bargain the teacher component of the staffing plan and differentiated pay incentives with the teachers’ union			X	X	X	X
3-C. Obtain Superintendent and Board approval for the initial staffing plan and as revised			X	X	X	X
3-D. Submit the staffing plan annually as revised and as directed by FLDOE			X	X	X	X

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

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Submit the collective bargaining agreement annually to the FLDOE to include how teacher evaluation data will be used to determine salary gains according to the implementation timeline			X	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
5-A. Develop the accountability formats, data collection systems, timelines and procedures required to document the utilization of teacher and principal evaluation results in human capital decisions				X	X	X
5-B. Submit the documentation of the accountability processes as directed by FLDOE				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.			X	X	X	X

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6-A. Develop the necessary formats, data collection systems, procedures and timelines required to report the requested information about individual teacher bonuses and salary augmentations to FLDOE			X	X	X	X
6-B. Submit the report of all bonuses and salary augmentations by teacher and as directed by the FLDOE			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7. Annually report terminations through the regularly-scheduled student and staff survey.			X	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7-A. Submit an annual report regarding terminations as directed by FLDOE			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
8. Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
8-A. Develop the necessary formats, data collection systems, procedures and timelines required to report and update the requested information concerning assignment of teachers and principals			X	X	X	X
8-B. Submit the reports regarding teacher and principal assignments as directed by the FLDOE			X	X	X	X

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

Sustainability Factors:

Since the development of the major components of this project will be completed by the end of the Race to the Top (RTTT) timeline, it is not expected that additional funding will be required. Implementing human capital reforms in the current economic downturn will be challenging. If the intent of this project comes to fruition, it will be that the Local Education Agency (LEA) was successful in redistributing the district salary allocation according to the parameters of the RTTT Great Teachers and Leaders reform framework.

Supporting Narrative (optional):

Florida's RTTT Theory of Action states, "A strategic and sustained investment in human capital will improve student achievement." With that mantra, the LEA will move forward with the development of systems for school-based teachers and principals that align the human capital decisions with student growth and effective practices. The use of evaluation results to improve how teachers and principals are hired, placed/assigned, promoted, compensated, retained, or dismissed has been often considered and even partially implemented. Albeit a challenge, the LEA plans to successfully develop a system that effectively uses data to determine human capital decisions and to involve teachers and principals throughout the RTTT process.

The LEA will access the expertise of the FLDOE-contracted evaluation experts throughout the development phase and the FLDOE financial consultants to assist with the implementation component of the human capital reform. It is also anticipated that the LEA will participate in the Community of Practice meetings to share successful practices and products, as well as implementation challenges and

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

solutions.

Redesigning compensation systems will pose the most significant hurdle for the success of this project. The LEA is committed to working in partnership with teachers and principals and to bargaining in good faith in order to achieve a fair and transparent system for using evaluation results to inform human capital decisions.

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

**RACE TO THE TOP
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).

Please indicate one LEA point of contact for this Project.

Name: Carolyn McAllister

Title: Program Director of Professional Development

Phone #: 850 833-5857

E-mail Address: mcallisterc@mail.okaloosa.k12.fl.us

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

Evidence:

1. A revised district professional development system that meets the requirements of *Florida's Protocol Standards for Professional Development* 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.
2. A timetable for implementing the new elements into the professional development system for teachers and principals in the district.
3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.
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.
5. A timetable for implementing the evaluation of professional development in the district.
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.
7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Program Director of Professional Development	X	X	X	X	X	X
District Literacy Coaches	X	X	X	X	X	X
Professional Development Coordinators	X	X	X	X	X	X

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

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Revise current Master In-service Plan.			X	X	X	X
1-B. Review current professional development activities to determine alignment with the Florida Protocol Standards for Professional Development, Common Core Standards and Race to the Top (RTTT) Memorandum of Understanding (MOU) and revise, as needed.			X	X	X	X
1-C. Create training and support materials on use of the revised Professional Development Management Tool.				X		
1-D. Conduct training on Professional Development Management Tool for all instructional and administrative employees.				X	X	X
1-E. Deliver comprehensive training to instructional personnel on the implementation of the Common Core Standards.			X	X	X	X
1-F. Deliver training to instructional personnel on the use of formative assessments to target instruction.			X	X	X	X
1-G. Revise beginning teacher induction program for both beginning teachers and mentors.			X	X		
1-H. Train Literacy Coaches, administrators and teachers in Lesson Study.	X	X	X	X	X	X
1-I. Implement Lesson Study in progressive stages, from voluntary groups of grade level/content area teachers to all teachers in all schools.		X	X	X	X	X
1-J. Provide training on differentiated instruction strategies for all students, including high-risk students.		X	X	X	X	X

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

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Revise current Master In-service Plan time frame as soon as evaluations are developed.				X	X	X
2-B. Develop and submit a timetable for implementing the elements described in the RTTT grant into the Professional Development System for teachers and principals.			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Develop professional development based on the elements of the MOU and results of evaluation system.					X	X
3-B. Train administrators and other school staff on the methods of classroom observation, feedback and coaching for improvement, using Lesson Study and related strategies to improve instruction and assessment.				X	X	X
3-C. Develop Individual Professional Development Plan (IPDP) and Individual Leadership Development Plan (ILDLP) and align to evaluation results.				X	X	X
3-D. Provide necessary professional development tied to targeted needs of individuals and groups as indicated by evaluation results.				X	X	X

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

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Conduct school needs assessment and annual review of data.			X	X	X	X
4-B. Monitor beginning teacher and beginning mentor surveys to determine professional development needs.			X	X	X	X
4-C. Monitor professional development training evaluations.			X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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.				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6-A. Analyze annual results of professional development.				X	X	X
6-B. Prepare and submit a report of the evaluation results of professional development for teachers and principals.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.					X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7-A. Determine revisions to the professional development system, based on changes in teaching/leadership practices and/or learning outcomes, and incorporating timetable for implementation.				X	X	X

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

Sustainability Factors: It is not expected that additional funding will be required after the initial components are completed. District funding as well as Title II-a will be utilized.

Supporting Narrative (optional):
 In order to support our beginning teachers the Local Education Agency (LEA) will provide a strong beginning teacher program during the first two years of employment. Mentors shall be provided a supplement and shall undergo specific training prior to being assigned that responsibility. At the end of the beginning teacher program, student performance data generated during the first two years and reflected in the teacher’s evaluation shall be used to develop a professional development plan. Other teachers’ Individual Professional Development Plans (IPDP) will be developed from the student achievement data. The district’s professional development plan shall be evaluated annually according to the timelines provided by the state protocol. The LEA will follow the general time frames already reflected in the state’s protocol for professional development.

Transitioning to enhanced standards and high-quality assessments, (B)(3) 2 and 3:

(B)(3)2: Professional development focusing on the Common Core Standards, to include assisting students with learning challenges to meet the standards. Professional Development (PD) will focus on formative assessment and principals of lesson study. Lesson Study is addressed more in-depth in section (B)(3)1; documentation for Lesson Study is also found in that section.

- 2009-10: Professional development provided to sets of staff in order to prepare teachers to engage in the Lesson Study process (district/school administrators, literacy coaches, general and special education teachers/staff).
- 2010-14: Professional Development School Plans (PDSP) define professional development components which support Lesson Study, Common Core Standards, and formative assessment; monthly early release for professional development at elementary and middle schools; weekly planning period for professional development at high schools.
- 2010-14: Teachers engage in Lesson Study in progressive stages, from voluntary groups of grade level/content area teachers to all teachers at all schools; resources/materials to

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

support implementation of process provided in district/school budgets (general and special education students); common planning time scheduled for full engagement in Lesson Study process.

- 2011-14: A virtual location will be established for teachers to access a “bank” of Lesson Study exemplars.
- 2012-14: Professional development for transition to Common Core Standards, building knowledge base at all staff levels (i.e., district/school transition teams). Documentation: District/School professional development schedules.
- 2013-14: Align guiding documents and resources to Common Core Standards (e.g., curriculum guides, end-of-course assessments, textbook adoptions). Documentation: Curriculum/Pacing guides located on district website.
- 2013-14: Identify/Obtain materials and resources, to include personnel, to ensure all students/student subgroups are able to master Common Core Standards. Documentation: District/School budgets.
- 2010-14: One required component of Lesson Study will be the inclusion of a formative assessment measure. Documentation: Lesson Study samples
- 2010-14: Formative assessment will be employed by teachers to make educational decisions re: instructional revision, small group membership, and selection of strategies for students. Documentation: Lesson plans.

(B)(3)3: System to evaluate the fidelity of lesson study; formative assessment implementation aligned to interim and summative student assessments.

- 2009-10: Piloted the state Gr. K-3 Math Formative Assessment System (MFAS) progress monitoring assessment system; benchmark-specific, appropriate for formative assessment. 2010-2014: Continuation of use upon completion of development by Florida State University (FSU). Documentation: Pilot results collected by FSU; MFAS listed on the district assessment summary, when applicable.
- 2010-14: Professional development to focus on multiple assessment instruments, purpose and schedule. Documentation: District/School professional development schedules.
- 2010-11: Assessment purchased which aligns with Next Generation Sunshine State Standards (NGSSS), provides a scale score for determining growth within a year and from year-to-year, provides an item analysis for instructional decision-making, and incorporates progress monitoring and RtI “probes” (i.e., mini-assessments). Capable of being used for formative, interim and summative assessment. Documentation: LEA assessment schedule, training agendas.
- 2011-14: This same assessment (Discovery Education Assessment) is held in common by the Panhandle Coalition providing the ability to assess student progress among districts, generating the opportunity to share strategies and resources for improved student performance. Documentation: Agendas from Panhandle Coalition meetings.
- 2010-14: LEA-developed EOCs for all secondary courses (process initiated in 2007); revised annually based on student performance and teacher feedback. Ability to use for accountability purposes if administered in a pre-post schedule. Documentation: Electronic files maintained of all district EOCs.

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

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

1. LEA assessment schedule, listing all interim and summative assessment events. p. 100.
2. LEA list of middle school courses, p. 103.
3. LEA list of high school courses, p. 105.

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

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

Item from RTTT MOU and corresponding <i>Protocol</i> standards	Page shown in Final Scope of Work
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	Page 61
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)	Page 61
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Page 61
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)	Pages 61, 62, 64
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)	Pages 64, 65
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)	Page 61
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)	Page 62
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)	Pages 43, 44
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Page 61
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)	Page 62
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)	Page 61
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

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Kaye McKinley

Title: Deputy Superintendent

Phone #:850-833-5888

E-mail Address:mckinleyk@mail.okaloosa.k12.fl.us

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

Deliverables (minimum required evidence):

1. LEA will select School Intervention Model from list of four options (see Appendix A of MOU).
 2. LEA will provide documentation that supports the selection of the intervention model to include:
 - Teacher performance data regarding student learning gains in reading and mathematics.
 - Documentation that reflects the placement of the Principal and his/her record of “turn around” success.
- Documentation relating to staff turnover/replacement.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Quality Assurance Curriculum Specialists	X	X	X	X	X	X
Deputy Superintendent	X	X	X	X	X	X

Deliverable (required): 1. LEA will select Intervention Model from list of four options (see Appendix A of MOU).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Use of data to drive instruction and school performance.	X	X	X	X	X	X
1-B. Please see supporting narrative.						

Deliverable (required): 2. LEA will provide documentation annually that supports the selection of the intervention model to include: • Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X

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

<p>taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU.</p> <ul style="list-style-type: none"> • Documentation relating to staff turnover/replacement. • Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. 						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Collect data to determine learning gains in reading, mathematics and science.	X	X	X	X	X	X
2-B. Please see supporting narrative.						

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

Sustainability Factors:

The Okaloosa County School District will implement School Performance Plans (SPP) across all district schools as a means to drive instruction and increase student performance. These SPP's correlate with the state's Differentiated Accountability Program already in Florida Statute and Florida Administrative Code. The district is committed to continuing the salary for two Closing the Gap Specialists.

Supporting Narrative (optional):

The mission of the Okaloosa County School District is to allow students to increase their proficiency by affording them the opportunity to expand their knowledge and skills through rigorous and relevant learning opportunities. The Okaloosa County School District has developed School Performance Plans to fulfill this mission through increasing collaboration with the community to help close the achievement gap for our students as defined by "No Child Left Behind" (NCLB). It is the district's belief that strong communication and collaboration build a critical foundation with all stakeholders. Therefore, the Okaloosa County School District is committed to maximizing the potential of every student. The Local Education Agency (LEA) will work closely with schools, parents, students and the community in a united effort to advance minority student achievement, allowing each student the opportunity to achieve his/her educational and career goals.

In keeping with our district's mission, the LEA in a collaborative effort between local schools, parents, and the community has been established to implement a process to strengthen the

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

academic portion of students' school experience and to assist in closing the achievement gap for students in our subgroups. This innovative collaboration of stakeholders is known as the *Academic Excellence Society (AES)*. Through monthly AES meetings with the LEA, members of our local schools, local churches, parents, and community/civic leaders (including the Reverend Larry Boldin, a recent State of Florida Volunteer of the Year), communicate and collaborate in a united effort to create a vision for "Educational Excellence" in Okaloosa County.

Several educational initiatives have occurred as a result of AES. An *Educational Summit for Narrowing the Achievement Gap* in Okaloosa County was held for community leaders, parents, and the school district to collaborate in a united effort to help create a strategic plan to narrow the achievement gap for all students. AES has identified target areas of focus for assisting in closing the achievement gap. These targets include remediation, mentoring, post-secondary education, parental involvement, and a Summer Bridge program to motivate students to take honors and advanced placement classes. Saturday Florida Comprehensive Assessment Test (FCAT) sessions were implemented throughout the district in an effort to provide extended FCAT remediation for students in the local community. Minority Councils (MC) have been established in local high schools, middle schools, and elementary schools. Each MC chapter has implemented a mentoring program to assist in providing remediation for students who have not achieved levels of proficiency on the FCAT. AES has implemented an on-going campaign to also recruit mentors for these students. The AES has also played a role in the co-sponsoring of nationally-known motivational speaker, Dr. Calvin Mackie, as a guest presenter to motivate and enhance student achievement. AES sponsored a College RAFT Night (Review Resumes, Applications and Essays, Figure Out Financial Aid, and Tackle the ACT and SAT Forms) to assist high school seniors in a hands-on approach to the college admission process. During the Summer Bridge Program, 33 minority students participated in a four-week rigorous program of reading, writing, math, science, and logic as a means to encourage more minority students to take honors/advanced classes. Each of these students have been placed in at least one honors/advanced class for this school year. Educational resources on "Closing the Achievement Gap" have been provided for AES members in order to establish professional learning communities.

Okaloosa County School District recognizes the importance of the parents and the community's role in the lives of our students. Therefore, we value the essence of fostering a positive relationship between the parent, school, student and community. This factor has been a critical component to Okaloosa County School District's success as being recognized as the "*Best Schools in Florida*" and our district's commitment to high levels of student achievement for all of our students, with special emphasis paid to the students who are in subgroups.

Although the Okaloosa County School District does not have persistently lowest achieving schools, many of our schools are "schools in need of improvement" as defined by No Child Left Behind. Therefore, the LEA has made steps to increase the academic performance of our subgroup students. For this reason our LEA has been recognized statewide and nationally for our continuous efforts to help close the achievement gap. These recognitions include:

- Parent Involvement Award for Region 1/State of Florida – Academic Excellence Society
- Young Men of Tomorrow – Dr. Martin Luther King, Jr. Youth Community Service

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

Award

- Cable Leaders in Learning Award
- Presentation to the Florida State Board of Education (Orlando)
- Presentation of Program at the Florida Leadership Conference (Tampa)

The following list of supporting activities provides the intense focus of our LEA for the current and future focus on closing the achievement gap.

- Academic Excellence Society
- Young Men of Tomorrow Leadership Academy
- Achievement Campaign
- Minority Council Mentoring Program
- Saturday Success
- *My Team* Parental Involvement Program
- Summer Bridge
- Educational Summit
- Monthly Parent Nights-Mysteries, College RAFT, Reading, Math & Science Nights, College Fair, etc.
- Literacy Conferences with parents of level 1 & 2 students
- Parental Involvement Breakfast/Lunch Program
- Pretty Unique Ladies Girls' Leadership Initiative
- Build A City Boys' Leadership Initiative
- Closing the Gap Newsletter
- Minority Math Scholar's Program
- Information Tables (Open Houses/Parent Nights)
- Community Events -ACT-SO, Black History Arts, MLK Oratorical, Youth Super Day

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

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

1. Young Men of Tomorrow Presentation, p. 110.
2. Achievement Flyer, p. 116.
3. Summer Bridge Invitation Letter, p. 117.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Kaye McKinley

Title: Deputy Superintendent

Phone #:850-833-5888

E-mail Address:mckinleyk@mail.okaloosa.k12.fl.us

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

Deliverables (minimum required evidence):

1. The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools. (Quarterly as appropriate – whenever discussions are held)
2. The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out. (Quarterly as appropriate)
3. The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities. (Quarterly as appropriate)
4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools. (Quarter 1)
5. The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services. (Quarter 4)
6. The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports. (Quarter 1)
7. The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports. (Quarterly as appropriate)

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Deputy Superintendent	X					

Deliverable (required): 1. The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Phone calls to Charter Directors	X					

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

1-B. Meeting with Charter Directors, Superintendent and Deputy Superintendent	X					
---	---	--	--	--	--	--

Deliverable (required): 2. The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
2-A. Letter from each Charter opting out.	X					

Deliverable (required): 3. The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
3-A. Meeting from meeting with Superintendent, Deputy Superintendent, Charter Directors	X					

Deliverable (required): 4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					

Deliverable (required): 5. The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					

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

Deliverable (required): 6. The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

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

Sustainability Factors: N/A

Supporting Narrative (optional):
Okaloosa County School District has three charter schools and one charter school applicant pending school board approval. Each charter school representative and charter school applicant representative were notified via phone call and email of RTTT grant. On September 13, Okaloosa County School District (OCSD) Superintendent and Deputy Superintendent met face-to-face with three charter school Directors. The Race to the Top (RTTT) process was explained and a discussion followed concerning the pros and cons of the charter schools' participation. At this meeting, all three charter school directors stated they did not believe their charter school board would approve of their participation in the RTTT grant. It was agreed upon that all directors would sign a form indicating their non-participation once they presented the RTTT requirements to their boards. On September 14, a form was sent via email to all three charter school Directors for them to sign indicating non-participation in the RTTT grant. On September 17, OCSD Deputy Superintendent met face-to-face with the pending charter school applicant and discussed the RTTT process with the Education Director and the Founding Board Director. Both indicated that they did not want to participate in the RTTT grant.

