

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number 11AT01

Please return to: Florida Department of Education Race to the Top Room 1502 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0659	A) Program Name: <p align="center">Race to the Top – Local Education Agency Application</p>	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: School Board of Columbia County, Florida 372 West Duval Street Lake City, FL 32055-3990		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 1,305,032.00 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="695 856 1068 926"> Contact Name: Margaret P. Collins </td> <td data-bbox="1068 856 1446 926"> Mailing Address: 372 West Duval St Lake City, FL32055-3990. </td> </tr> <tr> <td data-bbox="695 926 1068 995"> Telephone Number: 386.758.4912 </td> <td data-bbox="1068 926 1446 995"> SunCom Number: N/A </td> </tr> <tr> <td data-bbox="695 995 1068 1073"> Fax Number: 386.578.4966 </td> <td data-bbox="1068 995 1446 1073"> E-mail Address: collins_m3@firn.edu </td> </tr> </table>		Contact Name: Margaret P. Collins	Mailing Address: 372 West Duval St Lake City, FL32055-3990.	Telephone Number: 386.758.4912	SunCom Number: N/A	Fax Number: 386.578.4966	E-mail Address: collins_m3@firn.edu
Contact Name: Margaret P. Collins	Mailing Address: 372 West Duval St Lake City, FL32055-3990.							
Telephone Number: 386.758.4912	SunCom Number: N/A							
Fax Number: 386.578.4966	E-mail Address: collins_m3@firn.edu							
<p align="center">CERTIFICATION</p> <p>Michael F. Millikin, Superintendent</p> <p>I, _____, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</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> <p>E) <u>Michael F. Millikin</u> <u>11/9/10</u> Signature of Agency Head Date</p>								





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, subgrantee, 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 Columbia County School (Local Educational Agency) will adhere to each of the assurances specified above. District


Signature of Authorized Official (must be original)

11/9/10
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.



Superintendent for the LEA



Chair of the School Board for the LEA



Authorized Representative of Local Teachers' Union

**Columbia Race to the Top
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(A) OVERARCHING PROJECT PLANS

1. *Describe Columbia School District's comprehensive reform plan that connects and coordinates all of the assurance areas. Include:*

(a) How will the reform plan support the state's Theory of Action (Highly effective teachers and leaders make the difference in student achievement.):

The reform plan of the Columbia County School District of Florida focuses on improving the availability, accessibility and use of data by great teachers and leaders who will be made more efficient and effective through professional development to boost student achievement. In addition, students will have the opportunity to enroll in accelerated science, technology, engineering, and math courses.

(b) How will the reform plan contribute to the state's student achievement goals:

Florida educators are determined to reach goals intended to close the black/white and Hispanic/white achievement gaps. In addition, a further goal, as stated by the Florida Department of Education, is to close the achievement gap between Florida students and the students of the states which have had the highest average scores on NAEP.

Specifically, of every 100 incoming high school freshmen in 2011-2012 State Goals for the Class of 2015 are that:

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

To obtain these goals teachers need to increase students' college readiness.

(c) Columbia School District's current status with respect to the various reform elements, including strengths and challenges:

One of Columbia's great strengths is that, though we are a rural district, we are a part of the North East Florida Educational Consortium (NEFEC). By banding together small districts can benefit from the expertise not only of NEFEC staff, but also of staff members of other small districts in NEFEC.

Challenges include the following: 1. Implementing the ever-evolving curriculum standards adopted by the Florida Department of Education. 2. Complying with the complex infrastructure that is required. 3. Developing, implementing, and supporting a compensation plan for teachers and principals.

2. Provide a detailed Columbia District-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.)*

Parents, business leaders and community members give input through each School Advisory Council. Union representatives and administrators meet at length in collective bargaining sessions to discuss the best course of action for students.

- *Identification of the leadership/management team(s)*

Leadership/management teams will consist of: the Superintendent, Assistant Superintendents, District Directors, and appropriate school-based Administrators.

- *Strategies for monitoring implementation*

Implementation in all areas targeted by this grant will be monitored through the collaborative efforts of individuals at least on a quarterly basis. Monitoring efforts will be the primary responsibility of the District Contact for each Work Plan Table.

- *An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). The following chart details the complete implementation of all work plan areas.*

	Year 1	Year 2	Year 3	Year 4
Expand Lesson Study	Analyze Data /Professional Dev	Analyze Data/ Professional Dev Lesson Study Calendar	Analyze Data/ Professional Dev Lesson Study Calendar	Analyze Data/ Professional Dev Lesson Study Calendar
Expand STEM Career and Technical Program Offerings	Baseline Data Collection	Program Implementation, Review and Reporting	Program Implementation, Review and Reporting	Program Implementation, Review and Reporting
Increase Advanced STEM Coursework	Baseline Data Collection	Program Implementation, Review and Reporting	Program Implementation, Review and Reporting	Program Implementation, Review and Reporting
Bolster Technology for Improved Instruction and Assessment	EOC equipment purchases: electrical, electronic & infrastructure updates	Upgrade Technology Hardware	Upgrade Technology Hardware	Upgrade Technology Hardware

	Year 1	Year 2	Year 3	Year 4
Improve Access to State Data	Upgrade AS400	Upgrade AS400	Upgrade AS400	Upgrade AS400
Use Data to Improve Instruction	Progress Monitoring/Data Analysis	Progress Monitoring/Data Analysis	Progress Monitoring/Data Analysis	Progress Monitoring/Data Analysis
Provide Support for Educator Prep Programs	Develop Implementation Plan Mentor Training	Implement Plan/Revise as needed Mentor Training	Implement Plan/Revise as needed Mentor Training	Implement Plan/Revise as needed Mentor Training
Improve Teacher & Principal Evaluation Systems	Develop Appraisal System	Implement Appraisal System Report Results	Implement Appraisal System Report Results	Implement Appraisal System Report Results
Use Data Effectively for Human Capital Decisions	Initiate and Develop Performance Pay System	Complete and Implement Performance Pay System	Implement Performance Pay System	Implement Performance Pay System
Focus Effective Professional Development	Plan Professional Development System based on results	Implement Professional Development System/ Revise as needed	Implement Professional Development System/ Revise as needed	Implement Professional Development System / Revise as needed
Drive Improvement in Persistently Low-Achieving Schools	Identify and Implement Intervention Model	Identify and Implement Intervention Model	Identify and Implement Intervention Model	Identify and Implement Intervention Model
Implement Proven Programs for School Improvement	Provide Accelerated/ STEM courses; Professional Development	Provide Accelerated/ STEM courses; Professional Development	Provide Accelerated/ STEM courses; Professional Development	Provide Accelerated/ STEM courses; Professional Development

- *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. .*

The chart on the following page summarizes how Race to the Top funds will be utilized to achieve RTTT goals

