RACE TO THE TOP

LOCAL EDUCATION AGENCY APPLICATION

SCHOOL DISTRICT
OF
ESCAMBIA COUNTY

11/09/2010

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

TAPS Number
11AT01

Please return to:	**A) Program Name:**	**DOE USE ONLY**
Florida Department of Education Race to the Top Room 1502 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0659	**Race to the Top – Local Education Agency Application**	Date Received

B) Name and Address of Eligible Applicant:	**Project Number (DOE Assigned)**
School District of Escambia County 30 East Texar Drive Pensacola, FL 32503	

C) Total Funds Requested:

$ 8,373,647

DOE USE ONLY

Total Approved Project:

$

D) Applicant Contact Information

Contact Name: Sandra Edwards	Mailing Address: 30 East Texar Drive, Pensacola, FL 32503
Telephone Number: 850-469-5327	SunCom Number:
Fax Number: 850-469-5611	E-mail Address: sedwards@escambia.k12.fl.us

CERTIFICATION

I, Malcolm Thomas, *(Please Type Name)* do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) Malcolm Thomas
Signature of Agency Head

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

Attachment I
Program-Specific Assurances

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

☒ **The applicant will work with the State to advance the education reform areas identified in the State's application for these funds:**

A. Achieving equity in teacher distribution

B. Improving the collection and use of data

C. Regarding standards and assessments

1) Enhancing the quality of academic assessments

2) Including children with disabilities and limited English proficient students

3) Improving State academic content and student achievement standards

D. Supporting struggling schools

☒ **The applicant will implement the program consistent with the principles which guide the distribution and use of these funds:**

A. Improving student achievement through school improvement and reform:

1) Progress toward college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.

2) Establishing pre-K to college and career data systems that track progress and foster continuous improvement.

3) Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.

4) Providing intensive support and effective interventions for the lowest performing schools.

B. Ensuring transparency, reporting, and accountability

Additionally, the applicant assures that:

[X] 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.

[X] 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.

[X] The Local Educational Agency shall only use Race to the Top program funds for activities authorized by the U.S. Department of Education and the Florida Department of Education in accordance with the approved project budget and related documents.

[X] For any project funded through the Race to the Top program funds, as applicable to the activity, the Local Educational Agency will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements).

[X] The Local Educational Agency will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving Race to the Top or any other ARRA funds.

Certification:

I hereby certify that The School District of Escambia County (Local Educational Agency) will adhere to each of the assurances specified above.

Malcolm Thomas — 11/09/2010

Signature of Authorized Official (must be original) — Date

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

Attachment II
Three-Party Assurances

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

Malcolm Thomas
Superintendent for the LEA

Gerald W. Boone
Chair of the School Board for the LEA

Kathy Breakall
Authorized Representative of Local Teachers' Union

Form DOE 101-RTTT (Budget submitted in web-based system)

Race to the Top

Table of Contents

Final Scope of Work

School District of Escambia County

Section A Narrative..... 10
FORM (A)1. - LEA Student Goals and Measures 21
Project/MOU Criterion: Expand Lesson Study – (B)(3)1...... 23
Project/MOU Criterion: Expand STEM Career and Technical Program Offerings – (B)(3)4...... 33
Project/MOU Criterion: Increase Advanced STEM Coursework – (B)(3)5...... 44
Project/MOU Criterion: Bolster Technology for Improved Instruction and Assessment – (B)(3)6...... 52
Project/MOU Criterion: Improve Access to State Data – (C)(2) 57
Project/MOU Criteria: Use Data to Improve Instruction – (C)(3)(i) and (iii) 64
Project/MOU Criterion: Provide Support for Educator Preparation Programs – (D)(1)(ii) 72
Project/MOU Criteria: Improve Teacher and Principal Evaluation Systems – (D)(2)(i)(ii)(iii)..... 84
Project/MOU Criteria: Use Data Effectively in Human Capital Decisions – (D)(3), including (D)(2)(iv)(b)(c)(d) and (E)(2)4.-5...... 93
Project/MOU Criteria: Focus Professional Development – (D)(5), including (B)(3)2. and 3., (C)(3)(ii), (D)(2)(iv)(a), (D)(3)(ii)2., and, if applicable, (E). 103
Project/MOU Criteria: Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2. 117
Project/MOU Criterion: Implement Proven Programs for School Improvement – (E)(2)3...... 125
Project/MOU Criterion: Include Charter Schools in LEA Planning – (F)(2)..... 135
Appendix 1: Leader Evaluation Manager (LEM) developed by the Studer Group140
Appendix 2: The Toledo Plan 145
Appendix 3: Novice Teacher Program – Summary of On-Going Negotiations..... 154

Appendix 4: Local Instruction Improvement System Flow: Leader 164
Appendix 5: Local Instruction Improvement System Flow: Teacher 166
Appendix 6: Local Instruction Improvement System Flow: Community Stakeholder 168
Appendix 7: Panhandle Coalition Narrative 170
Appendix 8: Accountability Chart 176
Appendix 9: Student Engagement Framework 179
Appendix 10: Student Results and Teacher Reflection Tool 181
Appendix 11: Coaching Probe Tool 183
Appendix 12: 30 Day Plan 185
Appendix 13: Initial 4-Year District STEM Timeline and Implementation Plan .. 187
Appendix 14: 2009-2010 Career Academy- STEM Baseline Data 189
Appendix 15: School District of Escambia County Career Academy Application for the National Flight Academy (NFA) Aviation Classroom Experience (ACE) Flight Academy 191
Appendix 16: 2009-2010 Baseline Data of courses provided at each high school of STEM Accelerated courses 206
Appendix 17: Baseline Data of trained Dual Enrollment and/or AP teachers at each high school 209
Appendix 18: Baseline Data of High School Juniors Participating in Dual Enrollment 211
Appendix 19: Baseline Data for number of schools participating in BEST Robotics 213
Appendix 20: Baseline Data of 8th graders successfully completing accelerated courses 217
Appendix 21: Summer Math DimensionM Gaming Camp 219
Appendix 22: STEM Summer Camp 223
Appendix 23: Accelerated Mathematics Course Progression 225
Appendix 24: Accelerated Science Course Progression 227
Appendix 25: Local Improvement System Environment 229
Appendix 26: Escambia County School District Model of Excellence 231

Appendix 27: Pay for Performance – Worksheet for Performance Award 233
Appendix 28: Pay for Performance – Part 3 (Planning and Preparation, Classroom Environment, Instruction 236
Appendix 29: Pay for Performance – Professional Development 239
Appendix 30: Job Description – Coordinator I – Race to the Top 241
Appendix 31: Montclair Schedule for Common Planning 245
Appendix 32: Warrington Middle School Master Schedule for 2010-2011 247
Appendix 33: Charter School Intent to Participate Responses 249

Section A Narrative

A. OVERARCHING PROJECT PLANS

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

Theory of Action

The employees in the School District of Escambia County (ECSD) are committed to and firmly believe that effective teachers and leaders make a difference in student achievement. In particular, the employees believe that as they work diligently to hold teachers accountable for student achievement, they must hold leaders accountable for developing effective teachers that research supports as having the biggest influence on student achievement (Marzano, 2003). The management and work plans provide actions that support the following priorities.

1. Currently, the School District of Escambia County is implementing a Leader Evaluation Manager (LEM) developed by the Studer Group (Appendix #1) to focus leader evaluations on outcomes rather than on process measures. This system has been implemented in healthcare organizations in the United States and Canada with great success in moving these organizations to perform as some of the best healthcare organizations in the nation as measured by mandated national healthcare indicators (HCAPS). The LEM shifts from measuring competencies and processes to measuring outcomes. The measured outcomes in the ECSD are student achievement, employee engagement in the workplace, parent satisfaction with their child's education, and financial efficiencies. This first year, the LEM is being applied to the superintendent and assistant superintendent levels, and the district is in the process of placing all leaders into this outcomes-based evaluation process to begin the next school year. The goals and measures are weighted. Fifty percent of the evaluation will be based on student growth measures with the heaviest weights assigned to those academic areas needing most improvements. Year one priority will be to apply LEM for executive staff and to begin working with principals to apply LEM for full implementation and accountability for Year 2. Funding for the application and use of the evaluation tool is provided by in-kind services. Although the leader evaluation process is a priority of the grant, the district will use existing in-kind services and funding to support the leader evaluation process and tool. Funding from the grant will be used to create and apply professional development for leaders on identifying quality instruction of teachers in classrooms and applying Lesson Study in their schools.
2. Currently, the district and local union representatives are working together to create a teacher evaluation system with the goal of moving 50% of the teacher evaluation to align to student achievement growth by 2013-14. The union has worked with the district to create phases for implementing an Escambia County New/Struggling Teacher Evaluation based on the Toledo Plan. The Toledo Plan (Appendix #2) uses a peer teacher process to provide intervention for teachers in need and to work closely with beginning teachers for the purposes of supporting them during their first two years. This item will serve as a high priority for this work project.

3. With the implementation of highly accountable evaluation tools, the ECSD is committed to providing quality and focused professional development and training for leaders and teachers. In regard to student achievement, the focus of leader and teacher training will be on recognizing and applying instruction that engages students to learn. The pedagogical process includes ensuring that every teacher understands how to unpack the language of the new state standards in each content area, develop measurable learning targets that scaffold instruction and align to state standards, communicate learning targets effectively to students, align learning tasks to the targets, give students a chance to practice learning while providing very specific feedback using formative assessment strategies, develop well aligned and well-written summative assessment tools to measure sets of learning targets, and to interpret interim assessment data to get a pulse check on student learning.
    a. Teachers will apply Lesson Study by creating teacher learning teams to plan very focused lessons, deliver and video tape and/or observe the lessons, apply a tool to determine if the instruction is aligned to actions in the above paragraph, and use periodic student learning results and their reflections to determine what worked well and which areas that needed improvements.
    b. Leaders will review the actions in the paragraph above so that they are able to recognize good instruction and will be taught how to implement Lesson Study in their schools. In addition, future leaders in training will receive this same type of development.

    In the first year, the focus of the above will occur for teachers and leaders in two pilot schools (one elementary and one middle that represent the two most struggling schools in the district). During the second and third years, additional low performing schools will be included, and a train-the-trainers model will be implemented for a group of 25 high performing leaders and teacher leaders to train leaders and teachers in other schools. Also, online training modules aligned to the sound instructional practices identified above will be developed in years one, two, and three for the trainers to use so that this Lesson Study approach can be sustainable at the end of the grant. By the end of the grant, teachers in all schools will have common planning times to apply Lesson Study that includes the quality instructional practices described.

    The actions above will be a major part of the grant for the four-year grant period.

    Year 1 – implementation of Lesson Study in two schools and initial development of online modules and train the trainers process
    Year 2 – implementation of Lesson Study in one additional low performing school and development of online modules and training of trainers
    Year 3 – implementation of Lesson Study in one additional low performing school
    Year 4 – implementation of Lesson Study in all schools

4. The student growth results, focused professional development, and the evaluation system need to be aligned and useful. Therefore, another focus of the work plans is to contract with developers to create a single sign on portal and integrated human performance approach that will serve as the local instructional improvement system. It will include student achievement results and data sources, appraisal systems, and professional development resources aligned to each individual's development needs. The flow charts that follow show how the system will work for three major audiences: leaders, teachers, and community stakeholders.
    a. Leader Flowchart (LPDP) (Appendix #3)
        i. Leader professional development depends on school student achievement growth and the leaders' evaluations.
        ii. Leaders use school student achievement growth and an analysis of each individual teacher's student achievement data to determine highest need for school-wide professional development. Using the teacher IPDP, the leader and teacher collaborates to determine individual professional development needs.
        iii. Aggregate data derived from the system are used to help senior leaders make decisions about future and current principals. This analysis process allows for training to be driven by highest development needs and to be continuously reviewed and modified based on student achievement and employee appraisals.
    b. Teacher Flowchart (IPDP) (Appendix #4)
        i. The professional development of the teacher is determined by student achievement and appraisal information as well as what occurs in the teacher's classroom. The Lesson Study process and data from interim benchmark assessments are archived and analyzed by teachers and their leaders to provide support to teachers to professionally grow.
        ii. All professional development is evaluated using the state Protocol system and is aligned to the common core standards and accomplished practices. Varying needs for professional development occur for beginning, struggling, and performing teachers.
    c. Community Stakeholder Flowchart (Appendix #5)
        i. Variables from the instructional improvement system will be placed on an external portal for community stakeholders to view to determine the results of the school district.
        ii. From this system, a specialized parent portal will be developed to focus specifically on the schools their children attend.
5. ECSD will work with the Panhandle Coalition (Appendix #6) to engage in solutions that specifically support all member districts, including development of EOCs, types of standardized student achievement measures that best reflect student growth in all content areas, shared professional development, etc. Also, because the ESCD has greater challenges than the partner districts in the focus on struggling schools, practices that work to improve student achievement will be identified and shared.

<u>Contribution to State Student Achievement Goals</u>

The ECSD's focus to achieve the achievement goals stated on Form A-1 will include two areas. First, the district will increase the rigor in middle and high schools in the STEM areas and focus on improving math and science student achievement. The details are provided in the STEM Work Plans. In elementary schools a STEM Saturday program will be implemented at Montclair

Elementary during the first year and then in an additional high-need school in each of the three consecutive years that follow with the goal of offering a volunteer supported program in high poverty and high need schools in the district. Second, most of the district's lowest performing schools are at the elementary school level. The goal is to apply the well-defined Lesson Study approach in all struggling elementary schools with close monitoring of improving student achievement in reading, writing, math and science. The backbone of the Lesson Study includes strong classroom formative assessment processes that align to the Black and Wiliam (1998) study that found students of teachers who used formative assessment strategies scored one standard deviation higher on standardized tests with the highest gains occurring for students in the lowest quartile. In addition, applying a leader evaluation process where leaders' evaluations depend on improving the lowest student achievement areas in their respective schools focus leaders on developing teachers to help students improve their learning. In turn, district leadership will focus on supporting principals to develop effective leadership skills that develop more effective teachers. The goal is for all leadership actions in the district to develop effective principals who will mentor effective teachers who help students learn.

Strengths

One of ECSD's major strengths is a superintendent who believes the following are important: measurable results are important and drive school improvement; work environments need to provide employees with an engaging place to work; and parents should be satisfied that their child is receiving a great education. Change and reform begin at the top and cascade throughout the organization when the top leader has high expectations. In the past two years, the ECSD has taken bold steps to improve the schools. For example, a low performing middle school was closed and re-opened under new leaders and a new teaching staff with successful negotiations with the union occurring to provide extra compensation to teachers taking on this challenge. Second, the school district is moving away from an evaluation system where most all leaders receive highly satisfactory evaluations to a system with measurable outcomes in where the middle of the scale of the evaluation represent "meets" goals. Therefore, with good solid leadership the majority of the leaders will receive between a 2.75 to a 3.25 rating. This type of system provides a more discriminating approach to distinguish leaders who meet stretch goals and identify leaders who are not producing results. All to say, the culture of change has been established so that new systems can take place which provide great advantages for implementing a meaningful and effective leader evaluation system. Third, ECSD has made great headway in negotiating with the Escambia Education Association by adopting a research-based teacher evaluation model (Teacher Evaluation and Mentoring Program (TEMP) based on the Toledo Plan) for beginning and struggling teachers. Fourth, the ECSD students through the IB program, AP courses and special programs that support highly talented learners have won numerous awards in the state for achieving at some of the highest levels in the state.

Challenges

ECSD's greatest challenge is improving those schools in the lowest performing categories and sustaining student achievement growth for students in schools that are achieving at high levels. As witnessed in one of the strengths, the district's challenge is to provide all students with the best educational experiences so that more students reach the highest performing levels. The data reflected in the chart in (Appendix #7) show that

- the district needs to focus on students meeting AYP in most schools;
- the district currently has 23 Correct II schools;
- the district has multiple schools that have received Fs in the past four years that are not

showing consistent and sustained improvement in student achievement;
- most low performing schools remain low performing or fail to demonstrate sustained student achievement gains when improvements do occur.

The ECSD has been rated as a C twice in the past five (5) years and a B three (3) times. Student achievement has improved from 59% to 63% proficient in reading and 59% to 68% proficient in mathematics. Students are making gains as a result of the focus and professional development strategies that have been implemented. (Accountability Chart – appendix #7)

The ECSD has created a management plan and work plans to address each of these challenges and in particular to sustain student achievement gains when those gains are made.

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

An RTTT Coordinator experienced in project management will be hired to oversee the management plan, work plans, and any other scope of work requirements. ECSD will establish an RTTT Advisory Board consisting of 3 parents (one from each level), 3 teachers (one from each level), 3 principals (one from each level), 2 union representatives, and 2 business/community leaders. Quarterly meetings will be held with the group to provide updates and to gain recommendations for continuous improvement. In addition, selected district representatives will serve on the Panhandle Coalition committee to share cross district processes and results.

The RTT Coordinator will be responsible for monitoring the implementation of each work plan. He/she will meet with the ECSD RTTT Work Team consisting of the team leader for each work plan and one union representative. The RTTT Coordinator will ensure that all data and deliverables are provided to the FL DOE. The RTTT Coordinator will be part of the leadership team to ensure all goals, measures, and deliverables are of highest quality.

The following chart provides an outline for the work plans that includes overall milestones for each year on priority actions that are associated with aspects of the various work plans. In addition, the budget for each year is provided for each priority action by year.

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

The RTTT Coordinator will provide regular reports to the RTTT Advisory Group and the superintendent that focuses on three items – outcomes specifically that focus on progress monitoring of student achievement growth on interim assessments by school; outcome measures on employee satisfaction two times a year; processes aligned to completion timelines for achieving Work Plan objectives; and reports of deliverables provided to the state of Florida. The superintendent will provide updates to the School Board on progress made. Progress on each work plan will be reported by results that include what is working well, what barriers employees face to achieve goals, and what improvements can be made in the plan as progress is made. Each Work Plan team leader will provide this information to the RTTT Coordinator. The information will be compiled in a comprehensive Progress Monitoring Report indicating those areas completed, areas in progress, and areas the district has on hold for some time or is not able to complete, including the reasons for the lack of progress in that area. The goal of the Work Plan team leaders is to move items and activities to completion or determine areas where plans need to be modified to gain better quality and utility.

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

As with any grant supported funding, sustainability occurs when dollars spent are invested in systems that reduce costs and improve performance. More focused, timely and accessible professional development determined by student achievement data and individualized to the principals and teachers serves as a major focus of this project. RTTT costs incurred for developing the instructional improvement system, the online professional development modules catalogued in the system, and the train-the-trainers model will provide a return on investment by decreasing funds being spent for full-time support positions and allocated to pay teacher leaders for training, teachers and leaders for high performance, and teachers for participating in professional development to improve their skills based on individual needs. In addition, the goal is to use the systems from the invested RTTT dollars to re-purpose funds to support teachers to implement the TEMP for beginning and struggling teachers. Finally, as the systems begin working, less money should be spent on outsourced products that provide a one-stop approach or create expensive, ineffective systems. The goal will be to determine what the ECSD needs to do to take expensive costs off the plate to produce better financial results and support student achievement growth by developing better teachers and leaders.

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.

Currently, Title 1, American Recovery and Reinvestment Act (ARRA), and other district supported funds are being used to support Warrington Middle School and Montclair Elementary. The ECSD will leverage the funds spent for these two schools to create a framework for applying the instructional improvement system and to serve as the beta site for testing this system. Funding sources that may be integrated with the RTTT funds include but are not limited to Carl Perkins Career and Technical Education; IDEA; Title I; Title II; FEFP-AP/IB add-on funding, SAI, class size, and capital outlay. These funding sources will be leveraged with specific Work Plans for the sole purpose of creating a sustainable model and of examining the existing organizational chart to determine those administrative and support positions that are most effective and efficient. Additional support from corporate and private sources as well as Legislative and public sector funding will also be sought.

Priority Actions	Year One Milestones	Year Two Milestones	Year Three Milestones	Year Four Milestones
Lesson Study with formative assessment strategies and interim assessments	-Implement at Warrington Middle -Implement at Montclair Elementary -Develop train-the-trainers model on process -Develop initial online professional development modules -Review various types of interim assessments aligned to state standards to make a selection for schools to use	-Add one high-need school -Continue to train the trainers -Continue to develop professional development modules -Pilot common interim assessments in low performing schools	-Add one high-need school -Implement fully the train the trainers approach to prepare for all schools applying Lesson Study in Year 4 -Purchase and implement common interim assessments in lowest performing schools	-Train all school leaders and teachers on Lesson Study model -Provide common planning time for all schools -Complete development of online professional development modules -Implement interim assessments in schools and determine ways to sustain costs
BUDGET	$95,060	$45,060	$45,060	$45,060
STEM	-STEM Saturdays	-Collaborate with Institute for Human & Machine Cognition to plan and develop the STEM Saturday program in line with their existing program to offer at Montclair as first site.	-Select a second school to offer STEM Saturday Program (high-need school). -Re-purpose content to use to train elementary teachers to prepare quality STEM instruction and to house in the professional development part of the instructional improvement system -Create a plan to sustain program in low performing schools or high needs schools building a volunteer base of support	-Select a third school to offer STEM Saturday Program (high-need school).