Title and Page Number of Appendices for this Project (if applicable):
1. Charter School Signed Statements Regarding RTTT, p. 118.

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

APPENDIX: SUPPORTING DOCUMENTS

Table of Contents

Document	Page
Okaloosa County School District (OCSD) List of Acronyms Used	Page 77
Sample School Professional Development Schedule: Shalimar	Page 79
Sample School Schedule with Common Planning Time	Page 83
Four-Year District Timeline and Implementation Plan – STEM/CTE	Page 84
Program of Study – Aviation Institute	Page 85
Program of Study – Medical Administrative Assistant	Page 86
Listing of Okaloosa County School District CTE Programs	Page 87
PITSCO - Synergistic Modules	Page 88
Advanced Placement Initiative – 2006	Page 89
Middle School/High School Math Course Flow Charts	Page 93
High School Science Flow Chart	Page 95
NSTA Reports: Launching Tomorrow’s Engineers: Engineers for America	Page 96
Okaloosa County School District (OCSD) Accelerated STEM Courses	Page 99
LEA Assessment Schedule	Page 100
LEA List of Middle School Courses	Page 103
LEA List of High School Courses	Page 105
Young Men of Tomorrow Presentation	Page 110
Achievement Flyer	Page 116
Summer Bridge Letter	Page 117
Charter School Signed Statements	Page 118
Panhandle RTTT Coalition Final Scope of Work	Page 122

Okaloosa County School District (OCSD)
Final Scope of Work: Acronyms

Acronym	Stands for...
ACP	Alternative Certification Program
ACT	American College Testing Program
AES	Academic Excellence Society
AICE	Advanced International Certificate of Education
AP	Advanced Placement
CAPE	Career and Professional Education
CCS	Common Core Standards
CHOICE	Community High: Okaloosa Institutes for Career Education
CTE	Career and Technical Education
DE	Dual Enrollment
DEA	Discovery Education Assessment
DOE	Department of Education
ERAU WW	Embry-Riddle Aeronautical University World Wide
EOC	End of Course Exams
FAA	Federal Aviation Administration
FCAT	Florida Comprehensive Assessment Test
FDE	Florida Digital Educator
FEFP	Florida Education Finance Program
FLDOE	Florida Department of Education
FLL	FIRST LEGO League
FSU	Florida State University
FWBHS	Fort Walton Beach High School
IB	International Baccalaureate
ICT	Information and Communication Technology
IDEA	Individuals with Disabilities Education Act
ILDLP	Individual Leadership Development Plan
IPDP	Individual Professional Development Plan
ISTE	International Society of Technology in Education
LEA	Local Education Agency
LIIS	Local Instructional Improvement System
MFAS	Math Formative Assessment System
MC	Minority Council
MIS	Management Information System
MOU	Memorandum of Understanding
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind
NGSSS	Next Generation Sunshine State Standards
OCSD	Okaloosa County School District
PD	Professional Development
PDSP	Professional Development School Plans
POS	Program of Study
PMP	Progress Monitoring Plan
RTTT	Race to the Top
SAI	Supplemental Academic Instruction
SIP	School Improvement Plan
SPP	School Performance Plans
STEM	Science, Technology, Engineering and Mathematics

TBD	To Be Determined
UWF	University of West Florida
YMT	Young Men of Tomorrow

Shalimar Professional Development Site Plan

Month	Title/ Presentation Topic	Audience A =Grade level specific: ___ B=Cross grade level/s ___ C= Content/Subject specific ___ D=Total staff ___ E=Other: ___	Rationale for topic selection A=Decline in subject ___ B=Subject flat-lined ___ C=Subgroup not progressing ___ D=Teacher survey results ___ E= State/District initiatives ___ F=Other: ___	Presenter
September	<p>1. Lesson study—overview—What is Lesson Study? <i>Why Now?</i> (<i>Study will continue during grade level meetings each month</i>)</p> <p>2. Linking assessment and instruction—Formative and summative instruments: What are they? How do they support instruction?</p> <p>3. Reading Strategies—Daily 5--overview (Primary); CRISS strategy (Inter)—5th grade's least proficient strand</p>	D D A, K-2, 3-5	1. E 2. A 3. D	1. Literacy Coach, Vinson 2. TBD 3. Literacy Coach, O'Shea and grade level practitioners; TBD
October	<p>1. Math—training to focus on 5th grade least proficient strand</p> <p>2. Linking assessment and instruction—How do I align instruction using formative instruments? (30 day plans)</p> <p>3. Reading Strategies—Daily 5—examining Read to Self and Read to Someone (Demo Three Ways to Read a Book, Good Fit Books, and Choosing a Partner lessons)(Primary); CRISS strategy (Inter)—4th grade's least proficient strand</p>	D D A, K-2, 3-5	1. A 2. A, D 3. D	1. TBD 2. TBD and Literacy Coach, Vinson 3. Literacy Coach, O'Shea and grade level practitioners; TBD

Shalimar Professional Development Site Plan

<p>November</p>	<p>1. Critical Thinking Strategies—Examine FAIR data to sort based on Reading Comprehension (1-5) or Listening Comprehension (K) in order to make small groups for corrective instruction. (3-5 teachers will input class data into EXCEL 3-12 Decision Tree template) Select familiar critical thinking strategies from DT list to implement.</p> <p>2. Linking assessment and instruction—Classroom follow up—bring classroom examples to share and discuss reteaching decisions.</p> <p>3. Reading Strategies—Daily 5—examining Listening to Reading and Working with Words (Establishing L to R and WW guideline lessons)(Primary); Word Analysis/Vocabulary instruction—Teaching to help students unpack the written language by unlocking the orthographic code(Inter)</p>	<p>A, K-2, 3-5</p> <p>D</p> <p>A, K-2, 3-5</p>	<p>1. B</p> <p>2. E</p> <p>3. D</p>	<p>1. Literacy Coach, Vinson</p> <p>2. TBD</p> <p>3. Literacy Coach, O'Shea and grade level practitioners; TBD</p>
<p>December</p>	<p>1. Math—training to focus on 4th grade least proficient strand</p> <p>2. Linking assessment and instruction—Model additional examples of formative assessments (<i>Additional training in this area will be conducted monthly at grade level meetings</i>)</p> <p>3. Reading Strategies—Daily 5--examining Work on Writing (Setting Up Writing Notebooks)(Primary); Word Analysis/Vocabulary instruction—Developing strategies to unpack unusual words (Inter)</p>	<p>1. D</p> <p>2. D</p> <p>3. A, K-2, 3-5</p>	<p>1. A</p> <p>2. E</p> <p>3. D</p>	<p>1. TBD</p> <p>2. Literacy Coach, Vinson</p> <p>3. Literacy Coach, O'Shea and grade level practitioners; TBD</p>

Shalimar Professional Development Site Plan

<p>January</p>	<p>1. Critical Thinking Skills—overview of domains of knowledge; unpack a grade level reading benchmark to examine CT layers; review CT flip charts to plan questions to use in lessons 2. Math—training to focus on 3rd grade’s least proficient strand 3. Reading Strategies—Daily 5—Planning the process to include great mini-lessons and management of components (Status of Class handout, ideas from Debbie Diller’s <i>Making the Most of Small Groups</i>)(Primary); CRISS strategy (Inter)—3rd grade’s least proficient strand</p>	<p>1. D 2. D 3. A, K-2, 3-5</p>	<p>1. B 2. A 3. D</p>	<p>1. Literacy Coach, Vinson 2. TBD 3. Literacy Coach, O’Shea and grade level practitioners; TBD</p>
<p>February</p>	<p>1. Critical Thinking Strategies—unpack another grade level reading benchmark to examine CT layers; review CT flip charts to plan questions to use in lessons 2. Math—training to focus on 5th grade needs based on FCAT 3. Reading Strategies—Daily 5—Making conferences productive to the student and to inform instruction (Teach CAFÉ Conferencing Guide)(Primary); CRISS strategy (Inter)—5th grade’s needs based on FCAT</p>	<p>1. D 2. D 3. A, K-2, 3-5</p>	<p>1. D 2. A 3. E</p>	<p>1. Literacy Coach, Vinson 2. TBD 3. Literacy Coach, O’Shea and grade level practitioners; TBD</p>
<p>March</p>	<p>1. Critical Thinking Strategies—model new CT strategies for cross-curricular areas (reading, math, and science/SS) 2. Math—training to focus on 4th grade needs based on FCAT</p>	<p>1. D 2. D</p>	<p>1. D 2. A</p>	<p>1. Literacy Coach, Vinson 2. TBD 3. Literacy Coach, O’Shea and grade level</p>

Shalimar Professional Development Site Plan

	<p>3. Reading Strategies—Daily 5— Making the most of small groups— guided and reteaching (ideas from Debbie Diller’s <i>Making the Most of Small Groups</i>)(Primary); CRISS strategy (Inter)—4th grade’s needs based on FCAT</p>	3. A, K-2, 3-5	3. E	practitioners; TBD
April	<p>1. Critical Thinking Strategies-- model new CT strategies for cross-curricular areas (reading, math, and science/SS)</p> <p>2. Math—training to focus on 3rd grade needs based on FCAT</p> <p>3. Reading Strategies—Daily 5-- (Primary); CRISS strategy (Inter)—3rd grade’s needs based on FCAT</p>	<p>1. D</p> <p>2. D</p> <p>3. A, K-2, 3-5</p>	<p>1. D</p> <p>2. A</p> <p>3. E</p>	<p>1. Literacy Coach, Vinson</p> <p>2. TBD</p> <p>3. Literacy Coach, O’Shea and grade level practitioners; TBD</p>
May	<p>1. Critical Thinking Strategies-- Teachers bring classroom examples from cross curricular areas to share</p> <p>2. Math—training to focus on school wide math needs</p> <p>3. Reading Strategies—Daily 5— Sharing what’s happened in our rooms (Primary); CRISS strategy (Inter)—Share Fair of additional ideas and strategies related to yearlong topics</p>	<p>1. D</p> <p>2. D</p> <p>3. A, K-2, 3-5</p>	<p>1. D</p> <p>2. A</p> <p>3. E</p>	<p>1. Literacy Coach, Vinson</p> <p>2. TBD</p> <p>3. Literacy Coach, O’Shea and grade level practitioners; TBD</p>

Early Release Professional Development Site Plan

Directions: Please fill out this template completely and return to Carolyn McAllister by July 12, 2010. In columns 3 and 4, include the appropriate code to share the requested information. Add clarifying information as identified by the blank space following the code descriptor (e.g. grade level/s, subgroup/s, topic/s). Please remember that the state Professional Development Protocol requires that all PD is research-based, is designed to increase student achievement, and enhances instructional strategies that promote relevance and rigor.

Plew Elementary 2010-2011
Representative Schedule

Plew 10-11 Draft	Plew K-5	Days per week	Per Day Instructional Minutes	Per Week Instructional Minutes	District Requires	
					Per Week required minutes	Per Day required minutes
Period	Bell Schedule		Instructional Minutes	Per Week Instructional Minutes	Per Week required minutes	Per Day required minutes
	Begin	End				
Homeroom	8:25:00 AM	8:30:00 AM	5	25	0	0
1	8:30:00 AM	9:00:00 AM	30	150	150	30
2	9:00:00 AM	10:30:00 AM	90	450	450	90
LUNCH	10:30:00 AM	11:00:00 AM	30	150	125	25
3	11:00:00 AM	12:00:00 PM	60	300	300	60
Break	12:00:00 PM	12:20:00 PM	20	100	0	0
4	12:20:00 PM	1:20:00 PM	60	300	120	24
					90	0
5	1:20:00 PM	2:05:00 PM	45	135	90	0
					0	0
					30	0
6	2:05:00 PM	2:45:00 AM	8	40	120	0
Dismissal	2:45:00 AM	2:50:00 AM	5	25	0	0
			333	1585	1350	
			401	1835	1385	
					270	
		Must have a minimum of 310 minutes per day FTE time				
		Non-FTE Time				
		FTE Generating Classes				

PE is the period in which common planning may occur. All grade level teachers have PE at the same time each day. Teachers may select before/after school, non-instructional, time for that same purpose.

4-Year Okaloosa District Timeline – STEM/CTE

2010-2011 August	Pilot 10 th and 11 th grade Embry-Riddle Worldwide (ERAU WW) aviation courses at Niceville and Fort Walton Beach High Schools to determine student interest.
2010-2011 September	Meet with Dean of ERAU WW, Okaloosa County School District (OCSD) Curriculum Specialists and principals to develop a Program of Study for the Aviation Institutes at Niceville and Fort Walton Beach High Schools.
2010-2011 October	Recruit a curriculum specialist to align the ERAU WW Aviation Mathematics course with Algebra II benchmarks and standards.
2010-2011 October	Identify a current CTE instructor with AutoCAD certification to teach the AutoCAD course for the Aviation Institute.
2010-2011 November	Develop entries for high school guides that outlines the Aviation Institutes CTE prerequisites, math prerequisites and science prerequisites.
2010-2011 November	Forward entries for high school registration guides to the appropriate school.
2010-2011 December	Schedule recruiting efforts with ERAU WW staff and OSCD CTE staff.
2011-2012 January	Aviation Director will schedule appointments with Assistant Principals at both high schools to discuss scheduling of ERAU WW courses.
2011-2012 February	Aviation Director will monitor enrollment in ERAU WW classes to ensure that appropriate faculty is secured and in place by June 2012.
2011-2012 August	The 9 th grade cohort of Aviation Institute students at Niceville and Fort Walton Beach High Schools will begin the Aviation Institute Program of Study.
2012-2014 School Years	Aviation Director, CTE Program Director, and principals will monitor enrollment, success rate of students, further curriculum development, and evaluate the Aviation Institute faculty to plan personnel adjustments.

CHOICE AVIATION INSTITUTE EMBRY RIDDLE WORLDWIDE UNIV		24 CREDIT 4 YEAR GRADUATION PLAN				FAA GROUND SCHOOL CERTIFICATION OR AUTOCAD CERTIFICATION		
		ENGLISH	MATH	SCIENCE	SOCIAL SCIENCE	OCSO COURSES ERAU WW COURSES	OTHER ELECTIVES	
HIGH ENTERING HIGH SCHOOL IN 2011-2012	9th	Honors Eng I Eng I	Algebra I Algebra I Honors Geometry Honors Geometry	Honors Biology Biology AP Env Science	AP Human Geog (optional)	Tech Studies I AutoCAD Cert	Student Choice Physical Education	
	10th	Honors Eng II Eng II	Algebra II Geometry Geometry Honors	Honors Chemistry Chemistry Honors Physical Sci	Honors World Hist World History AP World Hist	Algebra II for Aviation (Honors) Aerospace I	Student Choice Fine/Practical/Performing Art	
	11th	Honors Eng III Ap Eng Lang Eng III	Pre Calculus Trig/Analy AP Stats Algebra II Honors Algebra II	Honors Physics Physics AP Chemistry	Honors Amer Hist AP Amer Hist American History	Aerospace Tech II ERAU WW 2 Semester Courses	Student Choice Foreign Lang	
	12th	Honors Eng IV AP Eng Lit Eng IV	AP Stats AP Calculus Dual Enrollment Math	AICE Physical Science AP Physics Dual Enrollment Science	Honors Gov't/Econ Gov't/Econ AP Gov't/Econ Dual Enrollment	Aerospace Tech III ERAU WW 2 Semester Courses	Student Choice Foreign Lang	
GRADUATION REQUIREMENTS	English Science Social Studies Math Fine/Practical Art Physical Education	4 Credits 3 Credits 3 Credits 4 Credits 1 Credit 1 Credit	Algebra I EOC Level 3 Geometry EOC 30% of Course Grade Biology EOC 30% of Course Grade Grade 10 FCAT 2.0/Reading Level 3	Graduation Requirements for 9th Grade Year of Entry '11-12				Students in the Aviation Institute are <u>strongly encouraged to take AT LEAST three AP, AICE, Dual Enrollment courses of their choice with math and science given priority</u>
ARTICULATION AND CTE DUAL ENROLLMENT OPPORTUNITIES								
CREDIT	Students may earn articulated college credit to: Embry Riddle Worldwide Aeronautical University University of West Florida (Participation in CHOICE) Northwest Florida State College (Jump Start Program)		Students may participate in any Dual Enrollment courses for any core subject offered as Dual Enrollment at either NWFSC or UWF.			Students are encouraged to check with prospective post secondary programs to ensure they are meeting the requirements for those programs.		

Career Cluster: Business, Management, & Administration

CTE Program: Medical Administrative Specialist

Career Cluster Pathway: Administrative Support

Major Area of Interest: Integrated Medical Administrative Assistant



16 CORE CURRICLUM CREDITS

8 ADDITIONAL CREDITS

ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1.cdi) PHYSICAL EDUCATION (1.cdi)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
----------------------	-------------------	-------------------------------------	-----------------------------	---	--	--

Career Cluster of interest identified by students enrolled in required middle school career education course that includes interest assessment and career exploration through CHOICES and ePersonal Education Planner through FACTS.org.

9	English I	Algebra I Or Higher	Biology	World Geography Or Elective	HOPE	Intro to IT (Suggested Prerequisite)	Medical Office Technology 2
10	English II	Geometry Or Higher	Chemistry	World History	Fine Arts or CTE Elective	Administrative Office Technology 1	Medical Office Technology 3
11	English III	Algebra II Or Higher	Anatomy/Physiology I	American History	Elective	Business Software Applications 1	Medical Office Technology Internship
12	English IV	Trig/Analytical Or Higher	Elective	Govt/Economics	Elective	Medical Office Technology 1	Executive Internship Multiple Credits

Dual enrollment courses may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements - see the Articulation Coordinating Committee's Dual Enrollment Equivalency List and the Bright Futures Comprehensive Course Table.

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.

TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
	Northwest Florida State College Office Administration A.A.S. Medical Office Administration Option or Medical Information Biller/Coder Option	University of West Florida Business, General B.S.B.A. Health Sciences B.S. Medical Information Technology Specialty

Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)

Medical Administrative Assistant, Office Manager, Executive Assistant, Administrative Support, Information Assistant, Desktop Publisher, Customer Service Assistant, Data Entry Specialist, Receptionist, Communications Equipment Operator, Computer Operator, Medical Transcriptionist, Medical Secretary, or Medical Records Clerk in hospitals, surgery centers, private and non-profit medical clinics, physicians office, laboratories, diagnostic testing centers

Secondary to Technical Center (PSAV)	Secondary to College Credit Certificate/Degree
Okaloosa Applied Technology Center Senior Option for Program Completion	Northwest Florida State College 3-18 Articulated College Credit Hours
	PSAV/PSV to AAS or AS/BS/BAS (Statewide and other local agreements may be included here) University of West Florida 6 Articulated College Credit Hours

Possible Industry Certifications (Students):

Secondary:	IC3, MCAS, Ready To Work, CMMA
Postsecondary:	IC3, MCAS, CMMA

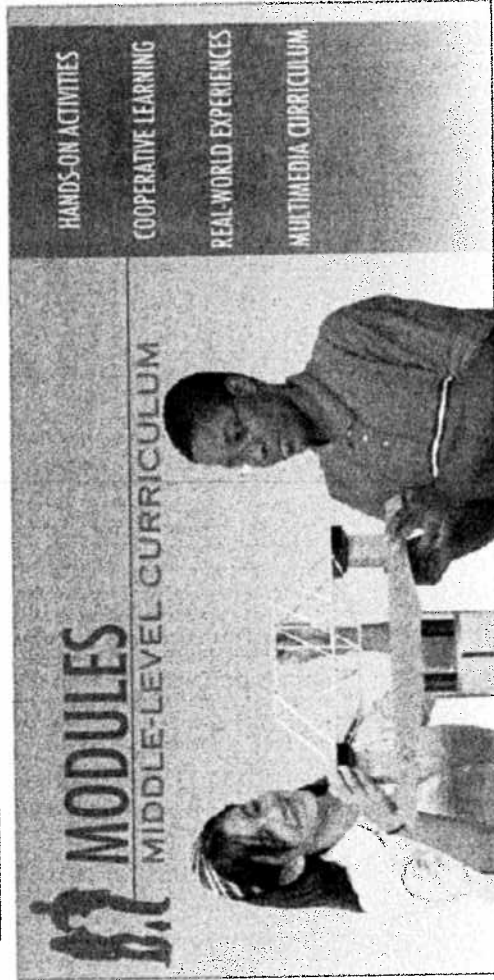
Listing of Okaloosa County
CTE Programs

Institute	Baker	Laurel Hill	Niceville	Choctaw	Crestview	FWBHS	Choice High School
Allied Health					146		
Allied Health and Engineering				60			
Automotive					139		166
Aviation			98	165	134	15	
Child Care	25						
Construction Tech	71	26			281	122	165
Creative Arts						75	182
Criminal Justice					149		
Culinary	125	50	113	124	183		114
Information Tech	98	42	816	300	327	132	
AMAT							59
Total All	319	118	1027	649	1359	344	686

Search

- All
- CURRICULUM
 - Algebra
 - Elementary Curriculum
 - Middle-Level Curriculum
 - High School Curriculum
 - CareerPorts
- BROWSE CURRICULUM
- VIDEO GALLERY
- NEWSROOM
- PITSCO EDUCATION PODCASTS
- SUBSCRIBE TO RSS FEED
- PITSCO EDUCATION BLOG
- PITSCO NETWORK MAGAZINE
- PITSCO NETWORK LOGIN
- CONSUMABLES ONLINE
- SITE INDEX

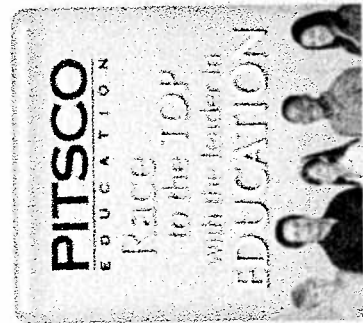
Home > **X** K-12 Curriculum



Hands-on, Real-world K-12 Curriculum in Science, Technology, Engineering, and Math

As the leading provider of age-appropriate, student-centered learning systems, we are committed to providing students with the most positive and meaningful learning experiences possible. Each system encourages students to take ownership of their learning and empowers teachers to facilitate a classroom unlike any other. PitSCO Education Missions delivers engaging, hands-on science experiences to elementary students, PitSCO Education Modules engages

students at the middle-level grades, and PitSCO Education Suites provides innovative, team-based learning opportunities to high school students. PitSCO Education CareerPorts provides real-world career exploration to high school students through virtual career internships. PitSCO Education Algebra is a two-course solution designed to address a critical need in education: helping students succeed in "the gateway course." PitSCO Education Curriculum: the revolution continues.



Advanced Placement Initiative

Summary of the Findings and Recommendations
of the Superintendent's Advanced Placement Work Group,
presented in motion form at the direction of Chairman Thigpen
for consideration at the July 10, 2006 Board meeting

The School Board finds that improvements in Advanced Placement represent a significant opportunity to achieve better student performance in Okaloosa high schools, approves the report of the Superintendent's Advanced Placement Work Group as presented at the Board workshop on July 6, declares its intention to conform Okaloosa's AP performance with other "best in Florida" standards, and authorizes and directs the Superintendent to implement the Work Group's findings and recommendations as follows:

Committee Findings

Okaloosa Schools will focus its efforts to improve the Advanced Placement program on three areas: Changing Culture, Student Support, and Teacher Support

Changing Culture

1. Okaloosa Schools will model its plan for AP success on its proven track record of teaching students the skills they need to be successful on the FCAT to include high and measurable standards of performance, aggressive and ongoing communication with parents, substantive teacher training, effective instruction, tutoring and individualized assistance, cost-effective management of resources, comparison with other high performing districts, and transparent reports of results to the Board, affected students and parents, and the community.
2. Okaloosa Schools will increase parent awareness and understanding of the AP program by making information available through parent meetings, regular mailings to parents, and postings on school and district websites.
3. Additionally, Okaloosa Schools will partner with local newspapers, television stations, and radio stations to make information about the AP program available to the community.
4. Every AP course will be taught by a teacher trained and qualified to teach that course in order to give every student the greatest opportunity for learning.
5. No school will offer an AP course until and unless there is a qualified, trained faculty member to teach the course. (In an unforeseen and rare circumstance in which an AP teacher must be replaced immediately prior to the start of school and no training could be arranged and no qualified teacher could be employed, the School Board may grant express approval for the course and the instructor. In such cases, parents and students must be advised in writing of the qualification deficit prior to the start of the course. In no case will a teacher be permitted to teach any AP course for a second year without AP training.)
6. Each school will designate a minimum of 15% of FTE funds generated from qualifying AP exam scores as an Advanced Placement Teaching Resources Fund to be used to provide supplemental books, supplies, and equipment for AP courses and for those courses which are considered preparatory for AP courses. This designation will commence with the 2006-2007 fiscal year using revenue generated from the 2006 AP examinations.
7. An Advanced Placement Resources committee will be established at each school to decide how these AP funds will be spent. AP funds will be used to purchase supplemental books for student use when funds have been depleted from school or district textbook funds. The committee will be comprised of five AP teachers (one chosen by the AP teachers of each of the four core subject areas and one chosen by the committee from the other subject areas), an

- AP parent chosen by the committee, a principal designee, and the school's AP Coordinator. This committee will coordinate its activities with the School Advisory Council.
8. Books will be purchased with AP funds if they are used as resource materials for teaching AP courses.
 9. A full-time district-wide position will be created to facilitate the improvement of the district's AP program, with responsibilities including AP and other related areas such as vertical teaming, PSAT, SAT, ACT, *Summer Bridge* programs, district-wide and intradisciplinary sharing of best practices, AP Central and the coordination of other functions, as described herein.
 10. Okaloosa Schools will include its AP results, by course, in its School Accountability Report Card and in regular reports to AP parents, the school community and the community at large.
 11. As a standard of resource management, an established AP class will at least pay for the teacher's salary. Finance estimates that an average enrollment of 20 is necessary to pay a teacher's salary. Start-up programs or first-time AP offerings may fall short of this standard; however, the standard should be reached no later than the beginning of the third year an AP course is offered. AP classes which are deemed valuable to students but which fail, over time, to achieve an enrollment sufficient to pay a teacher's salary should, if educationally appropriate, be offered via virtual school (Okaloosa Online) or shared between or among schools through a common location or moved to a neutral site. Each high school shall conduct a review of low enrollment AP classes in order to achieve the intent of this recommendation for the 2006-2007 school year.
 12. School administrators should enlist all practical and reasonable resources to help teachers who demonstrate poor results, as shown by their students' performance on the AP exam. School Performance Plans will include performance objectives for Advanced Placement courses. Teachers whose performance fails to meet these objectives after three years should no longer teach AP.

Student Support

16. Surveys will be completed by students at the end of each course to provide input on teacher effectiveness.
17. Okaloosa Schools will increase rigor in middle school honors and gifted classes through vertical teaming.
18. Teachers will receive vertical alignment training for core subject areas both between middle schools and high schools and within the high school.
19. Tutoring and review sessions will be held after school and on weekends throughout the year in preparation for the AP exam.
20. Teachers will be compensated at the tutoring rate for up to 25 hours of after-hours tutoring or review per teacher per year based on demonstrated student need and interest. Auditable records of such compensated tutoring sessions with student sign-in and agenda will be kept by the teacher and submitted to the principal's designee.
21. AP teachers will give summer reading and assignments which will include timely, interactive teacher support.
22. To help students balance family life with academics, AP teachers will coordinate holiday reading requirements. These assignments should not be so overwhelming that students are unable to spend time with their families or rest over the holidays. AP teachers will also coordinate routine and end-of-course testing schedules to avoid overburdening students insofar as practical.
23. Each high school will provide an Advanced Placement Summer Bridge program to incoming 9th and 10th grade students to encourage AP enrollment and orient students and parents to AP expectations and benefits.
24. Each middle school and high school which it feeds will coordinate with community organizations to create a Summer Bridge program aimed at incoming 7th and 8th grade minority and economically disadvantaged students who score a high level 2 or above on the FCAT. This program will provide encouragement and assistance to such students and their families regarding Advanced Placement expectations and benefits and will guide them to appropriate preparatory courses, activities, studies and help in order to be ready for Advanced Placement. Although aimed primarily at minority and economically disadvantaged students, this program would be open to all who wish to participate.

Teacher Support

25. New AP teachers will attend a Summer Institute each year during their first two years of teaching AP.
26. AP mentors will be assigned for first- and second-year AP teachers.
27. AP teachers will be encouraged to become AP exam readers.
28. All AP teachers who do not serve as an exam reader for their subject will attend a one- or two-day training session or a Summer Institute every three years. Neither the National Conference nor the National Convention is a substitute for a Summer Institute. Time and resources should be used for substantive, rigorous teacher training as opposed to administrators or teachers attending conferences and conventions.
29. Teachers will attend Summer Institutes when the test for their subject area is being revised.
30. The process for attending training will be streamlined and made more cost-effective. Institute dates, scholarship applications, and travel plans will be submitted by teachers to their principals at the earliest possible date but no later than March 31st in order to take advantage of College Board-subsidized travel costs and fee waivers.
31. Teachers will attend Summer Institutes led by highly qualified instructors—for example, members of the test development committee, former chief readers, question leaders, or long-term exam readers.
32. Because of potential cost savings brought about by Florida's partnership with the College Board, teachers will attend training within the state of Florida. Under rare and special circumstances, however, it may be occasionally necessary for teachers to attend training outside the state.
33. Subject-specific district meetings will be held three times each year by discipline for discussion and sharing of best practices. Each discipline will develop a curriculum notebook that includes sample syllabi and assessments. These meetings will be held outside of the instructional day, and teachers will be compensated for their time.
34. AP teachers will have district-wide contact lists for their discipline and for other disciplines in order to promote sharing of best practices and peer assistance.
35. The District AP Specialist (see recommendation #9) will organize, publish, and regularly update the "OCSD AP Best Practices Resource Book" for all AP teachers.
36. AP teachers will receive training in using AP Central.
37. AP faculty professional development training will be held once each quarter at each school.
38. An AP Coordinator will be designated at each school. This function will be filled by either one or more AP teachers or an administrator or guidance counselor who has AP training. If one or more AP teachers, this will be a contractual duty. Responsibilities will include but not be limited to
 - a. Coordinating AP training, including research, planning, registration, and arranging finances
 - b. Ordering and coordinating pre-administration AP testing materials and assigning personnel to administer exams
 - c. Attending AP Conferences for either AP Coordinators or Administrators (restricted to no more than two release days per year)
 - d. Coordinating vertical training within their school
 - e. Disseminating grades from AP exams to teachers and administrators
 - f. Ordering FRQ books in September
 - g. Acting as liaison with administrators and teachers concerning AP matters
 - h. Being responsible for documentation for AP faculty, including the AP Audit
 - i. Assembling data from AP Potential for use in student course selection

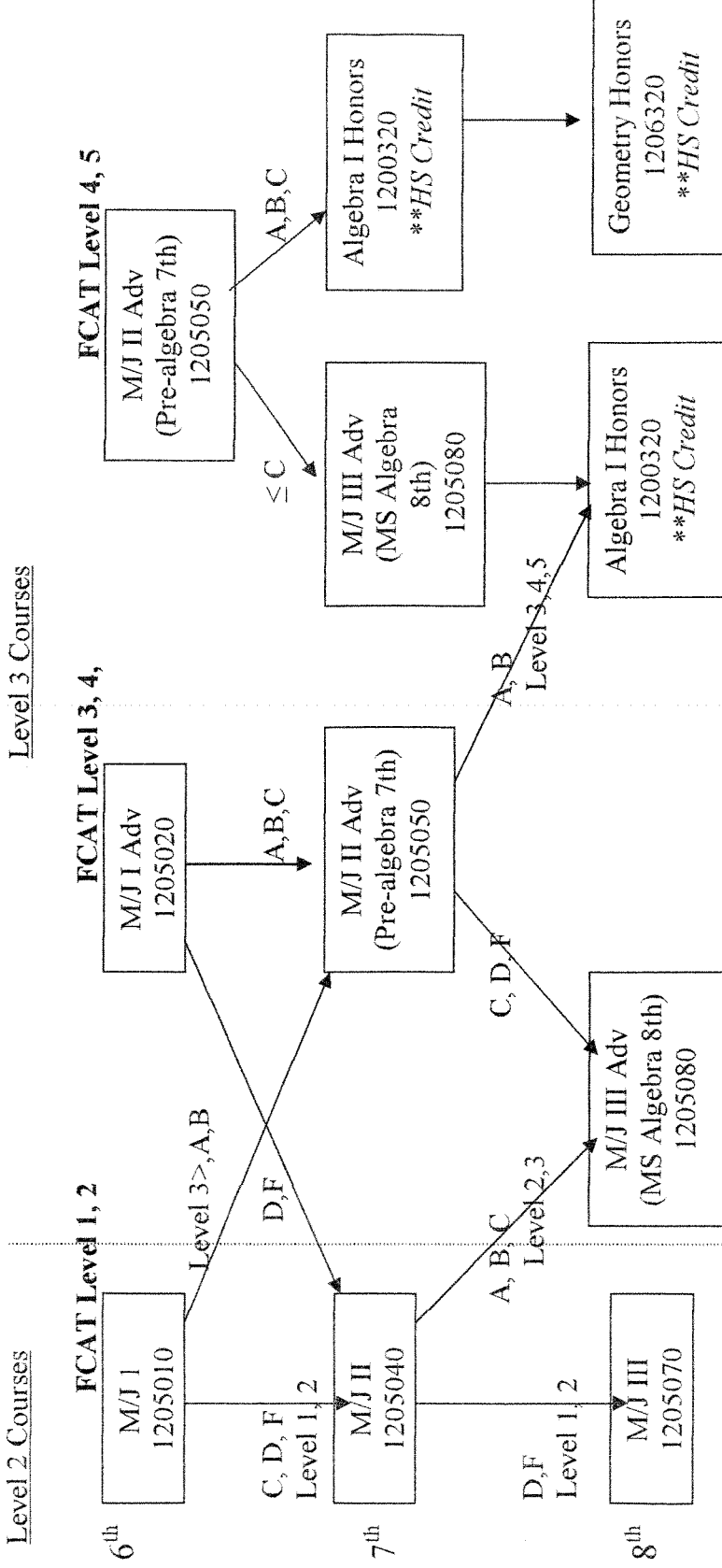
Accountability to the School Board

39. Prior to the commencement of each school year, the Superintendent shall report to the Board as to conformance with the Board's directives regarding the qualifications and timely training of AP teachers pertaining to the coming school year.
40. Following the conclusion of each school year, the Superintendent shall accumulate and publish to

the School Board and the public on an annual basis a comprehensive Advanced Placement report indicating how the district is implementing the AP initiative and this School Board directive. Such report will use the findings and performance metrics of the AP Work Group as baselines to depict (a) academic readiness of students for AP; (b) qualifications and timely training of AP instructors using the most cost-effective means; (c) numbers of students taking AP courses and AP exams; (d) numbers of minority and economically disadvantaged students taking AP courses; (e) performance on AP exams including district-wide results (compared to Alachua and Leon counties and other comparable high performing districts in Florida and nationally) and results by school, courses within each school, courses compared across the district and with other districts, and the performance of minority and economically disadvantaged subgroups within each school and course.

41. As is customary with all other policies and practices of the School District, this action is adopted by the Board with the understanding that, if the employee unions identify a contract violation, the Chief Officer for Human Resources will meet with union representatives to determine any need for negotiations or a memorandum of understanding.