**Columbia School District
Race to the Top Four-Year Budget**

		<u>Qtr 2,2010</u>	<u>Qtr 3, 2011</u>	<u>Qtr 4, 2011</u>	-	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
(B)(3)6.	Bolster Technology for Instruction/Maintenance	\$15,000.00	\$ 63,000.00	\$ 40,000.00	-	\$118,000.00	\$ 8,500.00	\$ 8,500.00	\$ 9,000.00	\$ 144,000.00
(B)(3)6.	Bolster Technology for Instruction/Equipment	<u>\$25,000.00</u>	<u>\$ 50,000.00</u>	<u>- 0 -</u>	-	<u>\$ 75,000.00</u>	<u>\$140,000.00</u>	<u>\$140,000.00</u>	<u>\$140,000.00</u>	<u>\$ 495,000.00</u>
(B)(3)6.	Bolster Technology for Instruction Subtotal	\$40,000.00	\$113,000.00	\$ 40,000.00	-	\$193,000.00	\$148,500.00	\$ 148,500.00	\$149,000.00	\$ 639,000.00
(C)(2)	Improve Access to State Data AS400/Infrastr'ctr	\$ 3,220.00	- 0 -	- 0 -	-	\$ 3,220.00	- 0 -	- 0 -	- 0 -	\$ 3,220.00
(C)(2)	Improve Access to State Data AS400/Hardware	\$34,912.23	- 0 -	- 0 -	-	\$ 34,912.23	- 0 -	- 0 -	- 0 -	\$ 34,912.23
(C)(2)	Improve Access to State Data AS400/Software	<u>\$17,694.00</u>	- 0 -	- 0 -	-	<u>\$ 17,694.00</u>	- 0 -	- 0 -	- 0 -	<u>\$ 17,694.00</u>
(C)(2)	Improve Access to State Data Subtotal	\$55,826.23	- 0 -	- 0 -	-	\$ 55,826.23	- 0 -	- 0 -	- 0 -	\$ 55,826.23
(C)(3)(i)/(iii)	Use Data to Improve Instruction/Thinkgate	- 0 -	- 0 -	\$ 2,777.78	-	\$ 2,777.78	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 11,777.78
(C)(3)(i)/(iii)	Use Data to Improve Instruction/Thinkgate	- 0 -	- 0 -	\$ 14,000.00	-	\$ 14,000.00	\$ 14,750.00	\$ 14,750.00	\$ 14,750.00	\$ 58,250.00
(C)(3)(i)/(iii)	Use Data to Improve Instruction/Thinkgate	- 0 -	- 0 -	<u>\$ 55,000.00</u>	-	<u>\$ 55,000.00</u>	<u>\$ 55,000.00</u>	<u>\$ 55,000.00</u>	<u>\$ 55,000.00</u>	<u>\$ 220,000.00</u>
(C)(3)(i)/(iii)	Use Data to Improve Instruction/Thinkgate Sbtl	- 0 -	- 0 -	\$ 71,777.78	-	\$ 71,777.78	\$ 72,750.00	\$ 72,750.00	\$ 72,750.00	\$ 290,027.78
(D)(2)(ii)/(iii)	Improve Tcher & Principal Eval. Systems/NEFEC	- 0 -	\$ 12,592.35	- 0 -	-	\$12,592.35	\$ 15,000.00	\$ 15,000.00	0	\$ 42,592.35
D2/D3/E2	Use data for Human Capital Decisions (Salary)	- 0 -	- 0 -	- 0 -	-	- 0 -	\$ 71,941.61	\$ 71,941.62	\$ 71,941.62	\$ 215,824.85
D2/D3/E2	Use data for Human Capital Decisions (Benefits)	- 0 -	- 0 -	- 0 -	-	- 0 -	\$ 14,316.39	\$ 14,316.38	\$ 14,316.38	\$ 42,949.15
N/A	Indirect Costs	- 0 -	- 0 -	<u>\$ 4,702.91</u>	-	<u>\$ 4,702.91</u>	<u>\$ 4,702.91</u>	<u>\$ 4,702.91</u>	<u>\$ 4,702.91</u>	<u>\$ 18,811.64</u>
	TOTAL	\$95,826.23	\$125,592.35	\$116,480.69	-	\$337,899.27	\$327,210.91	\$327,210.91	\$327,210.91	<u>\$1,305,032.00</u>

3. *Indicate steps that Columbia School District will take to evaluate progress in implementing the project (in addition to participation in the statewide evaluation).*

The identified leadership/management team members will coordinate communication among the various stakeholders. Each section of the work plan has a designated leader to oversee the completion of the specific plan objectives and deliverables. The work plan leaders will meet at least quarterly to discuss progress and challenges.

4. *Provide an overview of how Columbia Schools will ensure sustainability of RttT reforms beyond the grant period.*

Sustainability will be obtained by analyzing what resources within the District will be available at the end of the four-year grant period to support activities required to provide deliverables, making adjustments as needed. Other currently available resources and grants are noted on individual work plan tables. It is hoped that these resources and grants will continue to provide support for RTTT.

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.*

School Improvement Grant: Columbia High School (CHS), the District's sole persistently lowest achieving school, has been awarded a School Improvement Grant (SIG). Over the next three years every facet (including lesson study) of the Race to the Top grant will be covered by the SIG at CHS but in greater depth. For the first year alone CHS has been allocated \$759,293.

Title II-A funds will be used to support professional development for teachers and administrators.

Enhancing Education Through Technology (EETT) Grants have helped the District by upgrading infrastructure and supplying some new computers almost every year.

HIGH SCHOOL GRADUATION RATE, COLLEGE ENROLLMENT RATE, AND COLLEGE CREDIT ATTAINMENT RATE STATE GOALS

INSTRUCTIONS: Indicate the ultimate target your LEA will achieve with the high school graduating class of 2015 on the following measures:

- **High School Graduation Rate** (using the Federal Uniform Rate methodology)
- **College Going Rate** (College enrollment is defined as the enrollment of students who graduate from high school and who enroll in an institution of higher education within 16 months of graduation.)
- **College Credit Attainment Rate** (College credit is measured as credit earned that is applicable to a degree within two years of enrollment in an institution of higher education.)
- **Percent of 9th Graders Who Eventually Earn at Least a Year's Worth of College Credit** (this is a calculation based on the graduation rate multiplied by the college going rate multiplied by the college credit attainment rate. For example, Florida's goals are 85% graduating, 74% going to college, and 70% earning credit. That translates into $85\% \times 74\% \times 70\% = 44\%$ of 9th graders ultimately graduating, going to college, and earning credit).

Be sure to include annual targets to ensure that progress is being made toward the ultimate goals for the class of 2015.

Given the inherent time lags in these measures (i.e., two years following high school graduation and two years following college enrollment), all actual data for the class of 2015 will not be available until 2019 (2017 for the college enrollment measure and 2019 for the credit attainment measure).

On the following page are the state goals and annual targets for the four graduation and postsecondary outcome measures as a reference. Please indicate the LEA targets for the four measures below by filling in the shaded boxes in the table labeled "LEA GOALS".

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	49	47	51	53	57	64	69	74	80	85	85
College Going Rate	58	53	51	52	53	55	57	60	64	68	74
College Credit Earning Rate	59	59	60	60	61	62	62	64	66	68	70
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	17	15	16	17	18	22	24	28	34	39	44

Work Plan Table

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

Note: This Work Plan Table is optional for LEAs without a persistently lowest-achieving school; however, criterion (B)(3)2. States that professional development programs in all schools will “employ formative assessment and the principles of lesson study.” (B)(3)2. is included in the Table for (D) (5).

Please indicate one LEA point of contact for this project.

Name: Kitty McElhaney
Title: Director, Curriculum, Assessment and Accountability,
 Columbia County School District, Florida
Phone #: 386-755-8020
E-mail Address: mcelhane_k@firn.edu

Project Goal: An LEA (Local Education Agency) with a persistently lowest-achieving school will modify this school’s schedule to devote a minimum of one lesson study per month for each grade level or subject area.