Industry Certification	-Plan and gain approval for NFA-ACE Flight Academy -Accept applications -Conduct professional development -Acquire and install all relevant equipment -Conduct professional development -Select participants	- Implement the academy		
STEM Accelerated Courses	-Apply plan to increase trained teachers	-Apply plan to increase student participation -Implement Lesson Study -Apply parent education activities	-Continue increasing student participation through a STEM progression plan -Implement Lesson Study	-Continue increasing student participation through a STEM progression plan -Implement Lesson Study
BUDGET	$814,945	$235,225	$166,225	$164,225

Leader Evaluation	-Implement LEM for superintendent and assistant superintendents -Develop LEMs for all principals -Create a team of leaders to make recommendations on sustaining bonus compensation plans for principals -Train principals of two schools on Lesson Study approach and recognition of good instruction -Develop and implement program for future principals on developing effective leaders to integrate into Educational Leadership Coaching Seminar and the Principals' pool.	-Implement LEMs for all district leadership and principals of two struggling schools -Use data to determine struggling performers -Use data to determine professional development needs based on individual school results -Develop progress monitoring plan for struggling principals -Evaluate leadership at lowest performing schools and replace with higher performing principals, if appropriate -Train principals in lowest performing schools on Lesson Study approach and recognizing good instruction	- implement LEMs for all principals a-Use data to determine struggling performers -Use data to determine professional development needs based on individual school results -Train principals on Lesson Study approach and recognizing good instruction -Align all professional development to focus areas and data from the single sign-on portal -Evaluate leadership at lowest performing schools and replace with higher performing principals, if appropriate	- Continue to implement LEMs for all principals -Use data to determine struggling performers -Use data to determine professional development needs based on individual school results -Use data to provide bonuses -Evaluate leadership at lowest performing schools and replace with higher performing principals, if appropriate
BUDGET	$110,000	$204,420	$179,420	$204,420

Teacher Evaluation	-Implement TEMP based on the Toledo Plan and negotiate with the union for beginning and struggling teachers -Negotiate teacher evaluation process for teachers associated with current student growth measures at no less than 35% for year one -Negotiate bonus compensation for teachers -Follow negotiated plan to provide incentives for employment of high performing teachers to lower performing schools	-Implement TEMP based on the Toledo Plan and negotiate with the union for beginning and struggling teachers -Negotiate teacher evaluation process for teachers associated with current student growth measures for no less than 40% for year two	--Implement TEMP based on the Toledo Plan and negotiate with the union for beginning and struggling teachers -Negotiate teacher evaluation process for teachers associated with current student growth measures for no less than 50% for year three	--Implement TEMP based on the Toledo Plan and negotiate with the union for beginning and struggling teachers -Negotiate teacher evaluation process for teachers associated with current student growth measures for no less than 50% for year three -Negotiate bonus compensation for teachers
BUDGET	$131,180	$877,014	$851,914	$877,014

Instructional Improvement System	-Establish a team to discuss leader, teacher, and community flowcharts to determine defined variables, recommended interface for users, single sign-on, methods for communicating with state databases, alignment of student growth measures, and evaluation system and professional development associated with individual leaders and teachers -Make a decision on contracting design and development services	-Work to complete phases of the development process determined by initial planning committee from year 1. -Implement beta testing of system to selected users beginning first with those schools participating in the Lesson Study approach. -Launch initial community stakeholder site	-Pilot system to leaders, teachers, and community stakeholders for first priority users, particularly struggling schools	-Full implementation of system to leaders, teachers, and community stakeholders.
BUDGET	$759,169	$554,037	$504,018	$542,448
Additional Items	Support of grant initiatives through RTTT Coordinator and Financial Analyst	Support of grant initiatives through RTTT Coordinator and Financial Analyst	Support of grant initiatives through RTTT Coordinator and Financial Analyst	Support of grant initiatives through RTTT Coordinator and Financial Analyst
			Early Learning Coach	Early Learning Coach
BUDGET	$77,507	$133,375	$195,875	$195,875
Indirect Costs	$92,500	$92,500	$92,500	$92,500
TOTAL	$2,080,361	$2,189,964	$2,083,445	$2,169,875

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

HIGH SCHOOL GRADUATION RATE, COLLEGE ENROLLMENT RATE, AND COLLEGE CREDIT ATTAINEMENT 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% x 74% x 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 (Continued)

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 9th 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	54	53	55	54	56	*58*	*60*	*62*	*64*	*65*	*66*
College Going Rate	55	57	60	*61*	*62*	*63*	*64*	*65*	*65*	*67*	*68*
College Credit Earning Rate	61	*62*	*63*	*64*	*64*	*65*	*65*	*66*	*66*	*67*	*67*
Percent of 9th Graders Who Eventually Earn at Least a Year's Worth of College Credit	18	*18*	*20*	*21*	*22*	*23*	*24*	*25*	*26*	*27*	*30*

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

Work Plan Table

Project/MOU Criterion: 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: Karen Owen
Title: Director of Staff Development
Phone #: 850-469-5347
E-mail Address: kowen@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

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

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
	2nd Quarter	3rd Quarter	4th Quarter			
RTTT Coordinator	X	X	X	X	X	X
Warrington Middle School Principal	X	X	X	X	X	X
Warrington Middle School Assitant Principals	X	X	X	X	X	X
Administrator on Special Assignment	X	X	X	X	X	X
Staff from Studer Foundation	X	X	X	X	X	X

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

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): Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
	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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
Warrington Middle School began professional development in April, 2010, in the practices of Lesson Study. The school will continue the expansion of the training, working with Florida DOE specialists for the 2010-11 school year. Schedules have been created to allow for Lesson Study activities to take place before school and during the school day. An additional 10 hours monthly at the regular hourly rate of pay is allocated by the district for each teacher for training and planning for Lesson Study. Teachers will work on Lesson Study at least twice a month. (See Appendix #32 – Warrington Middle School Schedule)	X	X	X			
Montclair Elementary School has been an F twice in the past four (4) years and is a Correct II school. The faculty has begun professional development sessions to practice the Lesson Study Model applying a Student	X	X	X			

Engagement Framework (Appendix #9). The PD includes teaching the following: • creating learning targets • scaffolding learning targets • aligning learning tasks to targets • aligning formative assessment strategies to learning tasks • developing quality summative assessment tools • applying teacher learning teams to apply the Lesson Study model.						
Each year for four years, an additional low performing school will be added to this training model.				X	X	X
Online learning modules for the Lesson Study Model applying the Student Engagement Framework will be developed by June, 2012.	X	X	X	X	X	X
A train-the-trainers model will be delivered to selected district trainers on the application of the online modules and support the Lesson Study Model.			X	X	X	
Each grade level will have a common planning time. The activities below occur during their common planning time.	X					
The team of teachers focus on one common standard and skill set they will teach that includes a 30 day learning goal that targets a more complex skill such as analyzing, reasoning, problem-solving, evaluating, and creating.				X	X	X

Each team creates weekly and daily plans with very specifically defined learning targets that scaffold student learning. Those targets are clearly communicated to students every day including how the daily target connects to the final learning goal.				X	X	X
The team creates learning tasks aligned to targets for this particular instructional focus where students have an opportunity to practice.				X	X	X
The team creates formative assessment strategies using *Discovery Learning's Think Link* for the teachers and their students to determine the areas learned and the gaps in learning that need to be addressed with each student bi-weekly.				X	X	X
The team uses a common summative assessment tool each week to judge how well students master the learning targets weekly.				X	X	X
At the end of each week, the teacher completes a Student Results and Teacher Reflection Tool (See Appendix #8) to show the learning results of students and to determine how the teachers need to modify their instruction based on student learning results.				X	X	X
Every nine weeks students take a benchmark test on focused skills included in the Lesson Study and aligned to core standards.				X	X	X
Teachers meet once a week to review the results on the Student Results and Teacher Reflection Tool.				X	X	X

At the end of 30 days, teachers give students a common summative assessment tool to determine the mastery level of students on that particular skill set.				X	X	X
At the end of the 30 days, the teacher completes a Student Results and Teacher Reflection Tool to show the cumulative learning results of students and to determine modifications of instruction based on student learning results.				X	X	X
During each 30 day period, teachers video tape a lesson taught from this instructional segment. Teachers in the team review the lesson and have the Coaching Probe Tool (See Appendix #11) that is used in a team meeting to discuss areas that worked well and areas where instruction could be improved.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning, and design improved instruction.	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Warrington Middle School (lowest 5%): At the end of the year, the RTTT Coordinator will submit all lesson plans to the state as directed using the district template.	X	X	X			
Montclair Elementary School (Correct II and two F grades with receiving F last year)						

Montclair Elementary School: The 30 Day Plan (See Appendix #9).is aligned to a Next Generation Sunshine State Standard. The weekly plans break down or unpack the benchmark so that scaffolds of learning occur from the knowledge to more complex levels. The 30 Day Plan for each teacher learning team for the Lesson Study will be submitted by the principal to the RTTT Coordinator.			X	X	X	X
At the end of the year, the RTTT Coordinator will submit all lesson plans to the state as directed.			X	X	X	X
All Schools: The local instructional improvement system will include a Lesson Study component where all plans will be submitted by the teachers. The FL DOE will have access to those plans, and/or the district can download the plans to send to the state to document alignment to the standards.	X	X	X	X	X	X

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

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Warrington Middle School (lowest 5%): The teacher leader of the grade level/content area team will record minutes on at least one meeting per week focused on Lesson Study. The minutes will be submitted to the principal and the RTTT Coordinator. The meeting minutes will include a list of participants in the meetings. At the end of the year, the RTTT Coordinator will submit rosters of attendance of participants to the state as directed.	X	X	X			
Montclair Elementary School (Correct II and two F grades with receiving F last year)						
The teacher leader of the grade level/content area team will record minutes on at least one meeting per week focused on Lesson Study. The minutes will be submitted to the principal and the RTTT Coordinator.	X	X	X	X	X	X
The meeting minutes will include a list of participants in the meetings.	X	X	X	X	X	X
At the end of the year, the RTTT Coordinator will submit rosters of attendance of participants to the state as directed.			X	X	X	X
All Schools: The local instructional improvement system will include a Lesson Study component where all participants of the Lesson Study will be submitted by the teacher leader. The FL DOE will have access to that information and/or the district can download the information to send to the state to document participation.					X	X

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

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			201 1/12	2012/ 13	2013/ 14
	2nd Quarter	3rd Quarter	4th Quarter			
Warrington Middle School (lowest 5%): The team of teachers will submit their weekly plans every 30 days to the principal. The principal will send the plans to the RTTT Coordinator. At the end of the year, the RTTT Coordinator will submit any one lesson plan and attached documentation for improving the plan, including meeting minutes, Student Results and Teacher Reflection Tool, and the Coaching Probe Tool to the state as directed.	X	X	X			
Montclair Elementary School (Correct II and two F grades with receiving F last year)						
The team of teachers will submit their 30 Day and weekly plans every 30 days to the principal.	X	X	X	X	X	X
The principal will send the plans to the RTTT Coordinator.	X	X	X	X	X	X
At the end of the year, the RTTT Coordinator will submit any one lesson plan and attached documentation for improving the plan, including meeting minutes, Student Results and Teacher Reflection Tool, and the Coaching Probe Tool to the state as directed.			X	X	X	X

All Schools: The local instructional improvement system will include a Lesson Study component where all plans will be submitted by the teachers. The FL DOE will have access to those plans and the supporting Lesson Study tools and documentation.					X	X
Teachers in grade level teams will meet every day and will meet at least once a week to apply a data mining process to identify areas where students in specific grade levels have the highest learning gaps. Each day, focused, 20 minute lessons will be planned and implemented following the lesson study mode in an attempt to close the learning gaps. Observations by leaders and coaches will occur during the time teachers are teaching the focused lessons. Observers will apply the Coaching Probe Tool to gather information and to share with each teacher. Focused lessons will be planned every 30 days and interim, common summative assessments will be given to students at the end of every 30 days. The Lesson Study will support teachers reviewing results, identifying gaps and making necessary changes in their instruction to improve student performance.						

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

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$37,500	$37,500	$25,000	$25,000	$25,000

Sustainability Factors:
The Lesson Study Model applying the Student Engagement Framework is sustainable in three major ways. First, teacher learning teams have a common planning time. Second, online professional development modules on applying the components of the Student Engagement Framework and the Lesson Study process will be developed for teachers to continuously learn how to improve their instruction that focuses on student learning results. Third, a train-the-trainers model will be provided to selected coaches, administrators, and teacher leaders.

Supporting Narrative:
Currently, the Lesson Study Model which encompasses the Student Engagement Framework is being implemented at Montclair Elementary School with a beginning date of September 16, 2010. The costs for implementing the Lesson Study structure in this low-performing school have been incurred by Title 1 funds in the district. The goal is to use this site to work with the trainers and consultants to create the online training modules and the train-the-trainers program so that most all low performing schools can benefit from this same approach. The district's goal is to add one additional low-performing school to this model each year.

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

1. Student Engagement Framework, Appendix 9, page 181
2. Coaching Probe Tool, Appendix 11, page 185
3. Warrington Middle School Master Schedule for 2010-2011, Appendix 32, page 249

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Lesa Morgan
Title: Director of Workforce Education
Phone #: 850-469-5304
E-mail Address: lmorgan@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

1. Submission of a 4-year LEA timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.
3. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.

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
	2nd Quarter	3rd Quarter	4th Quarter			
Workforce Education Director	X	X	X	X	X	X
Workforce Education Specialist	X	X	X	X	X	X
Escambia High School Principal	X	X	X	X	X	X
Escambia High School Asst. Principals	X	X	X	X	X	X
Escambia High School Guidance Counselor	X	X	X	X	X	X
TBD, Aerospace Teacher	X	X	X	X	X	X
TBD, Language Arts Teacher	X	X	X	X	X	X
TBD, Integrated Science Teacher	X	X	X	X	X	X

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

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): Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
• Initial 4-Year District STEM Timeline and Implementation Plan Developed (Appendix #13)	**X**			**X**	**X**	**X**
• Baseline data for the plan (Appendix #16)	**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
	2nd Quarter	3rd Quarter	4th Quarter			
Research community Targeted Occupations	**X**			**X**	**X**	**X**
Meet with STEM Advisory Council		**X**	**X**	**X**	**X**	**X**
Monitor 4-Year District STEM Timeline and Implementation Plan				**X**	**X**	**X**
Submit Career Academy Application for the National Flight Academy (NFA) Aviation Classroom Experience (ACE) to the School Board of Escambia County for approval (Appendix #15)	**X**					
Collect data annually to compare with baseline.				**X**	**X**	**X**

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

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
	2nd Quarter	3rd Quarter	4th Quarter			
Carl D. Perkins Funds		X	X	X	X	X
CAPE Bonus FTE Funds		X	X	X	X	X
RTTT Funds		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
	2nd Quarter	3rd Quarter	4th Quarter			
Project the number of student industry certification attainments and associated cost.				X	X	X
Provide teacher training for industry certification attainment.				X	X	X
Establish testing site.				X		
Acquire resources for industry certification attainment.			X	X	X	X
Create budget(s) to allocate funds for industry certification attainment.				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
	2nd Quarter	3rd Quarter	4th Quarter			
• The School District of Escambia County Career Academy Application for the NFA-ACE Flight Academy at Escambia High School (Appendix #15)		X				
• Program of Study Template completed for the Flight Academy				X		

• Survey 5 data elements relating to the Flight Academy at Escambia High School indicating industry certification attainment (Element names: Industry Certification Identifier & Industry Certification Outcome)						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Acquire and install flight simulators, portable mini-simulators, and Air Traffic Control (ATC) simulator in flight lab		X	X			
Acquire and install high end classroom computers (example: 30 student computers & 1 teacher laptop) in flight lab		X	X			
Acquire and install Microsoft Flight Simulator software, add-on flight software, and classroom management software for flight lab		X	X			
Acquire and install flight controls for flight lab (joystick, throttle, foot pedals, etc.)		X	X			
Conduct facility upgrades – classroom treatment for flight lab		X	X			
Conduct classroom network/electrical upgrades and video surveillance for flight lab		X	X			
Acquire and install multiple display devices (Example: ultra-short throw projector) and interactive whiteboard(s) for flight lab		X	X			
Acquire and install furniture upgrades for flight lab		X	X			
Acquire and install large format network printer/copier/scanner for flight lab		X	X			
Acquire and set up deluxe headphones w/ mic and volume control and misc. computer cables for flight equipment to connect in custom built-in setting		X	X			

Acquire and set up audio system – voice amplification for flight lab		X	X			
Acquire and set up interactive response system for flight lab		X	X			
Acquire curriculum – textbooks for flight lab		X	X			
Acquire curriculum – supplies for flight academy		X	X	X	X	X
Acquire curriculum – electronic curriculum content for Aviation Classroom Experience (ACE) for Flight Academy		X	X	X	X	X
Acquire and install multiple mobile computer lab carts (with a minimum of 25 student computers and 1 teacher laptop per cart) for integrated curriculum academic teachers that are a part of the Flight Academy		X	X			
Conduct classroom network and electrical upgrades for two (2) academic classrooms to support mobile computer labs		X	X			
Acquire and install multiple display devices (Example: ultra-short throw projector) and interactive whiteboard for multiple academic classrooms (for integrated curriculum) that are a part of the Flight Academy		X	X			
Acquire and install furniture upgrades for multiple academic classrooms (for integrated curriculum) that are a part of the Flight Academy		X	X			
Acquire and set up audio system – voice amplification for multiple academic classrooms (for integrated curriculum) that are a part of the Flight Academy		X	X			
Acquire and set up interactive response system for multiple academic classrooms (for integrated curriculum) that are a part of the Flight Academy		X	X			

Provide a Career and Technical Education (CTE) instructor to deliver curriculum in the Flight Academy (funding required from RTTT grant for 2011/12. Future year's funding for this position will be covered through normal FTE funding earned as a vocational unit.)				X		
Conduct professional development, curriculum development, and training activities for the Flight Academy and STEM integration between CTE and core academics (For example: integration workshop, training on technology, professional conferences, etc.)			X	X	X	X
Acquire industry certification training and testing				X	X	X
Develop and acquire marketing materials for the Flight Academy to recruit students into the program (For example: brochures, banner, display, etc.)	X	X		X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$66,000	$519,140	$32,740	$151,600	$82,600	$82,600

Sustainability Factors:

The National Flight Academy (NFA) – Aviation Classroom Experience (ACE) Flight Academy (NFA-ACE Flight Academy) at Escambia High School, where Science, Technology, Engineering, and Mathematics (STEM) come alive through the world of aviation, will become sustainable after Race to the Top (RTTT) funding ends through various funding sources such as (1) CAPE Bonus Funds, (2) Carl D. Perkins Grant, (3) Title 1 grant, (4) school district millage funds, (5) local district/school funds, and (6) private donations.

1. The Flight Academy will begin to earn .3 of an FTE per student who graduates when that student has earned the Federal Aviation Administration (FAA) Ground School Industry certification. For example, if twenty (20) students pass the certification and are graduating, the following year the Flight Academy will earn roughly $20,000 to $24,000 dollars in weighted FTE.
2. Federal Carl D. Perkins grant dollars will be used to support the career and technical academy teacher and students in acquiring training and resources to support technical skill attainment, as well as improving reading, writing, science, and mathematics scores.
3. Federal Title 1 grant dollars will be used to support the academic teachers and students in acquiring training, curriculum development, supplies, and equipment.
4. Millage funds will be used to maintain state of the art technology and resources in the classroom.
5. Local district/school funds will be used to provide curriculum supplies and opportunities for students to compete in state, national, and/or virtual competitions.
6. Private donations will be solicited to support the NFA-ACE Flight Academy. For example, last school year a private donor made a $25,000 donation to the Warrington Middle School NFA-ACE Flight Academy for startup cost with a commitment of $10,000 each year for 5 years for sustainment. Warrington Middle School is a feeder middle school for Escambia High School. Warrington Middle School is implementing the middle school version of the NFA-ACE Flight Academy where it is in its first year of operation with seventh and eighth grader students.

Supporting Narrative:

Introduction:
A student who ever wondered how mankind figured out how to fly can learn the scientific fundamentals of flight in the NFA-ACE Flight Academy. Students will follow the development of flight with a study of non-powered flight and finish with powered flight and rocketry. They will use flight simulators based on the National Flight Academy (NFA) and TEQGames Aviation Classroom Experience (ACE) curriculum to get a feeling for what it is like to be a pilot and see how math and science principles are used in flight. They will also visit the National Naval Aviation Museum and participate in the National Flight Academy that is currently being built.

Program Description: Aerospace Technologies 8600080
This four-course, project-based program provides students with a foundation of knowledge and technically oriented experiences in the study of aerospace technologies, their effect upon lives, and the nature of aerospace engineering, design, and problem-solving techniques and methodologies. The content and activities also support building safety, teamwork, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes, and systems in the aviation and aerospace industries.

Course Sequence:
8600580 Aerospace Technologies I
8600680 Aerospace Technologies II
8601780 Aerospace Technologies III
8601900 Advanced Applications in Technology

Curricular Overview:
The Aviation Classroom Experience (ACE) curriculum provided by TEQ Games, a Universal Studios Florida-based company, blends a mastery of entertainment and storytelling with new digital media applications to deliver an immersive and game-based learning experience. ACE is a cutting-edge program that addresses the interest and energy of middle and high school students while incorporating national standards in mathematics, science, and technology. ACE is "activity oriented" to show students how math and science are used in aviation.

The ACE curriculum provides project-based learning—a hands-on approach--that is exciting and fun for the full-range of students in today's high school classrooms. The ACE curriculum also promotes communication and collaboration by emphasizing a teaming approach in the instructional units. This approach utilizes the strengths of each team member to accomplish the goals of the project while offering students learning challenges at all ability levels.

- ACE is the first in a series of immersive, integrated learning programs created by TEQ Games. The Aviation Classroom Experience (ACE) integrates reading, writing, math, history and business learning objectives in the motivating context of aviation.
- ACE is an immersive, games-based learning environment for the 21st century school. ACE couples the latest in digital media, virtual world game play and simulation technologies with the latest dynamic teaching methods of core science, technology, engineering, and math concepts.
- ACE is an exciting educational strategy for schools in the areas of technology, math, science, and engineering.
- ACE Academy transforms a typical classroom into an interactive, multi-sensory setting that engages and motivates students through real-time, real-world flight scenarios.
- In ACE, students engage in increasingly challenging, story-driven experiences in which they solve real-world problems in a fast-paced, immersive environment.
- Students use real-world scenarios as the problem-solving context in ACE because it shows students a pragmatic reason that math and science are important. When students can make the connection between using math to measure their aircraft take-off distance and safely taking-off, they will be motivated to learn the math. Research reinforces that learning experiences are most engaging if they take place in a world with a familiar, authentic story.

Why the Academy works:
- ACE makes math relevant. Students will want to learn more instead of asking the question, "Why do I need to learn this?"
- Research shows that students engage more with learning objectives when they are preparing for a competitive event, so competition is a major aspect of ACE. The program is designed for intramural competition and for competition among schools.
- Simulated flight scenarios are the carrot on the stick. Students are motivated to learn when they know they will test their newly acquired skills during flight missions.
- ACE offers contextualized learning within the story of aviation. Because teaching is more relevant, students can apply what they are learning to realistic situations.
- ACE stays in the zone of proximal development. Optimal learning takes place in the range where the next achievable goal is challenging but not too far out of reach.

- As one of the developers often says, "Immersion is what's going on between the ears." In order to deliver on a truly immersive experience, instruction begins with a strong storyline that brings realism to the learning environment and draws in the student as the problem-solver. The storyline is then coupled with virtual world game play and standards-based learning objectives to create a fun and compelling learning tool.
- Through its use of gaming, ACE helps teach metacognition, or the ability to monitor one's own thinking to improve understanding. By providing an immersive, goal-based context, students are challenged to solve authentic problems and led to reflect on their decision-making and critical-thinking strategies. Constant feedback aids students in honing their skills by providing immediate information about the effectiveness of their actions.

How the Academy works:

- ACE is a totally integrated approach. Learning concepts are integrated through lectures, planning, research, and projects and then students put what they have learned to the test in simulated real-world scenarios.
- ACE teaches reading, writing, math, science, social studies, history, and business in the context of aviation.
- Teachers are in control of unit sequence and have the ability to align coursework with other classes or community events.
- The academy integrates math, science, and technology learning objectives in the compelling and immersive environment of flight simulation.
- The academy employs the active learning strategies of hands-on learning and collaborative work (team play) in addition to traditional lecturing methods.
- Leadership skills are addressed by placing students in teams and allowing them to take the leadership role in authentic missions. Students are also exposed to crucial teamwork skills, which are increasingly important in the 21st century workplace.
- Problem-solving and critical-thinking skills are an important aspect of ACE. One of the values of realistic, immersive learning environments is that the learner must exercise higher order skills (such as decision making) and integrate knowledge and skill in solving complex problems. By providing immediate feedback and allowing replay of exercises using a different strategy, students are able to improve these important skills.
- Team play fosters interaction and is integral to creating the ACE immersive experience. By working in teams, students hone their strengths and sharpen their weaker skill sets from week to week. Team play also encourages peer to peer learning.
- The key to developing successful experiences lies in developing the "missions" or assignments that students (either individually or in teams) are challenged with and in making sure that as the students achieve "mission success," they have acquired new skills and discovered real world applications for the math, science, and physics skills they are learning.
- The academy program builds those experiences around the stories of flight and utilization of existing missions. The following are sample missions where students:
    - utilize weight and balance calculations so aircraft will not stall (understanding weight, mass, CG, lever arm, etc).
    - apply the basics of flight including altitude (distance to ground) and calculating air speed (how fast the traveler is going) transporting materials to remote places.
    - calculate a bearing and distance to fly from a set of NS-EW coordinates (understanding how to convert Cartesian coordinates to polar coordinates and solve triangles).
    - utilize calculus and physics concepts to strengthen a wing strut on a racing plane to take higher g-force loads, and thereby make higher speed turns.
    - lead a search and rescue crew to find an elephant in the African desert.