Middle School Course Mapping Guide 2010-2011



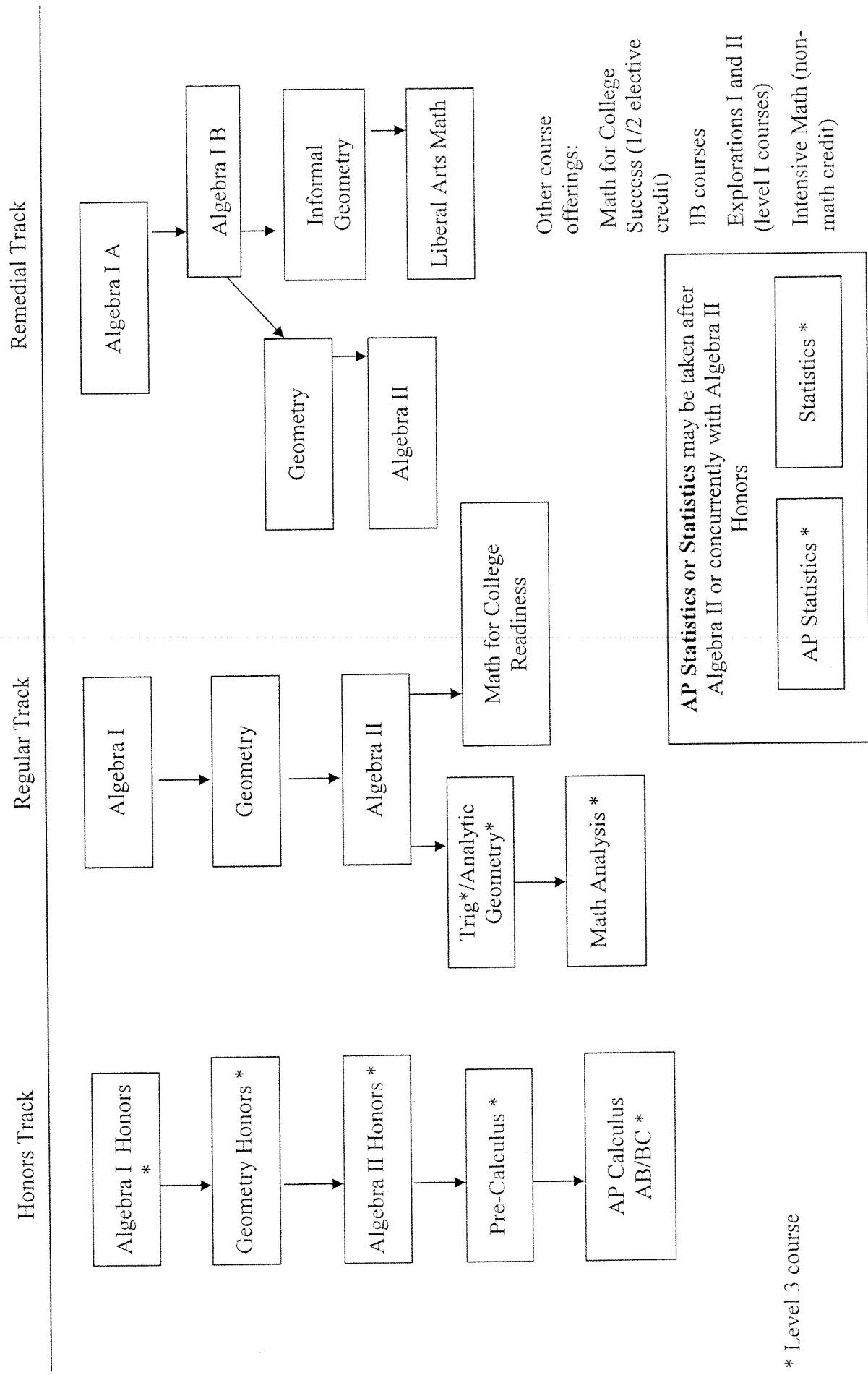
Elective Course

M/J Intensive Math 1204000 can be offered in addition to regular math courses for your level 1 and 2 students. This course is not intended as a core math course.

****High School Credit only.** There is **no** option for being officially enrolled in these courses for non-credit. By the 4th week of the first quarter, students must decide to stay in the Algebra I Honors class for HS credit, or transfer to Middle School Algebra (M/J Math III Adv.). The student choosing to drop Algebra IH will repeat Algebra I Honors the next year for HS credit. Remember that students who complete the course with a C or lower have the option of re-taking the course for forgiveness. Those who remain in Algebra I Honors will take the State EOC which will count as 30% of the yearly grade.

High School Math Tracking Options

This flowchart maps the course for "typical" students in each track.



Other course offerings:

Math for College Success (1/2 elective credit)

IB courses
Explorations I and II (level I courses)
Intensive Math (non-math credit)

* Level 3 course

Okaloosa Secondary Science Progression Model (proposed option)

Grade Level	Regular	Advanced	Accelerated
6	M/J Earth/Space Science	M/J Earth/Space ADV	M/J Earth/Space ADV
7	M/J Life Science	M/J Life Science ADV	M/J Life Science ADV
8	M/J Physical Science	M/J Physical Science ADV	Physical Science Honors
9	Biology	Honors Biology	AP Environmental & Honors Biology ²
10	Chemistry	Honors Chemistry ¹	Honors Chemistry
11	Physical Science	Honors Physics	Honors Physics
12	Earth Space	Honors Anatomy / Honors Marine / Honors Earth Space / AP or AICE science	AP, AICE or Dual Enrollment science

¹ If student does not meet the math prerequisite of Algebra II concurrent with Chemistry I Honors/Physics I Honors, then the student may insert one of the other honors classes (12) and then complete the progression.

² Accelerated students may take two science courses at one time.

NSTA Reports

Launching Tomorrow's Engineers

3/8/2010 - NSTA Reports—Lynn Petrinjak



Engineers for America (EFA) participants use their imaginations and a wooden construction set as they try to build the tallest possible freestanding structure and learn about engineering as part of an EFA activity called “Sortie Hotel: Make It the Tallest.” Jacque Whittle.

“You don’t fish with the bait you like; you use the bait the fish like,” quips Ricardo Soria, an assistant principal at Choctawhatchee High School in Fort Walton Beach, Florida, not far from the Eglin Air Force Base.

Soria’s bait of choice is Engineers for America (EFA), and his “fish” are elementary and middle school students in the Okaloosa County School District (OCSD), which includes 14 Title I elementary schools and two Title I middle schools. Retired from the U.S. Air Force, Soria is on a mission to inspire interest in science, technology, engineering, and math (STEM) in more children. The program’s focus grew out of a discussion Soria had with some engineers from the air base. “They told me, ‘We’re 60,000 engineers short in the Department of Defense, and the force is retiring,’ ” Soria remembers. “It can be computer, civil, or technical. I did some research and found we’re losing [student interest at] about fourth or fifth grade.” EFA has a vision to counter that loss, he explains. “We want to cultivate the next generation of scientists, engineers, and technology professionals to maintain America’s technological and defense supremacy.”

To do that, EFA offers summer workshops for elementary and middle school teachers at the Air Force Armament Museum on the Eglin base. During the workshops, teachers learn how to do experiments, called sorties, most designed by Soria and reviewed by Shawnea Tallman and Debbie Davis, OCSD science and math curriculum specialists, respectively. Teachers also review new sorties during the workshop. Based on their response, the experiments are either improved or replaced. During the school year, EFA-trained teachers visit the museum with their students.

“EFA kids get so excited about science,” says Tallman. “We promote a culture for science and science learning among these kids.”

At the summer workshop, teachers get a “cookbook” containing everything needed to do sorties. Cookbooks include five parts for each sortie: background information; task instructions; data collection instruments on which students also record, in their own words, what they will be doing and predict what will happen; any needed templates; and a form for teacher feedback.

When a group arrives at the museum, the kids tour the outdoor exhibits, led by a volunteer engineer. Afterward, students separate into groups of 12 to 14 and do a sortie for about 30 minutes, then shift to another station. They break for lunch, then do two more.

Noting at least one teacher from outside OCS D has participated in the EFA summer workshop, Soria says, “If you have received EFA teacher training, it doesn’t matter where your school is: If you can get your kids (to the museum), then you can use the resources.” His longer term goal is to make the sorties available online—either through the Air Force Armament Museum or on a separate website—to teachers around the world. Educators interested in learning more about the sorties and Soria’s “Sortie Cookbook” can e-mail him at soriar@mail.okaloosa.k12.fl.us.

“We try to honor (the museum) and (include) all of STEM,” explains Tallman. She says many sorties are based in math, enabling the teacher to respond, “So we can find out how the experiment went,” when students ask why they need to learn something. “The whole goal was the kids are not just active, doing something, but also collecting data. There would be some manipulation of data where we would apply the math.”

EFA sorties were created with Florida’s Next Generation Sunshine State Standards in mind. “Our goal was to select specific benchmarks from the targeted grade levels,” recalls Tallman. “During lead-teacher training, [teachers were told] they were going to help inspire the sorties. They made suggestions of what ones to do next, what [standards] students had difficulty mastering; that guided the curriculum we picked.”

“The sorties are designed to get kids interested; they have a stake in it” by competing to see whose paper airplane could fly the farthest/straightest, for example, adds Soria.

This year, Soria hopes to analyze Florida Comprehensive Assessment Test (FCAT) scores to see how students who participate in EFA sorties prior to taking the test perform compared with others who take the FCAT first.

“We’re trying to make a point that [the EFA activity] is an integral part of student understanding and recalling for the FCAT,” says Tallman. “It’s a hard mindset to change, that sorties are something fun to do after FCAT.”

Although the program is “still in our infancy” (the first summer workshop for teachers was held in 2006), Soria believes it is successful. As proof, he notes participation more than doubled between the first year and the second, with a total of about 1,500 students in the program over nearly three years. In addition, Soria has two informal benchmarks by which he gauges success: He reports no disciplinary problems have occurred at the museum, and—a more unconventional measure—no students requested restroom breaks. “When you take kids on a field trip, they all

want to go to the bathroom. The teachers say the students aren't asking. Those are two metrics that tell me we're on to something."

In addition to the fleets of student-made paper airplanes (and other projects), Soria says, "I want teachers to have a lot of materials and strategies to take with them." To achieve that goal, Soria has received grants from a number of local and national companies and agencies, including a local realtor, Boeing, the American Institute of Aeronautics and Astronautics, KidWind, the local Chapter of the Air Force Association (#398), Garmin, Target Stores, and the National Defense Industry Association. The money allows him to continue to develop new sorties and hold the teacher workshops. In addition, the museum receives grant funds to restock consumable materials, such as the paper for all those airplanes.

"A key component has been the amazing response from the engineering community," says Tallman, adding an "ownership factor" exists in the collaboration between the scientific and education communities. Soria also credits OCSD superintendent Alexis Tibbits and Choctawhatchee High School principal Cindy Gates with supporting the program. "Their confidence in EFA's academic value encourages teachers to attend the workshops and take their kids to the museum," he says.

For more information on EFA, visit
www.afarmamentmuseum.com/engineers_for_america.shtml.

Sponsored by:

National Science Teachers Association • 1840 Wilson Boulevard • Arlington VA 22201
Telephone: 703.243.7100 • Fax: 703.243.7177

OCSD Accelerated STEM Courses

Currently offered	Fort Walton Beach High School	Niceville High School
	AP Stats AP Calculus BC AP Calculus AB AP Physics AP Chemistry AP Biology AP Environmental	AP Stats AP Calculus BC AP Calculus AB AP Physics AP Chemistry AP Biology AP Environmental
	AICE Marine Biology	AICE Marine Biology
To be offered 2010-11	AICE Physical Science AICE Biology	AICE Physical Science AICE Biology

	Elementary	Middle	High
<i>Reading</i>	<p>Grades 3-5: FAIR (Pre) Broad Screening; <i>FAIR</i> will provide a <i>lexile</i> score</p> <p>Grade K: FLKRS (ECHOS) within first 30 school days for all students, includes FAIR (Pre)</p> <p><i>DEA Reading: Pre-Mid-Post</i></p> <p>Gr. 3-5: FCAT Reading (all students)</p> <p>PPP Assessment: Gr. 1 & 2: SAT 10 Rdg. only (EOY, possible retainees)</p> <p>Other/Optional Assessments:</p> <ul style="list-style-type: none"> • FAIR • DRA2 (1-on-1 assessment) • OCSD Cold Reads • STAR Reading (all elementary schools have the resources) • MacMillan/McGraw Hill Text • GMRT • STRR 	<p>Gr. 6-8: FAIR (Pre) Broad Screening; <i>FAIR</i> will provide a <i>lexile</i> score Maze; <i>Only if fluency needed to determine IR placement (26% or higher for alternate placement)</i></p> <p><i>DEA Reading: Pre-Mid Post (optional)</i></p> <p>Gr. 6-8: FCAT Reading (all students)</p> <p>End-of-Course Exam: Intensive Reading, considering replacement with DEA</p> <p>Other/Optional Assessments:</p> <ul style="list-style-type: none"> • FAIR • GRADE • SRI • GMRT 	<p>Gr. 9-12: FAIR (Pre) Broad Screening; <i>FAIR</i> will provide a <i>lexile</i> score Maze; <i>Only if fluency needed to determine IR placement (26% or higher for alternate placement)</i></p> <p><i>DEA Reading: Pre-Mid Post (optional)</i></p> <p>Gr. 9-10: FCAT Reading (all students)</p> <p>End-of-Course Exam: Intensive Reading, considering replacement with DEA</p> <p>CPT/PERT: Juniors, Level 2, and 3</p> <p>Other/Optional Assessments:</p> <ul style="list-style-type: none"> • FAIR • GRADE • SRI • GMRT

<p><i>Math</i></p>	<p>Gr. K-5: DEA Math Pre-Mid Post</p> <p><i>Gr. 3-5: FCAT Math (all students)</i></p> <p>Diagnostic for course placement:</p> <ul style="list-style-type: none"> • Orleans Hanna • Glencoe diagnostic <p>Other/Optional Assessments:</p> <ul style="list-style-type: none"> • Slosson Math • STAR Math • Harcourt text • Key Math • GMADE (at 2 schools only) 	<p>Gr. 6-8: DEA Math Pre-Mid Post (optional)</p> <p><i>Gr. 6-8: FCAT Math (all students)</i></p> <p>DEA: Alg. 1 (course specific students)</p> <p>End-of-Course Exam: <i>All math courses (all students)</i></p> <p>Diagnostic for course placement:</p> <ul style="list-style-type: none"> • Orleans Hanna • Glencoe diagnostic <p>Other/Optional Assessments:</p> <ul style="list-style-type: none"> • GMADE • Text • Course recovery: EdOptions 	<p>Gr. 9-12: DEA Math Pre-Mid Post (optional)</p> <p><i>Gr. 9-10: FCAT Math (all students)</i></p> <p>DEA: Alg. 1 (course specific students)</p> <p>End-of-Course Exam: <i>All math courses (all students)</i></p> <p>CPT: Juniors, Level 2, 3, and 4</p> <p>Other /Optional Assessments:</p> <ul style="list-style-type: none"> • GMADE • Text • Credit recovery: EdOptions
<p>Writing</p>	<p>Grade 4: FCAT Writes (all students)</p> <p>Grades K-3,5: Okaloosa Writes</p> <p>Other/Optional Assessment:</p> <ul style="list-style-type: none"> • Grade level writing prompts 	<p>Grade 8: FCAT Writes (all students)</p> <p>Grades 6 &7: Okaloosa Writes</p> <p>Other/Optional Assessment:</p> <ul style="list-style-type: none"> • Grade level/department writing prompts 	<p>Grade 10: FCAT Writes (all students)</p> <p>Grade 9: Okaloosa Writes</p> <p>CPT: Juniors, Level 2, and 3</p> <p>Other/Optional Assessment:</p>

<p><i>Science</i></p>	<p>Gr. 5: DEA Science Pre-Mid-Post</p> <p>Gr. 3 & 4: DEA Science Pre-Mid-Post (optional)</p> <p>Grade 5: FCAT Science (all students)</p> <p>Other/Optional Assessment:</p> <ul style="list-style-type: none"> • Text 	<p>Gr. 8: DEA Science Pre-Mid Post (optional)</p> <p>Gr. 6 & 7: DEA Science Pre-Mid-Post (optional)</p> <p>Grade 8: FCAT Science (all students)</p> <p>End-of-Course Exam: <i>All science courses (all students)</i></p> <p>Other/Optional Assessments:</p> <ul style="list-style-type: none"> • Text • Course Recovery: EdOptions 	<ul style="list-style-type: none"> • Grade level/department writing prompts <p>Gr. 11: DEA Science Pre-Mid Post (optional)</p> <p>Grade 11: FCAT Science (all students)</p> <p>End-of-Course Exam: <i>All science courses (all students)</i></p> <p>Other/Optional Assessments:</p> <ul style="list-style-type: none"> • Text • Credit Recovery: EdOptions
-----------------------	---	---	---

Middle School Course Title and Number

Section	Course Name	Course #
A	Intensive Reading (6 th)	1008010
A	Intensive Reading (7 th)	1008040
A	Intensive Reading (8 th)	1008070
B	Learning Strategies	7863090
C	M/J Computer Applications I	0200010
D	M/J Band 1,2,3 & Instructional Techniques 1,2,3	1302000
E	M/J Chorus	1303000
F	M/J Dance I	0300000
G	M/J Comprehensive PE - 1-3 Years	1501100/1501110
H	M/J Tumbling	1501000
I	M/J Journalism I	1003000
J	M/J Library/Multimedia	1100000
K	Spanish I	0708340
L	French I	0701320
M	Intermediate French	0701010
N	M/J Emphasizing Art	0104020
O	M/J Drama I	0400000
P	Culinary Arts	8000250
Q	Construction Technology	8000200/8000210
R	Agriculture	8100110
S	Creative Writing I	1009000
T	M/J Wheel – Spanish	0600000
U	Weightlifting	1501010
V	Graphic Design	0103000
W	Intermediate Spanish	0708010
X	M/J Keyboard I/Beginning Piano	1301030
Y	M/J Health IV	0800030
Z	Broadcast Communication s	0500100
1	Web Design I & II	8207110/8207120
2	M/J Career Education	2305000
3	Intro to IT	8207310
4	Student Aide/Study Hall	2200000
5	M/J Library Multimedia 2 – RUCKEL ONLY	1100010
6	M/J Keyboard 2	1303140
7	Speech/Debate – RUCKEL ONLY	1007000
8	Visual Arts – Year 2 – RUCKEL ONLY	
9	M/J Art 2-D – PRYOR ONLY	
1	M/J World Cultures (6 th)	2105020
2	M/J World Cultures Advanced (6 th)	2105030
3	M/J World Geography & Career Planning (7 th)	2103016
4	M/J World Geography Advanced & Career Planning (7 th)	2103026
5	M/J U.S. History (8 th)	2100010

6	M/J U.S. History Advanced (8 th)	2100020
1	Language Arts I (6 th)	1001010
2	Language Arts I Honors(6 th)	1001020
3	Language Arts 2 (7 th)	1001040
4	Language Arts 2 Advanced (7 th)	1001050
5	Language Arts 3 (8 th)	1001070
6	Language Arts 3 Advanced (8 th)	1001080
1	Comprehensive Science I	2002040
2	Comprehensive Science I Advanced	2002050
3	Comprehensive Science II	2002070
4	Comprehensive Science II Advanced	2002080
5	Comprehensive Science III	2002100
6	Comprehensive Science III Advanced	2002110
7	Biology I Honors	2000320
8	Earth/Space Science	2001010
9	Earth/Space Science Honors	2001320
10	Life Science	2000010
11	Life Science Advanced	2000020
12	Physical Science	2003020
13	Physical Science Advanced	2003020
14	SSTRIDE	2000010
1	Intensive Math (6 th)	1204000
2	Intensive Math (7 th & 8 th)	1204000
3	Mathematics 1 (6 th)	1205010
4	Mathematics 1 Advanced (6 th)	1205020
5	Mathematics 2 (7 th)	1205040
6	Mathematics 2 Advanced (7 th)	1205050
7	Mathematics 3 (8 th)	1205070
8	Mathematics 3 Advanced (8 th)	1205080
9	Algebra I Honors (HS Credit)	1200320
10	Geometry Honors (HS Credit)	1206320

- Both Form A/B or Form 1/2 available (20% variation in exam content).