Deliverables (minimum evidence required):

- Submission of each 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.
- Submission of monthly grade level and content area Next Generation Sunshine State Standard (NGSSS) lesson used to teach, observe, study evidence of student learning and design improved instruction.
- Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.
- 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			
Director of Curriculum, Assessment & Accountability	X	X	X	X	X	X
Director of Human Resources Management and Development (HRMD)	X	X	X	X	X	X
Each School Principal	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 each 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
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			
1A. District and school administrators working with teachers and teacher union representatives research and analyze school schedules that support teacher collaboration.	X			X	X	X

Deliverable: 2. 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			
2A Analyze school level student performance data to identify prioritized grade level and content area benchmarks with the lowest performance.	X			X	X	X
2B District and school level instructional leads develop a lesson study calendar based on this data and aligned to school Focus Calendar.	X			X	X	X

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			
3A. District Office of Curriculum, Assessment and Accountability as well as school level curriculum and instructional leads and coaches provide school staff professional development on lesson study through modeling of first month's Next Generation Sunshine State Standard lesson(s) including teaching observing, analyzing student learning, and designing improved instruction with classroom follow-up.			X	X	X	X
3B. District Office of Curriculum, Assessment and Accountability continues to support the implementation of			X	X	X	X

lesson study throughout the school year while transitioning from the leads to supporters and observers of school level leads.						
Deliverable: 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.	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			
4A. School instruction and curriculum leads and coaches maintain lesson materials that support improved instruction and student performance through lesson study.				X	X	X

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

Sustainability Factors:
The district utilizes each school site as a model for implementation of district-wide lesson study. The "train the trainer" model will be utilized.

Supporting Narrative (optional):
The School Improvement Grant for Columbia High has allocated \$5800 from Funding Source 1003(g).

Title and Page Number of Appendices for the Project, if applicable:

Work Plan Table

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

Please indicate one LEA point of contact for this project.

Name: Mary M. Keen
Title: Career and Technical Education Contact,
 Columbia County School District, Florida
Phone #: 386-755-8190
E-mail Address: keen_m@firn.edu

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

Deliverables (minimum evidence required):

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			
District Career and Technical Education Contact	X	X	X	X	X	X
Director, Curriculum, Assessment, and Accountability	X	X	X	X	X	X
Selected High School(s) Principal(s)	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			
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			
Initiate planning for STEM-related career and technical programs(s) by working with community members, including local Workforce Board, to analyze employer needs to identify gaps in existing programs.	X					
Continue to work with community members as partners in the implementation of the program.		X	X	X	X	X
Districts identify at least one additional career and technical program for STEM occupations and report on actions implemented to date.		X	X	X	X	X
Provide professional learning for co-teacher planning in related core area and program area courses.				X	X	X
Offer and enroll students in career and technical program for STEM occupations.					X	X
Maintain STEM program course offerings, ensuring all courses that are part of the program have qualified instructors.						X
Administer EOC's and Industry certification exams to all eligible participating students.						X
Analyze student performance on program related EOC's to determine additional student support needs in core areas for teachers and students.						X
Analyze student performance on related industry certification exams to determine additional support needs to teachers and students.						X

Deliverable (required): 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			
Analyze current districts budget allocations and costs related to industry certification exams.		X				
Determine projected numbers of exams taken annually.						X
Allocate annual funds for projects exam costs.						X
Research alternative funding sources and consortium volume pricing.				X	X	X

Deliverable (required): 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			
Annual review of 4-year plan with amendments as necessary to reach 4-year goals.			X	X	X	X

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

Sustainability Factors: Columbia County School District's expansion of STEM programming and Industry Certification attainment will be supported through Workforce Education funding, Carl D. Perkins Secondary, Section 103 and Carl D. Perkins Rural and Sparsely Populated Grants. Costs associated with Industry Certifications will also be supported through additional weighted FTE funding. In-kind services and supports will be provided through NEFEC, local Workforce Board and community/business partnerships.

Supporting Narrative (optional):

The statewide Targeted Occupations List (TOL) and regional TOL will be utilized to identify High-Skill, High-Wage and / or High-Demand careers that align with proposed STEM programs. Current regional needs indicate **Agricultural Biotechnology is a priority** within our Workforce Region. As a result, STEM courses relating to these professions will be reviewed for implementation.

Four-Year Time Line for Implementation

Year 1:

- **An Agricultural Biotechnology program will be identified for STEM implementation.** The program will be selected based upon regional workforce needs and industry input.
- Career and Technical Education Advisory Committee collaboration to identify additional STEM program needs.
- Site visits to successful STEM Programs by administrators, CTE instructors, and guidance staff.
- **Develop marketing tools for 2011-2012 year**
- **Evaluation of year 1 implementation plans** (CTE Coordinator, Advisory Board, Stakeholders)
- **Implementation of Agricultural Biotechnology Advisory Board.**

Year 2:

- Continued Professional Development provided to successfully implement second year program for CTE instructors, academic instructors, and guidance staff
- **One student cohort will be scheduled (1st course in program)**
- **Instructor will earn any required certifications**
- Evaluation of year 1 implementation (CTE Coordinator, Advisory Board, Stakeholders)

Year 3:

- Continued Professional Development provided to successfully implement second year program for CTE instructors, academic instructors, and guidance staff
- **Two student cohorts scheduled**
- Preparation for student IC exams (Established Requirements)
- Evaluation of year 2 implementation (CTE Coordinator, Advisory Board, Stakeholders)
- **Research alternative funding for future IC exams**

Year 4:

- **Three** student cohorts scheduled
- Evaluation of year 3 implementation (CTE Coordinator, Advisory Board, Stakeholders)

RTTT funding will not be utilized for this deliverable. Funding for increased STEM Coursework will be provided through Carl D. Perkins and Carl D. Perkins Rural grants, and with collaborative efforts between Florida Gateway College and Florida Crown Workforce

Title and Page Number of Appendices for the Project, if applicable:

Work Plan Table

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

Please indicate one LEA (Local Education Agency) point of contact for this Project.

Name: Mary M. Keen
Title: District Career and Technical Education Contact
 Columbia County School District, Florida
Phone #: 376-755-8190
E-mail Address: keen_m@firn.edu

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

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.

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

Key Personnel by Title:	2010-11			11/12	12/13	13/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
District Career and Technical Education Contact	X	X	X	X	X	X
Director, Curriculum, Assessment and Accountability	X	X	X	X	X	X
High School Principals	X	X	X	X	X	X

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

Deliverable (required):	2010-11			11/12	12/13	13/14
	2 nd Quarter	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			11/12	12/13	13/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1A. Attend NEFEC's STEM/Senate Bill 4 Summit to initiate collaboration with higher education, The College Board, and other LEAs.	X					
1B. Develop action plan outlining district steps for implementation of Senate Bill 4.	X					
1C. Districts identify STEM related accelerated courses to offer in each of the core areas.				X	X	X
1D. Provide professional learning for co-teacher planning in related core area and program area courses.			X	X	X	X
1E. Offer and enroll students in STEM related accelerated courses.				X	X	X
1F. Maintain STEM program course offerings, ensuring all courses that are part of the program have qualified instructors.				X	X	X
1G. Administer applicable course exams, including industry certifications.				X	X	X
1H. Analyze student performance applicable summative STEM course exams to determine additional support to students and teachers.				X	X	X

Deliverable (required): 2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			11/12	12/13	13/14
	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			11/12	12/13	13/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
. Gather baseline data of currently offered STEM accelerated course offerings.	X					
. Annually review of four year plan with amendments as necessary to reach the four year goals.			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: Columbia County School District's expansion of STEM programming and Industry Certification attainment will be supported through Workforce Education funding, Carl D. Perkins Secondary, Section 103 and Carl D. Perkins Rural and Sparsely Populated Grants. Costs associated with Industry Certifications will also be supported through additional weighted FTE (Full Time Equivalent) funding. In-kind services and supports will be provided through NEFEC (North East Florida Educational Consortium), local Workforce Board and community/ business partnerships.