How students apply for the Academy:
Students who live within the Escambia High School attendance zone may apply for the NFA-ACE Flight Academy by indicating their preference of being in the academy by selecting one (1) of the courses taught within the academy and completing a school-based application. Students who reside outside of the Escambia High School attendance zone must apply with the Office of School Choice within the required timeline to attend Escambia High School as a NFA-ACE Flight Academy student. Interested students and parents can learn more about the Flight Academy from informational brochures that will be created. Information about the Escambia High School Flight Academy will also be located on the Workforce Education website (http://career.escambia.k12.fl.us).

Escambia High School personnel will be recruiting students during the current school year from the various feeder and non-feeder middle schools. The Flight Academy students at Warrington MS will also be recruited through more direct marketing with parents and students.

Pictures from Warrington Middle School:
The images below are taken from Warrington Middle School to help give a visual about what the program at Escambia High School will look like.

Picture: Student flying simulator at Warrington Middle School NFA-ACE Flight Academy.

Picture: Artist rendering of Warrington Middle School NFA-ACE Fight Academy classroom.

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

Partnerships:
The Flight Academy at Escambia High School will be working closely with the National Flight Academy (Online at http://nationalflightacademy.com) located at NAS Pensacola and TEQ Games of Orlando (Online at http://www.teqgames.com and http://newtonvirtualschool.com/nfaace/). The NFA-ACE Flight Academy is a classroom replication of the National Flight Academy concept.

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

1. Deliverable Documentation of Initial 4-Year District STEM Timeline and Implementation Plan - (Appendix #13, Page 189)
2. Deliverable Documentation of 2009-2010 Career Academy- STEM Baseline Data - (Appendix #14, Page 191)
3. Deliverable Documentation of The School District of Escambia County Career Academy Application for the National Flight Academy (NFA) Aviation Classroom Experience (ACE) Flight Academy - (Appendix #15, Page 193)

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Carolyn Spooner
Title: Director of High Schools
Phone #: 850.469.5495
E-mail Address: cspooner@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

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

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
	2nd Quarter	3rd Quarter	4th Quarter			
Assistant Superintendent of Curriculum and Instruction	X	X	X	X	X	X
Director of High Schools	X	X	X	X	X	X
Director of Workforce Education	X	X	X	X	X	X
Director of Staff Development	X	X	X	X	X	X
Director of Virtual Instruction Program	X	X	X	X	X	X
Middle & High School Principals	X	X	X	X	X	X
Coordinator, Technology Services	X	X	X	X	X	X
Subject Area Specialist in Math, Science, and Workforce Education	X	X	X	X	X	X
School Guidance Counselors	X	X	X	X	X	X
STEM Subject Area Teachers	X	X	X	X	X	X

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

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
	2nd Quarter	3rd Quarter	4th Quarter			
Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	X	X	X	X	X	X
• Provide baseline data for 2009-2010 of courses provided at each high school of STEM accelerated courses (Appendix #16)	X					
• Increase number of trained dual enrollment and/or AP teachers in each high school (Appendix #17)			X	X	X	X
• Increase participation in dual enrollment through expanded opportunities for juniors (Appendix #18)				X	X	X
• Increase the number of students taking industry certification exams in STEM-related coursework and/or programs (appendix #14 – reference B(3)4 baseline data for industry certification attainment for 2009-10 in STEM-related programs which was zero)			X	X	X	X

• Increase virtual school enrollment in STEM-related coursework that results in increased opportunities for AP math and science coursework (for 2009-10 school year, zero enrollment)				X	X	X
• Increase number of schools participating in BEST Robotics competitions (see Appendix #19) for baseline data and overview of BEST Robotics)	X		X	X	X	X
• Increase number of 8th graders successfully completing algebra and science (Appendix #20 for baseline data)			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
	2nd Quarter	3rd Quarter	4th Quarter			
Create and implement a Biomedical Program of Study using the state template. The Program of Study consists of the following: a. Written articulation agreement must be in place for each Program of Study that establishes and validates the career pathway. b. All articulation agreements must be signed and approved by the agency head of each participating secondary and postsecondary LEA. c. A Program of Study must include a locally endorsed sequence of core academic and CTE courses from Grade 9 through the postsecondary component of the Program of Study.			X	X	X	X

d. Career pathways must lead to a postsecondary credential. This pathway may include a certificate, diploma, associate or baccalaureate degree, an industry certification, or a licensure. In general, career pathways should offer students opportunities for continued education as well as access to the skilled workforce. e. Each Program of Study is expected to be guided by the workforce and economic development needs of business / industry, the community, and employment opportunities for students. A sample template can be found on the Florida DOE website. (No RTTT funds required for this activity)						
Create a National Flight Academy Program of Study/Aerospace Technology using the state template and following the same guidelines as mentioned in the previous supporting activity (No RTTT funds required for this activity)				X	X	X
Provide teacher training for Engineering Program of Study (No RTTT funds required for this activity)			X	X	X	X
Provide teacher training for Biomedical Program of Study (No RTTT funds required for this activity)			X	X	X	X
Create a middle school Biomedical Program of Study to increase student preparedness and interest in Biomedical Science Program of Study at the high school level (No RTTT funds required for this activity)				X	X	

Implement Lesson Study groups for STEM-related accelerated coursework (No RTTT funds required for this activity)				X	X	X
Implement Project-Based Learning (PBL) in algebra, geometry, and science			X	X	X	X
Utilize high school block period to increase number of students taking more than four required math courses (No RTTT funds required for this activity)				X	X	X
Offer DimensionM video gaming summer camp for middle school students transitioning to high school math or preparing for algebra (Appendix #21 for draft proposal for summer 2011 program)			X	X	X	X
Offer aviation video gaming summer camp for middle school students transitioning to high school math or preparing for algebra (This program will be modeled after the Dimension M video gaming summer camp but on a smaller scale and only at one location.)			X	X	X	X
Provide career counseling opportunities to promote enrollment in STEM-related accelerated courses (No RTTT funds required for this activity)			X	X	X	X
Provide parent education activities at middle and high schools focusing on advantages of enrolling students in STEM-accelerated coursework (No RTTT funds required for this activity)		X	X	X	X	X

Implement STEM-related summer camps with a theme around engineering and biomedical that introduce or retain student interest within STEM (Appendix #22 for a sample three-day engineering camp that would be expanded with RTTT funding)			X	X	X	X
Provide after school tutoring to students in STEM-related accelerated courses (No RTTT funds required for this activity)			X	X	X	X
Implement revised science progression to include a more rigorous science course at the 9th grade level (Appendix #24) (No RTTT funds required for this activity)				X	X	X
Provide opportunities for more rigorous mathematics courses through 8th grade participation in accelerated mathematics classes and block classes at the high school. (Appendix #23)	X	X	X	X	X	X

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

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
	$ 0	$ 17,537.50	$76,147.50	$89,685	$89,685	$87,685

Sustainability Factors
The district will continue its partnership with the College Board to provide training to teachers locally to reduce the need for travel. Schools will continue to provide opportunities to market their accelerated courses prior to registration and to provide preparatory classes so students will be ready to participate in such rigorous classes. The block class at each of the regular high schools in the middle of the day provides the option for students to accelerate. AP and IB generated funds will be allocated to send teachers to AP workshops that will enhance their teaching abilities to better serve students. The Escambia Virtual Academy (EVA) will continue to provide STEM-related AP classes in schools where enrollment is low.

Supporting Narrative:
Escambia County has a magnet IB program located at Pensacola High School and a district-wide career academy magnet program at West Florida High School of Advanced Technology. Students throughout the district have an opportunity to participate in these programs; however, all schools are encouraged to add STEM accelerated courses to their programs when student need supports the addition of the courses. The district is preparing students to enter the more rigorous courses in a variety of ways. First, in math and science, courses are being taught in middle school to allow students to advance to more rigorous courses once they enter high school. Both the rigor and depth of these courses are being applied at the middle school level as a result of the Next Generation Sunshine State Standards, the pacing guides developed by district teachers, and district-developed semester exams given at all schools. This year, district-developed semester exams will be administered at the end of the first semester on the computer to give students an opportunity to experience computer-based testing prior to the EOC which will be given in May. In addition, by teaching these courses with fidelity to the Next Generation Sunshine State Standards, the transition to the common core standards will be smooth, and the path for students for the upper-level science and math courses will be clear. A second opportunity that encourages students to move into the more rigorous courses is the 4 X 4 block that is in the middle of the school day. Students take a full credit class during each semester, so students who want to be eligible for the upper-level classes can take two math or science classes each year to rise to that level.

In science, Escambia County is recommending a change in the progression of courses. This change will occur in the 2011-2012 school year which aligns perfectly with the state's textbook adoption cycle. The integrated science course currently taught at the ninth grade will be replaced with physical science and physical science honors. Because of the rigor of this course, students will have more opportunity to select other science courses after they have completed their requirements. The block class also encourages participation in additional science classes. One of the high schools has developed an academy tied to science classes. In that program, AP science courses are taught in the block by the same teacher each semester, guaranteeing student readiness for the AP exams in both courses.

One problem encountered this year was the result of the class size amendment. If AP classes were too small, they had to be dropped from the curriculum. Often, an AP class needs time to grow, but class size limits that opportunity. A second limitation for offering the STEM accelerated courses exists at Northview High School, a rural school in the north end of the county. Because of the size of the school, 550, accelerated or AP classes tend to be small, requiring those students to take the classes through the virtual program. Because of the distance form Northview to either the University of West Florida or Pensacola State College, dual enrollment is a limited option for those students.

Charts for both math and science progression are included in the appendix.

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

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

1. Deliverable Documentation of 2009-2010 Baseline Data of courses provided at each high school of STEM Accelerated courses - (Appendix #16, Page 208)
2. Deliverable Documentation of Baseline Data of trained Dual Enrollment and/or AP teachers at each high school - (Appendix #17, Page 211)
3. Deliverable Documentation of Baseline Data of High School Juniors Participating in Dual Enrollment - (Appendix #18, Page 213)
4. Deliverable Documentation of 2009-2010 Career Academy STEM Baseline Data with Industry Certification Attainment (this item is part of section B(3)4 – Appendix #14, Page 191)
5. Deliverable Documentation of Baseline Data for number of schools participating in BEST Robotics - (Appendix #19, Page 215)
6. Deliverable Documentation of Baseline Data of 8th graders successfully completing accelerated courses - (Appendix #20, Page 219)
7. Supporting Activity Documentation of Summer Math DimensionM Gaming Camp - (Appendix #21, Page 221)
8. Supporting Activity Documentation of STEM Summer Camp - (Appendix #22, Page 225)
9. Supporting Activity Documentation of Math Progression - (Appendix #23, Page 227)
10. Supporting Activity Documentation of Science Progression - (Appendix #24, Page 229)

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Don Manderson
Title: Director Information Technology
Phone #: 850 469 5391
E-mail Address: dmanderson@escambia.k12.fl.us

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

Deliverable (minimum required evidence):

1. Readiness for computer-based testing (FCAT 2.0, End-of-Course Exams, Florida Assessments for Instruction in Reading) as certified through completion and submission of Florida's online certification tool.

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
	2nd Quarter	3rd Quarter	4th Quarter			
Director Information Technology	X	X	X	X	X	X
Coordinator Technology Services	X	X	X	X	X	X
Coordinator MIS	X	X	X	X	X	X
Analysts - Student, HR, Finance, Operations	X	X	X	X	X	X
RTTT Data Systems Projects Manager		X	X	X	X	X
RTTT Network Services Engineer		X	X	X	X	X
Assessment Coordinator		X	X	X	X	X
Director of Elementary Education		X	X	X	X	X
Director of Middle Grades Education		X	X	X	X	X
Director of High School Education		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.

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

Deliverable (required): Completion and submission of computer-based testing readiness certification through Florida's online tool.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
LEA conducts certification awareness and training initiatives	X	X	X	X	X	X
LEA conducts an internal district pre-certification survey	X	X	X	X	X	X
LEA prepares the technology environments at schools for computer based testing		X		X	X	X
LEA uses budgetary implications of the results of the state CBT certification tool, the LEA conducted pre-certification survey, and the district level CBT analysis to calculate/adjust capital expenditure budgets for schools and district departments that are critical to establishing a viable testing environment		X	X	X	X	X
LEA makes recommendations to schools regarding the number and specifications of testing hardware, training requirements for adequate numbers of proctors and technical support personnel, and efficiently scheduling the testing sessions		X	X	X	X	X
LEA informs Purchasing, Facilities Planning, Maintenance, and Information Technology departments regarding the necessity of compliance with any CBT infrastructure up-grade timelines.		X	X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$ 0	$46,344	$0	Stipends $47,612	$47,493.50	$47,463.50

Sustainability Factors:
The LEA's Strategic Plan implicitly specifies continuous pursuit of enhancements to its instructional improvement, HR, Finance, and Operations systems, associated database and data warehouse designs, user interfaces, dashboards, and portals. In fact, internal LEA documentation indicates that purchase of new instructional improvement and HR/Finance systems will occur well within the RTTT work table timeline. Also, longitudinal examination of available district revenue and purchasing records clearly indicates a history, fiscal capacity, and an operational priority to fund the annual maintenance, third-party technical support, and appropriately skilled personnel required to ensure high availability and continuity regarding mission critical systems.

Supporting Narrative: The LEA will conduct certification awareness initiatives for school-based administrators and 2 hour training sessions for school technology coordinators and school testing coordinators addressing accurate determination and reporting of the required certification information as well as 2 hour debriefing sessions following administration of the computer-based assessments in the spring (this work plan table budget reflects professional development expenditures associated with those awareness, training, and debriefing activities). The district will also conduct a pre-certification survey process that calls for school reporting of information similar to that included in certification reporting in order to prep school-based personnel for effective certification participation. This pre-certification survey process will also provide for reporting of locally required computer-based testing information.

The LEA will continue to annually conduct the internal pre-certification survey referenced above and the district-level data analysis that informs that survey content/process. This analysis considers CBT information provided by the state regarding testing session lengths; testing window lengths; testing schedule; which content areas, students, and teachers; and any revised minimum hardware specifications or network infrastructure requirements. The analysis also considers LEA specific information that impacts the capacity of schools to successfully administer all required CBT's (EOC, FCAT, retakes, practice, mid-terms, etc.). These data points include any LEA online benchmark assessment processes that are conducted for compliance with state benchmark testing requirements; online industry certification processes; and the testing space, power, and networking capacity required to accommodate all of the various online testing/assessment processes. Budgetary implications of the results of the state CBT certification tool, the LEA conducted pre-certification survey, and the district-level CBT analysis are considered when capital expenditure budgets are calculated/adjusted for schools and district departments that are critical to establishing a viable testing environment (i.e., Finance/Budgeting, Facilities Planning, Maintenance, and Information Technology). Recommendations are then made to schools regarding the number and specifications of testing hardware, training requirements for adequate numbers of proctors and technical support personnel, and efficiently scheduling the testing sessions. Information is also provided to Purchasing, Facilities Planning, Maintenance, and Information Technology regarding the necessity of compliance with any infrastructure up-grade timelines.

Stipends (Costs associated with district-delivered certification awareness and training and CBT debriefing are $1050.00 year 1, $2100.00 year 2, $2100.00 year 3, $2100.00 year 4).

Costs associated with the overtime pay requirements of school technology coordinators and IT staff for preparing the technology environments at schools for computer-based testing as well as costs for provisioning contingency laptop batteries for the school computer-based testing environment are also reflected in this work plan table budget figures. Current estimates of individual annual costs associated with these budget requirements are as reflected below.

Overtime pay for School Technology Coordinators and IT Staff for preparing school computer based testing environment: $35,000.00, year 1; $25,000.00, year 2; $15,000.00, year 3; $5,000.00, year 4.

Computer-Based Testing Battery contingency costs: $10,000.00, year 1; $20,000.00, year 2; $30,000.00, year 3; $40,000.00, year 4.

Increasing the effectiveness of instructional technology integration to facilitate improved classroom instruction is currently being addressed through Instructional Technology Learning Communities in the schools and an "instructional technology integration dash board" monitoring approach (dashboard metrics include percentage of classrooms with district standard modern technology configuration, percentage of teachers that are technology literate as measured by the FLODE Inventory of Teacher Technology Skills, percentage of students that are technology literate as measured by the FLDOE Student Tool for Technology Literacy, student to modern computer ratio, etc.). District Instructional Technology and school administrative personnel collaboratively review each school's dashboard metrics on a quarterly basis.

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

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

1. The LEA will assist in the design, testing, and implementation of initiatives to improve customer-friendly access and information to district leaders, teachers, principals, parents, students, community members, unions, researchers, and policymakers to effectively use state data systems. Examples of areas where the LEA will be required to assist the Department include providing assistance on defining state-level educational data that can be used to augment local data systems, implementing a single sign-on to access state resources, providing data to the Department, and testing other mechanisms that will enhance the usability of existing state-level applications to improve instruction and student learning.

2. The LEA will use state-level data that is published for use, along with local instructional improvement systems, to improve instruction.

Complete Work Plan Table for (C)(2).

(C)(3) Using data to improve instruction:

(i) Use of local instructional improvement systems

1. The LEA will use customer-friendly front end 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.
2. 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.

(iii) Availability and accessibility of data to researchers

1. The LEA will provide requested data from local instructional improvement and longitudinal data systems to the Department to support the Department's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for educating different types of students and to help drive educational decisions and policies.

Complete Work Plan Table for (C)(3)(i) and (iii).

(ii) Professional development on use of data

1. The LEA will provide effective professional development to teachers and administrators on the use of its instructional improvement system.
2. The LEA will provide effective professional development to teachers and administrators on the use of state level data systems developed during the term of the grant.

Include Work Plan for (C)(3)(ii) in Table for (D)(5).

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Don Manderson
Title: Director Information Technology
Phone #: 850 469 5391
E-mail Address: dmanderson@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

1. For teachers, principals, and other LEA staff, provide a report on the following:
    a. Number of each type of staff in the district
    b. Number of each type of staff accessing state resources via single sign-on

    Baseline report based on 2009-10 is due by December 31, 2010. Reports based on the prior two quarters completed are due by September 30 and March 31 of each year. Bi-annual reporting shall begin the first applicable period after single sign-on integration with the Department. The Department will provide a report template.

2. Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.

3. Single sign-on integration with the Department.

4. For state-level data downloads, provide a report of the following:
    a. Name of the download
    b. Date of most recent download

    Reports are due by September 30 and March 31 of each year and are 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

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
	2nd Quarter	3rd Quarter	4th Quarter			
Director Information Technology	X	X	X	X	X	X
Coordinator Technology Services	X	X	X	X	X	X
Coordinator MIS	X	X	X	X	X	X
Analysts - Student, HR, Finance, Operations	X	X	X	X	X	X
RTTT Data Systems Projects Manager		X	X	X	X	X
TTT Network Services Engineer		X	X	X	X	X
RTTT IT Instructional Technology Teacher on Special Assignment		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.

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

Deliverable (required): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Consult DOE quarterly regarding single sign-on definition/clarification	X	X	X	X	X	X
Continue existing initiatives regarding identity management, password management, and application integration, and modify those initiatives for compliance with RTTT Data System	X	X	X	X	X	X

requirements as clarifying information is made available by the state						
Provide reports to DOE regarding progress on staff single sign-on access to state resources and data	X					X

Deliverable (required): Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Provide feedback to the state regarding progress on single sign-on implementation						X
Conduct an evaluation of district capacity to provide staff with single sign-on to state resources						X

Deliverable (required): Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Develop a plan to integrate with state single sign-on system in order to provide teachers and others with role-based access to state's resources such as PMRN, CPALMS, Interim Assessment Item Bank/Test Platform, FloridaSchoolLeaders.org, and Facts.org.				X	X	X

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

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
LEA consults with state regarding the fields that will be available for download and the required modifications to LEA's database/data warehouse, user interface, and user authentication processes to accommodate and access those fields			X	X	X	X
Report to state regarding state fields incorporated into LEA's database/data warehouse					X	X
Begin trial use of state data downloads						X
Begin use of state data down loads for down loading large data extracts into the LEA's local instructional improvement system.						X
Hire a RTTT Data Systems Projects Manager to act as a state liaison and RTTT Data Systems Projects Manager		X				
Hire a RTTT Network Services Engineer to address single sign-on, online professional development and application integration issues related to RTTT compliance.		X				

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$615,901	$119,000	$404,000	$360,000	$375,381.74

Sustainability Factors:
The LEA's Strategic Plan implicitly specifies continuous pursuit of enhancements to its instructional improvement; HR, Finance, and Operations systems; associated database and data warehouse designs; user interfaces; dashboards; and portals. In fact, internal LEA documentation indicates that purchase of new instructional improvement and HR/Finance systems will occur well within the RTTT work table timeline. Also, longitudinal examination of available district revenue and purchasing records clearly indicates a history, fiscal capacity, and an operational priority to fund the annual maintenance, third-party technical support, and appropriately skilled personnel required to ensure high availability and continuity regarding mission critical systems. The RTTT Data Systems Projects Manager will be required to act as a liaison to state RTTT personnel, to interpret reciprocal state RTTT components, and to manage development of appropriately structured LEA RTTT components. Once those appropriately structured LEA RTTT components are functioning and the RTTT Work Table timeline ends, the normal LEA procedures regarding annual maintenance and continuous system refinement will proceed using pre-RTTT staffing levels and funding.

Supporting Narrative:
LEA Information Technology personnel will participate in the Data Systems related RTTT state committees (if the applications are accepted) to inform the locally developed RTTT plans and deliverables. LEA will use RTTT funding to modify existing and soon-to-be acquired systems (including new instructional improvement/student information and HR/Finance systems) to include required Data Systems RTTT project components and/or to purchase those RTTT components that cannot be efficiently derived from existing or soon-to-be acquired systems. Budget figures to accomplish these modifications and/or purchases are estimates derived from the proposed contract terms of a previously considered Student/Instructional Improvement and HR/Finance System vendor and from estimates of the anticipated vendors of new/soon to be acquired systems. The new instructional improvement/student information and HR/Finance systems referenced above are scheduled for deployment during the 10/11 and 11/12 fiscal years. A cost estimate for deployment of RTTT related data warehouse functions is dependent on the approach taken to providing those services (virtual/abstracted or physical data warehouse). The activities associated with deciding on a data warehouse approach are provided in work plan table (C)(3)(i) and (iii).

Single sign-on and state data download deliverables and supporting activities are dependent on state definition and development of the required and reciprocal state resources and processes (i.e., what data fields will be available/exchanged through what systems and protocols and what authentication protocols and methodologies will be used?). LEA will continuously avail itself of the opportunities provided by the state to gain an understanding of those resources and processes and will develop appropriately aligned local processes and resources for delivery of all LEA data systems components. Without an understanding or knowledge of these state process and resources, the LEA is not comfortable specifying a deliverable date other than the latest allowed in the work plan table.

A crude total cost estimate for acquiring all of the required RTTT data systems functions is supplied by combining budget figures in this table, Work Plan Table (C)(3)(i) and (iii), and Work Plan Table B (3)6. These costs are subject to significant modifications as the nature of the state data and services mandated for access by LEA personnel are clarified and as vendor supplied RTTT products become available. At present cost estimate details associated with this work plan table are as presented below.