List of High School Courses

Course	Course Code
English	
English I	1001310
English II	1001340
English III	1001370
English IV	1001400
English I Honors	1001320
English II Honors	1001350H
English III Honors	1001380H
English IV Honors	1001410
Math	
Advanced Topics in Mathematics	1298310
Algebra I	1200310
Algebra I Honors	1200320
Algebra II	1200330
Algebra II Honors	1200340
Algebra I A	1200370
Algebra I B	1200380
Analytic Geometry	1206330
Applied Math III	1205420
Explorations in Math I	1205500
Geometry	1206310
Geometry Honors	1206320
Informal Geometry	1206300
Intensive Math	1200400
Liberal Arts Math	1208300
Math Analysis	1201300
Pre-Calculus	1202340
Probability & Statistics - Year	1210300
Probability & Statistics - Semester	1210300
Trigonometry	1211300
Science	
Anatomy & Physiology	2000350
Anatomy and Physiology Honors	2000360
Biology I	2000310
Biology I Honors	2000320
Chemistry I	2003340
Chemistry I Honors	2003350
Earth/Space Science	2001310
Earth/Space Science Honors	2001320
Environmental Science	2001340
Marine Science I	2002500
Marine Science Honors	2002510

Physics I Honors	2003390
Physical Science	2003310

Social Studies

American Government	2106310
American Government Honors -	2106320
Law Studies	2106350
American History	2100310
American History Honors	2100320
Economics	2102310
Economics Honors	2102320
Philosophy	2105340
Psychology	2107300
Sociology	2108300
World Geography	2103300
Geography Honors	2103300H
World History	2109310
World History Honors	2109320
World Religion	2105310
Contemporary History	2109350

Foreign Language

American Sign Language 1	0717300
American Sign Language 2	0717310
French I	0701320
French II	0701330
French III	0701340
French IV	0701350
German I	0702320
German II	0702330
German III/IV - Even years	0701340/50
Latin I	0706300
Latin II	0706310
Latin III	0706320
Latin IV	0706330
Spanish I	0708340
Spanish II	0708350
Spanish III	0708360
Spanish IV	0708370
Pre-AICE Spanish I	0708532

P.E./Life Management/Driver's Ed

Care and Prevention of Athletic Injuries	1502490
Driver's Education	1900310
H.O.P.E.	3026010
Life Management Skills	8502000

ESE

Gifted - 10th Grade - NHS Only	7965010
Gifted - 10th Grade	7965040

Gifted - 11th Grade	7965020
Gifted Externship	7965030
Unique Skills with math support	7963130
Learning Strategies- 9th Grade	7963080
Learning Strategies- 10th Grade	7963080
Learning Strategies- 11th Grade	7963080
Learning Strategies- 12th Grade	7963081

Electives

ART

Art Appreciation	0100310
Art 2D, Comp. II - A & B*	0101310
Art 2D, Comp. III	0101320
Ceramics I - A & B*	0102300
Ceramics II	0102310
Ceramics III	0102320
Drawing I - A & B*	0104340
Drawing II - A & B*	0104350
Drawing and Painting I	0104320
Drawing and Painting II	0104330
Drawing and Painting III	0104400
Creative Photography I - A & B*	0108310
Creative Photography II	0108320
Jewelry - Year 1	0107300
Jewelry - Year 2	0107310
Portfolio I	0109310/20
Sculpture I - A & B*	0111310
Pre IB Art 1 & 2	0114800/10

* A=Perf. Based 08-09; B=Ext. Response, Essay/Multiple Choice 09-10

Band / Chorus / Dance

Band I-IV	1302300-30
Jazz I-IV	1302500-50
Dance Techniques	0300310
Ethnic Dance	0300316
Eurythmics/Color Guard I-IV	1305300
Guitar I	1301320
Guitar II	1301330
Vocal Music I	1303300
Vocal Music II	1303310
Vocal Music III	1303320

Business and Office Tech

Accounting I	8303310
Administrative Office Technology I	8212110
Business Software Applications	8212120
Keyboarding and Business Skills	8200320

Marketing Essentials	8827110
Careers Research	
Careers Research	1700380
Debate	
Debate I	1007330
Debate II	1007340
Debate III	1007350
Debate IV	1007360

DRAMA

Improvisation/Acting I	0400620
Acting II	0400320
Acting III	0400330
Acting IV	0400340
Stagecraft I	0400410
Stagecraft II	0400420
Stagecraft III	0400430
Stagecraft IV	0400440
Theatre I	0400450
Theatre II	0400460
Theatre III	0400470
Theatre IV	0400480

FAMILY AND CONSUMER

Child Development	8500310
Food Preparation	8500390
Home Tech	8500365
Nutrition and Wellness	8500355
Parenting Skills	8500355
Family Dynamics	8500345
Fashion Design Services	8506410
Interior Design	8506540
Design Services Core	8506405
Personal and Family Finance	8500120

HEALTH SCIENCE

Health Science I	8417100
Health Sc. II & Allied Health	8417110/8417131
Medical Skills and Services	8400320

INTENSIVE READING

9th Grade	1000410
10th Grade	1000410
11th Grade	1000410
12th Grade	1000410

JOURNALISM

Journalism -Newspaper Production I	1006300
Journ. - Newspaper Prod. II	1006310
Journ. - Newspaper Prod. III	1006320
Journ. - Newspaper Prod. IV	1006330

Mass Media - Student Asst.	1006340
Journalism - Yearbook 1	1006300
Journalism - Yearbook 2	1006310
Journalism - Yearbook 3	1006320
Journalism - Yearbook 4	1006330

LINK CREW LEADERSHIP

Link Crew Leadership	2400310
----------------------	---------

PEER COUNSELING

Peer Counseling I & II	1400300/10
------------------------	------------

ROTC

Air Force Junior ROTC 1	1800300/1800400
Air Force Junior ROTC 2	1800310/1800410
Air Force Junior ROTC 3-4	1800320-1800330

Army Junior ROTC I	1801300
Army Junior ROTC II	1801310
Army Junior ROTC III	1801320
Army Junior ROTC IV	1801330

TV PRODUCTION

TV Production	1100331
---------------	---------

VOCATIONAL

Culinary Operations I	8515210
Culinary Operations II	8515212
Early Childhood Ed. Part I	8503211
Early Childhood Ed. Part II	8503212
Early Childhood Ed. Part III & IV	8503213/14A

VPS/INTERNSHIP/EXPLORE TEACHING

Voluntary Public Service	500370
Explore Teaching	500340
Internship I	500300
Internship II	500310
Educational Methodology	0500930

WEB DESIGN/INSTRUCTIONAL TECHNOLOGY

Intro. to Information Technology	8207310
Web Design I	8207110
Web Design II	8207120
Web Design III	8207130

YOUNG MEN OF TOMORROW

A *"Closing the Gap"* initiative for minority males in
the Okaloosa County School District
2010-2011



Why do we need the "Young Men of Tomorrow?"

- Young men make up less than 44% of college population
- 80% of high school dropouts are males
- Male students have unique strengths and needs
- Academic and social interventions are correlated with increasing academic achievement.

More statistics on African American males...

- ⊙ African-American males have lower college enrollment rates than those of black women.
- ⊙ In mental health, men of both races have high rates of depression.
- ⊙ A large percentage are involved in substance abuse.
- ⊙ They have a rising rate of suicide throughout the U.S., according to national statistics.

Council of Michigan Foundations: Improving the Lives of African-American & Hispanic Males 9/19/07

In Okaloosa County...we can make a DIFFERENCE!

As YOUNG MEN OF TOMORROW:

YOU WILL:

- MENTOR/TUTOR your peers
- SHARE with educators
- REPRESENT other minority young men in our community
- STRIVE for educational excellence



“Nobody rises to Low Expectations.”

- Carl Boyd

“Y.M.T” Mission Statement:

To improve academic achievement of minority male students and to encourage lifelong learning to prepare students for college and career opportunities.

What will Y.M.T. do?

- Learn about importance of academic success and making wise choices
- Share their own personal testimonies about academic success
- Encourage other boys to choose academic “excellence” now for a better future
- Participate in academic and leadership activities
- Be of service to the school district and local community

YOUNG MEN OF TOMORROW GOALS

- ⦿ Increase academic achievement
- ⦿ Increase leadership skills and activities
- ⦿ Increase self awareness
- ⦿ Increase self- esteem

Y.M.T. Tentative Events

- **Academic Tutoring/ Workshops (Monthly)**
- **Leadership Workshops (Monthly)**
- **Academic Excellence Society Meetings**
- **Mentoring Telethon**
- **Elementary, Middle, & High Schools Events**
- **Field Trips**
- **Community Events (ex. Youth Super Day)**
- **Fundraisers**
- **Other events as announced**

YOUNG MEN OF TOMORROW ATTIRE

AT ALL PUBLIC EVENTS, ALL Y.M.T
members will wear:

- ⦿ YMT polo (to be ordered) OR

- ⦿ Shirt and tie OR

- ⦿ YMT Blazer

YOUNG MEN OF TOMORROW TEAM - with support from Superintendent Dr. Alexis Tibbets

- ⦿ **Program Coordinators:**

Mrs. Elaine Anderson

Dr. Cheryl Seals

- ⦿

Minister Jerry Jones

Mr. Jimmy James

Mr. Steve Meriweather

Rev. Carl Jett

YOUNG MEN OF TOMORROW



Achievement:

It's Everybody's Business.



We Need You!

Academic achievement is essential for all our children. Their future and our future depend on it. We need your help to ensure that every child reaches his or her academic potential. We are looking for:

- Mentors
- Tutors
- Motivational Speakers

Dr. Cheryl Seals
(850) 689-7177 ext. 10000
sealscr@mail.okaloosa.k12.fl.us

Mrs. Elaine Anderson
(850) 833-5815
anderson@mail.okaloosa.k12.fl.us



SCHOOL DISTRICT OF OKALOOSA COUNTY

SUPERINTENDENT OF SCHOOLS
ALEXIS TIBBETTS, Ed.D.

ATTORNEY TO THE BOARD
C. JEFFREY McINNIS



BOARD MEMBERS
CINDY FRAKES
HOWARD HILL
CHUCK KELLEY
CATHY THIGPEN
RODNEY L. WALKER

May 27, 2009

Dear Parents/Guardians,

Congratulations!! Your child has been chosen to participate in The Okaloosa County School District's Summer Bridge Program! Our program theme is *Striving to Optimize My Potential (STOMP)*.

One of the initiatives in closing the achievement gap in Okaloosa County schools is to encourage more minority students like your student to enroll in more honors/advanced classes and rise to their academic potential. As a result of this initiative, we will be implementing our third Summer Bridge (STOMP) program this summer. Students enrolled in the Summer Bridge (STOMP) Program will be exposed to a rigorous three week curriculum that would prepare them for honors/advanced work.

Each student who participates in the Summer Bridge (STOMP) program will be enrolled in at least one honors/advanced class for the upcoming school year. Throughout the course of the school year support systems will be in place to help your student be successful in their new honors/advanced course.

The Summer Bridge (STOMP) Program will run July 6 – July 23. The time will be from 7:30 A.M. – 12:00 P.M. Bus transportation with hub pick-up points will be provided for your student. In order to reserve your student's slot in this exciting program, please complete the enclosed application and return it by Monday, June 8. You may turn in the form to the guidance office at your child's school or you may fax the form to our office at 850 - 833-3111. A member of our Summer Bridge (STOMP) staff will be personally contacting you regarding more information on the program.

We are excited about the academic possibilities that this initiative will open for minority students across our school district. We commend your commitment to educational excellence. We look forward to working with you to help your student achieve his/her educational and career goals.

Sincerely,

Cheryl Seals
No Child Left Behind
Curriculum Specialist

Elaine Anderson
No Child Left Behind
Curriculum Specialist

Steve McLaughlin
Advanced Placement
Curriculum Specialist

School Name:
School Work Location:

(Please select one of the following options)

We have read, understand, and fully support the purpose and scope of work and participating responsibilities as described in the following documents relative to The School Board Of Okaloosa County, Florida's participation in the federal Race to the Top grant program and do wish to participate.

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Okaloosa County must complete and submit this scope of work template by October 13, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

We have read and understand the purpose and scope of work and participating responsibilities as described in the following documents relative to The School Board of Okaloosa County, Florida's participation in the federal Race to the Top grant program and do not wish to participate.

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Okaloosa County must complete and submit this scope of work template by October 13, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

Jo Henderson
Governing Board Chair Name

Joan P. Henderson
Governing Board Chair Signature

9/15/2010
Date

Mary Gunter
School Principal Name

Mary Gunter
School Principal Signature

9/15/2010
Date

By signing affirmatively to this Intent to Participate on behalf of the above-mentioned Charter School, we agree to adhere to the applicable requirements in the Memorandum of Understanding.

546 Mary Esther Cutoff, Ste. 1~ Fort Walton Beach, FL 32548
850-833-3321 phone ~ 850-833-3292 fax

Liza Jackson
Preparatory School

Okaloosa Academy, Inc.

School Name:
School Work Location:
(Please select one of the following options)

_____ We have read, understand, and fully support the purpose and scope of work and participating responsibilities as described in the following documents relative to The School Board Of Okaloosa County, Florida's participation in the federal Race to the Top grant program and do wish to participate.

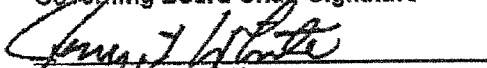
- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Okaloosa County must complete and submit this scope of work template by October 13, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

X We have read and understand the purpose and scope of work and participating responsibilities as described in the following documents relative to The School Board of Okaloosa County, Florida's participation in the federal Race to the Top grant program and do not wish to participate.

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Okaloosa County must complete and submit this scope of work template by October 13, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)


Governing Board Chair Name

Dr. Frank Wittwer
Governing Board Chair Signature


School Principal Name

Jerry h White
School Principal Signature

9/22/10
Date

9/20/2010
Date

By signing affirmatively to this Intent to Participate on behalf of the above-mentioned Charter School, we agree to adhere to the applicable requirements in the Memorandum of Understanding.

81 Roberts Boulevard
Fort Walton Beach, Florida 32547
Phone: 850-864-3133
Fax: 850-864-4305

Management Center
101-A Business Centre Drive
Miramar Beach, FL 32550
Phone: 850-650-3984
Fax: 850-650-6352

2053 S. Ferdon Boulevard
Crestview, FL 32539
Phone: 850-689-7688
Fax: 850-689-0799

Emerald Coast Wildlife Refuge
School Name: *Academy of Zoological Sciences*
School Work Location: *Fort Walton Beach, FL*

(Please select one of the following options)

We have read, understand, and fully support the purpose and scope of work and participating responsibilities as described in the following documents relative to The School Board Of Okaloosa County, Florida's participation in the federal Race to the Top grant program and do wish to participate.

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Okaloosa County must complete and submit this scope of work template by October 13, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

We have read and understand the purpose and scope of work and participating responsibilities as described in the following documents relative to The School Board of Okaloosa County, Florida's participation in the federal Race to the Top grant program and do not wish to participate.

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Okaloosa County must complete and submit this scope of work template by October 13, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

Jerry Melvin
Governing Board Chair Name

Jerry Melvin
Governing Board Chair Signature

Sept 21, 2010
Date

Susan Leveille
School Principal Name

Susan Leveille
School Principal Signature

Sept. 18, 2010
Date

By signing affirmatively to this Intent to Participate on behalf of the above-mentioned Charter School, we agree to adhere to the applicable requirements in the Memorandum of Understanding.

School Name:
School Work Location:

(Please select one of the following options)

_____ We have read, understand, and fully support the purpose and scope of work and participating responsibilities as described in the following documents relative to The School Board Of Okaloosa County, Florida's participation in the federal Race to the Top grant program and do wish to participate.

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Okaloosa County must complete and submit this scope of work template by October 13, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

X We have read and understand the purpose and scope of work and participating responsibilities as described in the following documents relative to The School Board of Okaloosa County, Florida's participation in the federal Race to the Top grant program and do not wish to participate.

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Okaloosa County must complete and submit this scope of work template by October 13, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

Sandy Sims
Governing Board Chair Name


Governing Board Chair Signature

10/7/10
Date

Charla Cotton
School Principal Name


School Principal Signature

10-6-10
Date

By signing affirmatively to this Intent to Participate on behalf of the above-mentioned Charter School, we agree to adhere to the applicable requirements in the Memorandum of Understanding.

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

Florida Department of Education
American Recovery and Reinvestment Act of 2009 (ARRA)
Race to the Top

Panhandle RTTT Coalition
Final Scope of Work

Submitted as a collaborative Final Scope of Work by:

Escambia County School District

Santa Rosa County School District

Okaloosa County School District

Walton County School District

Bay County School District

The Panhandle RTTT Coalition Application is submitted to complement the Final Scope of Work submitted by each member district. It represents the work of those member districts in cooperative planning and contains the goals, deliverables, activities, timelines and sustainability factors that are common across the Florida Panhandle.

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

**TABLE OF CONTENTS
Panhandle RTTT Coalition
Final Scope of Work**

Final Scope of Work Components	Page
Section A Narrative	Page 3
Form (A) 1 – Coalition Student Goals and Measures	Page 9
Work Plan Tables	
1. Expand Lesson Study – (B)(3)1	Page 10
2. Expand STEM Career and Technical Program Offerings – (B)(3)4	Page 13
3. Increase Advanced STEM Coursework – (B)(3)5	Page 16
4. Bolster Technology for Improved Instruction and Assessment – (B)(3)6	Page 20
5. Improve Access to State Data – (C)(2)	Page 22
6. Use Data to Improve Instruction (C)(3)(i) and (ii)	Page 26
7. Provide Support for Educator Preparation Programs – (D)(2)(ii)-(iii)	Page 30
8. Improve Teacher and Principal Evaluation Systems – (D)(2)(ii)-(iii)	Page 33
9. Use Data Effectively for Human Capital Decisions – (D)(2)(iv)(b)(c)(d), (D)(3) and (E)(2)4-5	Page 38
10. Focus Effective Professional Development – (D)(5), (B)(3)2-3, (C)(3)(ii), (D)(2)(iv)(a) and (D)(3)(ii)2	Page 44
11. Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1-2	Page 49
12. Implement Proven Programs for School Improvement (E)(2)3	Page 51
13. Include Charter Schools in LEA Planning (F)(2)	Page 57
Appendix: List of Acronyms	Page 60

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

A. OVERARCHING PROJECT PLANS

1. Describe the Coalition’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 Coalition’s current status with respect to the various reform elements, including strengths and challenges.