Supporting Narrative (optional):

In efforts to increase STEM accelerated course offerings, the Columbia County School District will:

- Provide necessary technical assistance and professional development to career and technical education instructors, related academic instructors, guidance counselors, career specialists, and administrators at the secondary level to develop, upgrade and implement curriculum to meet and/or exceed industry standards.
- Provide industry training for both CTE (Career and Technical Education) and academic instructors to enhance integration of academic and career and technical skills for middle and high school students relating to occupations that are identified as high-demand, high-wage, and/or high-skill and to acquire industry certifications, if available within the CTE program. The statewide Targeted Occupations List (TOL) and regional TOL will be utilized to identify High-Skill, High-Wage and / or High-Demand careers that align with proposed STEM programs. Current regional needs indicate global logistics and manufacturing are priorities within our Workforce Region. As a result, STEM courses relating to these professions will be reviewed for implementation.
- Provide resources, including: career information, guidance, and assessment, for students and counselors at identified school sites throughout the school year to increase participation in planned STEM course offerings.
- Provide enhancement of Career Pathways Consortium education opportunities for students in grades nine through twelve to link secondary educational opportunities with post-secondary training and to provide opportunities to develop and implement additional articulation agreements to meet the needs of CTE students and industry.
- Provide supplementary services and "industry standard" equipment to assure that the applied technology needs of our career and technical education students are being met with quality CTE programming.

RTTT funding will not be utilized for this deliverable. Funding for increased STEM Coursework will be provided through Carl D. Perkins and Carl D. Perkins Rural grants, and with collaborative efforts between Florida Gateway College and Florida Crown Workforce

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

Work Plan Table

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

Please indicate one LEA (Local Education Agency) point of contact for this Project.

Name: Jennifer Brewin
Title: Director, Instructional Technology, Columbia County School District, Florida
Phone #: 386-755-8025
E-mail Address: brewin_j@firn.edu

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, such as Florida Comprehensive Assessment Test 2.0 (FCAT 2.0), End-of-Course Exams, Florida Assessments for Instruction in Reading (FAIR), as certified through completion and submission of Florida's online certification tool.

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

Key Personnel by Title:	2010-11			11/12	12/13	13/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Instructional Technology	X	X	X	X	X	X
Director of Curriculum, Assessment & Accountability	X	X	X	X	X	X

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

Deliverable (required):	2010-11			11/12	12/13	13/14
	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			11/12	12/13	13/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
. Submit readiness information as required by online certification tool.	X			X	X	X
. Review current district capacity and infrastructure for online test administration in comparison to anticipated demand and feedback.	X	X		X	X	X
. Attend DOE (Department of Education) offered professional learning and tutorials.	X	X	X	X	X	X

. Participate in statewide infrastructure trial.	X					
. Use NEFEC's Instructional Technology department (North East Florida Educational Consortium) to assist in district readiness for classroom instruction and assessment.			X	X	X	X
. With the number of End Of Course tests increasing each year, as well as other online tests, the district needs to continue to purchase additional computers to accommodate state computer-based testing requirements.		X	X	X	X	X
. To maintain current computers in schools at the state-required minimum specifications for computer-based testing, the District needs to annually replace school computers that are 5 years old.		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			
	\$40,000.00	\$113,000.00	\$40,000.00	\$148,500.00	\$148,500.00	\$149,000.00

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*

Columbia County School District will continue to apply for and seek grant opportunities such as EETT to help with funding issues. Columbia Schools will partner with NEFEC in bulk purchasing of technology when possible. The District IT (Instructional Technology) Department will continue to provide tech support within the district.

Supporting Narrative (optional):

1. Review current district capacity and infrastructure for online test administration comparing it to anticipated demand and feedback:
 - a. After reviewing current district capacity and infrastructure, it was determined that the network infrastructure directly supporting computer labs used in End-Of-Course testing need to be upgraded to newer, faster and more reliable equipment as well as a more reliable electrical infrastructure. Also, district-wide bandwidth will need to be increased to support the growing number of online assessments as the current bandwidth is at near capacity with the current requirements.
 - b. New Layer 3 Gigabit switches will be used at schools to handle the load of the computer labs that are used for end-of-course testing. There will also be Layer 3 Gigabit switches purchased for the Admin Complex to provide a reliable and stable connection to the Internet for the purpose of online testing. All 14 schools within the district will benefit from the equipment upgrade as it provides more robust and reliable connection to the network. Electrical infrastructure upgrades will take place at schools to ensure that sufficient electricity is supplied to computer labs designated for online curriculum and End-Of-Course testing.
 - c. Equipment to be purchased: RTTT technology quantities to be purchased will depend upon the amount of E-Rate Internal Connection Funding received.:
 - d. Purchasing new computers will allow us to meet the current standards and minimum requirements for End-of-Course testing as well as the minimum requirements for the foreseeable future in terms of the amount of RAM, processor speed, available disk space and screen resolution.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
15	24-port Layer 3 Gigabit Switch	\$1,800.00	\$27,000.00
15	24-port Next Day Support	\$148.00	\$2,220.00
7	48-port Layer 3 Gigabit Switch	\$3,240.00	\$22,680.00
7	48-port Next Day Support	\$266.00	\$1,862.00
22	ST-LC Termination Cables	\$10.00	\$220.00
1	Shipping	\$10.00	\$10.00
22	EX-SFP-IGE-SX 1000 Base Gigabit Ethernet Optics 850 nm	\$300.00	\$6,600.00
66	Computer for Online Testing	\$800.00	\$52,800.00
			<u>\$113,392.00</u>

e. Purpose of Equipment:

i. The 24 and 48 port switches will be able to handle the load of network traffic that will be placed on the current infrastructure by end-of-course testing. They also provide a more reliable and faster connection to the network backbone than is currently in place.

ii. The fiber patch cables provide the connection from the switches to the network backbone.

f. Current Equipment Capacity:

i. The current equipment has proven to become overloaded and even unresponsive when massive amounts of network traffic are moved across the infrastructure, making an unreliable infrastructure.

ii. The current equipment is several years old and is insufficient to the current and future demands of online curriculum in terms of speed, capacity and reliability.

g. Benefits of Equipment and Electrical Infrastructure Upgrade:

i. The proposed equipment not only meets and surpasses the current requirements for online curriculum and End-Of-Course testing, but also provides the reliability and capability to meet the requirements of online curriculum for the foreseeable future.

ii. The electrical infrastructure upgrade will provide sufficient electricity to the computer labs used in online curriculum to ensure reliable computers to be used for online testing.

2. With the number of End of Course tests increasing each year, as well as other online tests, the district needs to continue to purchase additional computers to accommodate state computer-based testing requirements.

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

Work Plan Table

Project/MOU (Memorandum of Understanding) Criteria: Improve Access to State Data – (C)(2)

Please indicate one LEA (Local Education Agency) point of contact for this project.

Name: Roger Noll
Title: Director, Information Services,
Columbia County School District, Florida
Phone #: 386-755-8027
E-mail Address: noll_r@firn.edu

Project Goal: LEAs will integrate with the Department to provide single sign-on access to state-level applications and data by their users. The LEA will incorporate state-level data into local instructional improvement systems to improve instruction in the classroom, 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 should be based on the prior two quarters completed. Reporting shall begin the first applicable period after receipt and incorporation of state-level data into local instructional improvement systems. The Department will provide a report template.

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

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

Note: The following is being provided as an example of the single sign-on integration piece only.