Salaries
Salary and benefits for RTTT Data Systems Projects Manager - $275,000

Salary and benefits for RTTT Network Services Engineer - $275,000

Capitalized and Non-Capitalized Software
Capitalized Software costs for Application Integration Software for delivery of RTTT services, year 1 , 4th quarter - $20,000.00

Capitalized Software costs for Application Integration Software for delivery of RTTT services, year 2 - $15,000.00

Capitalized Software costs for Application Integration Software for delivery of RTTT services, year 3 - $15,000.00

Capitalized Software costs for Application Integration Software for delivery of RTTT services, year 4 – $15,000.00

Capitalized and Non-Capitalized Hardware
Capitalized hardware costs required for upgrade and maintenance of LEA RTTT data systems subsystems, year 1, 4th quarter - $57,000.00

Capitalized hardware costs required for upgrade and maintenance of LEA RTTT data systems subsystems, year 2 - $16,000.00

Capitalized hardware costs required for upgrade and maintenance of LEA RTTT data systems subsystems, year 3 - $16,000.00

Capitalized hardware costs required for upgrade and maintenance of LEA RTTT data systems subsystems, year 4 - $16,000.00

Professional Technical Services
Consulting Services for Application Integration associated with delivery of RTTT services, year 1 - $345,000.00

Consulting Services for Application Integration associated with delivery of RTTT services, year 2 - $82,000.00

Consulting Services for Application Integration associated with delivery of RTTT services, year 3 - $35,000.00

Consulting Services for Application Integration associated with delivery of RTTT services, year 4 - $50,000.00

Travel
Travel costs associated with inter-district collaboration for development of RTTT services delivery strategies and solutions - $20,000.00 annually year, 4th quarter – years 2, 3, 4

Training and Tuition Fees
Web Subscriptions for provision/enhancement of required technical skill sets required for delivery of RTTT services - $2,000.00 annually year1, 4th quarter – years 2, 3, 4

Other Professional Services – True North Logic is the potential vendor at this point.
Cloud delivered RTTT services from vendors using a Web subscription/cloud-based delivery modality - $114,000.00, year 1

Cloud delivered RTTT services from vendors using a Web subscription/cloud-based delivery modality - $118,000.00, year 2

Cloud delivered RTTT services from vendors using a Web subscription/cloud-based delivery modality - $121,000.00, year 3

Cloud delivered RTTT services from vendors using a Web subscription/cloud-based delivery modality - $122,381.74, year 4

Supplies
Removable media storage for support of incidental data transfer and storage issues associated with delivery for RTTT services - $1000.00 annually year 1, 4th quarter – years 2 and 3

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

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Don Manderson
Title: Director Information Technology
Phone #: 850 469 5391
E-mail Address: dmanderson@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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
	2nd Quarter	3rd Quarter	4th Quarter			
Director Information Technology	X	X	X	X	X	X
Coordinator Technology Services	X	X	X	X	X	X
Coordinator MIS	X	X	X	X	X	X
Analysts - Student, HR, Finance, Operations	X	X	X	X	X	X
RTTT Data Systems Projects Manager		X	X	X	X	X
ITT Network Services Engineer		X	X	X	X	X
RTTT IT Instructional Technology Teacher-on-Special Assignment		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
For local instructional improvement systems, provide a report that includes the following: a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system	2nd Quarter	3rd Quarter	4th Quarter	[redacted]	[redacted]	[redacted]
	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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]	[redacted]	[redacted]
LEA will report to state regarding the range of systems and components comprising its currently deployed instructional improvement system environment	X			X	X	X
LEA will conduct a gap analysis regarding a RTTT compliant implementation of any newly acquired instructional improvement system components			X			
LEA will work with Curriculum and HR personnel to determine the new value added fields and functions to be		X	X	X	X	X

incorporated into the new instructional improvement system environment (existing and to be acquired Student, HR, Finance, and Operations applications) for compliance and delivery of RTTT data systems components						
LEA will negotiate vendor/developer pricing for inclusion of value added fields, functions, and associated business logic in the new instructional improvement system environment (Student, HR, Finance, and Operations applications) for compliance and delivery of RTTT data systems components (local instructional improvement systems environment)			X	X	X	
LEA conducts meetings among IT and Evaluation Services personnel to determine the approach to providing the data warehouse functions that are required for delivery of RTTT data system components (local instructional improvement systems environment), whether developed with internal resources or vendor developed/supplied and whether the data warehouse physical layer is abstracted with data actually remaining in the relevant applications' databases with an interface that allows/simulates reporting/mining as though a separate data warehouse exists or an actual separate data warehouse housing all of the relevant RTTT data that is constantly updated by the relevant applications		X	X	X		
LEA hires RTTT IT instructional technology teacher-on-special assignment to assist with identification of new value added fields to be incorporated into the new instructional improvement system environment (Student, HR, Finance, and Operations applications) for compliance and delivery of RTTT data systems components and to act as a liaison between Curriculum and Instruction and the IT/Data Systems personnel (curriculum and data systems skills required). Instructional Technology		X	X	X	X	X

and instructional technology training operates under the purview and supervision of the LEA IT Department, and as a result, this position will be most effectively placed and budgeted here.						
RTTT IT teacher-on-special assignment works with Curriculum and Instruction to devise a train-the-trainer plan for delivery of professional development in the various components of the LEA's Instructional Improvement System Environment (this collaborative activity occurs among IT and Curriculum personnel that is also appropriately documented in Work Plan Table (D)(5))		X	X	X	X	X

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

Deliverable (required): The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]	[redacted]	[redacted]
				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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]	[redacted]	[redacted]
LEAs will provide the name, title, phone number, and email address of a staff member responsible for providing timely, accurate, and complete information regarding Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards, RTTT Data Systems Projects Manager		X				
LEA will complete state required assessments and surveys to verify compliance with RTTT Data System requirements				X	X	X
LEA will identify appropriate reporting capabilities and mechanisms within and among the components of its instructional improvement system environment for compiling the information required by state assessments and surveys for verification of compliance with RTTT Data Systems specifications					X	X

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

Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEA 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
LEA will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving requests from the Department regarding data from local instructional improvement and longitudinal data systems, RTTT Data Systems Projects Manager		X				
RTTT Data Systems Projects Manager will begin devising processes for providing to the state for the researchers (data that is not already submitted to the state for survey reporting purposes).			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$26,912.50	$26,912.50	$102,425	$96,525	$92,985

Sustainability Factors:
The LEA's Strategic Plan implicitly specifies continuous pursuit of enhancements to its instructional improvement, HR, Finance, and Operations systems; associated database and data warehouse designs; user interfaces; dashboards; and portals. In fact, internal LEA documentation indicates that purchase of new instructional improvement/student information and HR/Finance systems will occur well within the RTTT work table timeline. Also, longitudinal examination of available district revenue and purchasing records clearly indicates a history, fiscal capacity, and an operational priority to fund the annual maintenance, third-party technical support, and appropriately skilled personnel required to ensure high availability and continuity regarding mission critical systems. The RTTT Data Systems Projects Manager will be required to act as a liaison to state RTTT personnel, to interpret reciprocal state RTTT components, and to manage development of appropriately structured LEA RTTT components. Once those appropriately structured LEA RTTT components are functioning and the RTTT work table timeline ends, the normal LEA procedures regarding annual maintenance and continuous system refinement will proceed using pre-RTTT staffing levels and funding.

Supporting Narrative:
The LEA planned purchase of new instructional improvement/student information and HR/Finance systems will include a gap analysis to determine the degree of compliance with local LEA requirements and the modifications (if any) required to deliver all components of the RTTT data systems (single sign-on, dashboard and reporting interfaces, database design – including value added RTTT fields, data warehouse design, etc.). Ideally, the results of these RTTT modifications/enhancements to the new LEA systems will include, but are not limited to, improved stake holder access to instructional improvement data to assist the instructional process, more discriminating teacher and principal evaluation, judiciously implemented performance pay, and more targeted and effective professional development. LEA expects that results of the gap analysis associated with the purchase of new instructional improvement/student information and HR/Finance systems (which will not conclude until February of the 2011 calendar year) will reveal that all of the RTTT requirements cannot be met by those two products/vendors and that some degree of a third-party solution/collaboration will be required. Therefore, LEA will immediately begin consultations with a third-party vendor to develop RTTT solutions that will work in conjunction with the newly purchased systems and will purchase and deploy specific components of that vendor's RTTT solutions that will be compatible with future collaborative scenarios/solutions.

Pricing and timeline for required modifications and third-party collaborative solutions/products will be obtained and pursued with RTTT and LEA funding. The proposed RTTT funding for these instructional improvement/student information and HR/Finance system enhancements is included in the Improve Access to State Data – (C)(2) Work Table.

The budget figure for this work plan table includes a RTTT IT instructional technology teacher-on-special assignment to assist with identification of new value added fields to be incorporated into the new instructional improvement system environment for compliance and delivery of RTTT data systems components and to act as a liaison between Curriculum and Instruction and the IT/Data Systems personnel. This position's responsibilities will require both curriculum and data systems skills ($154,000 average salary and benefits). The budget figure for this work plan table also includes data collection costs (teacher stipends) for evaluating and refining RTTT data systems ($37,760). Classroom teachers will work with the RTTT IT instructional technology teacher-on-special assignment to accomplish these tasks.

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

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: KK Owen
Title: Director of Staff Development
Phone #: 850-469-5347
E-mail Address: kowen@escambia.k12.fl.us

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

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
	2nd Quarter	3rd Quarter	4th Quarter			
Teacher on special assignment	X	X	X	X	X	X
Leadership Director (W. Cecil Golden)	X	X	X	X	X	X
Director HR	X	X	X	X	X	X
Elementary Director-student teacher placements	X	X	X	X	X	X
RTTT Coordinator	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): Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
			X	X	X	X
HR director works with TeacherReady to assign supervising teachers. The TeacherReady program requires supervising teachers to be recommended by district or principal, complete clinical educator training, and be certified			X	X	X	X

in the field of the TeacherReady candidate. In addition, they are provided with a mentor handbook that includes roles and responsibilities, procedures, assessment tools, and contact information.						
Process for any other Education Preparation Institute: Elementary director works with UWF, PSC, and USA teacher education personnel to place student teachers and those who need field experiences and practicum experiences. Teacher-on-special-assignment in staff development supervises Clinical Educator Training for supervising teachers.			X	X	X	X
The teacher-on-special-assignment who works with UWF will co-ordinate online courses in the future for supervising teachers.				X	X	X
Process for District Alternative Certification Program: Teacher-on-special-assignment in staff development works with Alternative Certification Program teachers. Great Beginnings is a combination of face-to-face training delivered by National Board Certified teachers and on-line coursework using "New Teacher Support" (a Teachscape program). These resources are used with new teacher induction and ACP induction. She will work with the directors of HR and staff development as well as PSC to continue the currently approved program.				X	X	X
Teacher-on-special-assignment will work with DOE and higher institutions to upgrade the Alternative Certification Program, to develop a new evaluation system for ACP, and to implement our goals to provide more online delivery, build a cohesive online learning community of new and	X	X	X	X	X	X

ACP teachers, and provide ongoing support for years 2 and 3 of new teachers' assignments.						
List of participating entities: School District of Escambia County University of West Florida University of South Alabama Pensacola State College Escambia Educators Association TeacherReady (UWF EPI)	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
	2nd Quarter	3rd Quarter	4th Quarter			
Training: Classroom Walkthrough, videotape lessons, PD360			X	X	X	X
New Teacher Support			X	X	X	X
Great Beginnings* Training	X	X	X	X	X	X
ACP/DACP Training and Support	X	X	X	X	X	X
Clinical Educator Training	X	X	X	X	X	X
Online Clinical Educator Training				X	X	X
*collective bargaining						
New Teacher Support						
Classroom Walkthrough, videotaped lessons/lesson study						
PD360						

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including completion of clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.			X	X	X	X
Teachers (next five): Teacher-on-special-assignment in staff development works with principals and National Board certified teachers to provide clinical educator training to mentors and supervising teachers. Teachers selected to supervise student teachers and interns have successful evaluations-including student performance success in learning gains as measured by the Escambia Teacher Appraisal System evaluation, (ETAS includes up to three measures of learning gains jointly agreed upon and evaluated by principal and teacher.)			X	X	X	X
All supervising teachers and student teachers will have access to the New Teacher Support online course catalog as a resource.			X	X	X	X
Elementary director works with principals and teacher leaders at the school locations to assign supervising teachers for those undergoing practicum experiences and student teaching experiences. All supervising teachers must be successful teachers, have 5 years experience, and have been trained in clinical educator training.			X	X	X	X

Leaders (next six): HR director and W. Cecil Golden coordinator work with UWF, Troy University, and other institutions to provide internships and field experiences for those in leader preparation programs. W. Cecil Golden coordinator supervises the current principals' pool program and well as the upcoming implementation of the principals' pool academy for those seeking entry into the pool.			X	X	X	X

The current program for pool members includes two effective supervising leaders- a highly effective principal supervisor and a clinical supervisor for the purpose of mentoring the principal pool member in completion of the portfolio of job-imbedded tasks matching the Florida Principal Competencies.			X	X	X	X
The new principals' pool academy will be implemented this year and expanded in future years, beginning this year with the cohort of unsuccessful candidates from the 2010 pool selection.			X	X	X	X
Currently, highly qualified leaders who supervise rising leaders are defined as those with five years successful experience as principal. Highly qualified leaders are identified using our Principal Appraisal System that includes, in part, assessment of learning gains of students in the principal's school as well as identified goals for student performance in each subject area.			X	X	X	X

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

Supporting Activities TEACHERS (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Assignment of mentors for teachers	X	X	X	X	X	X
Assignment of mentors for leaders	X	X	X	X	X	X
Alternative certification for leaders					X	X
Currently approved principals' pool	X	X	X	X	X	X
New Teacher Support			X	X	X	X
Evidence-Based Leader Evaluation (and use of evaluation to assign mentors-see explanation above)				X	X	X
Principals' Pool Academy for rising pool members			X	X	X	X
Work with the Model of Excellence Team and focus groups of teachers to make certain that appropriate trainings fit the model's core components of differentiated instruction, cooperative learning, and data analysis.(Appendix #26)			X	X	X	X
Create "local expert" videos of effective teachers implementing strategies for differentiated instruction and cooperative learning (two components of Model of Excellence) and upload videos as training elements added to PD360		X	X	X	X	X
After evidence-based leadership (ESL) is implemented, leader evaluations will be used to determine those qualified to supervise emerging leaders (evidence to include measurements in student performance, employee engagement and satisfaction, parent satisfaction, and climate survey results).				X	X	X
Training to be completed in: Evidence-based Leadership New Teacher Support PD360 Classroom Walkthrough				X	X	X
District leadership will work with DOE, institutions of higher education, and local community support partners (Studer Education Foundation) to develop guidelines for an alternative certification route for leaders.				X	X	X

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

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th Quarter			
Mentoring teachers' and principals' records are kept on file in the respective offices of teacher-on-special-assignment in staff development and W. Cecil Golden coordinator.			X	X		
As the district moves to online tracking for PD, evaluation, mentoring, IPDP, LPDP, and pay for performance, reporting of these teachers and principals who are selected to mentor rising teachers and leaders will be part of the electronic database.					X	X

Supporting Activities LEADERS (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Portfolios of principal pool candidates	X	X	X	X	X	X
Supervision of teacher mentors documents/mentoring lots	X	X	X	X	X	X
Online reporting of mentor supervision					X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).			X	X	X	X
Teachers (next two): Currently, APEP reports for ACP are submitted to DOE for approval, and all records of participants, mentors, training completion record, and portfolios are kept on file in the office of staff development by the teacher-on-special-assignment.			X			
The new APEP program (currently being submitted for review) and reports for ACP (if approved) will be reported via an online reporting database.				X	X	X

Leaders (next two): All documentation for the principals' pool program as well as candidate portfolios and all logs and reports of supervising principals and clinical supervisors are kept on file in the office of staff development.	X	X	X	X		
As online reporting capability becomes available, principal pool documentation, supervising and clinical supervisors of principal pool candidates, and documentation of completion of required training will be kept in an online database.					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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
Principals' Pool Reporting	X	X	X	X	X	X
ACP Reporting	X	X	X	X	X	X
Online Reporting Capability					X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
Totals	$0	$38,120	$24,120	$267,240	$242,240	$241,621.73

Sustainability Factors:
Title II Part A funds currently support the office of staff development, including the position of teacher-on-special assignment in charge of new teachers and alternatively certified teachers. This support will continue after the RTTT funding ends. The district currently supports the HR director, the director of the principals' pool (W. Cecil Golden coordinator), and the supervisor of student teachers. This funding will continue after the funding ends. New positions for mentors/instructional coaches for new teachers will be supported with Title II funds after RTTT funding ends. Evidence-based leadership and evaluation will be supported by the district after RTTT funding ends. Continued support from partner entities such as UWF, Troy University, University of South Alabama, and Pensacola State College is expected to continue as well. In addition, our community partners will continue to support our efforts with in-kind donations of services and resources. Studer Group has donated and continues to donate hours of leader coaching, evidence-based leadership training, and seminar attendance to leaders and teachers. The Institute for Community Learning also works with teachers and leaders with space for meetings, facilitation services, coaching for the staff development and teacher leaders, and tuition assistance for training.

Supporting Narrative:
The School District of Escambia County works with several institutions of higher learning in the preparation of teachers. The district works with UWF to provide field experiences, practicum experiences, and student teaching experiences for teachers in preparation. The majority of the teachers in these placements are UWF students. The district also works with Troy University, Pensacola State College, and the University of South Alabama (although to a lesser extent) to provide these same experiences. The Great Beginnings new teacher induction program will undergo changes in the future. The plan is to utilize new curriculum from "New Teacher Support," provide instructional coaches for new teachers at all levels, and work with UWF to provide ongoing support through regularly scheduled sessions for new teachers throughout the first and second years of teaching employment.

Supervising principals and mentoring teachers currently are selected on experience, successful evaluations, and level placement. At this time, the district provides face-to-face clinical educator training for supervising teachers and both supervising and clinical principals for rising leaders. In the future, this program will be upgraded to include additional resources for mentors and those supervising student teachers. These resources will include the New Teacher Support program, Teachscape Classroom Walkthrough, and local videotaped segments (using local master teachers, Nationally Board Certified Teachers, and highly effective teachers) so that student teachers will have "local experts" to communicate with at their school as well as at other schools. Administrators supporting both peer mentors, rising teachers, and rising leaders will also receive training in the new Classroom Walkthrough, New Teacher Support, and PD360 relevant training. Finally, an online option for training the clinical educator training in collaboration with UWF will be added. Finally, the School District of Escambia County is moving into evidence-based leadership for the district and school leadership and will be piloting and implementing leader evaluations based on evidence in the next three years.

Currently, the qualifications to become a peer mentor include 5 years successful teaching/leading experience, successful evaluations, and nomination by the school principal/director. Clinical educator training is required for supervising teachers, and principals' pool clinical supervision is required for supervising principal pool rising leaders. As the district moves to the teacher-coach model, qualifications for a teacher coach will include references and surveys by peers as well as coaches' training. As the district moves to evidence-based leadership for principals, measurements from these evaluations will be used to determine those qualified to supervise rising leaders.

Currently, the staff development office tracks all mentors from all schools who work with new teachers. With the implementation of a new reporting program to be developed by IT as well as the implementation of new software for training (New Teacher Support and PD360), a database will be created that will allow tracking of mentors/coaches for both leaders and teacher interns and additional online availability of training for supervisors of teacher and leader interns. Additionally, program elements from these programs (required training, portfolio requirements, coaching logs, etc.) will also be tracked electronically.

The School District of Escambia County currently uses its own developed and approved programs for Alternatively Certified Teachers as well as the Principal Preparation Pool. Both programs are in the process of revisions and updates. These ACP updates will include expanded use of Moodle to deliver modules, track progress, and contain portfolios for completion. In addition, the growth of an online community of learner/teachers is expected as second and third year ACP teachers are included in the process. The district hopes to merge the support programs for second and third year new teachers with the Great Beginnings Program so that all new teachers can support each other, receive support from the district and both online and face-to-face resources, and be followed more closely and experience more success with their teaching and with student achievement. The Escambia Principal Preparation Program (EPPP) is also moving to a new delivery process. Modules are being place online so that participants and future leaders can participate in a timely manner, deliver and receive assignments and feedback promptly, and communicate with each other on a more regular basis via the online community. In addition, the district will begin a new project designed to prepare future leaders to successfully gain entry into the principals' pool program. This academy will be provided to candidates hoping to gain entry into future pools and will include coaching and practice on written skills, interview skills, job-imbedded tasks of the principalship, and completion of the Florida Principal Competency Portfolio. The School District of Escambia County also plans to design and implement an alternative certification program for leadership at the school level.

Title and Page Number of Appendices for this Project (if applicable):
Model of Excellence, Appendix #26, Page 233

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Keith Leonard
Title: Director of Human Resources
Phone #: 850-469-6111
E-mail Address:

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

Deliverables (minimum required evidence):

1. A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist at the end of the template document.
2. A timetable for implementing the teacher evaluation system.
3. A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist at the end of the template document.
4. A timetable for implementing the principal evaluation system.
5. Annually report evaluation results for teachers and principals through the regular student and staff survey.
6. Submit revisions to the teacher and principal evaluations annually, if revisions are made.