The Panhandle RTTT Coalition

The Panhandle Race to the Top (RTTT) Coalition is comprised of the school districts of Escambia, Santa Rosa, Okaloosa, Walton and Bay Counties. Located in the western-most counties on the Gulf of Mexico, these five counties encompass a diverse student population—from the urban schools in Pensacola to those in rural Laurel Hill and coastal Panama City Beach—a population that has the potential to succeed in racing to the top.

The region is home to the two geographically-largest military bases in the world, Eglin Air Force Base and Hurlburt Field, as well as the headquarters of the Air Armament Center and of the Special Operations Wing of the US Air Force. With Naval Aviation Station – Pensacola in Escambia County in the west and Tyndall Air Force Base in Panama City to the east, the Coalition counties are “bracketed” by a prevailing military presence. The economic well-being of the region resides, at one end of the spectrum, in a dominant military presence and the defense industry that supports it—which has created a demand for the science, technology, engineering and mathematics (STEM) initiatives. At the other end of the spectrum, that well-being is defined by the hospitality and tourism industry built upon the emerald waters and sandy beaches of the shore—which drives the development of career education efforts in areas such as the culinary arts.

Students and staff of the Panhandle Coalition are blessed with a strong college and university system that stretches across the area. From the University of West Florida and Pensacola State College in Escambia County to Gulf Coast Community College in Bay County, the network of post-secondary institutions includes Northwest Florida State College, Florida State University and Troy University. The proposed Comprehensive Reform Plan will draw on existing partnerships to extend and enhance articulation agreements and dual enrollment programs that benefit students. Additionally, those partnerships will provide a framework for review of and revision to both traditional and non-traditional teacher preparation programs.

The development of the Panhandle RTTT Coalition comes as a natural evolution from the existing partnerships of the five member districts. The districts have long been aligned in developing curricula, in sharing data portals and in collaborating on professional development for both administrative and instructional staff members. Geographically, the Coalition ranges less than 200 miles along the Gulf of Mexico. The member districts, therefore, share students, parents, staff and families across county boundaries. Economic development across the region is dependent upon the “high tech” demands of the military and defense industry as well as on the preservation of strong growth in real estate development and the hospitality industry—from restaurants and hotels to beach-based entertainment.

It is the recognition of this diversity and the challenges presented for students, staff, parents and community stakeholders that has prompted the formation of the Panhandle RTTT Coalition. It is the differences among them that will enable the districts of the Coalition to plan and implement a collaborative plan to close the achievement gap, increase the graduation rate and implement the STEM priorities. It is the intent of the Coalition members to race to the top as a relay team—“handing off” resources in the form of staff and professional development and data.

RACE TO THE TOP COALITION FINAL SCOPE OF WORK – EXHIBIT II

A – 1 (a) Support for Florida’s Theory of Action

In support of the Florida Theory of Action, that highly effective teachers and leaders make a difference in student achievement, the Coalition has developed a comprehensive plan that supports and is supported by the RTTT Scope of Work developed by each member district. Each Scope of Work includes deliverables and activities that assure the selection, preparation and support of teachers and school leaders. Each participating district has identified both common and unique strategies that promote collaborative instruction and that use data analysis to improve teaching and learning. Embedded in each Scope of Work is the recognition that guidance and support from instructional leaders is essential to the development of an instructional culture that energizes teachers and students and results in instructional decisions that produce students who are internationally competitive.

The Coalition project plans incorporate those components identified as essential to the implementation of the Florida RTTT plan and that represent a student-centered school environment:

- Establishment of high expectations and a “culture of rigor” for students;
- Differentiation of instruction driven by formative and interim assessments;
- Professional development that includes lesson study and other job-embedded and data-driven activities;
- Compensation and career opportunities that reflect the value of effective teaching and instructional leadership;
- Inclusion of balanced assessment programs which utilize student data indicators in making instructional and management decisions; and,
- Collaboration in on-going review, evaluation and appropriate revision to the Scope of Work—both within and across districts.

The project plan components proposed by the Coalition and by each participating district support implementation of educational reform that assures:

- Adoption of standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Establishment of data systems that effectively measure and track student growth and success as well as inform teachers and principals of ways to improve instruction;
- Recruitment, development and retention of effective teachers and principals, especially where they are needed most; and,
- Transformation of the lowest-achieving schools.

Familiarity with shared resources for educational reform and transformation is rooted in a history of alignment between and among the member districts. Coalition members plan to work together in design of curricula, development of End of Course exams, establishment of common data portals, presentation of professional development opportunities, expansion of STEM activities and creation of career academies. In addition, administrative staff have collaborated in reviewing salary schedules and evaluation instruments.

A – 1 (b) Achievement Goals

A team of more than 50 educators from the Coalition districts—from superintendents and curriculum specialists to personnel directors and information systems staff—have met to discuss, develop and articulate a project plan that will contribute to the student achievement goals established for Florida’s RTTT. Evident in the Coalition Scope of Work and the Scope of Work for each member district is a focus throughout on college and career readiness.

- Goal 1: To double the percentage of in-coming freshmen who ultimately graduate from high school, go on to college and achieve at least one year of college credit. The proposed project plan builds upon recent growth in student enrollment in accelerated courses, dual-enrollment programs and career and technical education courses that result in both college credit and industry

RACE TO THE TOP COALITION FINAL SCOPE OF WORK – EXHIBIT II

certification. Where appropriate and applicable, Coalition districts will continue to develop strategies that promote student enrollment in Advanced Placement (AP), International Baccalaureate (IB) and Advanced International Certificate of Education programs as well as those programs that result in Industry Certification. In addition, member districts are committed to expanding and enhancing articulation agreements with post-secondary educational institutions, resulting in greater opportunities for students to attain college credit through dual enrollment and industry certifications.

- Goal 2: To cut the achievement gap in half by 2015. Members of the Panhandle Coalition, through all elements of this proposal, acknowledge the continuing need to close the achievement gap. Their collaborative efforts will enable those who have low-performing schools to learn from their colleagues in districts that have “turn-around” schools—those who have implemented programs that address the educational challenges of the most-needy students. Established goals will address the student population at-large as well as subgroups that may be defined by economic factors and/or ethnicity. Scope of Work components will include, but not be limited to: the implementation of the Common Core State Standard initiative; the improvement of data tools to support and improve instructional focus; and, the strengthening of both traditional and non-traditional teacher preparation.
- Goal 3: To increase the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015 in order to meet or exceed the performance levels of the highest-performing states. Embedded in the strategies and supporting activities unique to the Scope of Work developed by each of the Coalition members is the recognition that NAEP proficiency can and will predict student achievement. That achievement, in turn, will support the goal of assuring student preparation for college and career readiness. Increases in proficiency on NAEP will be identified, again, not only for the student population at-large but also for subgroups defined by economic factors and ethnicity.

A – 1 (c) Strengths and Challenges

The greatest strength and greatest challenge to the Panhandle RTTT Coalition is the same—the diversity of the member districts. Each district faces unique challenges in the development and implementation of Work Plans for the 13 Project areas. The Coalition represents some of the highest-performing schools in the state and represents others that have consistently been identified as needing improvement. However, it is this diversity in accomplishment that has prompted the establishment of the Coalition, formalizing a common commitment to Florida’s reform efforts to:

- Achieve equity in teacher distribution;
- Improve the collection and use of data;
- Address issues attendant to standards and assessments by enhancing the quality of those assessments, by including students with disabilities and limited English proficiency and by improving academic content and student achievement standards; and,
- Supporting struggling schools.

This dedication to regional reform efforts, as exemplified by the formation of the Panhandle RTTT Coalition, has created a renewed sense of collegiality across the member districts. The Coalition has established a protocol for sharing both workload and resources that will serve its members well throughout the four-year grant period. And, it represents a partnership that will bridge the barriers of distance and time and continue beyond the RTTT grant period.

Although there is evidence of success at many levels throughout the Coalition, there is much work to be done. The student population of the five member counties mirrors the state and the nation in terms of reading proficiency. Project plans must incorporate improvement in teacher effectiveness through the development of new standards for evaluation and assessment and with the utilization of relevant and validated data. Creation of new models for evaluation and compensation will also drive increased student

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

performance and proficiency.

Professional development is an essential component of the Coalition overarching plan. It must be expanded for K-12, providing teachers and instructional leaders with the tools they need to prepare students to achieve in college and the workplace and to compete in the global economy. Local and regional standards must be revisited so that they are aligned with the Common Core State Standards. Rigor in all curriculum areas must be increased. The Coalition also recognizes the need for development of formative, interim and summative assessments to assist in instructional decision-making. Assessment results must be utilized to identify student weaknesses and to determine immediate corrective action. In addition, member districts—both those with and without persistently lowest-achieving schools—will employ formative assessment and the principles of lesson study to expand and enhance differentiated instruction. Both administrators and teacher leaders must be provided with professional development opportunities to enhance their ability to lead these efforts.

Student Goals and Measures

Student Goals and Measures (Form (A) (1)) will be established by each member district based upon the unique characteristics of the students they serve. Those goals and measures will include annual targets as well as the ultimate goals for the Class of 2015. To further document the diversity of the Panhandle Coalition student population, the range of percentages for baseline data are noted on the attached form. (NOTE: Baseline data were provided by the Florida Department of Education, Division of Public Schools.)

2. Provide a detailed Coalition-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.

Development of a Coalition-wide management plan is inherent in the establishment of the five-member Panhandle Coalition. As representatives from the member districts have met to develop the Coalition plan and share resources in the development of individual district plans, they have addressed common strategies for implementation of RTTT. Components of that management plan include, but will not be limited to the following.

- Involvement of all stakeholders. Throughout the development of the Overarching Project Plan for the Panhandle Coalition, member districts have discussed the need for involvement of all stakeholders. Those discussions have included development of a list of common elements, while recognizing that each district plan may have representative involvement that is unique. For example, each member of the Coalition has a common partner in the Workforce Development Board of the participating district. Coalition members will share their knowledge of and experience with the most effective platforms for involving parents in implementation of reform efforts, providing insight about “what works” and “what doesn’t work.” The Superintendents, School Board Presidents/Chairmen and Presidents of Local Teachers’ Unions of all five of the

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

<p>Coalition members signed the Memorandum of Understanding in the Florida RTTT application, indicating their commitment to implementation and collaboration. Other common stakeholders across the Coalition include, but are not limited to, Chambers of Commerce, Economic Development Councils, Parent Leadership Councils and post-secondary institutions.</p> <ul style="list-style-type: none"> • Identification of leadership/management teams. The membership of leadership/management teams will be based upon the unique needs and organizational structure of each member district and will be identified within the individual RTTT applications. It is anticipated, however, that those teams will include the superintendent as well as administrative staff who have responsibility for operations, curriculum and instruction, quality assurance, human resources, data/Management Information System (MIS) and finance. • Strategies for monitoring implementation. In addition to participating in the statewide evaluation efforts for monitoring implementation of RTTT, Coalition members have identified, within the Scope of Work for each of the 13 projects, specific components that support the individual district’s project goals. Deliverables and activities, as well as the projected timelines for implementation, are distinctive for each member district and are detailed within the individual RTTT applications. • Implementation timeline. Please see applications from each Coalition member for timelines which reflect complete implementation for all schools prior to the end of the grant period. • Summary budget. Please see applications for each Coalition member for summary budgets for all years of the grant period as well as detailed budgets for each member district. Coalition members understand that release of grant funds will be contingent upon successful progress toward completion of identified deliverables.
<p>3. Indicate steps that the Coalition will take to evaluate progress in implementing the project (in addition to participating in the statewide evaluation efforts).</p>
<p>Member districts are committed to adhering to the projected implementation and evaluation components documented within the individual RTTT applications. On-going review by each of the individual district leadership/management teams will assure that corrections and adjustments are made in any area of deficiency or non-compliance. Each Coalition member will identify a representative from the district leadership/management team who will assume primary responsibility for coordination of evaluation efforts within that district. It is anticipated that, in turn, the “coordinator” will identify the district staff person responsible for evaluating each of the 13 projects for which Work Plans have been developed.</p>
<p>4. Provide an overview of how the Coalition will ensure sustainability of RTTT reforms beyond the grant period.</p>
<p>The sustainability of the RTTT reform efforts is inherent in the program design for the Panhandle Coalition. The plan incorporates components of both programmatic and fiscal sustainability and anticipates that a well-established Panhandle Coalition will continue well beyond the grant-funded period. Throughout the four-year course of RTTT funding, members of the Coalition—as a group and as individual school districts—will be involved in the development, implementation and evaluation of a myriad of programs and activities that support the identified reform efforts. Those include, but are not limited to: STEM instructional programs; Career and Technical Education academies; data portals; and, evaluation systems including End of Course exams, test item banks and other evaluation and assessment systems. Instructional standards and the complementary evaluation systems will be adopted and aligned. Processes and procedures to assist struggling schools will be in place, as well as the means to validate that assistance. Curricula—from Pre-K through 16—will be aligned to assure articulation and to support student readiness for college and careers. All of these components will remain in place for decades—long after the initial grant funding period concludes. Coalition members are committed to implementation projects that require minimal recurring costs. Rather, the emphasis is on utilizing grant funding to develop strategies and programs that will be sustained through realignment of resources.</p>

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

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.

Integration of other funding sources will have features that are distinctive for each member of the Coalition. Possible sources of other funding that may be integrated with RTTT grant funds include, but are not limited to: Carl Perkins Career and Technical Education grant funds; Supplemental Academic Instruction (SAI); Individuals with Disabilities Education Act (IDEA); Title II; class size funding; Florida Education Finance Program (FEFP); AP/IB add-on funding; and, Career and Professional Education (CAPE) funding. Support for qualified students may also be available through local Workforce Development Board Youth Programs. Member districts will, when appropriate, also pursue additional support from corporate and private sources as well as Legislative and other public sector funding.

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

**FORM (A)1.
Panhandle RTTT Coalition 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:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	59	59	60	63	66	68	69	72	76	80	85
College Going Rate	58	58	60	61	62	63	64	65	67	71	74
College Credit Earning Rate	63	63	64	64	64	65	65	66	67	68	70
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	22	22	23	25	26	27	29	31	34	39	44

RANGE OF BASELINE DATA FOR PANHANDLE RTTT COALITION

(Note: The percentages below represent the range of FLDOE baseline data for the five districts of Panhandle RTTT Coalition, from lowest to highest.)

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	54 / 76	53 / 77	55 / 76	54 / 82	56 / 85						
College Going Rate	43 / 63	51 / 64	48 / 65								
College Credit Earning Rate	56 / 66										
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	17 / 29										

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: Guyla Hendricks

Title: Chief Officer, Quality Assurance and Curriculum Support, Okaloosa County

Phone #: 850-833-5860

E-mail Address: hendricksg@mail.okaloosa.k12.fl.us

Name: Vickie Beagle

Title: Director, Inservice & Instructional Technology, Santa Rosa County

Phone #: 850-983-5110

E-mail Address: beagle@mail.santarosa.k12.fl.us

Name: Debbie Kerr

Title: Professional Learning Specialist, Walton County

Phone #: 850-892-1100, Extension 5242

E-mail Address: kerrd@walton.k12.fl.us

Name: Sandy Edwards

Title: Director of Comprehensive Planning, Escambia County

Phone #: 850-432-6121

E-mail Address: sedwards@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

1. Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.
2. Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.
3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study
4. Submission of one participating teacher's improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts						

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	X	X		X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Please see supporting narrative.	X	X	X	X	X	X

Deliverable (required): 2. Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Please see supporting narrative.	To be determined by individual Coalition districts.					

Deliverable (required): 3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Please see supporting narrative.	To be determined by individual Coalition districts.					

Deliverable (required): 4. Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Please see supporting narrative.	To be determined by individual Coalition districts.					

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts.					

Sustainability Factors:
Each district in the Panhandle RTTT Coalition will include Lesson Study as a focus in their district Professional Development plan.

Supporting Narrative (optional):
While this goal is optional for any district without schools designated in the “persistently lowest-achieving school” category, the Panhandle Coalition has elected to initiate the Lesson Study process as a “best practice” in professional development. Supporting activities held in common are located in (D)(5). The extent to which

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

Lesson Study is addressed in-depth will be a district-by-district decision. However, the Panhandle Coalition has created an order of operations that includes a methodology for implementation of Lesson Study. While each of the member districts is unique and at a different stage of implementation, this order of operations ensures that the five Panhandle districts are using the same process. Deliverables and supporting activities to expand Lesson Study and support achievement goals are documented in (B)(3)1 and (D)(5). Universal components are noted in the Coalition proposal. Please see member district Work Plans for specific personnel, support activities, budget and appendices if applicable.

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

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: Guyla Hendricks

Title: Chief Officer, Quality Assurance and Curriculum Support, Okaloosa County

Phone #: 850-833-5860

E-mail Address: hendricksg@mail.okaloosa.k12.fl.us

Name: Cheryl Smith

Title: Director, Workforce Education, Santa Rosa County

Phone #: 850-983-5058

E-mail Address: smithc@mail.santarosa.k12.fl.us

Name: Daina Cooke-Weaver

Title: CTE Council Director, Bay County

Phone #: 850-769-1551, Extension 2876

E-mail Address: dcooke-weaver@gulfcoast.edu

Name: Mike Davis

Title: Walton Career Development Center, Principal, Walton County

Phone #: 850-892-1100

E-mail Address: davism@walton.k12.fl.us

Name: Lesa Morgan

Title: Director of Workforce Education, Escambia County

Phone #: 850-432-6121

E-mail Address: lmorgan@escambia.k12.fl.us

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

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.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.						