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

Key Personnel (indicate each year of involvement):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director, Information Services	X	X	X	X	X	X
Director, Curriculum, Assessment and Accountability	X	X	X	X	X	X

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

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

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: 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	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			
1A. Provide reports of staff accessing state resources via single sign-on per Department report template.	X			X	X	X
Deliverable:	2010-11			2011/12	2012/13	2013/14
1-1. Gap Analysis/Needs Assessment Report for providing single sign-on	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			
1-1A. Establish Software Development Life Cycle Process for enhancing existing functionality and developing new applications	X					
1-1B. Participate in the NEFEC (North East Florida Educational Consortium) Navigator Plus (NEFEC's instructional improvement system) user group	X	X	X	X	X	X
1-1C. Provide feedback to the Department regarding single sign-on implementation	X	X	X	X	X	X
1-1D. Partner with NEFEC to complete an evaluation of ability to provide single sign-on access to state resources				X		

Deliverable: 1-2 Detailed 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	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			
1-2A. Partner with NEFEC to develop a plan to implement single sign-on access to state resources by school and LEA staff				X	X	

Deliverable: 1-3 Development Specifications	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			
1-3A. Create specifications for development enabling single sign-on access through NEFEC				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		
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			
2A. Prepare technical environments (details dependent upon LEA's current environment)				X		
2B. Complete and submit Single Sign-on Integration Readiness Certification to the Department				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			
3A. Integrate with the department to provide single sign-on through NEFEC's regional interface				X		
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	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			
4A. Obtain state-level data download when available				X	X	X
4B. Incorporate downloaded data into Navigator Plus (NEFEC's instructional improvement system) which may include component such as Skyward and Thinkgate				X	X	X
4C. Provide a report of state-level data downloads incorporated into Navigator Plus (NEFEC's instructional improvement system)				X	X	X

Budget Summary	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
By Year:	\$55,826.23*	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -

* Unless Second Quarter funding is received by Dec. 2, 2010, the \$55,826.23 will be a pre-award cost to the grant, consisting of the installation of an AS400 data system update to be done the day before Thanksgiving when the school system will be closed.

Sustainability Factors: (short description or list of factors that will contribute to the sustainability of the results of the Project after Race to the Top funding ends)

1. The district will permanently allocate a staff member to manage role-based access to single sign-on.
2. The district will annually survey school staff on the effectiveness of receiving data from each state-level data download and will report its findings to the School Board.

Supporting Narrative (optional):

Upgrade AS400 System to meet data requirements. Columbia has already begun connectivity with the FLDOE Sunshine Connections system for data sharing with PEER (Portal to Exceptional Education Resources).

Title and Page Number of Appendices for the Project, if applicable:

Work Plan Table

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

Please indicate one LEA (Local Education Agency) point of contact for this Project.

Name: Roger Noll
Title: Director, Information Services, Columbia County School District, Florida
Phone #: 386-755-8027
E-mail Address: noll_r@firn.edu

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

Deliverables (minimum required evidence):

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

The baseline report for 2009-10 is due by December 31, 2010. Subsequent reports are due annually by September 30 for the prior year.
2. The LEA will provide timely, accurate, and complete information in Department technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.
3. The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director Information Services	X	X	X	X	X	X
Director Curriculum, Assessment and Accountability	X	X	X	X	X	X
Site Based Administrators	X	X	X	X	X	X

The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.

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: <ul style="list-style-type: none"> a. Name of the system (ThinkGate) 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			
Develop a report template that details: <ul style="list-style-type: none"> a. Name of the system (CrossPointe) 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. 	X					

e. A description of the student growth data available to users on the system						
f. How frequently students, teachers, par-ents, and principals are accessing the system						
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 Dept.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
2A. Identify district person who will be responsible for reporting timely, complete and accurate information through department technology assessments and surveys	X	X	X	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	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
3A. Identify district person who will collaborate with the NEFEC (North East Florida Educational Consortium) Regional Information Center to report timely, accurate and complete information from instructional and longitudinal data systems.	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			
	\$	\$	\$71,777.78	\$ 72,750.00	\$72,750.00	\$ 72,750.00

Sustainability Factors:

RTTT is providing enhancements only.

Supporting Narrative (optional):

Thinkgate is progress monitoring software, administered three times per year. Thinkgate provides information on student performance in reading, math and science, based on the Next Generation Sunshine State Standards. Progress monitoring gives the teacher and students three times during the year to see how student performance is improving and to make changes if needed. Thinkgate will be used at all 14 District schools.

CrossPointe data base management software will be used to maintain data and provide data for analysis. The CrossPointe Parent-OnLine system will be used to provide parents with WEB accessed student information. Navigator Plus analysis software will be used to review the achievement of the students. IRIS (Immediate Response Information System) phone calling will be used to contact students, parents and staff with student information.

Budget is for ThinkGate software maintenance.

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

Work Plan Table

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

Please indicate one LEA (Local Education Agency) point of contact for this Project.

Name: Frank Moore
Title: Director of Human Resources Management and Development (HRMD)
 Columbia County School District, Florida
Phone #: 386-755-8035
E-mail Address: moore_f@firn.edu

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

Deliverables (minimum required evidence):

1. Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.
2. Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.
3. Description of qualifications to supervise program interns or serve as a peer mentor.
4. Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).
5. Annual District Program Evaluation Plan (DPEP) reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
School Principals	X	X	X	X	X	X
College/University Representatives	X	X	X	X	X	X
Director of HRMD	X	X	X	X	X	X

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

Deliverable (required): 1. Plan for collaboration in assigning supervising teachers with institutions or other program providers, including Florida Gateway College, St. Leo University, and NEFEC (North East Florida Educational Consortium)	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			
1A. The NEFEC College/Career Readiness Task Force will facilitate collaboration between the LEA and institution preparation programs to determine minimum qualifications for instructional staff to serve as supervising teachers for pre-service interns.		X	X	X	X	X
1B. District, in conjunction with NEFEC staff, will provide training to teachers who are eligible to supervise pre-service interns.		X	X	X	X	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			
2A. District will develop a plan using the Core Propositions for Effective Teaching (from the National Board for Professional Teaching Standards) or other nationally recognized standards, as well as Florida's Educator Accomplished Practices, as the basis for identifying effective and highly effective teachers.		X				
2B. Effective and highly effective instructional staff selected as supervising teachers and mentors will participate in Clinical Educator Training or other similar approved mentor training.			X	X	X	X
2C. District will develop a plan using		X				

the Core Propositions for Accomplished Educational Leaders (from the National Board for Professional Teaching Standards) or other nationally recognized standards, as well as Florida's Educator Accomplished Practices, as the basis for identifying effective and highly effective administrators.						
2D. Effective and highly effective administrators selected as supervising administrators and mentors will participate in mentor training sponsored by NEFEC Principal Leadership Academy, or other similar approved mentor training.			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			
3A. District will analyze teacher and administrator individual effectiveness results (student growth, multi-metric measures)				X	X	X
3B. District will use the NBCT (National Board Certified Training) stages of professional practice (Developing, Practicing, Accomplished) to set targets for effectiveness and eligibility for additional supervisory/mentoring responsibilities.				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			
4A. District will designate staff to be responsible for reporting data related to pre-service intern/peer mentors				X	X	X
4B. District will develop and/or review a				X	X	X

process for using the updated state database to accurately report qualifications of pre-service and peer mentors.						
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Deliverable (required): 5. Annual DPEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	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): 5A. District will collect and report district leadership plan data related to placement of participants in administrative positions, success rate of those placed (based on student performance data and other multi-metric measures) and the perception of participants of the value of the district leadership development program.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				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: (short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends) Continued involvement with NEFEC’s Instructional Services Department and the NEFEC College and Career Task Force. Collaboration with NEFEC on professional development training. Explore possible use of NEFEC’s IPDP (Individual Professional Development Plan) in NavPlus. Potential funding from Title II-A funds for this area, as allowed

Supporting Narrative (optional):

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

Work Plan Table

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

Please indicate one LEA (Local Education Agency) point of contact for this Project.	
Name:	Frank Moore
Title:	Director of Human Resources Management and Development (HRMD) Columbia County School District, Florida
Phone #:	386-755-8035
E-mail Address:	<u>moore_f@firn.edu</u>

Project Goal: The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU (Memorandum of Understanding).
Deliverables (minimum required evidence):
<ol style="list-style-type: none"> 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.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
District Curriculum/Instructional Administrators		X	X	X	X	X
Director of HRMD		X	X	X	X	X
Director of MIS (Management Information Services)		X	X	X	X	X
School Principals		X	X	X	X	X
Teacher Representatives		X	X	X	X	X
Chief Negotiator for Management		X	X	X	X	X