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
	2nd Quarter	3rd Quarter	4th Quarter			
Assistant Superintendent HR			X	X	X	X
Director Human Resources		X	X	X	X	X
Director Staff Development		X	X	X	X	X
Union Leadership Personnel		X	X	X	X	X

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

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): 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
	2nd Quarter	3rd Quarter	4th Quarter			
			No later than May 1			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
• Working in collaboration with the union, the district will determine an evaluation system that considers items such as the following: - process for phasing in student achievement measures moving to at least 35% on standardized growth measures and 15% of other student achievement measures; - creation of an observation rubric/protocol and a process for gathering data from these observations to include in the teacher evaluation system; - application and weight of parent satisfaction with their child's education; - measurement system for professional development and professional service to be included in the evaluation; and - any other variable not considered.	X	X	X	X	X	X
• The union and the district will negotiate an evaluation system that includes the following: - more than a three point			X	X	X	X

scale; - phased-in weighting of student achievement; and - multi metric variables including the above.						
• Student achievement measures of the content areas currently assessed by the state will be bargained for 2011-12 application at a minimum of 35% of total evaluation.			X			
• Student achievement measures of the content areas currently assessed by the state will be bargained for 2012-13 application at a minimum of 40% of total evaluation.				X		
• Student achievement measures of the content areas currently assessed by the state will be bargained for 2013-14 application at a minimum of 50% of total evaluation.					X	
• Student achievement measures for all other content areas will be bargained on the same percentage scale as content area teachers currently assessed, and they will be phased in once assessments have been developed and validated.						X
• The Teacher Evaluation and Mentoring Program (TEMP) for teachers entering the tiered system and for all beginning teachers will be applied.				X	X	X
• The evaluation system will be part of the appraisal section of the local instructional improvement system. It will provide evaluation data to determine individualized teacher professional development and identify teachers deserving performance bonuses aligned to the agreed upon bonus scale.						X

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

Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
• Teachers providing instruction in content areas currently tested will be evaluated using growth model.			X	X		
• Teachers providing instruction in other core content areas will be evaluated using the growth model.					X	
• Teachers providing instruction in other non-core content areas will be evaluated using the growth model.						X
• Teachers not currently on a professional services contract and teachers at a career milestone point will be evaluated twice a year.				X	X	X
• Teachers on professional contracts will be evaluated once a year.				X	X	X
• Two teachers on special assignment will serve as trainer for all schools. Training in TEMP (based on Charlotte Danielson's Frameworks) will be phased in over the years of the grant as teachers move onto the new evaluation system.				X	X	X

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
• The School District of Escambia County is in its first phase of applying a Leader Evaluation Manager (LEM) Tool to evaluate the superintendent and the assistant superintendents. The LEM focuses on at least four major goal areas with quantifiable measures: - standardized student achievement measured by growth, AYP, and benchmarks for school grades; - employee satisfaction with work environment measured by an employee engagement survey; - parent satisfaction with their child's education measured by a parent satisfaction survey; - principal satisfaction with district support services measured by a support card; and - financial efficiencies and effectiveness measures by cost to revenue ratios, reduction in costs, return on student			X			

achievement of dollars invested for areas such as administration, professional development, consulting services, materials/tools purchased, etc.						
• During the summer, district leaders and principals will receive training to create their measures, weights, and scales on the LEM. Student achievement growth will represent 50% of a leader's evaluation with a focus on the content area and measure needing the most improvement.			X	X	X	X
• District leaders and the principal at both Warrington and Montclair will apply LEM.				X	X	X
• Principals will apply LEM.					X	X
• Principals will complete four Leadership Development Institutes during the school year to receive professional development that specifically aligns to the goals and measures the four goals identified above.				X	X	X
• The evaluation system will be part of the appraisal section of the local instructional improvement system. It will provide evaluation data to determine individualized leader professional development and identify leaders eligible to earn performance bonuses on an agreed upon scale.						X

Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
• Completion of training in Leadership Development Institutes (at least 4) on evaluation system and tactics for being successful in each category			X			
• Summer training on LEM development with quantifiable goals and measures				X	X	X
• Implementation of LEM as the evaluation tool					X	X
• Initial mid-term evaluation on LEM measures					X	X
• Annual evaluation on LEM measures					X	X

Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
• Leader evaluations will be reported as requested.				X	X	X
• Teacher evaluations will be reported following the collective bargaining agreement.				X	X	X

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

Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
• Leader evaluation revisions will be reported as requested.				X	X	X
• Teacher evaluation revisions will be reported following the collective bargaining agreement.				X	X	X

Peer Evaluation and Review Planning*	X	X	X	X		
Peer Evaluation and Review Pilot*				X		
Peer Evaluation and Review Expansion* *=collective bargaining					X	X

Sustainability Factors:
The leader evaluation systems are currently being created through a partnership with Studer Education Foundation that is providing in-kind services (equals $110,000 annually) and a leader evaluation software tool ($15,000 annually). The in-kind costs are mainly associated with the development of the system that through the use of the software tool is sustained and hardwired into the school district.
After initial training on the new teacher evaluation system has been completed, Title II funds will support the annual training of all new teachers as well as any update training needed for teachers and leaders.
After LEM evaluations have been implemented for district and school leaders, a combination of in kind donations of services in the from of coaching from Studer Education Group and district funds for software annual feed will sustain the leader evaluation system. The salaried and benefits of the instructional coaches will be sustained with Title II funds.

Supporting Narrative:
Currently, the process for the LEM is in place with a plan to phase-in all leaders by the end of 2012/13. The LEM allows all evaluations to align to the district goals and to have leaders weight their evaluations to focus on areas most important to them for helping the district achieve results.

The Toledo Plan is a current model that the district is piloting. The district is committed to supporting this model with future resources to supplement teacher coaches who will have a peer evaluation and improvement system.

TEMP/Toledo Plan Details:
HR director and staff development director work with the teachers' union and selected personnel

(including teacher-on-special-assignment in charge of new teachers and ACP teachers) to implement the New Teacher Support Program, hire and train mentors/instructional coaches, and monitor the process of mentoring/coaching/ evaluating new teachers.

They will also work with other HR personnel and union representatives to design and setup the Internal Board of Review panel as well as the Peer Evaluation and Review process to be implemented in 2011-12 in pilot format and be expanded each year thereafter.

Coaches/mentors will be trained in the American Federation of Teachers program of Peer Evaluation and Review, and approximately ten coaches will be full-time employees whose primary responsibility is working with new teachers in the peer evaluation process.

The district will develop jointly an Internal Board of Review with the teachers' union so that semi-annual review of all new teachers will occur, and while support will be given to struggling new teachers, ineffective teachers will not be renewed as a result of the Peer Evaluation and Review process. This program is currently under study by a joint task force of district and union leaders who have visited another state where the program is successful, and they are currently in the process of planning this program for the School District of Escambia County.

As the district moves into the New Teacher Support Program, a rigorous interview process will be developed (including anonymous input from other teachers at the mentors' school) to select peer mentors and instructional coaches. The best teachers will be encouraged to apply for these full-time coaching positions by guaranteeing their previous position and school placement at the end of their one, two, or three year mentor/coach position. These mentor/coach positions will be sustained but teachers may serve a maximum of three years in these positions before returning to the classroom.

Additionally, in the past mentors and coaches have been assigned only by level (elementary, middle, high) but these newly created positions will be assigned by level and subject area. This assignment will create a more content-rich experience for the new teacher.

The New Teacher Support Program will be managed by the staff development department, and instructional coaches who will work with new teachers will be full-time coaches and will be based out of the staff development department, making tracking and coaching a much more intensive and cohesive experience for both new teachers and mentor coaches. Coaches will be supervised by the director of staff development, and they will work closely with the teacher-on-special-assignment in staff development and the curriculum specialists in each subject area.

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

1. Toledo Plan, Appendix #2, Page 147
2. Novice Teacher Program – Summary of On-Going Negotiations, Appendix #3, Page 156

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]	[redacted]	[redacted]
Totals	$0	$12,670	$32,670	$592,340	$592,340	$592,340

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Dr. Alan Scott
Title: Assistant Superintendent of Human Resources
Phone #: 850-429-2221
E-mail Address: ascot@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

1. Annually submit the teacher and principal salary schedules that reflect the basis of determining the pay scale and supplements. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.
2. Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline.)
3. Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.
4. Annually submit the district's collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.
5. Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities).
6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.
7. Annually report terminations through the regularly-scheduled student and staff survey.
8. Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.

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
	2nd Quarter	3rd Quarter	4th Quarter			
Assistant Superintendent of Human Resources	X	X	X	X	X	X
Director of Human Resources	X	X	X	X	X	X
RTTT Coordinator	X	X	X	X	X	X
RTTT Financial Analyst	X	X	X	X	X	X

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

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): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
The procedures and the communication of the procedures will be implemented in the first year to plan for establishing a leader evaluation system to evaluate performance, determine learning gaps, and pay bonuses to those achieving in the top 20%.		X	X	X	X	X
The evaluation system and salary schedules for teachers in the content areas tested by current state measures will be negotiated in the first year.		X	X	X	X	X
The LEM will be used each year to determine base salary increases for leaders. The LEM is created so that a 3.0 out of 5.0 is set as the goal and measure a leader wants to achieve. This goal is set as one that improves the organization if the goal is met. The scores at 4.0 and 5.0 are stretch goals for the leader. Therefore, leaders who score between a 2.75 to 3.25 are meeting their goals and will be eligible for any available salary increase or bonus approved by the board. Those leaders achieving success on stretch goals will also be eligible for promotion.			X	X	X	X
Principals can receive performance pay in a second way. Leaders who show student						X

achievement growth at the school level may earn bonuses determined by steps.						
Teachers will be evaluated each year using the system described in the previous section.				X	X	X
Teachers who show student achievement growth receive bonuses: performance pay plan/negotiated with the union based on teacher evaluation that includes student achievement phased in at 35, 40, or 50%.						X
All the above will be negotiated with the union and considered as part of the focus group sessions to gather input from teachers.				X	X	X

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Each principal will have a Leadership Professional Development Plan (LPDP), and each teacher, an Individual Professional Development Plan (IPDP).	X	X	X	X	X	X
The LPDP and IPDP will be refined and focused to align to measurable results agreed upon on the evaluation systems.			X	X	X	X
Teachers who perform below expectations on the evaluation system and show a year's decline in student achievement growth will complete a special IPDP. Low performing teachers will be placed on "strategies for improvement" and subject to the 90-day plan for dismissal. Teachers with two years of unsatisfactory evaluation will be dismissed.				X	X	X
Retention (granting a professional services contract) will be based on three years of satisfactory evaluations including student achievement results as outlined in the new teacher evaluation system plan. Dismissal (removal before the completion of three years of annual contract status) will be determined by unsatisfactory evaluations according to the TEMP/Toledo Plan including peer review before an internal board of district and union members.				X	X	X

Teachers: Lesson Study for teachers in the lowest performing schools, student learning results on summative assessments in classrooms, standardized benchmark tests, standardized student achievement growth measures, and results in the appraisal system will be used to determine professional development on areas showing highest development needs when analyzing all the data.				X		X
The instructional improvement system will include all data sources and will have a catalogued list of district training and other online or face-to-face training options for teachers to select with their principals. Therefore, the training selected directly aligns to the learning gaps of the teacher.				X	X	X
Teacher evaluation for teachers in content areas assessed					X	X
Teachers in the two designated intervention schools (Warrington Middle and Montclair Elementary)					X	X
Teachers in other designated intervention schools					X	X
Teachers in core areas once tests are developed and validated.					X	X

Principals: Leader training will specifically align to the goals and measures on their LEM. Leaders will assign the highest weight on the areas needing most improvement in their schools and will focus their training in this area. The instructional improvement system will include all data sources and will have a catalogued list of district training and other online or face-to-face training options for leaders to select with their supervisors. Therefore, the training selected directly aligns to the learning gaps of the leader.				X	X	X

Deliverable (required): Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
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 will be provided.					X	X
The new data system being developed will include a data warehouse and data marts linking student achievement data, teacher and leaders evaluation tracking systems and rubrics, payroll (including the pay for performance rubric), professional development plans and records, and Human Resources records. The system will come on-line over the next three years and will enable district officials to report the required staffing plan.					X	X

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
The district's collective bargaining agreement will be submitted each year.				X	X	X

Deliverable (required): Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities).	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Documentation of the accountability process for administrators will be identified and a timeline created.						X
As administrators move to the LEM system, the timeline created for human capital decisions (including transfers, promotions, and demotions) will reflect a three-year trend line of measurable components including students achievement growth data, stakeholder satisfaction data (students, parents, and climate surveys) and other reportable, measurable components of the evaluation system. Administrators showing a negative trend for student achievement data and/or other components are subject to demotion, transfer, reduced compensation, or dismissal.					X	X

Administrators showing a positive trend for these data are eligible for promotions, salary increases and bonuses as approved by the superintendent and the board.						

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

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

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

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
The assignment of teachers and principals through the regularly-scheduled student and staff surveys will be reported.						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$0	$23,600	$83,200	$83,200	$83,200

Sustainability Factors:
Professional development and training will be aligned to individualized teacher and leader development plans. Therefore, the long-term goal is to reduce administrative costs for offering stand-up and deliver generic workshops and to create a more seamless professional development approach. The directors will analyze the Lesson Study, appraisal, and student achievement data at various grade and content levels to determine common areas needed to improve performance. Also, online modules aligned to these areas as well as selections from external offerings will be included in the instructional improvement plan as a way to downsize offerings to maximize individualized development needs. The cost savings from this reform approach will be allocated to a human performance and capital pool of funds to be used to implement the activities in this section.

Supporting Narrative:
Attachment #3, Page 156 reflects the on-going process of negotiations between the district and the union.

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

Title and Page Number of Appendices for this Project (if applicable):
Novice Teacher Program (TEMP/Toledo Plan), Appendix #3, Page 156

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: KK Owen
Title: Director of Staff Development
Phone #: 850-469-5347
E-mail Address: kkowen@escambia.k12.fl.us

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

Evidence:

1. A revised district professional development system that meets the requirements of *Florida's Protocol Standards for Professional Development* and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached, to be submitted with this Table.
2. A timetable for implementing the new elements into the professional development system for teachers and principals in the district.
3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.
4. A component of the district's professional development system reflecting a revised process for evaluating the district's professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.
5. A timetable for implementing the evaluation of professional development in the district.
6. Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan.
7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.

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
	2nd Quarter	3rd Quarter	4th Quarter			
RTTT Coordinator					X	X
RTTT Financial Analyst					X	X
Director of Staff Development					X	X
TSA for Staff Development					X	X

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

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
A revised district professional development system that meets the requirements of *Florida's Protocol Standards for Professional Development* and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2) a. STEM content to align to STEM initiatives			X	X	X	X
b. Reading, writing, mathematics, and science content aligned to Lesson Study for Montclair and Warrington	X	X	X	X	X	X
c. Reading, writing, mathematics, and science content aligned to Lesson Study for other low performing schools				X	X	X
d. Reading, writing, mathematics, and science content aligned to Lesson Study for all schools						X

2. Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2) a. Application of the Student Engagement Framework for reading, writing, mathematics, and science content aligned to Lesson Study for Montclair and Warrington	X	X	X	X	X	X
b. Application of the Student Engagement Framework for reading, writing, mathematics, and science content aligned to Lesson Study for other low performing schools				X	X	X
c. Application of the Student Engagement Framework for reading, writing, mathematics, and science content aligned to Lesson Study for all schools						X
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) a. Applying the 30 day planning process to scaffold instruction and to complete the Student Results and Teacher Reflection forms each week to determine percentage of students mastering learning targets and identifying those needing additional assistance with varying approaches.		X	X	X	X	X

Lesson Study for Montclair and Warrington						
b. Applying the 30 day planning process to scaffold instruction and to complete the Student Results and Teacher Reflection forms each week to determine percentage of students mastering learning targets and identifying those needing additional assistance with varying approaches. Lesson Study for other low performing schools				X	X	X
c. Applying the 30 day planning process to scaffold instruction and to complete the Student Results and Teacher Reflection forms each week to determine percentage of students mastering learning targets and identifying those needing additional assistance with varying approaches. Lesson Study for all schools						X
4. Use of formative assessment and the principles of Lesson Study to guide instruction [Ref. MOU criterion (B)(3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1) a. Integrating classroom formative assessment strategies into instruction each day to determine student strengths and areas		X	X	X	X	X

that need to be improved and to use that data to modify instruction for the next day. Lesson Study for Montclair and Warrington						
b. Integrating classroom formative assessment strategies into instruction each day to determine student strengths and areas that need to be improved and to use that data to modify instruction for the next day. Lesson Study for other low performing schools				X	X	X
c. Integrating classroom formative assessment strategies into instruction each day to determine student strengths and areas that need to be improved and to use that data to modify instruction for the next day. Lesson Study for all schools						X
5. Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)						
a. Lesson Study for Montclair and Warrington	X	X	X	X	X	X
b. Lesson Study for other low performing schools				X	X	X
c. Lesson Study for all schools						X
6. Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4)						

a. Using student growth data, interim assessment data, and classroom summative assessment data in the instructional improvement system to determine individual teacher and school-wide professional development needs						X
7. Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5) a. Principals working collaboratively with each teacher to identify areas needing most improvements using student achievement data	X	X	X	X	X	X
b. Principals accessing this data through the instructional improvement system to support teacher professional growth						X
8. Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2) a. Application of the TEMP aligned to the Toledo Plan that will integrate existing beginning teacher efforts into a cohesive plan			X	X	X	X

9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) a. Application of Student Engagement Framework as part of Lesson Study focuses specifically on high needs students	X	X	X	X	X	X
b. Provision of more opportunities for high need students to engage in STEM activities facilitates more teachers being trained in specific content aligned to STEM initiatives in elementary, middle, and high schools				X	X	X
10. Training for administrators and other school leaders on methods of classroom observation, feedback, and coaching for improvement, and using Lesson Study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6) a. Training to use the Coaching Probe Tool, Lesson Study, and engaging in professional conversations about instruction (Montclair and Warrington)		X	X			
b. Training to use the Coaching Probe Tool, Lesson Study, and engaging in professional conversations about instruction. other low performing schools				X		

c. Training to use the Coaching Probe Tool, Lesson Study, and engaging in professional conversations about instruction (other schools)					X	
11. A comprehensive plan to deliver professional development to teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5) a. Training for teachers and leaders on use of the instructional improvement system.					X	X
b. Use of Safari Montage to deliver professional development through video conferencing.			X	X	X	X

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

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Teacher:						
• Lesson Study with application of the Student Engagement Framework (centerpiece is formative assessment practices) - Implementation in selected low achieving elementary school	X	X	X			
- Train the trainers model training for 25 lowest performing schools			X			
- Online modules developed				X	X	X
- Trainers train in first 25 schools				X	X	
- Train the trainers for other schools					X	
- Trainers train in schools					X	
- Implement in all schools						X

• Grades 3 to 5 STEM content - Develop online modules aligning to Saturday STEM program for grades 3 to 5.				X		
- Integrate modules into the professional development component of the instructional improvement system.					X	
• STEM in the Middle - Solicit work plans for the development of online professional development modules that align to content of Career Academies			X			
- Integrate online modules into the professional development component of the instructional improvement system.					X	
• STEM Career and Technical Programs - Select content courses at the college level for teachers to take to enhance their content knowledge aligned to the Career and Technical academies in the high schools to prepare teachers to teach additional Advanced Placement STEM courses.				X		
- Integrate the courses into the course catalogue for teachers to select as part of their IPDP.						X

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

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
• A description of the evaluation processes were described in the human capital section. As indicated in the overarching narrative, the instructional improvement system will include an appraisal component that will directly link to the Professional Development Portal. Catalogued professional development that currently exists and new developed work aligned to the Lesson Study will be used by leaders and teachers specifically aligned to needs identified in the IPDP and LPDP.						X

Deliverable (required): A component of the district's professional development system reflecting a revised process for evaluating the district's professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
• Each year the professional development system will be revised to include all training components identified in the work plans that will include aspects of training from Lesson Study, STEM initiatives, and the instruct-ional improvement system.			X	X	X	X

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

Deliverable (required): A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
• Lesson Study PD components for the implementation strategy for gradually adding schools		X	X	X	X	X
• STEM PD components				X	X	X
• Instructional Improvement Plan PD components						X

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

Deliverable (required): 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
• Evaluation results following the ECSD approved process will be submitted to the state each year. The items that are part of the RTTT proposal will be identified.			X	X	X	X

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

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$110,000	$0	$0	$179,420	$179,420	$179,420

Sustainability Factors:
By the end of the grant, professional development resources will be catalogued in the instructional improvement plan. Teachers and leaders will select the development specifically aligned to their development needs identified from the data points in the instructional improvement system. Therefore, fewer one-shot offerings will be needed to support professional development. The goal is for funds to be re-purposed to pay teachers and leaders for training aligned to their individual needs. Also, training throughout the grant will be re-purposed into online modules to provide just-in-time resources.

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

Supporting Narrative:
Professional development in the district is aligned to the state Protocol. Our focus for professional development for both teachers and leaders is the application of the Student Engagement Framework as part of Lesson Study and increased content knowledge aligned to the STEM areas.

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

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

Work Plan Table

Project/MOU Criteria: Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2.
Note: This Work Plan Table is applicable only to LEAs with a persistently lowest-achieving school.

Please indicate one LEA point of contact for this Project.
Name: Steve Marcanio
Title: Director of Middle Schools
Phone #: 850-469-5495
E-mail Address: smarcanio@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

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

Note: Please attach relevant parts of your School Improvement Grant in the Final Scope of Work Appendix.

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
	2nd Quarter	3rd Quarter	4th Quarter			
Director of Middle Schools	X	X	X			
Director of School Improvement	X	X	X			
RTTT Coordinator	X	X	X			
RTTT Budget Analyst	X	X	X			

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

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): LEA will select Intervention Model from list of four options (see Appendix A of MOU).	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Warrington Middle School was identified as an Intervene school in 2008. In 2009-10 the district implemented the turnaround model. Some progress was made, and further changes have been made for the 2010-11 school year.	X	X	X			

Deliverable (required): LEA will provide documentation annually that supports the selection of the intervention model to include the following: • Documentation detailing staff (including coaches) as it relates to student learning gains in reading and/mathematics over a three year period. For those with fewer than three years of experience, learning gains will be based on an average. Each teacher in core areas is expected to have at least 65% of students making learning gains. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement using other data elements, such as end of course exams, benchmark tests, etc. LEA will provide 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
	2nd Quarter	3rd Quarter	4th Quarter			
				X	X	X

• Documentation relating to staff turnover/replacement	X					
• Detailed report regarding principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Clear expectations have been established for administrators. All four (4) administrators will continue if the goals of increasing student proficiency are attained. The Students with Disabilities AYP group will achieve AYP under safe harbor by achieving the following levels of proficiency: Reading = 24%; Math = 21%. A team of district directors and curriculum specialists met with the principal to determine continued employment at the school. Teachers are expected to attain at least 65% of their students making learning gains to be retained or hired at the school. The same process will be followed each year. Teachers and staff who are not able to meet the 65% learning gains achievement goals will be moved to other school sites or positions. For teachers and coaches of reading and mathematics, retention must be based on increased student achievement.	X	X	X			
The parent/community liaison position focuses on improving the public image of the school by conducting parent information meetings, working with community agencies, and working with the media to share the successes at the school.	X	X	X			

The STEM academy: The Flight Academy is a private/public project designed to provide increased rigor and relevance and engaging student activities that will result in increased student achievement. In 2011-12 the Flight Academy Program will be expanded to the feeder high school – Escambia High School.	X	X	X	X	X	X

At Warrington Middle School for the 2010-11 school year, the following improvements have been implemented: 1. The school is divided into "houses" that reflect teams made up of the content areas and courses offered. The "houses" are Enterprise, Endeavour, Stars, and Millenium Falcons. Students were placed based on interest, grade level, FCAT Level, and other factors. Desired outcomes include the development of a sense of community within the "house," improved student/teacher relationships, increased rigor, teacher ownership for student success, and increased student achievement. 2. In each classroom, common board configuration is followed (objectives, essential questions, etc.), and students know what they are learning and why they are learning a particular skill. 3. Interactive word walls are displayed in each classroom to promote use of content vocabulary daily, to support the teaching of important principles, to foster reading and writing, to provide reference support during reading and writing, and to provide a visual map to help students see connections between words and their meanings. 4. PBS training (July, 2010) and Harry Wong training (July 2010) were provided which gave faculty members guidance in classroom and school-wide rules/expectations.	X	X	X	X	X	X

5. Professional development for using the Junior Great Books program and the Socratic method of questioning across the content areas was provided in July, 2010. All reading, language arts, and social studies teachers are expected to implement the program. 6. Training has been provided to increase teachers' understanding of test item specifications and their use in the curriculum. 7. Some of the teachers have been trained in Kagan and/or Marzano strategies for project-based learning and high yield strategies. 8. Effective strategies such as direct instruction, modeling, and guided and independent practice are a part of the expectations in classrooms. Professional development is provided to support teachers' implementation. 9. The staff is being trained on using Marzano's strategies (July, 2010, November, 2010, January 2011, and April 2011), and the summarization strategy is implemented in all content area classrooms. **It is the district's expectation that Warrington Middle School will exit from Intervene status after the 2010-11 school year by earning a "C" or higher school grade and by achieving AYP in one subgroup in math and reading that previously did not achieve AYP.**						

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

Sustainability Factors: At this time, the district is using School Improvement Grant funds to sustain the initiatives for the struggling school. The challenge for the district is the continuation of the level of support after the funding from ARRA is gone. The district will be able to continue some provisions of the plan that has supported the school the past two years and will seek additional funding to continue the most effective practices. Title grants will provide some continuation of the effective practices.