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Individual districts will research Enterprise Florida’s regionally identified workforce needs to plan for future career academies.	X	X	X	X	X	X
1-B. Individual school districts will analyze and identify their specific needs and identify programs that offer opportunities for the inclusion of science, technology, engineering and science (STEM) accelerated coursework.	X	X	X	X	X	X
1-C. Individual school districts will analyze their capabilities to offer additional Programs of Study or career academies that include STEM accelerated courses, basing their decisions on individual district resources, district student population, and workforce needs in the school’s region.	X	X	X	X	X	X
1-D. Individual school districts will develop new Programs of Study or career academies, or re-write existing Programs of Study for existing academies to include accelerated STEM courses.	To be determined by individual Coalition districts.					
1-E. Individual school districts will develop a timeline and implementation plan to include additional Programs of Study or new career academies, or re-write existing Programs of Study for career academies to	To be determined by individual Coalition districts.					

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

include accelerated STEM courses.						
Deliverable (required): 2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. To be determined by individual Coalition districts.						

Deliverable (required): 3. Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. To be determined by individual Coalition districts.						

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts.					

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional):
The Panhandle Coalition STEM Committee developed a set of procedures that individual districts would enlist in the development of new career academies and Programs of Study for new career academies that would incorporate accelerated STEM courses into the curriculum. When possible, core math and science standards and benchmarks will be embedded into the Career and Technical Education (CTE) courses that would enable students to be successful on specific math and science End of Course exams.

A number of the supporting activities documented in this Work Plan are mutually appropriate for (B)(3)4 & 5.

Universal components are noted in the Coalition proposal. Please see member district Work Plans for specific personnel, support activities, budget and appendices if applicable.

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

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: Guyla Hendricks

Title: Chief Officer, Quality Assurance and Curriculum Support, Okaloosa County

Phone #: 850-833-5860

E-mail Address: hendricksg@mail.okaloosa.k12.fl.us

Name: Buddy Hinote

Title: Director, High School, Santa Rosa County

Phone #: 850-983-5055

E-mail Address: hinotec@mail.santarosa.k12.fl.us

Name: Paula Weaver

Title: Staff Specialist – Science, Bay County

Phone #: 850-872-4100

E-mail Address: weaverpj@bay.k12.fl.us

Name: David Jeselnik

Title: Coordinator of School Improvement and Accountability, Walton County

Phone #: 850-892-1100, Extension 1513

E-mail Address: jeselnid@walton.k12.fl.us

Name: Carolyn Spooner

Title: Director of High School Education, Escambia County

Phone #: 850-432-6121

E-mail Address: cspooner@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

1. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.
2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.						

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. The science, technology, engineering and science (STEM) Programs of Study will be based on Enterprise Florida regionally identified/ projected workforce needs listed as targeted occupations that are high skill and high wage.	To be determined by individual Coalition districts.					
1-B. The Program of Study will include Career and Technical Education courses, which afford students the opportunity to earn industry certification.	To be determined by individual Coalition districts.					
1-C. The Program of Study will include at least one accelerated math and science course at the Advanced Placement (AP), Advanced International Certificate of Education (AICE), or Dual Enrollment level.	To be determined by individual Coalition districts.					
1-D. The Program of Study will be developed in cooperation with post-secondary institutions to develop articulation strategies for transition into the 1 st year of post secondary.	To be determined by individual Coalition districts.					
1-E. Modes of recruiting minority and female student participation will be developed and implemented.	To be determined by individual Coalition districts.					
1-F. Modes of recruiting students, who would not traditionally engage in advanced math and science courses, will be developed and implemented.	To be determined by individual Coalition districts.					

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

1-G. All teachers will receive Professional Development training in the program area.	To be determined by individual Coalition districts.
1-H. All Career and Technical Education (CTE) teachers will obtain and maintain appropriate Industry Certification/s.	To be determined by individual Coalition districts.
1-I. Strategies for drop-out-prevention will include opportunities for student-student interactions, such as the establishment of a Career and Technical Student Association, and opportunities for student-teacher interactions, such as duty-period mentoring.	To be determined by individual Coalition districts.
1-J. Strategies will be implemented to increase student readiness, such as frequent formative assessments, differentiated instruction, high-level questioning, and hands-on and student-based project learning.	To be determined by individual Coalition districts.
1-K. Student interest in and preparedness for the program will begin in the primary grades and continue through middle school into the secondary program.	To be determined by individual Coalition districts.

Deliverable (required): 2. 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 nd Quarter	3 rd Quarter	4 th Quarter			X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. High school math, science and technology courses will be offered to accelerated middle school students for high school credit.	To be determined by individual Coalition districts.					
2-B. Teachers will collaborate with feeder patterns for vertical alignment.	To be determined by individual Coalition districts.					
2-C. Teachers will collaborate with other teachers of similar programs within the Coalition.	To be determined by individual Coalition districts.					
2-D. Program STEM teachers will collaborate in Curriculum Mapping.	To be determined by individual Coalition districts.					

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.						

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional):
Mutually appropriate deliverables and supporting activities to increase advanced STEM coursework and support

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

achievement goals are documented in (B)(3)4 and (B)(3)5. Universal components are noted in the Coalition proposal. Please see member district Work Plans for specific personnel, support activities, budget and appendices if applicable.

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

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: JC Connor
Title: Chief Information Officer, Okaloosa County
Phone #: 850-689-7149
E-mail Address: ConnorJC@mail.okaloosa.k12.fl.us

Name: Vickie Beagle
Title: Director, Inservice & Instructional Technology, Santa Rosa County
Phone #: 850-983-5110
E-mail Address: beagle@mail.santarosa.k12.fl.us

Name: David Smith
Title: Director of Technology and Information Services, Bay County
Phone #: 850-872-4291
E-mail Address: tech@bay.k12.fl.us

Name: David Jeselnik
Title: Coordinator of School Improvement and Accountability, Walton County
Phone #: 850-892-1100, Extension 1513
E-mail Address: jeselnid@walton.k12.fl.us

Name: Don Manderson
Title: Director of Information Technology, Escambia County
Phone #: 850-432-6121
E-mail Address: dmanderson@escambia.k12.fl.us

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

Deliverable (minimum required evidence):
 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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.						

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

1-A. Readiness certification for Spring 2011 completed with Florida’s online tool	X					
1-B. Compile information of technology needed for administration of online testing for 2012		X				
1-C. Compile information of technology needed for administration of online testing beyond 2012			X			
1-D. Study internal local capacity for pre-testing and testing to include infrastructure and bandwidth			X			
1-E. Hardware and capacity development plan by school to accommodate online testing through 2014				X		
1-F. Provide training for testing coordinators at school sites	To be determined by individual Coalition districts.					
1-G. Develop plan for schools to acquire technology to meet testing requirement			X			
1-H. Develop schedules for testing at each school site		X		X	X	X
1-I. Develop bandwidth procurement plan	X			X	X	X
1-J. Acquire hardware to meet requirements for online testing	To be determined by individual Coalition districts.					
1-K. Acquire bandwidth to support concurrent online testing	To be determined by individual Coalition districts.					
1-L. Configure hardware to meet specifications of testing coordinator			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts.					

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional):
 The Panhandle Coalition was in full agreement regarding the selection of supporting activities and timeline to ensure that students have the needed access for computer-based assessment. While the budget will be district-specific, the items considered for funding purposes were agreed upon by the Panhandle Coalition and include:

- Substitutes for technology coordinator training;
- Substitutes for technology assessment coordinators during testing windows;
- Purchase of hardware, upgrades and replacements; and,
- Increase bandwidth capacity (e-rate window)

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

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: JC Connor

Title: Chief Information Officer, Okaloosa County

Phone #: 850-689-7149

E-mail Address: ConnorJC@mail.okaloosa.k12.fl.us

Name: Bill Emerson

Title: Assistant Superintendent, Curriculum & Instruction, Santa Rosa County

Phone #: 850-983-5040

E-mail Address: emersonw@mail.santarosa.k12.fl.us

Name: David Smith

Title: Director of Technology and Information Services, Bay County

Phone #: 850-872-4291

E-mail Address: tech@bay.k12.fl.us

Name: Robert Godwin

Title: Software Specialist, Walton County

Phone #: 850-892-1100, Extension 1542

E-mail Address: godwinr@walton.k12.fl.us

Name: Don Manderson

Title: Director of Information Technology, Escambia County

Phone #: 850-432-6121

E-mail Address: dmanderson@escambia.k12.fl.us

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

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.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Member District Data Processing/Technical Staff	X	X	X	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): 1-A. Member districts will provide reports of staff accessing state resources via single sign-on per the Florida Department of Education (FLDOE) report template.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X

Deliverable: 2. LEA will conduct a Gap Analysis/Needs Assessment Report for providing single sign-on access.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): 2-A. Member districts will provide feedback to FLDOE regarding single sign-on implementation.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X		

2-B. Member districts will complete an evaluation of its ability to provide single sign-on access to state resources.				X		
---	--	--	--	---	--	--

Deliverable: 3. The LEA will develop a timeline and implementation plan that addresses the tasks, timing, and resources required to provide single sign-on access to state resources.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): 3-A. Member districts will develop a plan to implement single sign-on access to state resources by school and LEA staff.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		

Deliverable (required): 4. Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Member districts will prepare the technical environment for single sign-on integration with FLDOE.					X	
4-B. Member districts will complete and submit the Single Sign-on Integration Readiness Certification to FLDOE.					X	

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6. For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download						
	To be determined by individual Coalition districts.					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6-A. Member districts will obtain state-level downloads when available						X
6-B. Member districts will incorporate downloaded data the local instructional improvement system.						X
6-C. Member districts will provide a report of state-level data downloads incorporated into local instructional improvement systems.						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts.					

Sustainability Factors: The LEA will utilize current staff members to manage role-based access to single sign-on resources.

Supporting Narrative (optional):
In the ongoing effort to improve student performance, increase access to data resources and enhance education, Escambia, Santa Rosa, Okaloosa, Walton and Bay County School Districts have come

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

together to form a coalition for the purposes of the Race to the Top (RTTT) grant. The data committee, comprised of representatives of the five member districts, has met to discuss the scope of the Request for Proposals (RFP). As a result of this process, the data committee has determined that a collaborative effort will offer the opportunity to share technical knowledge, extend the scope of available resources and reduce the duplication of effort found across the Consortium. Goals developed by the data committee are as follows:

1. To collaborate with the Florida Department of Education to develop a single sign-on access point for state data and applications;
2. To develop local instructional improvement systems that can be accessed by end users through a single sign-on; and,
3. To develop a local portal that will allow end users to access a variety of data sets and applications in order to improve student achievement.

Through this collaborative effort, committee members have realized that all districts involved are operating on different technical platforms and are able to provide different levels of service to their end users; however, the use of the Florida Department of Education’s Student Database has provided a common thread that allows the Coalition members to explore and enhance their commonalties.

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

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: JC Connor

Title: Chief Information Officer, Okaloosa County

Phone #: 850-689-7149

E-mail Address: ConnorJC@mail.okaloosa.k12.fl.us

Name: Bill Emerson

Title: Assistant Superintendent, Curriculum & Instruction, Santa Rosa County

Phone #: 850-983-5040

E-mail Address: emersonw@mail.santarosa.k12.fl.us

Name: Patty Turbeville

Title: Instructional Specialist for Technology, Bay County

Phone #: 850-872-4558

E-mail Address: turbepa@bay.k12.fl.us

Name: Robert Godwin

Title: Software Specialist, Walton County

Phone #: 850-892-1100, Extension 1542

E-mail Address: godwinr@walton.k12.fl.us

Name: Don Manderson

Title: Director of Information Technology, Escambia County

Phone #: 850-432-6121

E-mail Address: dmanderson@escambia.k12.fl.us

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

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 systemThe 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

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

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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Member district Data Processing/Technical Staff	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
<p>1. For local instructional improvement systems, provide a report that includes the following:</p> <ul style="list-style-type: none"> a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system 			X			

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Member districts will report to the Florida Department of Education (FLDOE) the current instructional improvement systems currently being implemented.			X			
Deliverable (required): 2. The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Member districts will complete Department required assessments and surveys in order to verify minimum requirements.				X	X	X

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Member districts will provide data from longitudinal data systems as requested by the Department.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.						

Sustainability Factors: The LEA will utilize current staff to maintain, enhance, and modify the current instructional improvement system.

Supporting Narrative (optional):
In the ongoing effort to improve student performance, increase access to data resources and enhance

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

education, Escambia, Santa Rosa, Okaloosa, Walton and Bay County School Districts have come together to form a coalition for the purposes of the Race to the Top (RTTT) grant. The data committee, comprised of representatives of the five member districts, has met to discuss the scope of the Request for Proposals (RFP). As a result of this process, the data committee has determined that a collaborative effort will offer the opportunity to share technical knowledge, extend the scope of available resources and reduce the duplication of effort found across the Consortium. Goals developed by the data committee are as follows:

1. To collaborate with the Florida Department of Education to develop a single sign-on access point for state data and applications;
2. To develop local instructional improvement systems that can be accessed by end users through a single sign-on; and,
3. To develop a local portal that will allow end users to access a variety of data sets and applications in order to improve student achievement.

Through this collaborative effort, committee members have realized that all districts involved are operating on different technical platforms and are able to provide different levels of service to their end users; however, the use of the Florida Department of Education's Student Database has provided a common thread that allows the Coalition members to explore and enhance their commonalties.

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

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: Lisa Churchwell
Title: Coordinator of Staff Development and Title II, Bay County
Phone #: 850-872-4266
E-mail Address: churcl@bay.k12.fl.us

Name: Lewis Lynn
Title: Assistant Superintendent, Human Resources, Santa Rosa County
Phone #: 850-983-5030
E-mail Address: lynnl@mail.santarosa.k12.fl.us

Name: Sonny Nolin
Title: Director of Human Resources, Walton County
Phone #: 850-892-1100, Extension 1312
E-mail Address: nolins@walton.k12.fl.us

Name: Karen Owen
Title: Director of Staff Development, Escambia County
Phone #: 850-432-6121
E-mail Address: kowen@escambia.k12.fl.us

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

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).

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.						

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

			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Appoint a committee and meet to develop a plan for collaboration with appropriate institutions as identified by member districts.			X			
1-B. Full implementation.					X	

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Appoint a committee and meet to develop a plan for determining qualifications for selection of highly effective teachers and administrators	X					

Deliverable (required): 3. Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Appoint a committee and meet to write criteria to determine qualifications.			X			

Deliverable (required): 4. 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Coordinate with Management Information System (MIS) to include the data element in the district system 4 th quarter 2011			X			

Deliverable (required): 5. Annual APEP reports for district alternative certification programs and annual	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

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).				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
5-A. Complete the annual report.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts.					

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional):
Members of the Panhandle Race to the Top (RTTT) Coalition will continue to ensure that teachers and administrators are well prepared. In order to accomplish that, the member districts will enter into articulation agreements with institutions of higher education including, but not limited to, the University of West Florida, Florida State University, Northwest Florida State College, Troy University and other post-secondary institutions to provide highly qualified teachers who have been specifically trained to mentor practicum students and student teachers. Furthermore, the Coalition members will work with those institutions to furnish highly effective leaders who have been specifically trained to mentor new and aspiring administrators.

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

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: Dr. Tommye Lou Richardson
Title: Executive Director for Human Resources, Bay County
Phone #: 850-872-4223
E-mail Address: richatl@bay.k12.fl.us

Name: Lewis Lynn
Title: Assistant Superintendent, Human Resources, Santa Rosa County
Phone #: 850-983-5030
E-mail Address: lynnl@mail.santarosa.k12.fl.us

Name: Sonny Nolin
Title: Director of Human Resources, Walton County
Phone #: 850-892-1100, Extension 1312
E-mail Address: nolins@walton.k12.fl.us

Name: Keith Leonard
Title: Director of Human Resources, Escambia County
Phone #: 850-432-6121
E-mail Address: kleonard@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

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.
2. A timetable for implementing the teacher evaluation system.
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.
4. A timetable for implementing the principal evaluation system.
5. Annually report evaluation results for teachers and principals through the regular student and staff survey.
6. Submit revisions to the teacher and principal evaluations annually, if revisions are made.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.	X	X	X	X	X	X
Deliverable (required): 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).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			<i>No later than May 1</i>	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Establish a committee of principals, district level administrators, and teachers (union representatives) and charge the committee with the development of a draft teacher appraisal system.	X	X				
1-B. Submit draft teacher appraisal system to stakeholders for review and input.		X				
1-C. Revise the draft teacher evaluation system and 2011-12 implementation plan based on stakeholder input and in consultation with the Florida Department of Education (FLDOE) contracted teacher evaluation experts.		X	X			
1-D. Revisit and revise the teacher appraisal system on an annual basis to ensure compliance with Race to the Top (RTTT) Final Scope of Work requirements				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2. A timetable for implementing the teacher evaluation system (this may be adjusted annually).	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Direct the teacher appraisal system development committee to establish and maintain a timeline to ensure that the required deliverables are completed according to the mandated schedule.	X	X	X	X	X	X
2-B. Implement the revised teacher evaluation system for teachers in grades or subject areas for which student growth measures have been developed by the FLDOE.				X	X	
2-C. Extend and revise the teacher evaluation system on an annual basis to include additional teachers as FLDOE develops/adopts other student growth measures.					X	X
2-D. Fully implement all components of the teacher appraisal system .						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3. A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in				X		

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

s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Establish a committee of principals, district level administrators and teachers and charge the committee with the development of a draft principal appraisal system. (Member districts may consider consulting with Studer Group or other professional experts.)	X	X	X	X		
3-B. Submit the draft principal appraisal system to stakeholders for review and input.		X	X			
3-C. Revise the draft principal evaluation system based on stakeholder input and in consultation with FLDOE contracted principal evaluation experts.			X	X		
3-D. Revisit and revise the principal appraisal system on annual basis to ensure compliance with RTTT Final Scope of Work requirements.				X	X	X

Deliverable (required): 4. A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Direct the principal appraisal system development committee to establish and maintain a timeline to ensure that the required deliverables are completed according to the mandated schedule.	X	X	X	X	X	X
4-B. Implement the revised principal evaluation system.				X	X	
4-C. Extend and revise the principal evaluation system on an annual basis.					X	X
4-D. Fully implement all components of the principal appraisal system.						X

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

Deliverable (required): 5. Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
5-A. Develop and revise the data collection processes, formats and procedures in partnership with FLDOE, Management Information System (MIS) and BEACON to facilitate the required annual report of teacher and principal evaluation results.		X	X	X	X	X
5-B. Report evaluation results of teachers and principals as directed by FLDOE (Survey 5).				X	X	X

Deliverable (required): 6. Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6-A. Submit revised teacher evaluation systems as they are finalized annually through the collective bargaining process			X	X	X	X
6-B. Submit the revised principal evaluation systems as they are revised and approved by the School Boards of the member districts.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts.					