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

Deliverable (required): 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>			
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			
The LEA has designed and committed to implement an evaluation system with teacher and principal involvement.			X			
1A. Establish evaluation criteria: Student Growth Measure, Core of Effective Practices, Additional Metric Evaluation Measures, Evaluation Rating.			X			
1B. Evaluation criteria will include a student growth component that accounts for at least 50% of the total evaluation per the MOU.			X			
1C. Determine need for special procedures and criteria for subjects and fields not measured by the state assessment program.			X			
1D. Support existing School Improvement Plans in development and implementation of evaluation system.			X	X	X	X
1E. Integrate continuous quality improvement of the skills of instructional and administrative personnel into the			X	X	X	X

evaluation system.						
1F \$7,000 contract with North East Florida Educational Consortium (NEFEC) will assist in developing teacher and principal evaluation systems.		X	X			
1G. Convene and engage a stakeholder advisory committee to conduct annual review of evaluation system			X	X	X	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					
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
2A. The District will develop an implementation timetable for the teacher evaluation system and will review annually to make adjustments as necessary.						

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
3A. Evaluation criteria will include a student growth component that accounts for at least 50% of the total evaluation—						

including a plan for a phased-in and/or early bargaining provision as needed.						
3B. Establish evaluation criteria: Student Growth Measure, Core of Effective Practices, Additional Metric Evaluation Measures, Evaluation Rating.			X			
3C. Support existing School Improvement Plans in development and implementation of evaluation system.			X	X	X	X
3D. Integrate continuous quality improvement of the skills of instructional and administrative personnel into the evaluation system.			X	X	X	X
3E. Convene and engage a stakeholder advisory committee to conduct annual review of evaluation system			X	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
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			
4A. The District will develop a timetable for implementing the principal evaluation system, and will make adjustments as necessary.	X			X	X	X

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			
5A. The District will designate staff responsible for reporting data from evaluation results within the student and staff survey			X	X	X	X
5B. The District will report evaluation results for teachers and principals through the student and staff survey				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6. Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.					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			
6A. The District will designate staff to evaluate need for system changes, and submit necessary evaluation system revisions annually.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ - 0 -	\$ 12,592.35	\$ - 0 -	\$ 15,000.00	\$ 15,000.00	\$ - 0 -

Sustainability Factors: (short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends) Continue collaboration with NEFEC Instructional Services Dept., including use of Principal Leadership Academy and Clinical Educator Training

Supporting Narrative (optional):
 A contractual agreement for \$7,000 with NEFEC will provide assistance in development and implementation of teacher and principal evaluation systems. It will be necessary to find other funding sources to develop those assessments in grades and subjects not included in the state assessment system. One such possibility is the Florida Superintendent's Association.

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

Work Plan Table

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

<p>Please indicate one LEA (Local Education Agency) point of contact for this Project.</p> <p>Name: Lex Carswell</p> <p>Title: Assistant Superintendent For Operation, Budgeting & Secondary Education Columbia County School System, Florida</p> <p>Phone #: (396) 758 - 4935</p> <p>E-mail Address: <u>Carswell I@firn.edu</u></p>						
<p>Project Goal: The LEA will use results from teacher and principal evaluations to inform each of the human capital processes listed in the MOU (Memorandum of Understanding).</p>						
<p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 1. Annually submit the teacher and principal salary schedules that reflect the basis of determining the pay scale and supplements. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline. 2. Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline.) 3. Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually. 4. Annually submit the district's collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline. 5. Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities). 6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey. 7. Annually report terminations through the regularly-scheduled student and staff survey. 8. Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys. 						

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assist. Superintendent of Budgeting	X	X	X	X	X	X
Assist. Superintendent of Support Services	X	X	X	X	X	X
Chief Negotiator for Management	X	X	X	X	X	X

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

Deliverable (required): 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.	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	X
1A. Develop teacher and principal salary schedules based on effectiveness ratings			X	X	X	X
1B. District will develop, initiate and implement a compensation system that includes differentiated pay through bonuses and/or salary supplements.			X	X	X	X
1C. District will base salary increases for milestone career events on the result of multi-metric evaluation prior to the event.				X	X	X
Deliverable (required): 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).	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
2A. District will use evaluation data to make human capital decisions related to the awarding of employment contracts, reductions in staff, compensation incentives, and staff assignment.				X	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	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X

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.						
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			
3A. The district in conjunction with CTA (Columbia Teacher's Association) will develop a staffing plan that reflects equitable distribution of teachers and principals based on measures of effectiveness.			X	X	X	X
3B. The district staffing plan, which will include compensation incentives for staff placed in high minority, high poverty, and persistently low-performing schools, will be developed in conjunction with CTA.			X	X	X	X
3C. Staffing plan will include recruitment strategies and selection of teachers from high-performing teacher preparation programs (when data becomes available)				X	X	X
3D. Staffing plan will include a Professional Development component that supports the effective implementation of the plan.				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
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			
4A. The district will submit a collective bargaining agreement that reflects the use of teacher evaluation data in the awarding of bonuses and other performance-related incentives.				X	X	X
Deliverable (required): 5. Submit documentation of the	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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).	Quarter	Quarter	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			
5A. The District will devise a system for collecting multiple artifacts and forms of documentation to support decisions related to staffing and compensation.			X	X	X	X
5B. The district will assign duties related to collecting and reporting accountability data.			X	X	X	X
5C. The district will establish a timeline for collection and submission of accountability data.			X	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
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			
6A. District will assign personnel responsible for reporting bonuses and salary augmentations.			X	X	X	X
6B. District will report bonuses and salary augmentations in an accurate and timely fashion, in accordance with the requirements of state statute				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			
7A. District will assign personnel responsible for the annual reporting of terminations.			X	X	X	X
7B. District will devise a system of accountability for all district staff who			X	X	X	X

have a responsibility in the dismissal process.						
7C. District will hold supervisors accountable for using the process and timeline in statute to remove ineffective teachers from the classroom.			X	X	X	X
7D. District will accurately report terminations of principals and teachers.			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
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			
8A. District will designate personnel to report the assignment of teachers and principals, through the staff and student surveys.			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 -	\$ 86,258.00	\$86,258.00	\$86,258.00

Sustainability Factors: Sustainability depends upon negotiations and impact bargaining; ongoing evaluation; and revision of evaluation systems, as well as the availability of general revenue.

Supporting Narrative (optional): We have 774 instructional personnel and 26 administrators who will be eligible for performance pay in our human capital decisions project. The criteria will be based on a fair evaluation system for teachers and administrators that:

- Differentiates effectiveness using multiple rating dimensions or categories that take into account data on student achievement and student growth as priority factors;
- Includes input from administrator, teacher, principal, and negotiating unit; but also
- Recognizes excellence in the assumption of additional duties, such as mentoring or acquisition of credentials (certification or degrees).

We will develop an accountability system that we will use to track the activities and the data collected to determine success of this grant. We will train everyone applicable in its use.

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

Work Plan Table

Project/MOU (Memorandum of Understanding) 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 (Local Education Agency) point of contact for this Project.