Supporting Narrative: The School District of Escambia County is committed to turning around its lowest-achieving schools. At this time, Warrington Middle School is an Intervene School, a designation it has held since 2008. After the 2008-2009 school year, the superintendent moved ahead with the turnaround model, even though it was not required by the state. In the 2009-2010 school year, the school opened with a new staff, including a principal who had been successful in raising the achievement levels of both a middle and an elementary school. The facility was upgraded and improved by the maintenance staff. Additional staff was assigned to the school to support the needs and challenges of the school, including an additional administrator, a parent liaison, and teacher assistants for the classrooms. The ARRA Stimulus Grant funded this initiative. All staff members were interviewed and selected based on their ability to achieve learning gains for their students over the three previous years and their satisfactory evaluations. Reading and math teachers who posted a minimum of 65% learning gains for their students were considered for employment. All staff was required to attend a two week institute before the school year began in order to build capacity at the school as a team, and teachers were paid their regular rate of pay for ten hours monthly to participate in additional training or planning meetings throughout the year. A curriculum review was conducted early in the year and was the basis of focus for training and planning. Throughout the year, the district curriculum staff and the Department of Education team worked closely to provide classroom support, professional development based on student needs, and on-going data analysis to drive instruction. The performance pay plan, approved by the union, awarded bonuses based on the teacher's student learning gains, as well as the school's scores and grade. Test scores did show improvement, and the school made the AYP target for mathematics under Safe Harbor.

For the 2010-2011 school year, a team of district curriculum specialists, DOE specialists, district directors, and the superintendent approved all returning instructional personnel. Vacant positions were filled throughout the summer through interviews with the principal and administrative staff. A huge initiative for this year has been the Flight Academy, a national STEM program which teaches students about the science of flight and aerodynamics. The academy includes a $100,000 simulation laboratory paid for by stimulus funding and private donations. The organization by "houses" has allowed for relationships to be built more quickly this year and provides a stronger base for cooperation. The parent liaison position was revised to include activities to promote the positive changes implemented and to improve the public image of the school. One purpose of this position is to draw former students back to the school. A large number have used AYP to leave the school.

Another successful strategy has been the uniform policy that has greatly improved the atmosphere within the school. The coordinated summer training that included Junior Great Books and the district and DOE training in the content area was very effective. Again, a two week institute was required for all teachers before the school year began, and the 10 extra hours monthly for professional development will continue. The Positive Behavior System now in place has directly impacted student behavior and classroom management. Lesson Study training was offered last year at the school, and further training will be provided this year. The Lesson Study activities will be a part of the 10 extra hours of training each month. The performance pay plan, approved by the union, was modified, and bonuses will be distributed each nine weeks. The final award will be based on the teacher's student learning gains (65%) as well as the school's scores and grade, for a maximum of $8500.00 per teacher. A curriculum review was conducted on September 16-17, 2010, and will provide the foundation for training and planning

throughout the year.
To meet the requirements of Differentiated Accountability, the school will use FAIR for the reading baseline, mid-year, and on-going assessments. In mathematics and science, district-created testing will be provided, and all data will be placed within the data mining program FCAT STAR. Writing will be assessed throughout the content areas, with close monitoring by the language arts specialist for the district.
Budgets for Warrington Middle School have been supported by ARRA Stimulus, School Improvement 1000(g), and school Title I funds.

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

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

Work Plan Table

Project/MOU 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 point of contact for this Project.
Name: Sandy Edwards
Title: Director of Comprehensive Planning
Phone #: 850-469-5327
E-mail Address: sedwards@escambia.k12.fl.us

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

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

Deliverables (minimum required evidence): *Note: will vary based on the program(s) implemented*

1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.
2. Submission of developed full day Pre-K model for students in attendance zones for identified schools.
3. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.
4. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
5. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.

6. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.

7. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
8. Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.
9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.
11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.
12. Documentation of "other" research based programs that demonstrate a strong record of improving student achievement in these district schools.

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
	2nd Quarter	3rd Quarter	4th Quarter			
Coordinator of Early Childhood programs				X	X	X
Director of Title I	X	X	X	X	X	X
Director of Workforce Education	X	X	x	X	X	X
Principal of School	X	X	X	X	X	X
Director of Comprehensive Planning	X	X	X	X	X	X

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

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: Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
An after-school tutoring program as well as SES will be offered two days a week at Warrington Middle School. Both remediation and enrichment activities will be offered.		X	X			
One of the assistant principals will serve as the coordinator of the after-school program.	X	X	X			
Teachers will use baseline data and classroom data to select students for participation in the remediation component.	X	X	X			
Positions will be advertised and filled based on the numbers and needs of students.	X	X	X			
The curriculum will be selected to support those needs and planning with teachers will develop the lessons.	X	X	X			
Student participants will be tracked to ensure that curriculum in the after-school program is meeting their needs.	X	X	X			
An enrichment strand will be developed based on student interest.	X	X	X			

Curriculum will be designed to increase the rigor for students and project-based learning activities will be developed to apply learning to real life projects.	X	X	X			
On-line professional development modules for teachers will be created using STEM Saturday Content and will be added to the catalogue of professional development resources in the instructional improvement system.	X	X	X	X		
For Montclair Elementary School: In partnership with the Institute for Human and Machine Cognition and Corry Station Military Installation, a Grades 3 to 5 STEM Saturdays Program will be implemented.	X	X	X			
A coordinator of the program will be hired.	X	X	X			
A planning team will create the schedule and curriculum.	X	X	X			
A procedure manual for implementing the program will be created.	X	X	X			
The curriculum will be aligned to weekly plans and Next Generation Sunshine State Standards.	X	X	X			
Students will be selected who meet discipline and academic expectations required of program participants.	X	X	X			
The first semester of students will be selected, and the program will be implemented.	X	X	X			

Students will be selected for second semester, and the program will be implemented the second semester of students.	X	X	X			
The results of the program will be analyzed and evaluated.	X	X	X			
Two semester programs will be implemented each year.	X	X	X	X	X	X
Feasibility of implementing in other low performing schools will be determined.	X	X	X	X	X	X

Deliverable:	2010-11			2011/12	2012/13	2013/14
Submission of developed full day Pre-K model for students in attendance zones for identified schools.	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Needs assessment will be conducted to determine number of slots needed for expanded pre-kindergarten units at feeder elementary schools.			X			
Survey of facilities will be conducted to determine placement of units.			X			
Program for pre-kindergarten classrooms will be advertised to identify possible students.				X		
An early literacy mentor-coach in the classes within that feeder pattern may be used to provide strong support for the teachers				X	X	X
The *Teachscape Early Childhood Course of Study* may be added to those classrooms for additional teaching resources.					X	X
Equipment and materials for classrooms will be secured.					X	
Students will be enrolled in classes.						X

Deliverable:	2010-11			2011/12	2012/13	2013/14
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.	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
	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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
The STEM courses in the Flight Academy will continue at the middle school and will be extended to a feeder high school in 2011-2012. Please see B.3.4 for detailed plans.		X	X	X	X	X
Renovations at the feeder high school will be made to allow the expansion of the Flight Academy.		X	X			
A teacher will be hired and trained to implement the curriculum.			X			
The Flight Academy will begin in the fall of 2011.				X	X	X

Deliverable:	2010-11			2011/12	2012/13	2013/14
Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
				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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
Please see B.3.5						

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

Deliverable: 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
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Please see B.3.4						

Deliverable: Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Plan in place in B.3.5						

Deliverable: Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Plan in place in B.3.4 and B.3.5						

Deliverable: Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
				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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
Please see B.3.4 and B.3.5						

Deliverable: 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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
				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
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
See B.3.5						

Deliverable:	2010-11			2011/12	2012/13	2013/14
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.	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Training occurred in August, 2010 for all staff members.	X	X	X			
An assistant principal for discipline and a parent liaison was hired to work with teachers and parents on PBS.	X	X	X			
The parent liaison will conduct parent workshops and recruit community mentors for students.	X	X	X			
A quarterly report will be submitted to the level director and will include attendance, number of referrals, number of students with in-school suspension, and number of students with out-of-school suspensions.	X	X	X			

Deliverable:	2010-11			2011/12	2012/13	2013/14
Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
A discipline report will continue to be compiled throughout grant period.	X	X	X	X	X	X

Deliverable:	2010-11			2011/12	2012/13	2013/14
Submission of other research based program that demonstrates a strong record of improving student achievement.	2nd Quarter	3rd Quarter	4th Quarter			

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

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

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$9,440	$0	$0	$62,500	$62,500

Sustainability Factors: School Improvement Funds (10003g) have been designated for Warrington Middle School. Title I and other School Improvement Funds will be available to other schools for the foreseeable future.

Supporting Narrative: Warrington Middle School began the Flight Academy in August of 2010. The academy was a result of partnerships with private donors and the school district. The enthusiastic response from students and parents, as well as Navy partners, was the impetus to expand the academy to a feeder high school in 2011. Use of the Race to the Top grant will make that dream a reality. As the public image of Warrington Middle School improves, students will use choice to attend the school, ensuring a strong commitment to increase STEM and other high rigor classes.

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

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Vickie Mathis
Title: Director of Alternative Programs and Charter Schools
Phone #: 850-595-608
E-mail Address: vmathis@escambia.k12.fl.us

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

Deliverables (minimum required evidence):

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

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
	2nd Quarter	3rd Quarter	4th Quarter			
Director of Alternative Programs and Charter Schools	X	X	X	X	X	X
Director of Comprehensive Planning	X	X	X	X	X	X

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

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): The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Meeting was held on September 17, 2010, to discuss and review the RTTT process. All charter schools were in attendance.	X					
Meeting was held on September 29, 2010, to discuss and review the RTTT process. Two charter schools were in attendance	X					
Email was sent to all charter schools on September 29, 2010, requesting a return response concerning their commitment to the district RTTT plan.	X					

Deliverable (required): The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th 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
	2nd Quarter	3rd Quarter	4th Quarter			
Letter from each charter school was received by Oct. 7, 2010, regarding their commitment to participate. All charter schools declined to participate in the grant.	X					

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

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

Deliverable (required): The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
No charter school has requested participation.	X					

Deliverable (required): The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
No charter schools wish to participate. Any new charter schools will be given the opportunity to explore participation.	X					

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

Deliverable (required): The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter	[redacted]		
No charter school wishes to participate.	X					

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

Deliverable (required): The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
No charter school wishes to participate.	X					

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

Supporting Narrative: Two meetings were held to discuss the Race to the Top grant with charter school principals. Each school sent a letter, signed by the principal and the board chairperson, declining the opportunity to participate.

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

Letters from the charter schools declining participation are located in the appendices.

1. Charter School Intent to Participate Responses (Appendix #33, Page 251)

Appendix 1: Leader Evaluation Manager (LEM) developed by the Studer Group

LEADER EVALUATION PROCESS
STUDER GROUP

The Studer Group is a management coaching and consultant company that has proven results in improving organizations focusing on service excellence, leadership skills, and employee satisfaction. Over the last decade the Studer Group has improved healthcare organizations on required national measures. Last year, Dr. Janet Pilcher, began working with the Studer Group to implement several pilot projects in school districts. These projects consisted of implementing a new, measurable leader evaluation system in selected districts.

In the area of leadership evaluation, the Studer Group is working with the Escambia County School District to implement a Leader Evaluation Process and training that supports tactics to improve student achievement, employee satisfaction, and parent satisfaction. In particular the Studer Group is providing in-kind services to ESCD to administer a leader evaluation process developed by the Studer Group. The leader evaluation system includes goals, measures, weights and scales that cascade from the superintendent to the assistant superintendents to district leaders to principals and assistant principals. The goals of the district are reflected in the Superintendent's goals and are transparent to the community stakeholders.

Several samples are provided. Each district's initial scores are based on baseline measures. The weights and scales are then created. The goal is set at level "3." The stretch goal is set at level "4." No gain in scores is set at level "2."

District Vision: Create a school district where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

StuderGroup © 2010

Superintendent				
		Measure	Weight	LEM Scale
Quality	Student Achievement	State Proficiency Score	40%	5 = all schools 5% above proficiency from last year 4= all schools 4% above proficiency from last year 3= all schools 3% above proficiency from last year 2=all schools stay the same 1=scores come in lower than previous year
People	Employee Satisfaction	Increase employee satisfaction scores from 75% (3.78) to 78% (3.90)	20%	5 = above 80% 4 = 79% to 80% 3 = 78% 2 = 76% to 77% 1 – Below 76%
Service	Parent Satisfaction	Increase parent satisfaction from 80% to 82% (4.10)	10%	5 = above 84% 4 = 83% t0 84% 3 = 82% 2 = 80% to 81% 1 – Below 80%
	Departmental Satisfaction	% of 5's on support card responses from principals about Cabinet	10%	5 = 70% of responses a 5 4 = 60% to 69% of responses a 5 3 = 50% to 59% of responses a 5 2 = 40% to 49% of responses a 5 1 – Below 40%
Finance	Fiscal Responsibility	Stay within budget allocation	20%	5 = .05% savings or additional revenue 4 - .025% savings or additional revenue 3 = stay within budget 2 = .025% over budget 1 - .05% over budget

District Vision: Create a school district where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

StuderGroup © 2010

Assistant Superintendent				
		Measure	Weight	LEM Scale
Quality	Student Achievement	State Proficiency Score	30%	5 = all schools 5% above proficiency from last year 4 = all school 4% above proficiency from last year 3 = all schools 3% above proficiency from last year 2 = all schools stay the same 1 = scores come in lower than previous year
People	Employee Satisfaction	Increase employee satisfaction scores from 75% (3.78) to 78% (3.90)	30%	5 = 70% of responses a 5 4 = 60% to 69% of responses a 5 3 = 50% to 59% of responses a 5 2 = 40% to 49% of responses a 5 1 = Below 40%
Service	Parent Satisfaction	Increase parent satisfaction from 80% to 82% (4.10)	10%	5 = above 84% 4 = 83% t0 84% 3 = 82% 2 = 80% to 81% 1 = Below 80%
	Departmental Satisfaction	% of 5's on support card responses from principals about Department	20%	5 = 70% of responses a 5 4 = 60% to 69% of responses a 5 3 = 50% to 59% of responses a 5 2 = 40% to 49% of responses a 5 1 = Below 40%
Finance	Fiscal Responsibility	Stay within budget allocation	10%	5 = .05% savings or additional revenue 4 = .025% savings or additional revenue 3 = stay within budget 2 = .025% over budget 1 = .05% over budget

District Vision: Create a school district where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

StuderGroup© 2010

Directors				
		Measure	Weight	LEM Scale
Quality	Student Achievement	State Proficiency Score	20%	5 = all schools 5% above proficiency from last year 4 = all school 4% above proficiency from last year 3 = all schools 3% above proficiency from last year 2 = all schools stay the same 1 = scores come in lower than previous year
People	Employee Satisfaction	Increase employee satisfaction scores from __%to ___%	20%	TBD
Service	Departmental Satisfaction	% of 5's on support card responses from principals about Department	50%	5 = 70% of responses a 5 4 = 60% to 69% of responses a 5 3 = 50% to 59% of responses a 5 2 = 40% to 49% of responses a 5 1 = Below 40%
Finance	Fiscal Responsibility	Stay within budget allocation	10%	5 = .05% savings or additional revenue 4 = .025% savings or additional revenue 3 = stay within budget 2 = .025% over budget 1 = .05% over budget

District Vision: Create a school district where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

StuderGroup © 2010

Appendix 2: The Toledo Plan

Online @ http://www.tft250.org/the_toledo_plan.htm

The Toledo Plan

History

The Toledo Public School system has achieved national recognition for its Intern-Intervention Program. *The Toledo Plan* is an effective teacher performance tool based on peer coaching and evaluation. Boldly different from traditional evaluation procedures in use by other school systems, intern-intervention has generated considerable national and international attention for Toledo. This recognition has resulted in over 3000 requests for information from school systems and others interested in peer review and higher classroom performance standards.

This pacesetting program, which was started in 1981, provides a formula for professional development of beginning teachers and an evaluation system that detects and screens out those who show little aptitude for the classroom. Additionally, experienced teachers who are severely deficient in performance are given intensive peer assistance to bring their work to acceptable standards. This intensive system of evaluation is aimed at those most in need of professional help--beginners in our system and those experienced teachers in trouble. For these individuals, intern-intervention delivers the very finest professional help available--peers who are themselves excellent teachers.

The Intern Program

All teachers newly hired by Toledo Public Schools are subject to inclusion in the Intern Program. Five days before the start of school, all new teachers attend the New Teachers Academy. Each new teacher's status is determined by the co-chairs of the Intern Board of Review. Those designated as interns are assigned a consulting teacher (mentor teacher) for the purpose of professional development and evaluation. The Intern Program allows the consulting teacher the time to conduct a complete evaluation of the intern's progress and ultimate success (or lack thereof) in meeting the performance standards of the Toledo Public Schools.

The evaluation process is one of continuous mutual goal-setting using classroom observations and follow-up conferences where the intern and consulting teacher can analyze and set practical goals for improvement based on detailed evaluation criteria. A consulting teacher may use any of a number of methods to assist the intern in meeting the goals set such as demonstration lessons, video taping, observations of other teachers.

The consulting teacher assigned to each intern will have final responsibility for the evaluation of the intern. Evaluation reports are filed by each consulting teacher on or before December 20 and March 20. Evaluations are based largely on the intern's progress toward meeting specific goals as determined by the consulting teacher. At the last evaluation date, the intern consulting teacher recommends to the Intern Board of Review the future employment status of the intern teacher. This board accepts or rejects the recommendation of the consulting teacher. The nine member board is composed of five teachers and four administrators. Six votes are required to reverse a consulting teacher's recommendation.

Consulting Teachers

- Full-time mentors/evaluators who are limited to 3 years in the program
- Receive an additional $5,165 in salary
- Minimum of 5 years of outstanding teaching service
- Conduct new-teacher orientation
- Provide workshops for interns on current teaching procedures and classroom management techniques
- Submit periodic reports to the Intern Board of Review regarding the status of each intern
- Attend all meetings of the Intern Board of Review

Intern Board of Review

- Governs Intern Program
- Consists of 5 union representatives and 4 management representatives
- Chairmanship is rotated annually between the president of the Toledo Federation of Teachers and an assistant superintendent
- Assigns consulting teachers
- Approves applicable inservices
- Manages the budget
- Monitors and scrutinizes the work of each consulting teacher
- Accepts or rejects the evaluation recommendations of the consulting teachers

Evaluation Procedure

- Preliminary Conference is held between the consulting teacher and the intern teacher to discuss supervision, evaluation, and goal setting process.
- Goal-Setting Observation is made by the consulting teacher to observe and make assessment of the intern's teaching performance.
- Goal-Setting Conference between the consulting teacher and the intern teacher is held to establish specific performance goals.
- Growth Period is given to allow the intern teacher time to follow through on the performance goals identified during the Goal-Setting Conference.
- Summary Evaluation is completed using performance goals as a basis for overall evaluation.

Status Report of Intern Teachers

Resignations do not include normal transfers out of district. Resignations are result of interns failing to meet standards.

School Year	Teachers Placed	Non-Renewed	Terminated	Resigned	% Failure
1981-82	19	3	0	0	15.7
1982-83	49	1	0	0	2.0
1983-84	71	2	0	3	7.0
1984-85	83	3	0	1	4.8
1985-86	92	0	2	3	5.4
1986-87	163	2	0	4	3.6
1987-88	202	5	2	4	5.4
1988-89	151	6	1	4	7.3
1989-90	141	4	1	5	7.1
1990-91	170	8	0	9	10.0
1991-92	109	9	0	4	11.9
1992-93	249	5	3	17	9.6
1993-94	170	7	1	10	10.6
1994-95	160	6	2	8	10.0
1995-96	No Program	No Program	No Program	No Program	No Program
1996-97	175	7	2	8	9.7
1997-98	175	1	5	15	12.0

Performance Review/Intervention

Performance Review

A performance review is designed for teachers who have been identified as needing assistance in addressing serious teaching problems. A performance review will result in one of the three following actions:

1. Assignment to intervention component of the Toledo Plan.

2. Assignment to the School Consultation Program which is a mentoring and teacher assistance program.

3. No remediation needed.

Identification of a teacher in need of a performance review may take place in three different ways:

1. Both principal and Federation building committee may jointly identify and recommend.

2. Individually, a principal may identify and recommend.

3. A Federation building committee may independently identify and recommend.

Description of Intervention

The Intervention component is designed to assist non-probationary teachers who have been identified as performing in a way so unsatisfactory that improvement or termination is imperative. A system of checks and balances is used to avoid abuse of intervention by either union or management.

If intervention is recommended by the Intern Board of Review, the following procedures are used:

1. The teacher may file an appeal of the process within five (5) days of notification of placement in intervention to an impartial arbitrator.
2. If the impartial arbitrator determines that procedures have been correctly followed and that intervention is the proper program, intervention will proceed.
3. Confidentiality will be maintained at the school and at the Intern Board of Review.
4. Consultant works with teacher with the goal of bringing the teacher to satisfactory level of teaching performance.
5. There are no artificial time limits imposed.

6. The consulting teacher decides when intervention ends.
7. At that time, a status report is filed with both school management and the union.
8. Representation and due process rights and procedures exist for intervention teachers who are subject to termination.

For more information about Peer Review, please contact Dal Lawrence at:

TFT Phone: (419) 535-3013
TFT Fax: (419) 535-0478

(D) (1)

Alternative routes to certification that are in use:

1) Escambia County School District works closely with University of West Florida, Pensacola State College, and Troy University (Pensacola Campus) in preparing both teacher and leader candidates. A highly qualified teacher on special assignment works with the Alternative Certification Program as well as with the Great Beginnings new teacher program. Two directors work with the leader programs and these include the Escambia Principal Preparation Program and Leader Development Institutes. Programs include joint internships, face-to-face training with follow-up to implementation, and online coursework, resources, and learning communities via Moodle.

2) Data from student performance records from alternatively certified teachers and new teachers and leaders are reviewed annually. These measurements including FCAT scores, F.A.I.R. testing, K-2 Mastery Checklists, mathematics benchmark testing, and school-based assessments including SuccessMaker, FCAT Testmaker, STAR Mathematics, etc. The Alternative Certification Program and the Great Beginnings Program undergo an annual review and revision to reflect changing needs of new and alternatively certified teachers as well as state mandates regarding these two teacher and leader groups.

Narrative:

Detailed Work Plan:

1) Rewrite Alternative Certification Program based on changing requirements for the program as well as needs determined through evaluation of the current program to update and upgrade the program. Submit new program to state for approval.
2) Move toward ACP modules being available via Moodle to better accommodate the needs of teachers for flexible time frames and the communication needs addressed within the online learning community.
3) Update and upgrade the Great Beginnings New Teacher Program to include online learning via "New Teacher Support" to include more intense model teaching, more accountability for follow-up activities, and a focus on the district's Model of Excellence components of instruction, professionalism, and climate.
4) Focus on providing a variety of intern experiences (district level as well as elementary and secondary experiences) for our pre-service and well as currently rising leaders by working with Troy University and the cohort Educational Leadership program.
5) Expand the Leader Development Institutes each summer to include additional principals, assistant principals, as well as district leaders.
6) Devise a plan to move toward alternative certification for leaders as per the state-allowed component for alternative certification for principals and leaders.