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional):

In concordance with the concept that teachers and leaders must be well-selected, well-prepared, well-supported, well-respected, and held accountable, the members of the Panhandle RTTT Coalition are committed to the development of appraisal systems that meet the Memorandum of Understanding (MOU) requirements and ensure success for every student. Appropriate stakeholders will be involved throughout the design process to promote the best climate for the successful collective bargaining of the teacher evaluation protocols and acceptance of the principal evaluation design.

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

The committees charged with the development of the teacher and principal evaluation system will incorporate the Florida Educator Accomplished Practices, Florida Principal Leadership Standards, Educator and Administrator Protocol Standards for Professional Development and applicable research. Student growth and performance will serve as a primary factor of the evaluation systems. The “Teacher and Principal Evaluation Systems Review” found in the RTTT Final Scope of Work will serve as the checkpoint to ensure that all RTTT elements are included and that the evaluation systems comply with Florida Statutes and State Board Rule.

It is anticipated that the Coalition member districts will access the expertise of the contracted FLDOE experts throughout the teacher evaluation redevelopment process and as revisions are made. Participation in the Community of Practice Network meetings is also expected in order to assist district personnel in obtaining information about best practices, products, implementation challenges and possible solutions. Although this effort will be a “work in progress” for four years, the member districts expect to have all aspects of the teacher and principal appraisal systems fully implemented at the conclusion of the RTTT timeline.

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

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

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 point(s) of contact for this Project.

Name: Sandra Davis

Title: Deputy Superintendent, Bay County

Phone #: 850-872-4217

E-mail Address: davissd@bay.k12.fl.us

Name: Lewis Lynn

Title: Assistant Superintendent, Human Resources, Santa Rosa County

Phone #: 850-983-5030

E-mail Address: lynnl@mail.santarosa.k12.fl.us

Name: Sonny Nolin

Title: Director of Human Resources, Walton County

Phone #: 850-892-1000, Extension 1312

E-mail Address: nolins@walton.k12.fl.us

Name: Dr. Alan Scott

Title: Assistant Superintendent of Curriculum and Instruction, Escambia County

Phone #: 850-432-6121

E-mail Address: ascott@escambia.k12.fl.us

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

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.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. 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	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Establish a committee of teachers (union representatives), principals and district level administrators and charge the committee with developing a draft teacher compensation system that ties the most significant gains in salary to effectiveness demonstrated by the adopted evaluation structure.				X	X	
1-B. Negotiate a teacher compensation system and implementation timeline that includes base pay, performance pay, supplements, differentiated pay and other requirements set forth in the Memorandum of Understanding (MOU).					X	X
1-C. Establish a committee of principals, district level administrators and teachers and charge the committee with developing a principal compensation system and implementation plan that ties the most significant gains in salary to effectiveness on annual evaluations (performance pay) and implements the statutory requirements of differentiated pay through bonuses or supplements.				X	X	X
1-D. Submit the Board approved teacher and principal salary schedules as directed by the Florida Department of Education (FLDOE).			X	X	X	X

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

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

determined implementation timeline).						
	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):						
2-A. Establish a committee of teachers (union representatives), principals and district level administrators and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for teachers as set forth in the MOU.				X	X	X
2-B. Negotiate the role that the revised teacher evaluation system will play in determining human capital decisions for teachers and submit for Board approval.					X	X
2-C. Establish a committee of principals, district level administrators and teachers and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for principals as set forth in the MOU and submit for Board approval.				X	X	X
2-D. Submit the revised teacher and principal evaluation systems as directed by FLDOE.					X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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.			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):						
3-A. Establish a committee of teachers (union representatives), principals and district level administrators and charge the committee with developing recommendations for a staffing plan that reflects differentiated pay for effective and highly effective teachers and principals assigned to schools having the highest percentage of low income and minority students.			X	X	X	X
3-B. Collectively bargain the teacher component of the staffing plan and differentiated pay incentives with the			X	X	X	X

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

teachers' union.						
3-C. Obtain Superintendent and Board approval for the initial staffing plan and any revisions.			X	X	X	X
3-D. Submit the staffing plan annually as revised and as directed by FLDOE.			X	X	X	X

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Submit the collective bargaining agreement annually to the FLDOE to include how teacher evaluation data will be used to determine salary gains according to the implementation timeline.			X	X	X	X

Deliverable (required): 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).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
5-A. Develop the accountability formats, data collection systems, timelines and procedures required to document the utilization of teacher and principal evaluation results in human capital decisions.				X	X	X
5-B. Submit the documentation of the accountability processes as directed by FLDOE.				X	X	X

Deliverable (required): 6. 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 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6-A. Develop the necessary formats, data			X	X	X	X

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

collection systems, procedures and timelines required to report the requested information about individual teacher bonuses and salary augmentations to FLDOE.						
6-B. Submit the report of all bonuses and salary augmentations by teacher and as directed by the FLDOE.			X	X	X	X

Deliverable (required): 7. Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7-A. Submit an annual report regarding terminations as directed by FLDOE.			X	X	X	X

Deliverable (required): 8. 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 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
8-A. Develop the necessary formats, data collection systems, procedures and timelines required to report and update the requested information concerning assignment of teachers and principals.			X	X	X	X
8-B. Submit the reports regarding teacher and principal assignments as directed by the FLDOE.			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.						

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional):

Florida’s RTTT Theory of Action states, “A strategic and sustained investment in human capital will improve student achievement.” With that mantra, the member districts of the Panhandle RTTT Coalition will move forward with the development of systems for school-based teachers and principals that align the human capital decisions with student growth and effective practices. The use of evaluation results to improve how teachers and principals are hired, placed/assigned, promoted, compensated, retained or dismissed has been considered and, in some cases, partially implemented. Albeit a challenge, the members of the Coalition plan to successfully develop a system that effectively uses data to determine human capital decisions and to involve teachers and principals

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

throughout the RTTT process.

The member districts will access the expertise of the FLDOE contracted evaluation experts throughout the development phase and will consult with the FLDOE financial staff to assist with the implementation component of the human capital reform. It is also anticipated that the representatives from the member districts will participate in the Community of Practice meetings to share successful practices and products, as well as implementation challenges and solutions.

Redesigning compensation systems will pose the most significant hurdle for the success of this project. The members of the Panhandle Coalition are committed to working in partnership with teachers and principals and to bargaining in good faith in order to achieve a fair and transparent system for using evaluation results to inform human capital decisions.

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

**RACE TO THE TOP
COALITION 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).

Please indicate point(s) of contact for this Project.

Name: Lisa Churchwell

Title: Coordinator of Staff Development and Title II, Bay County

Phone #: 850-872-4266

E-mail Address: churchl@bay.k12.fl.us

Name: Lewis Lynn

Title: Assistant Superintendent, Human Resources, Santa Rosa County

Phone #: 850-983-5030

E-mail Address: lynnl@mail.santarosa.k12.fl.us

Name: Debbie Kerr

Title: Professional Development Specialist, Walton County

Phone #: 850-892-1100, Extension 5242

E-mail Address: kerrd@walton.k12.fl.us

Name: Karen Owen

Title: Director of Staff Development, Escambia County

Phone #: 850-432-6121

E-mail Address: kowen@escambia.k12.fl.us

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

Evidence:

1. A revised district professional development system that meets the requirements of *Florida's Protocol Standards for Professional Development* 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.
2. A timetable for implementing the new elements into the professional development system for teachers and principals in the district.
3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.
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.
5. A timetable for implementing the evaluation of professional development in the district.
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.
7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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.			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. Revise current master professional development plan			X	X	X	X
Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2. A timetable for implementing the new elements into the professional development system for teachers and principals in the district.				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Revise current master professional development time frame as soon as evaluations are developed.				X	X	X
2-B. Professional development provided to sets of staff to prepare teachers to engage in Lesson Study: administrators, instructional coaches, general education and resource instructional staff	X	X	X	X	X	X
2-C. District and school professional development plans include focus on Lesson Study and, when applicable, Common Core Standards (e.g. Master In-Service Plans, Professional Development Site Plans and School Improvement Plans)	X	X	X	X	X	X
2-D. Professional Development provided in multiple forms of assessment (formative, interim, summative), with formative assessment included as a component of Lesson Study; professional development to support successful implementation of new assessment system with capability to be used for formative assessment.	X	X	X	X	X	X

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

2-E. Professional development focus on data systems/use of data to guide Lesson Study and for monitoring purposes.	X	X	X	X	X	X
2-F. Professional development to highlight resources, such as technology, which support principles and process of Lesson Study	X	X	X	X	X	X
2-G. Create fidelity checklist and/or other measure for Lesson Study accountability and schedule professional development to communicate purpose and demonstrate use of accountability measure.				X	X	X
2-H. Professional development provided for transition from Next Generation Sunshine State Standards to Common Core Standards; revision of curriculum documents to support transition.					X	X

Deliverable (required): 3. 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
3-A. Develop professional development based on the elements of the Memorandum of Understanding (MOU) and results of evaluation system.					X	X
3-B. Investigate Beacon Educator as a tool to evaluate end-of-course exams (EOC), with EOCs as a possible component used by teachers for monitoring Individual Professional Development Plan			X			

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
4-A. Conduct school needs assessment and yearly review of data			X	X	X	X

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

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

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
6-A. Annual analysis of results.						

Deliverable (required): 7. 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 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
7-A. Determine revisions.						

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts.					

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional):
In order to support beginning teachers, the member of the Panhandle RTTT Coalition will provide a strong beginning teacher program during the first two years of employment. Mentors shall be provided a supplement and shall undergo specific training prior to being assigned that responsibility. At the end of the beginning teacher program, student performance data generated during the first two years and reflected in the teacher’s evaluation shall be used to develop an individual professional development plan (IPDP). Other teachers’ IPDPs will be developed from the student achievement data. The professional development plan of each member district shall be evaluated annually according to the timelines provided by the state protocol. Members of the Panhandle RTTT Coalition will follow the general time frames already reflected in the state’s protocol for professional development.

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

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

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

Item from RTTT MOU and corresponding <i>Protocol</i> standards	Page shown in Final Scope of Work
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	Page 44
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)	Page 44
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Page 44
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)	Pages 10, 44
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)	Pages 10, 44
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)	Pages 19, 26
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)	Page 33
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)	Page 30
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Page 44
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)	Page 44
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)	Page 44
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	Page 49

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

Work Plan Table

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

Please indicate point(s) of contact for this Project.

Name: David Jeselnik

Title: Coordinator of School Improvement and Accountability, Walton County

Phone #: 850-892-1100, Extension 1513

E-mail Address: jeselnid@walton.k12.fl.us

Name: Steve Marcanio

Title: Director of Middle School Education, Escambia County

Phone #: 850-432-6121

E-mail Address: smarcanio@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

1. LEA will select School Intervention Model from list of four options (see Appendix A of MOU).
2. LEA will provide documentation that supports the selection of the intervention model to include:
 - Teacher performance data regarding student learning gains in reading and mathematics.
 - Documentation that reflects the placement of the Principal and his/her record of “turn around” success.
 - Documentation relating to staff turnover/replacement.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts with persistently lowest-achieving schools.						

Deliverable (required): 1. LEA will select Intervention Model from list of four options (see Appendix A of MOU).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. To be determined by individual Coalition districts with persistently lowest-achieving schools.						

Deliverable (required): 2. LEA will provide documentation annually that supports the selection of the intervention model to include:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
<ul style="list-style-type: none"> • Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will 	X			X	X	X

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

<p>be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU.</p> <ul style="list-style-type: none"> • Documentation relating to staff turnover/replacement. • Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. 						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. To be determined by individual Coalition districts with persistently lowest-achieving schools.						

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts with persistently lowest-achieving schools.						

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional): Please see Final Scope of Work from member district(s), as applicable.

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

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

Work Plan Table

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

Please indicate point (s) of contact for this Project.

Name: Bill Emerson

Title: Assistant Superintendent, Curriculum & Instruction, Santa Rosa County

Phone #: 850-983-5040

E-mail Address: emersonw@mail.santarosa.k12.fl.us

Name: David Jeselnik

Title: Coordinator of School Improvement and Accountability, Walton County

Phone #: 850-892-1100, Extension 1513

E-mail Address: jeselnid@walton.k12.fl.us

Name: Sandy Edwards

Title: Director of Comprehensive Planning, Escambia County

Phone #: 850-432-6121

E-mail Address: sedwards@escambia.k12.fl.us

Project Goal:

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

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

Deliverables (minimum required evidence): *Note: will vary based on the program(s) implemented*

1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.
2. Submission of developed full day Pre-K model for students in attendance zones for identified schools.
3. 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.
4. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
5. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
6. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification

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

- exams.
7. 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 2009-2010 who were awarded industry certifications.
 8. Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each 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.
 9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
 10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.
 11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.
 12. Documentation of “other” research based programs that demonstrate a strong record of improving student achievement in these district schools.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.	X	X	X	X	X	X

Deliverable: 1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
I-A. To be determined by individual Coalition districts with persistently lowest-achieving schools.						

Deliverable: 2. Submission of developed full day Pre-K model for students in attendance zones for identified schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. To be determined by individual Coalition districts with persistently lowest-achieving schools.						

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

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

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.						
	2010-11			2011/12	2012/13	2013/14
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
	3-A. To be determined by individual Coalition districts with persistently lowest-achieving schools. In addition, activities to support this deliverable may be implemented by other member districts, as appropriate.					

Deliverable: 4. 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 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. To be determined by individual Coalition districts with persistently lowest-achieving schools. In addition, activities to support this deliverable may be implemented by other member districts, as appropriate.						

Deliverable: 5. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
5-A. To be determined by individual Coalition districts with persistently lowest-achieving schools. In addition, activities to support this deliverable may be implemented by other member districts, as appropriate.						

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

Deliverable: 6. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6-A. To be determined by individual Coalition districts with persistently lowest-achieving schools. In addition, activities to support this deliverable may be implemented by other member districts, as appropriate.						

Deliverable: 7. Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7-A. To be determined by individual Coalition districts with persistently lowest-achieving schools. In addition, activities to support this deliverable may be implemented by other member districts, as appropriate.						

Deliverable: 8. Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
8-A. To be determined by individual Coalition districts with persistently lowest-achieving schools. In addition, activities to support this deliverable may be implemented by other member districts, as appropriate.						

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

Deliverable: 9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	9-A. To be determined by individual Coalition districts with persistently lowest-achieving schools. In addition, activities to support this deliverable may be implemented by other member districts, as appropriate.					

Deliverable: 10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	10-A. To be determined by individual Coalition districts with persistently lowest-achieving schools.					

Deliverable: 11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	11-A. To be determined by individual Coalition districts with persistently lowest-achieving schools.					

Deliverable: 12. Submission of other research based program that demonstrates a strong record of improving student achievement.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	12-A. To be determined by individual Coalition districts with persistently lowest-achieving schools.					

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts.					

Sustainability Factors: Sustainability factors are specific to each member district.

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

Supporting Narrative (optional):

The applications submitted by each of the Panhandle Race to the Top (RTTT) Coalition districts will include, where applicable, the deliverables and supporting activities required for those with persistently lowest-achieving schools. The attendant personnel, supporting activities, timelines, budget and sustainability are contained therein. It is the intent of the member districts to collaborate in these efforts, sharing strategies and programs that have resulted in “turn-around” schools. In addition, member districts will extend their efforts to articulate programs and activities that result in higher-performing schools that serve a high percentage of economically disadvantaged students. Members of the Panhandle Coalition may elect to adopt and respond to deliverables in this section as they implement the goals detailed in (B)(3)4 – Expand Science, Technology, Engineering and Mathematics (STEM) Career and Technical Program Offerings and (B)(3)5 – Increase Advanced STEM Coursework

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

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

Work Plan Table

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

Please indicate point (s) of contact for this Project.

Name: Nancy Boyd

Title: Assistant Superintendent, Bay County

Phone #: 850-872-4317

E-mail Address: boydng@bay.k12.fl.us

Name: Bill Emerson

Title: Assistant Superintendent, Curriculum & Instruction

Phone #: 850-983-5040

E-mail Address: emersonw@mail.santarosa.k12.fl.us

Name: Mark Ewing

Title: Coordinator of Special Programs, Walton County

Phone #: 850-892-1100, Extension 1512

E-mail Address: ewingm@walton.k12.fl.us

Name: Sandy Edwards

Title: Director of Comprehensive Planning

Phone #: 850-432-6121

E-mail Address: sedwards@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

1. The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools. (Quarterly as appropriate – whenever discussions are held)
2. The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out. (Quarterly as appropriate)
3. The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities. (Quarterly as appropriate)
4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools. (Quarter 1)
5. The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services. (Quarter 4)
6. The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports. (Quarter 1)
7. The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports. (Quarterly as appropriate)

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
To be determined by individual Coalition districts.						

Deliverable (required): 1. The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1-A. To be determined and documented by individual Coalition districts.						

Deliverable (required): 2. The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2-A. Please see individual Coalition district applications for required documentation.	X					

Deliverable (required): 3. The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3-A. Please see individual Coalition district applications for required documentation.	X					

Deliverable (required): 4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4-A. Please see individual Coalition district applications, as applicable.						

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

Deliverable (required): 5. The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
5-A. Please see individual Coalition district applications, as applicable.						

Deliverable (required): 6. The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6-A. Please see individual Coalition district applications, as applicable.						

Deliverable (required): 7. The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7-A. Please see individual Coalition district applications, as applicable.						

Project Budget Summary by Year:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	To be determined by individual Coalition districts, dependent upon charter school participation.					

Sustainability Factors: Sustainability factors are specific to each member district.

Supporting Narrative (optional):
All members of the Panhandle RTTT Coalition have contacted the charter schools in their respective districts. Documentation of efforts to engage and involve charter schools in the RTTT initiatives is included in each individual district application.

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

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

Panhandle RTTT Coalition
Final Scope of Work: Acronyms

Acronym	Stands for...
AICE	Advanced International Certificate of Education
AP	Advanced Placement
CAPE	Career and Professional Education
CTE	Career and Technical Education
EOC	End of Course Exams
FEFP	Florida Education Finance Program
FLDOE	Florida Department of Education
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IPDP	Individual Professional Development Plan
LEA	Local Education Agency
MIS	Management Information System
MOU	Memorandum of Understanding
NAEP	National Assessment of Educational Progress
RFP	Request for Proposals
RTTT	Race to the Top
SAI	Supplemental Academic Instruction
STEM	Science, Technology, Engineering and Mathematics