Name: Frank Moore
Title: Director of Human Resources Management and Development (HRMD)
 Columbia County School District, Florida
Phone #: 386-755-8035
E-mail Address: moore_f@firn.edu

Project Goal: The LEA (Local Educational Agency) 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 (Memorandum of Understanding) 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.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
School Principals	X	X	X	X	X	X
Director of HRMD (Human Resources Management and Development)	X	X	X	X	X	X
Director, Curriculum, Assessment and Accountability	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 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			
1A. The District will revise and implement its professional development system in collaboration with NEFEC (North East Florida Educational Consortium) so that it aligns with the evaluation, compensation, and assessment systems.				X		
1B. Professional Development offerings will be aligned with Florida's Professional Development Protocol Standards.				X	X	X
1C. The District will use evaluation information to plan and implement professional development activities that align with staff needs.				X	X	X
1D. Staff IPDP (Individual Professional Development Plan) and ILDP (Individual Leadership Development Plan) development will be informed by evaluation results				X	X	X
1E. Through NEFEC and/or other providers, The District will provide training on the use of data from the local instructional improvement system and student growth results to improve student achievement.				X	X	X
1F. The District will provide professional development on the use of formative assessment and the principles of lesson study to support the Common Core Standards.				X	X	X

1G. The District will provide professional development on the principles of lesson study required in persistently lowest performing schools as needed.			X	X	X	X
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Deliverable (required): 2. A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 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			
2A. The District will develop a timetable for implementing the elements described in RTTT grant into the Professional Development System for teachers and principals.				X		
2B. The District will work with stakeholders to establish priorities within RTTT elements, for the purpose of timeline development.				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		
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			
3A. District will plan a professional development system that reflects the use of evaluation results.				X	X	X
3B. Development of IPDP and ILDP will be aligned with evaluation results.				X	X	X
3C. District will provide professional development components that contain measures for implementation and accountability.				X	X	X
3D. District will provide professional development components that are targeted to the needs of individuals and groups, as indicated by evaluation results.				X	X	X

Deliverable (required):	2010-11	2011/12	2012/13	2013/14
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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.	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			
4A. District will include a component within the professional development system that evaluates its effectiveness based on changes in practice and student learning outcomes.					X	X

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		
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			
5A. District will establish an evaluation timetable for monitoring the effectiveness of the professional development system.				X		

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			
6A. District will assign personnel responsible for collecting and reporting data related to the evaluation results of the professional development system.			X			
6B. District will annually report evaluation results of the professional development system to the district's stakeholders.				X	X	X
6C. District will annually report				X	X	X

evaluation results as a part of the review of the district's professional development plan.						
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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
7A. District will annually submit revisions to the professional development system based on a timetable for implementation.					X	X
7B. Revisions to the professional development system will be determined by changes in teaching/leadership practice and/or learning outcomes.					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: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* Continued collaboration with NEFEC and other professional development providers.

Supporting Narrative (optional):
In addition to the \$7,000 from Race to the Top to be paid to NEFEC for assistance in development and implementation of the teacher and principal evaluation systems, Title II-A funds and other professional development dollars will be used to fund activities.

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

Work Plan Table

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

Note: This Work Plan Table is applicable only to LEAs with a persistently lowest-achieving school.

Please indicate one LEA (Local Education Agency) point of contact for this Project.	
Name:	Kitty McElhaney
Title:	Director of Curriculum, Assessment, and Accountability, Columbia County School District, Florida
Phone #:	386-755-8020
E-mail Address:	mcelhane_k@firn.edu

<p>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.</p>
<p>Deliverables (minimum required evidence): (For further Deliverables information see Supporting Narrative at the end of this work table.)</p> <ol style="list-style-type: none"> 1. LEA will select 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: <ul style="list-style-type: none"> - 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. <p><i>Note: Please attach relevant parts of your School Improvement Grant in the Final Scope of Work Appendix.</i></p>

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Superintendent	X	X	X	X	X	X
Assistant Superintendent	X	X	X	X	X	X
Director of Curriculum, Assessment & Accountability	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. LEA will select Intervention Model from list of four options (see Appendix A of MOU).	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			
1A. Evaluate status of principal	X			X	X	X
1B. Evaluate teacher performance data			X	X	X	X
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 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. • 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.	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			
2A. Evaluate status of principal			X	X	X	X
2B. Evaluate teacher performance data			X	X	X	X
2C. Identify principals with record of turning around low performing schools			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: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*

Student performance data available via FCAT reporting and locally administered progress monitoring instrument reporting services will be analyzed by the district superintendent, instructional team, school principal in consultation with the Region 2 Director to assess progress and to make any necessary revisions.

Supporting Narrative (optional):

Deliverables: (E)(2)1-2 (continued)

1. LEA will select Intervention Model from list of four options (see Appendix A of MOU). The district superintendent, instructional team, school principal in consultation with the Region 2 Director, selected the Transformation Model for Columbia High School. A careful review of the current data and staff indicated that there is strong community support for the school. The measures required in the turnaround model are more extreme than are needed for the school and the requirement of replacing 50% of staff as indicted by the Turnaround Model is unachievable in this small rural district.

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 relating to staff turnover/replacement

The average learning gains for English/Reading teachers at the identified school (Columbia High School) over the past two years was 54% , compared to 56% at the other high school in the district. The average learning gains for the Mathematics teachers at identified school (Columbia High School) over the past two years was 84% compared to 68% at the other high school in the district.

- Documentation that reflects the placement of the Principal and his/her record of “turn around” success.

The Superintendent along with district leadership met with the Regional Director in March 2010 and discussed Principal replacement at Columbia High School (CHS). In review of the guidelines above, the principal at Columbia High, Mr. Terry Huddleston, meets criteria iv, in that the AYP Criteria met increased over the past three years: from 72% (2006-2007) to 77% (2008-2009). Columbia High school is in a rural county in which there is difficulty in filling high school principal positions with qualified candidates who are connected to the community and aggressive toward improving the curricular offerings. Mr. Huddleston returned to CHS at the beginning of the 2006-07 school year, after leading a neighboring elementary school to a series of earning a letter grade of “A” during his tenure there. When the principalship at CHS arose, he was recruited to return. Over the past three years, Mr. Huddleston has involved community support for CHS so that students are provided educational opportunities that will prepare them for the workforce in area businesses. A banking academy has been implemented with a branch of a local financial institution on the school campus, where students are employed. These students are subsequently employed at the locations in the community. In addition, he has aggressively recruited the placement of a Logistics Academy on the campus, to begin during the 2010-2011. Students will be trained in the areas of moving products from place to place and the skills required to be well equipped to enter this expanding arena in northeast Florida. During the 2009-2010 school year, ninth grade academies were instituted at CHS under the direction of Mr. Huddleston. Students were teamed with a common core of teachers with whom they were able to form a close bond.

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

Work Plan Table

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

Note: This Work Plan Table is applicable only to LEAs with a persistently lowest-achieving school.

Please indicate one LEA (Local Education Agency) point of contact for this Project.

Name: Kitty McElhaney
Title: Director of Curriculum, Assessment, and Accountability,
Columbia County School District, Florida
Phone #: 386-755-8020
E-mail Address: mcelhane_k@firn.edu

Project Goals:

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

- In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day, beyond the current hours of instruction.
- The LEA will offer prekindergarten on a full day basis using the Department's Title I Full Day Pre-K model, for children residing in the attendance zone of such schools.
- The LEA will expand opportunities for students to attend career and professional academies, especially STEM (Science, Technology, Engineering, and Mathematics) 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): (For further Deliverables information in the form of a Four Year Timeline see Supporting Narrative at the end of this work table.)