7) Move all current leaders to evidence-based leadership by implementing in stages the Leader Evaluation Model based on measurable objectives for leader evaluations to include student performance data, climate survey results, and employee and parent satisfaction results.
8) Move toward implementation of the Escambia County New Teacher Plan to include peer evaluation and review. Steps include creating job description for peer teacher coaches, interview and hire teacher coaches, train teacher coaches in peer evaluation, train principals and assistant principals in peer evaluation process, implement review board process, provide training for new teachers to be evaluated by peers, begin process on a pilot basis and grow process to include all new teachers.
9) Expand instructional coach program to mentor new teachers to include middle schools and elementary schools (current program is high schools only).
10) Implement new teacher evaluation system for all teachers in county (new and veterans) to include student performance measurement in a systematic way. Steps include negotiations with teacher union, redesign of the model based on Charlotte Daniel model of 4 domains, 30-day and weekly planning process, and pre-post assessment of students for interim measures of student progress.
11) Work with community members, institutes of higher learning, and current leaders to design and implement an alternative certification method/route for leaders.

Goals:

1) Design and implement Evidence-based leadership and evaluation
2) Design and implement Peer Evaluation and Review for teachers
3) Design and implement New Teacher Support for new teachers
4) Update/upgrade Alternative Certification and Great Beginnings programs
5) Design and implement new teacher evaluation system for all teachers
6) Increase internship opportunities for new and rising leaders
7) Design and implement alternative certification process for leaders

Key Performance Measures:

1) FCAT student achievement results
2) LEM leader evaluation results
3) ACP/GB evaluation results
4) New Teacher retention rate
5) ACP Teacher retention rate

Annual Targets/Activities/Timelines:

1) See focused curriculum plan for detailed student achievement goals (increase percentage of students scoring Levels 4/5 on FCAT in reading, math, science; 90% of students exiting 2nd grade reading on grade level, increase graduation Rate). Increase percentage toward goal each year.

2) Implement EBL for Superintendent and Assistant Superintendents Year 1, directors and managers Year 2, and principals and assistant principals Year 3, add EBL to rising leader training in Year 4.
3) Write job description and hire peer teacher coaches by summer Year 1, implement pilot peer evaluation and review Year 2, expand pilot program Year 3 and Year 4.
4) Increase Leader Development Institute opportunities each summer (Year 1 to include principals and assistant principals, Year 2 to include specialists, managers, and directors, Year 3 to include assistant superintendents and superintendent, full implementation Year 4)
5) Design alternative certification for leaders-study research and other successful programs Year 1, work with focus groups of current and rising administrators to draft plan Year 2, implement plan with pilot group Year 3, full implementation Year 4.
6) Design teacher evaluation plan-form work group to include current teachers, union representation, and community representatives to study research and other successful teacher evaluation systems Year 1, Year 2 continue work groups and design of instrument, and simultaneously train current principals, assistant principals, and teachers in new models to include Charlotte Danielson Frameworks for Teachers, TDI 30-day and weekly plans, and ongoing formative and summative assessment principles. Year 3 will include final negotiations with teacher union, approval by the school board, and training in final product for teachers and leaders, Year 4 will include full implementation.
7) Rewrite ACP program in Year 1, implement new program in Year 2 along with new evaluation system, increase delivery of modules via Moodle in Year 3, full implementation/evaluation in Year 4.
8) Upgrade Great Beginnings by forming focus groups of current and past participants and trainers Year 1 to evaluate current program and select areas to update/upgrade, implement New Teacher Support program on pilot basis in Year 1, implement upgraded Great Beginnings program Year 2 to include evaluation, merge Great Beginnings/ACP with peer evaluation and review in Year 3 as an introduction to the new teacher evaluation system to include student performance measures, include teacher evaluation system as a component of training in Great Beginnings in Year 4 and going forward.

Key Personnel:

1) Superintendent and Assistant Superintendents
2) Directors of Elementary, Middle, and High School Education
3) Directors of Human Resources, Staff Development
4) Union Representation including leaders and teacher members
5) Current and rising teachers and leaders for focus groups and pilot projects
6) Teacher on Special Assignment for ACP/GB and program trainers

Appendix 3: Novice Teacher Program – Summary of On-Going Negotiations

Novice Teacher Program
On-going Negotiations

Escambia Education Association Proposal / Items from the District (July 12, 2010)
~~Novice~~ New Teacher Program (New/Experienced Teacher Program *NExT)*

April 15, 2010

Propose to develop a pilot program for the 2010-2011 school year that would mentor and evaluate 1st year annual contract teachers (Novice Teachers). Implemented in an elementary school, middle school and high school having a high number of 1st year hires. Modifications will need to be made to this program during the pilot period and as it becomes a part of the contract between Escambia Education Association and Escambia School District. These modifications will be presented to the Governance Committee for consideration and vote. The district superintendent and the association president will be notified in writing of changes to this agreement and approve all changes.
Procedural processes and operational tools (forms, time sheets, etc.) will be developed and made an addendum to this agreement. All materials developed will be presented to the district superintendent and association president for adoption following the pilot program. Review Toledo tools
Propose a developmental program to assess first year teachers in the Escambia County School District. If possible, provide assessment procedures for more experienced teachers within the District who are struggling. This developmental program may need to be initiated on a small scale. It is the parties intent to develop a teacher to teacher assessment program that can grow as the economic conditions allow.
As the program grows modifications will need to be made to the developmental plan. The modifications will be presented to the Superintendent for final approval.

Agreement

The purposes of the program are to

- improve teacher quality and retention.
- create a systemic, researched based approach that provides consistent evidence and data .
- implement a process in which all participants (administrators, consultants, and teachers) know and use the same criteria and language.
- align Individual Profession Development Plan with evaluation.
- develop a system that satisfies requirements of Title XLVIII, Florida Education Code, Section 1012.34.

Through the implementation of this program, both the Escambia Education Association and the Escambia School District desire to ensure superior education to all students.

Implementation

This agreement will be in effect upon the approval of the Escambia School District Board of Education and the Escambia Education Association. The agreement will remain in effect until one (1) or both parties notify the other of their intent to discontinue the agreement. The authority to amend this agreement is given to the mutual agreement of the superintendent and the association president. Both parties will allow this agreement the flexibility to change, to grow and to improve.

Resources

The resources necessary for the implementation of this program will include, but are not limited to, existing programs for training and assistance (AFT/NEA resources, ER&D, district staff development, higher education institutions). The Escambia Education Association and the Escambia School District shall provide support as appropriate and applicable to each organization.

Escambia Education Association will support the development of the program, determine the recruitment and selection of all bargaining unit positions, and participate in the continued professional development of participants wherever possible. appropriate

It is agreed that the school district shall allow for the release time required by participants in the program – Governance Committee, Review Board, Novice Teaches. Additionally the district will support the Consulting Teacher as required by their positions and duties including - professional development, professional resources, and materials.

We need to discuss – Review Board, Governance Committee

Disputes

If a dispute arises concerning this agreement, it will go first to the Governance Committee for resolution. Failing resolution at that level, second it will proceed to the district superintendent and the association president. ~~The third and final level for resolution will be the employment of a professional mediator mutually agreeable to both parties.~~

Novice Teacher

The Novice Teacher is a first-year hire to Escambia County. Support is designed to assist the Novice Teacher to effectively promote student learning through a structured, organized mentoring and evaluation program.

The Novice Teacher will have the identical rights of all teachers in the district. This includes curricular support, participation in all building programs, access to professional development, assignment to committees, participation in learning communities, etc.

The Novice Teacher will

- attend related staff development.
- provide all necessary documentation.
- be able to notify a member of Review Board with confidentiality to discuss any conflict with or concern about his/her Consulting Teacher.

- be provided an appeal process for any employment decision prior to May Review Board meeting.

- complete an evaluation of the Consulting Teacher. This evaluation will be presented to the Review Board at the April meeting.

Consulting Teacher

Selection

Consulting Teachers will be chosen by the ~~Review Board~~ Governance Board through a selection process which includes written application, interviews and unscheduled classroom observations.
Application process must include two letters of recommendation from teachers who have knowledge of the applicant's classroom performance, the building association representative, and the building principal.
Classroom observations will be done by members of the Review Board.

Qualifications

The Consulting Teacher ~~must~~ should have the following qualifications/abilities -

- be fully certified and have a professional services contract.

- have at least 5 years of successful teaching experience in Escambia School District.

- have demonstrated outstanding classroom teaching.

- have excellent written and oral communication abilities.

- have experiences in a variety of settings and with varied student populations.

- have participated in a variety of staff development programs.

- be able to work well with others. Evidenced by ?

- have an awareness of and willingness to access district staff development resources.

- willingness to participate in on-going staff development programs related to evaluation.

- must be able to recommend the dismissal of a Novice Teacher.

? Varied experiences of consulting teacher

Term

Consulting Teacher assignment will be a maximum of three (3) years unless the Review Board determines otherwise. Not necessarily consecutive

Restrictions

Consulting Teachers will not serve that role in the building in which they taught just prior to taking the position.
Consulting Teachers will return to their teaching position for the same length of time as their term before being considered for an administrative position.

Role

Each Consulting Teacher will be responsible for not more than 10 ~~intern~~ teachers.
Circumstance may allow for a greater number – need discussion
The Consulting Teacher will

- provide direct mentoring to Novice Teacher.
    - Lessons and techniques may be demonstrated in the classroom.
- introduce instructional and support personnel to the Novice Teacher as appropriate to Novice Teacher's placement.
- arrange for additional observation and assistance as required to improve Novice Teacher practice.
- provide and/or facilitate staff development and mentor support to improve instruction.
- participate in the organization and delivery of Novice Teacher Orientation Program.
- assist in the selection and training of new Consulting Teachers.
- present to the Review Board the results of his/her observations of and/or assistance to the assigned Novice Teachers.
- be aware of and abide by all legal requirements and responsibilities related to mentoring and evaluation of teachers.
- maintain accurate and timely documentation of all interactions with the Novice Teachers including scripted classroom interactions.
- maintain confidentially for all personnel records as required by Florida Statue.
- use the materials from / such as Charlotte Danielson's, "Enhancing Professional Practice: A Framework for Teaching" as the basis of his/her evaluation.

- Domain 1 - Planning and Preparation
- Domain 2 - The Classroom Environment
- Domain 3 - Instruction
- Domain 4 - Professional Development

We need to make a firm commitment to the Domains that will be used – required for rubric and information that must be submitted to the state for approval.

Compensation

The Consulting Teacher will be released from the classroom full-time for ~~the~~ up to three (3) year term at his/her current position on the Instruction Salary Schedule and appropriate Rank Pay. Consulting Teachers are guaranteed return to the same school and to the same department or grade level with the same status and benefits that they had before leaving. Seniority will continue to accrue. Consulting Teachers dismissed from the program prior to completion of his/her term will have the same rights as above. Additional compensation will be provided for time spent beyond the 10 month calendar, 7 ½ hour work day. This will be paid at the Consulting Teacher's hourly rate determined by his/her position on the Instruction Salary Schedule and appropriate Rank Pay. This will include, but is not limited to, the required time prior to the 10 month instructional calendar including time required for staff development, conferencing and/or report writing, Novice Teacher Orientation. Documentation must be provided for this payment. Mileage will be paid within School Board Policy and a supply budget will be made available. Office space and clerical support or administrative support will be provided.

Protection

The Consulting Teacher is protected from liability for mentoring/evaluation activities and has access to the same protections as any other public school employee who supervises or evaluates employees. It is the responsibility of the Escambia School District to provide such protection.

Reports

Consulting Teachers will report on a regular schedule to the Review Board on the progress of his/her Novice Teachers.

- October Report – The Consulting Teacher will report any the results of their first informal observations and conferences with their Novice Teachers. Any outstanding problems will be presented.
- December Report – The Consulting Teacher will submit written reports on each Novice Teacher. The report will include the individualized support need for each

Novice Teacher. This report will be a part of the formal presentation the Board of Review.

- February Report – The Consulting Teacher will provide with a summary report of the current status of all Novice Teachers. Emphasis will be placed on any concerns for Novice Teachers not making growth and/or lack of implementation of improvement strategies previously recommendation.
- April Report - The Consulting Teacher will submit written reports on each Novice Teacher. The report will include the individualized support need for each Novice Teacher. This report will be a part of the formal presentation the Board of Review. Final recommendation for second year annual contract or termination will be presented for Board of Review consideration.
- May Report – Appeals only - The Consulting Teacher will be available for discussion and review of all documentation requiring the performance of the Novice Teacher.

Governance Committee

The Governance Committee will consist of seven (7) members, three (3) district level administrators and the four (4) member association Evaluation Committee.

Discuss – bargaining and then step aside

The purposes of the Governance Committee are to

- formulate the program.
- oversee the implementation.
- develop operational procedures.
- coordinate the development of necessary applications, forms, and document.
- recommend modifications to the program.
- develop and conduct an evaluation process for the program.

Review Board

The Review Board will consist of seven (7) members. During last session we discussed 9 members (4 and 5)

- 3 District administrators
    - Assistant Superintendent – Human Resources
    - In-service Principal
    - Staff development Director
- 4 Escambia Education Association members
    - Elementary teacher

- Secondary teacher
- Special Area teacher
- Association President

ESE teacher

The chair of the Review Board will rotate annually between the Escambia Education Association and the District.

Discuss make up of review board – perhaps go to even number and require more than half vote for ruling

The purpose of the Review Board is to

- recommend by vote the employment status of all Novice Teachers.
  - The recommendations will be based primarily on the written documentation and oral presentations provided by the Consulting Teacher.
  - The recommendations will be forwarded to the superintendent and board of education for action.
- provide suggestions to Consulting Teachers including, but not limited to, suggested strategies, research, professional development.
- make proposals for development of new professional development programs (may include relationship with UWF and/or other service providers).
- evaluate the effectiveness the Consulting Teacher.
  - In May, the Review Board will assess the progress of each Consulting Teacher by reviewing the documentation provided. This documentation will include, but is not limited, to the evaluation provided by the Novice Teacher. Recommendations for a change in assignment, if necessary, will be made at that time unless otherwise indicated.
  - Upon notification from a Novice Teacher, the Review Board will consider the assignment of the Consulting Teacher and/or assist in resolving serious conflicts or concerns.

The Review Board will meet 4 times each year. The time required for each meeting will be determined by the number of Novice Teachers to be presented.

October

- hear Consulting Teachers comments about any issues with their Novice Teachers

-suggest possible strategies for improvement

December

- hear and vote on Consulting Teacher recommendations for each of their Novice Teachers

-suggest possible strategies for improvement

April

- hear and vote on Consulting Teacher recommendations for each of their Novice Teachers

- approve second annual contract or terminate

May

- hear any appeals from previous decisions

- assess of Consulting Teachers

December and April meetings may last several days depending upon the number of Novice Teachers to be reviewed.

Building Principals

Building Principals will support this agreement by

- completing any required reports on a timely basis including a Building Principal Summary for each presentation of the Novice Teacher.
- supporting the Consulting Teacher during all interactions in his/her building.
- directing building professional support staff to assist Consulting Teacher as needed.
- informing the Consulting Teacher of any outstanding issue involving the Novice Teacher.
- providing all required materials, support and supplies.
- attending Review Board meetings as required needed.

District Professional Support Staff

District Support Staff will work with the Review Board and Governance Committee to design, present, and/or facilitate the professional development programs that support the Novice Teacher and the Consulting Teacher. This will include the New Teacher Orientation program presented prior to the opening of the school year.
The staff will provide all participants in the program any curriculum up-dates or useful strategies to improve the instruction of the Novice Teachers.

~~Program Coordinator~~

~~The purposes of the Program Coordinator are to~~

- ~~facilitate communication between all participants.~~
- ~~develop schedules including setting meeting dates, Consulting Teacher and Novice Teacher interaction, etc.~~

- work with staff development to determine need, timing, development , and implementation of topics and calendar.
- design and create all necessary forms.
- collect and maintain all documentation for participants.
- facilitate the development of program evaluation.
- assist with acquiring profession resources – including, but not limited to, strategies, research, and materials.
- assist with design of budget and oversee expenditures.

This position may not be necessary beyond the full implementation program, but it is essential to the initial development and effective execution. Other duties may be required as program develops.

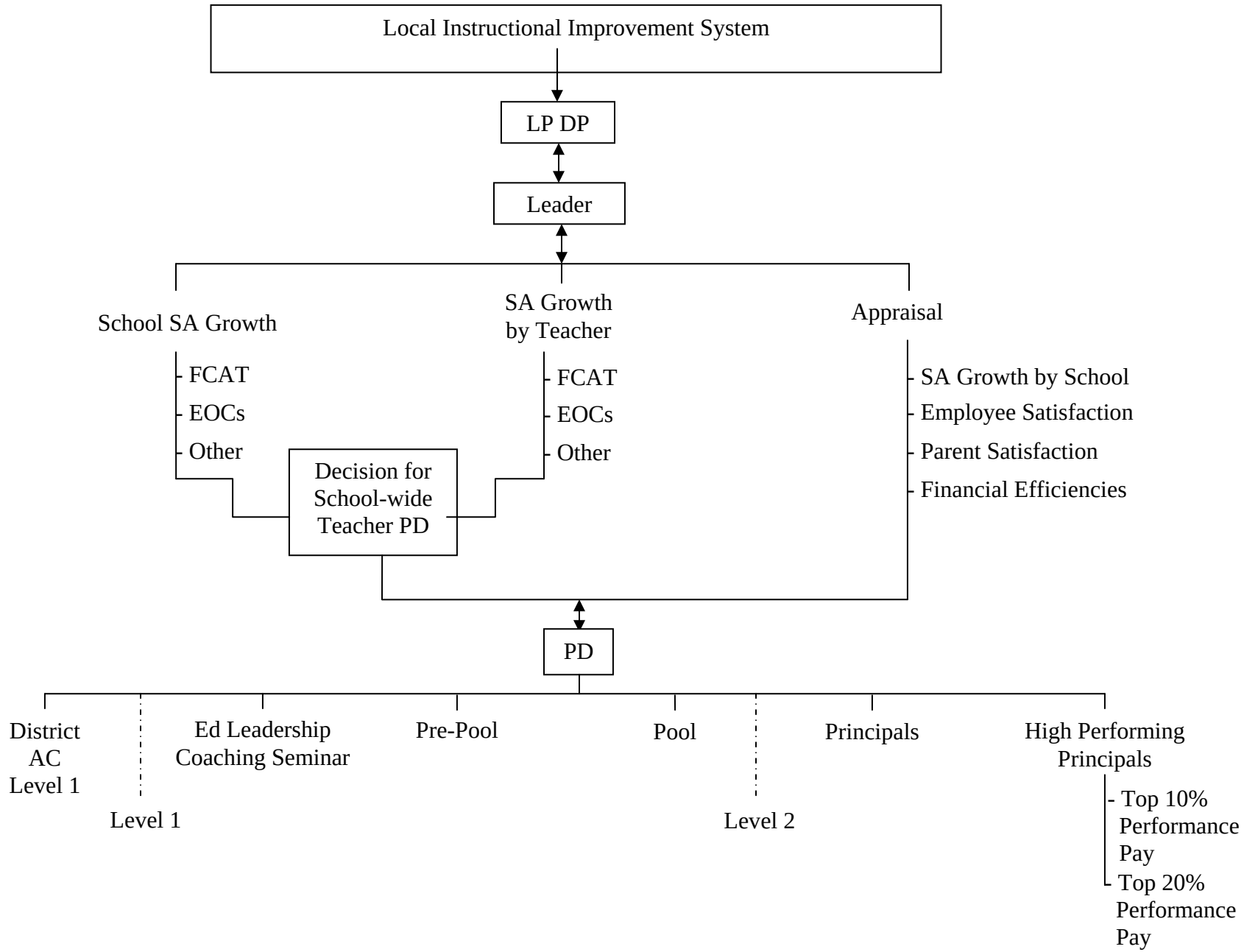
Qualifications

The Program Coordinator must have the following qualifications/abilities –

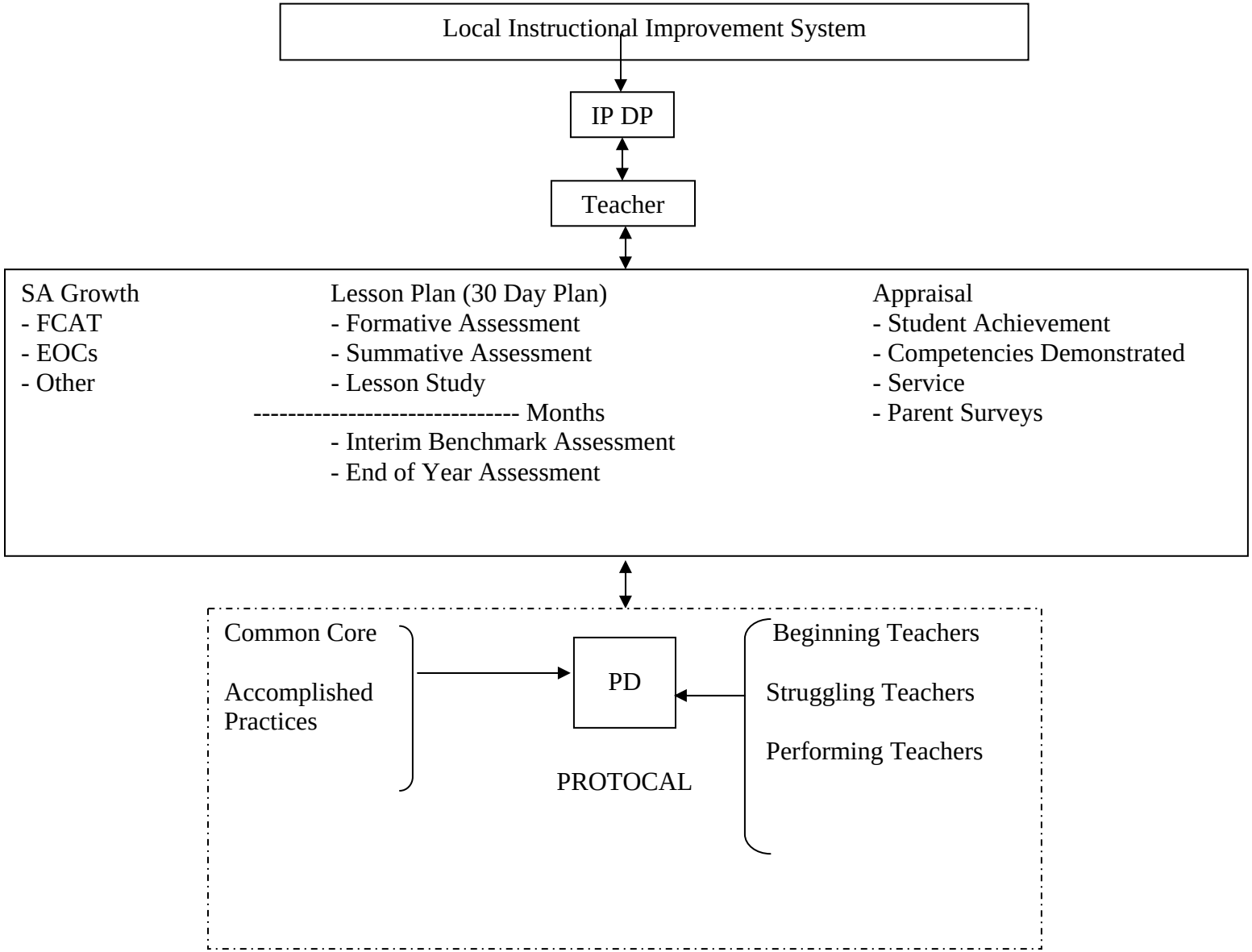
- be fully certified.
- have at least 5 years of educational experience in a variety of settings.
- have excellent written and oral communication abilities.
- be able to work well with others.
- have an awareness of all parts of the program components.
- have an awareness of staff development criteria.