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 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 (AICE) 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.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Superintendent	X			X	X	X
Assistant Superintendent	X			X	X	X
Director of Curriculum, Assessment & Accountability	X			X	X	X
Career and Technical Education Contact	X			X	X	X
Site Principal	X			X	X	X

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

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	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			
1A. District and school administrators working with teachers and teacher union representatives research and	X			X	X	X

analyze school schedules that support teacher collaboration.						
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			
	X			X	X	X
2A. Analyze developed full day Pre-K program currently in place for students in attendance zones for identified school.	X			X	X	X

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 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 (AICE) 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			
	X					
3A. Attend NEFEC's STEM/Senate Bill 4 Summit to initiate collaboration with higher education, The College Board, and other LEAs.	X					
3B. Develop action plan outlining district steps for implementation of Senate Bill 4.	X					
3C. Districts identify STEM related accelerated courses to offer in each of the core areas.				X	X	X
3D. Provide professional learning for co-teacher planning in related core area and program area courses.			X	X	X	X

3E. Offer and enroll students in STEM related accelerated courses.				X	X	X
3F. Maintain STEM program course offerings, ensuring all courses that are part of the program have qualified instructors.				X	X	X
3G. Administer applicable course exams, including industry certifications.				X	X	X
3H. Analyze student performance applicable summative STEM course exams to determine additional support to students and teachers.				X	X	X

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			
4A. Gather baseline data of currently offered STEM accelerated course offerings.		X				
4B. Annually review four year plan with amendments as necessary to reach the four year goals.				X	X	X

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			
5A. Initiate planning for STEM-related career and technical programs(s) by working with community members, including local Workforce Board, to analyze employer needs to identify gaps in existing programs.	X					
5B. Continue to work with community members as partners in the implementation of the program.		X	X	X	X	X
5C. Districts identify at least one additional career and technical program for STEM occupations and report on actions implemented to date.		X	X	X	X	X
5D. Provide professional learning for co-teacher planning in related core area and program area courses.				X	X	X
5E. Offer and enroll students in career and technical program for STEM occupations.					X	X
5F. Maintain STEM program course offerings, ensuring all courses that are part of the program have qualified instructors.						X
5G. Administer EOC (End of Course) and Industry certification exams to all eligible participating students.						X
5H. Analyze student performance on program related EOC's to determine additional student support needs in core areas for teachers and students.						X
5I. Analyze student performance on related industry certification exams to determine additional support needs to teachers and students.						X

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	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			
6A. Analyze current districts' budget allocations and costs related to industry certification exams.	X					
6B. Determine projected number of exams taken annually.	X					
6C. Allocate annual funds for projects exam costs.			X	X	X	X
6D. Research alternative funding sources and consortium volume pricing.			X	X	X	X

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7. Documentation of implementation of a complete program that results in industry certification.	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			
7A. Annual review of 4-year plan with amendments as necessary to reach 4-year goals.			X	X	X	X

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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.	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			
8A. Gather baseline data of currently	X					

offered accelerated course offerings.						
8B. Attend NEFEC's Senate Bill 4 Summit to initiate collaboration with higher education, The College Board, and other LEAs.	X					
8C, Establish/Maintain a Partnership with The College Board.	X			X	X	X
8D. Annual review of accelerated course offerings.				X	X	X

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			
9A. Gather Baseline data of currently offered accelerated courses	X					
9B. Analyze student performance on program related performance to determine additional student support needs in core areas for teachers and students.			X	X	X	X
9C. Annual review of accelerated course offerings			X	X	X	X
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			
10A. Gather Baseline behavior/disciplinary data	X			X	X	X
10B. Apply for GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Grant	X			X		
10C. Develop timeline for implementation						
10D. Analyze implementation timeline; revise as needed			X	X	X	X

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			
11A. Gather Baseline behavior/disciplinary data	X			X	X	X
11B. Provide professional development in positive behavior strategies			X	X	X	X
11C. Analyze student discipline data annually for program adjustments.				X	X	X

Deliverable: 12. Submission of other research based programs that demonstrate 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			
12A. Implement Failure Free Reading or comparable program.	X	X	X	X		
12B. Assess other research based programs that demonstrate a strong record of improving student achievement.			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: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
Columbia County School District's expansion of STEM programming and Industry Certification attainment will be supported through Workforce Education funding, Carl D. Perkins Secondary, Section 103 and Carl D. Perkins Rural and Sparsely Populated Grants. Costs associated with Industry Certifications will also be supported through additional weighted FTE (Full Time Equivalent) funding. In-kind services and supports will be provided through NEFEC (North East Florida Educational Consortium), local Workforce Board and community/business partnerships. A trained cadre of teachers for accelerated courses will serve as mentors as new teachers are hired.

Supporting Narrative:

Four-Year Time Line for Implementation: Accelerated Course Offerings

Year 1:

- Global Logistics and Supply Chain program implementation. Program was selected based upon regional workforce needs and industry input.
- Implementation of Global Logistics and Supply Chain Advisory Board.
- Career and Technical Education Advisory Committee collaboration to identify additional STEM program needs.
- Site visits to successful STEM Programs by administrators, CTE instructors, and guidance staff.
- Develop additional marketing tools for 2011-2012 year
- Evaluation of year 1 implementation

Year 2:

- Continued Professional Development provided to successfully implement second year program for CTE instructors, academic instructors, and guidance staff
- Two student cohorts will be scheduled (1st and 2nd course in program)
- GLSC instructor will earn required certifications
- Research alternative funding for future IC exams
- Evaluation of year 2 implementation (CTE Coordinator, Advisory Board, Stakeholders)

Year 3:

- Continued Professional Development provided to successfully implement second year program for CTE instructors, academic instructors, and guidance staff
- Three student cohorts scheduled
- Preparation for student IC exams (Established Requirments)
- Evaluation of year 3 implementation (CTE Coordinator, Advisory Board, Stakeholders)

Year 4:

- Four student cohorts scheduled
- Administration of IC exams to 4th year cohort
- Evaluation of year 4 implementation (CTE Coordinator, Advisory Board, Stakeholders)

RTTT funding will not be utilized for this deliverable. Funding for increased STEM Coursework will be provided through Carl D. Perkins and Carl D. Perkins Rural grants, and with collaborative efforts between Florida Gateway College and Florida Crown Workforce.

Four-Year Time Line for Implementation: Accelerated Courses

Year 1:

- Provide Advanced Placement (AP) Courses in the 2010-2011 school year in the following areas: AP Lit and Lang (2 English), AP Calculus and Statistics (2 Math), AP Bio and Chemistry (2 Science), AP US, World, Geog., Euro, Psych, Micro and Govt. (7 Social Science) AP Music (Other).
- Establish a partnership with College Board
- Provide opportunity for teachers of AP classes to attend professional development provided by College Board
- Administer AP exams
- Evaluation of year 1 implementation

Year 2:

- Continue to provide AP courses in each of the four main content areas

- Continue the partnership with College Board
- Continue Professional Development provided to successfully implement AP courses
- Encourage feeder middle schools to participate in professional development with College Board
- Administer AP exams
- Evaluation of year 2 implementation

Year 3:

- Continue to provide AP courses in each of the four main content areas
- Continue the partnership with College Board
- Continue Professional Development provided to successfully implement AP courses
- Encourage feeder middle schools to participate in professional development with College Board
- Administer AP exams
- Evaluation of year 3 implementation

Year 4:

- Continue to provide AP courses in each of the four main content areas
- Continue the partnership with College Board
- Continue Professional Development provided to successfully implement AP courses
- Encourage feeder middle schools to participate in professional development with College Board
- Administer AP exams
- Evaluation of year 4 implementation

Four-Year Time Line for Implementation: Mentoring/Behavior Support

Year 1:

- Collect baseline data: 2009-2010: 1953 incidents
- Apply for participation in the GEAR UP grant
- Implement Response to Intervention
- Investigate implementation of an appropriate behavior support program
- Evaluation of year 1 implementation

Year 2:

- Continue participation in the GEAR UP grant
- Continue implementation of Response to Intervention
- Implement the selected behavior support program
- Evaluation of year 2 implementation

Year 3:

- Continue participation in the GEAR UP grant
- Continue implementation of Response to Intervention
- Continue implementation of behavior positive behavior program
- Evaluation of year 3 implementation

Year 4:

- Continue implementation of Response to Intervention
- Continue implementation of behavior positive behavior program
- Evaluation of year 4 implementation

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