Consideration for coordination of the program

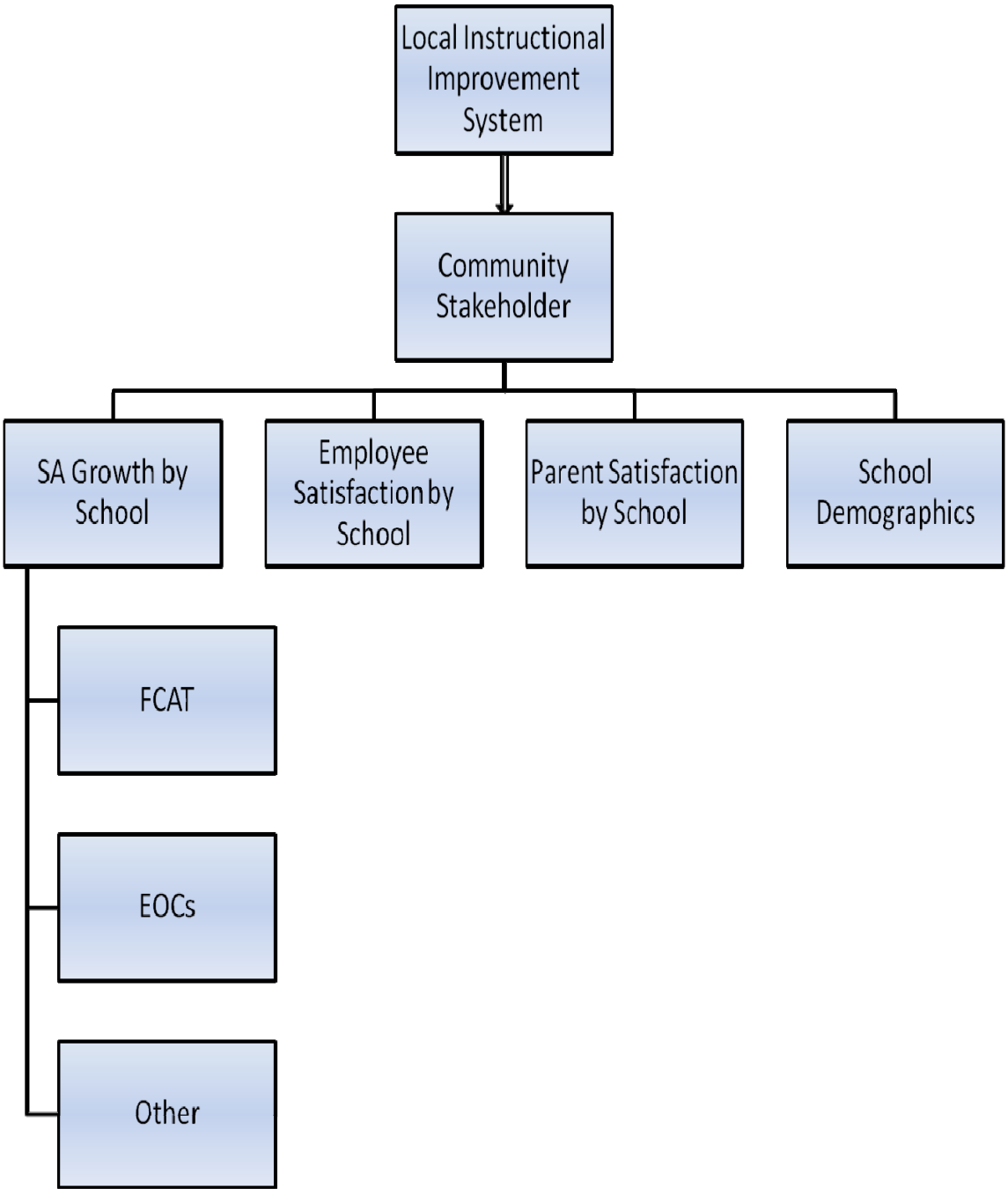
Appendix 4: Local Instruction Improvement System Flow: Leader


Local Instructional Improvement System
LP DP
Leader
School SA Growth
FCAT
EOCs
Other
SA Growth by Teacher
FCAT
EOCs
Other
Appraisal
SA Growth by School
Employee Satisfaction
Parent Satisfaction
Financial Efficiencies
Decision for School-wide Teacher PD
PD
District AC Level 1
Level 1
Ed Leadership Coaching Seminar
Pre-Pool
Pool
Level 2
Principals
High Performing Principals
Top 10% Performance Pay
Top 20% Performance Pay

Appendix 5: Local Instruction Improvement System Flow: Teacher


Local Instructional Improvement System
IP DP
Teacher
SA Growth
- FCAT
- EOCs
- Other
Lesson Plan (30 Day Plan)
- Formative Assessment
- Summative Assessment
- Lesson Study
---------- Months
- Interim Benchmark Assessment
- End of Year Assessment
Appraisal
- Student Achievement
- Competencies Demonstrated
- Service
- Parent Surveys
Common Core
Accomplished Practices
PD
PROTOCAL
Beginning Teachers
Struggling Teachers
Performing Teachers

Appendix 6: Local Instruction Improvement System Flow: Community Stakeholder


Local Instructional Improvement System
Community Stakeholder
SA Growth by School
Employee Satisfaction by School
Parent Satisfaction by School
School Demographics
FCAT
EOCs
Other

Appendix 7: Panhandle Coalition Narrative

Panhandle RTTT Coalition:

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

The Panhandle RTTT Coalition

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

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

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

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

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

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

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

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

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

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

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

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

A – 1 (b) Achievement Goals

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

- Goal 1: To double the percentage of in-coming freshmen who ultimately graduate from high school, go on to college and achieve at least one year of college credit. The proposed project plan builds upon recent growth in student enrollment in accelerated courses, dual-enrollment programs and career and technical education courses that result in both college credit and industry certification. Where appropriate and applicable, Coalition districts will continue to develop strategies that promote student enrollment in Advanced Placement, International Baccalaureate and Advanced Certification of Education programs as well as those programs that result in

Industry Certification. In addition, member districts are committed to expanding and enhancing articulation agreements with post-secondary educational institutions, resulting in greater opportunities for students to attain college credit through dual enrollment and industry certifications.

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

A – 1 (c) Strengths and Challenges

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

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

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

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

Professional development is an essential component of the Coalition overarching plan. It must be expanded for K-12, providing teachers and instructional leaders with the tools they need to have students prepared to achieve in college and the workplace and to compete in the global economy. Local and regional standards must be revisited so that they are aligned with the Common Core State Standards. Rigor in all curriculum areas must be increased. The Coalition also recognizes the need for development

of formative, interim and summative assessments to assist in instructional diagnosis. That diagnosis must be utilized to identify student weaknesses and to determine immediate corrective action. In addition, member districts—both those with and without persistently lowest-achieving schools—will employ formative assessment and the principles of lesson study to expand and enhance differentiated instruction. Both administrators and teacher leaders must be provided with professional development opportunities to enhance their ability to lead these efforts.

Student Goals and Measures

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

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

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

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

- Involvement of all stakeholders. Throughout the development of the Overarching Project Plan for the Panhandle Coalition, member districts have discussed the need for involvement of all stakeholders. Those discussions have included development of a list of common elements, while recognizing that each district plan may have representative involvement that is unique. For example, each member of the Coalition has a common partner in the Workforce Development Board of the participating district. Coalition members will share their knowledge of and experience with the most effective platforms for involving parents in implementation of reform efforts, providing insight about "what works" and "what doesn't work." The Superintendents, School Board Presidents/Chairmen and Presidents of Local Teachers' Unions of all five of the Coalition members signed the Memorandum of Understanding in the Florida RTTT application, indicating their commitment to implementation and collaboration. Other common stakeholders across the Coalition include, but are not limited to, Chambers of Commerce, Economic Development Councils, Parent Leadership Councils and post-secondary institutions.
- Identification of leadership/management teams. The membership of leadership/management teams will be based upon the unique needs and organizational structure of each member district and will be identified within the individual RTTT applications. It is anticipated, however, that those teams will include the superintendent as well as administrative staff who have responsibility for

operations, curriculum and instruction, quality assurance, human resources, data/MIS and finance.

- Strategies for monitoring implementation. In addition to participating in the statewide evaluation efforts for monitoring implementation of RTTT, Coalition members have identified, within the Scope of Work for each of the 13 projects, specific components that support the individual district's project goals. Deliverables and activities, as well as the projected timelines for implementation, are distinctive for each member district and are detailed within the individual RTTT applications.
- Implementation timeline. Please see applications from each Coalition member for timelines which reflect complete implementation for all schools prior to the end of the grant period.
- Summary budget. Please see applications for each Coalition member for summary budgets for all years of the grant period as well as detailed budgets for each activity within each reform area. Coalition members understand that release of grant funds will be contingent upon successful progress toward completion of identified deliverables.

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

Member districts are committed to adhering to the projected implementation and evaluation components documented within the individual RTTT applications. On-going review by each of the individual district leadership/management teams will assure that corrections and adjustments are made in any area of deficiency or non-compliance. Each Coalition member will identify a representative from the district leadership/management team who will assume primary responsibility for coordination of evaluation efforts within that district. It is anticipated that, in turn, the "coordinator" will identify the district staff person responsible for evaluation of each of the 13 projects for which Work Plans have been developed.

8. Provide an overview of how the Coalition will ensure sustainability of RTTT reforms beyond the grant period.

The sustainability of the RTTT reform efforts is inherent in the program design for the Panhandle Coalition. The plan incorporates components of both programmatic and fiscal sustainability and anticipates that a well-established Panhandle Coalition will continue well beyond the grant-funded period. Throughout the four year course of RTTT funding, members of the Coalition—as a group and as individual school districts—will be involved in the development, implementation and evaluation of a myriad of programs and activities that support the identified reform efforts. Those include, but are not limited to: STEM instructional programs; Career and Technical Education academies; data portals; and, evaluation systems including End of Course exams, test item banks and other evaluation and assessment systems. Instructional standards and the complementary evaluation systems will be adopted and aligned. Processes and procedures to assist struggling schools will be in place, as well as the means to validate that assistance. Curricula—from Pre-K through 16—will be aligned to assure articulation and to support student readiness for college and careers. All of these components will remain in place for decades—long after the initial grant funding period concludes. Coalition members are committed to implementation projects that require minimal recurring costs. Rather, the emphasis is on utilizing grant funding to develop strategies and programs that will be sustained through realignment of resources.

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

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

Appendix 8: Accountability Chart

Escambia County Schools - Federal (NCLB - AYP) and State (School Grade) Accountability 2003 to 2010

MSID	School Name	NCLB Section 1116 consequences for Title I Schools: Title I School - SY								Base Year	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6	Lvl 7	AYP "Count" in 2010*	08-09 DA** Schools	09-10 DA** Schools	10-11 DA* Schools	State Accountability A+ Plan School Grade*					
		03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	02-03	AYP Status - Earned 03-04	04-05	05-06	06-07	07-08	08-09	09-10					04-05	05-06	06-07	07-08	08-09	09-10
0501	A. K. SUTER	N	N	N	N	N	N	N	Y	100%	100%	100%	100%	100%	95%	100%	92%	0	N/A	~~DA~~	~~DA~~	A	A	A	A	A	A
0611	ALLIE YNIESTRA ES	Y	Y	Y	Y	Y	Y	Y	Y	80%	87%	100%	100%	79%	100%	97%	82%	1	N/A	~~DA~~	Prevent I	C	A	F	C	B	C
0051	BELLVIEW ES	Y	Y	Y	N	Y	Y	Y	Y	97%	90%	93%	90%	92%	87%	97%	82%	7	N/A	Correct I	Correct I	B	B	A	B	A	C
0941	BEULAH ES	Y	N	N	N	N	N	Y	Y	97%	97%	100%	95%	100%	95%	100%	87%	4	N/A	Prevent I	Correct I	A	A	A	A	A	B
1241	BLUE ANGELS ES	N	N	N	N	N	N	Y	Y	93%	97%	100%	100%	100%	100%	97%	90%	1	N/A	~~DA~~	Prevent I	A	A	A	A	A	B
0101	BRATT ES	Y	Y	Y	N	N	N	Y	Y	93%	90%	100%	95%	100%	100%	95%	82%	1	N/A	~~DA~~	Prevent I	A	A	A	A	A	B
0111	BRENTWOOD ES	Y	Y	Y	Y	Y	Y	Y	Y	90%	93%	100%	95%	87%	95%	92%	72%	6	Correct I	Correct I	Correct II	B	A	C	A	A	B
0572	C. A. WEIS ES	Y	Y	Y	Y	Y	Y	Y	Y	73%	77%	80%	77%	82%	77%	77%	79%	7	Correct II	Correct II	Correct II	D	C	C	C	D	D
0231	CORDOVA PARK ES	N	N	N	N	N	N	N	Y	100%	100%	97%	95%	100%	100%	100%	90%	0	N/A	~~DA~~	~~DA~~	A	A	A	A	A	A
0271	ENSLEY ES	Y	Y	Y	Y	Y	Y	Y	Y	90%	87%	87%	85%	92%	100%	87%	82%	6	Correct I	Correct I	Correct I	C	C	B	B	C	C
0291	FERRY PASS ES	Y	Y	Y	N	N	N	Y	Y	93%	90%	100%	95%	90%	92%	95%	79%	6	N/A	Correct I	Correct II	A	B	C	C	B	C
0311	HALLMARK ES	Y	Y	Y	Y	Y	Y	Y	Y	87%	100%	73%	79%	82%	82%	100%	85%	4	Correct II	Prevent I	Correct I	F	D	D	F	A	B
0021	HELLEN CARO ES	N	N	N	N	N	N	N	N	100%	97%	100%	100%	95%	97%	97%	92%	3	N/A	Prevent I	Prevent I	A	A	A	A	A	B
0031	JIM ALLEN ES	Y	Y	Y	N	Y	Y	Y	Y	97%	90%	100%	100%	100%	97%	95%	82%	2	N/A	Prevent I	Prevent I	A	A	A	A	A	B
0921	L. D. MCARTHUR ES	Y	N	N	N	N	N	Y	Y	93%	93%	97%	95%	95%	97%	95%	82%	7	N/A	Correct I	Correct I	B	B	B	B	B	C
0771	LINCOLN PARK ES	Y	Y	Y	Y	Y	Y	Y	Y	93%	87%	67%	90%	77%	82%	79%	82%	7	Correct II	Correct II	Correct II	F	C	D	D	B	D
0863	LONGLEAF ES	Y	Y	Y	N	N	N	Y	Y	90%	87%	93%	90%	92%	77%	85%	74%	7	N/A	Correct I	Correct II	C	C	A	C	C	C
1261	MOLINO PARK ES	Y	N	N	N	N	N	Y	Y	NONE	97%	97%	100%	100%	95%	97%	87%	2	N/A	Prevent I	Prevent I	A	A	A	A	B	B
0361	MONTCLAIR ES	Y	Y	Y	Y	Y	Y	Y	Y	83%	77%	77%	77%	74%	100%	77%	74%	6	Correct I	Correct II	Correct II	C	D	F	A	D	F
0371	MYRTLE GROVE ES	Y	Y	Y	N	N	Y	Y	Y	93%	90%	93%	90%	82%	79%	87%	77%	7	N/A	Correct I	Correct II	C	C	D	C	C	C
0191	N. B. COOK ES	N	N	N	N	N	N	N	N	93%	90%	100%	100%	100%	97%	100%	95%	0	N/A	~~DA~~	~~DA~~	A	A	A	B	A	A
0381	NAVY POINT ES	Y	Y	Y	Y	Y	Y	Y	Y	83%	90%	87%	82%	82%	77%	100%	77%	6	Correct II	Correct I	Correct II	C	C	C	F	A	C
0471	O. J. SEMMES ES	Y	Y	Y	Y	Y	Y	Y	Y	83%	77%	70%	79%	82%	82%	85%	77%	7	Correct I	Correct I	Correct II	F	D	F	C	C	C
0391	OAKCREST ES	Y	Y	Y	Y	Y	Y	Y	Y	80%	93%	83%	72%	82%	79%	82%	82%	7	Correct II	Correct II	Correct I	D	F	D	D	D	C
0441	PINE MEADOW ES	Y	N	N	N	N	N	Y	Y	93%	90%	100%	95%	100%	100%	100%	100%	0	N/A	~~DA~~	~~DA~~	A	A	B	A	A	A
0451	PLEASANT GROVE ES	Y	Y	Y	N	N	N	Y	Y	100%	93%	100%	97%	100%	95%	100%	97%	0	N/A	~~DA~~	~~DA~~	A	A	A	A	A	A
1201	R. C. LIPSCOMB ES	N	N	N	N	N	N	Y	Y	93%	97%	100%	100%	95%	97%	100%	79%	2	N/A	Prevent I	Prevent II	A	A	A	A	A	B
0602	REINHERDT HOLM ES	Y	Y	Y	Y	Y	Y	Y	Y	87%	93%	83%	100%	79%	79%	74%	74%	6	Correct II	Correct II	Correct II	C	B	B	D	C	C
0461	SCENIC HEIGHTS ES	Y	N	N	N	N	N	Y	Y	93%	93%	100%	97%	100%	95%	95%	90%	5	N/A	Correct I	Correct I	A	A	A	A	A	B
0491	SHERWOOD ES	Y	Y	Y	Y	Y	Y	Y	Y	93%	87%	87%	92%	90%	92%	95%	74%	7	Correct I	Correct I	Correct II	B	C	C	A	B	C
0661	SPENCER BIBBS ES	Y	Y	Y	Y	Y	Y	Y	Y	57%	77%	70%	79%	74%	82%	100%	95%	6	Correct II	Correct I	Correct II	D	C	D	D	C	D
0551	WARRINGTON ES	Y	Y	Y	Y	Y	Y	Y	Y	87%	87%	87%	82%	72%	87%	77%	82%	7	Correct I	Correct II	Correct I	C	C	D	C	A	C
0581	WEST PENSACOLA ES	Y	Y	Y	Y	Y	Y	Y	Y	90%	87%	97%	82%	87%	74%	85%	69%	7	Correct II	Correct I	Correct II	C	C	C	D	C	D
2106	BYRNEVILLE ES CHTR	Y	Y	Y	N	N	N	Y	Y	100%	100%	100%	97%	100%	97%	100%	97%	0	N/A	~~DA~~	~~DA~~	A	A	B	A	A	C
2104	JACKIE HARRIS CHTR	Y	Y	Y	Y	Y	Y	Y	Y	100%	97%	90%	97%	100%	100%	100%	100%	0	N/A	~~DA~~	~~DA~~	C	P	C	B	A	C
2108	PENSACOLA BCH CHTR	N	N	Y	N	N	N	N	N	100%	100%	100%	100%	100%	100%	100%	100%	0	N/A	~~DA~~	~~DA~~	A	A	A	A	A	A
~~0211~~	~~A.V. CLUBBS~~	~~Y~~	~~Y~~	~~Y~~	~~Y~~	~~Y~~	~~Y~~	~~Y~~	~~N~~	~~67%~~	~~60%~~	~~73%~~	~~79%~~	~~95%~~	~~90%~~	~~67%~~	~~77%~~	~~7~~	~~Correct I~~	~~Correct II~~	~~Correct II~~	~~D~~	~~D~~	~~NR~~	~~NR~~	~~NR~~	~~NR~~
1221	BAILEY MS	N	N	N	N	N	N	Y	Y	83%	87%	87%	92%	92%	87%	82%	82%	7	N/A	Correct I	Correct I	B	A	A	A	A	A
0061	BELLVIEW MS	Y	Y	Y	N	N	N	Y	Y	63%	73%	73%	85%	82%	77%	74%	74%	7	N/A	Correct II	Correct II	C	B	C	C	C	C
0671	BROWN-BARGE MS	Y	N	N	N	N	N	Y	N	100%	100%	100%	100%	100%	100%	100%	100%	0	N/A	~~DA~~	~~DA~~	A	A	A	A	A	A
0541	ERNEST WARD MS	Y	N	N	N	N	N	Y	Y	87%	83%	93%	100%	97%	97%	95%	79%	6	N/A	Correct I	Correct II	B	A	A	A	A	A

Escambia County Schools - Federal (NCLB - AYP) and State (School Grade) Accountability 2003 to 2010 (Continued)

MSID	School Name	NCLB Section 1116 consequences for Title I Schools: Title I School - SY								Base Year	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6	Lvl 7	AYP "Count" in 2010*	08-09 DA** Schools	09-10 DA** Schools	10-11 DA* Schools	State Accountability A+ Plan School Grade*					
		03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	02-03	AYP Status - Earned											04-05	05-06	06-07	07-08	08-09	09-10
0301	FERRY PASS MS	Y	N	N	N	N	N	Y	Y	90%	83%	80%	87%	87%	85%	79%	74%	7	N/A	Correct II	Correct II	C	A	B	B	A	B
0601	J. H. WORKMAN MS	Y	N	N	N	N	N	Y	Y	80%	83%	80%	82%	90%	79%	79%	77%	7	N/A	Correct II	Correct II	B	A	C	B	B	C
0221	RANSOM MS	N	N	N	N	N	N	N	N	87%	83%	83%	87%	97%	95%	87%	79%	7	N/A	Correct I	Correct II	B	A	A	A	A	A
0561	WARRINGTON MS	Y	Y	Y	Y	Y	Y	Y	Y	73%	67%	67%	77%	72%	69%	82%	82%	7	Intervene	Intervene	Intervene	D	C	D	D	C	C
0852	WOODHAM MS	N/A	N/A	N/A	N/A	Y	Y	Y	Y	N/A	N/A	N/A	N/A	N/A	74%	77%	74%	2	N/A	Prevent II	Prevent II	N/A	N/A	N/A	C	C	C
2093	BEULAH ACAD OF SCI	N	N	N	N	N	N	N	N	100%	97%	93%	97%	100%	100%	85%	95%	1	N/A	DA	Prevent I	D	A	B	A	B	A
0866	JUDY ANDREWS CTR	N/A	N/A	N/A	N/A	N	N	Y	N	N/A	N/A	N/A	N/A	90%	92%	97%	95%	7	N/A	Correct I	Correct I	N/A	N/A	NONE	NONE	NONE	NONE
2081	ESCAMBIA CHTR	Y	Y	Y	Y	N	Y	Y	Y	83%	80%	83%	87%	90%	92%	90%	77%	7	N/A	Correct I	Correct II	NONE	NONE	NONE	DECL	DECL	Incmplt
0281	ESCAMBIA HS	N	N	N	N	N	N	Y	Y	77%	70%	67%	74%	82%	74%	72%	69%	7	Prevent II	Correct II	Correct II	D	C	C	D	C	449
0521	J. M. TATE HS	N	N	N	N	N	N	N	N	77%	83%	70%	82%	82%	87%	74%	87%	7	N/A	Correct II	Correct I	C	B	C	C	B	494
1231	NORTHVIEW HS	Y	N	N	N	N	N	N	Y	67%	90%	77%	74%	82%	82%	87%	79%	7	N/A	Correct II	Correct II	C	C	C	B	D	483
0411	PENSACOLA HS	Y	Y	Y	Y	N	N	Y	Y	60%	63%	70%	77%	69%	77%	82%	77%	7	N/A	Correct I	Correct II	D	D	C	C	B	465
0862	PINE FOREST HS	Y	N	N	N	N	N	Y	Y	60%	70%	67%	74%	72%	69%	72%	74%	7	Prevent II	Correct II	Correct II	C	C	D	D	C	414
0951	WASHINGTON HS	N	N	N	N	N	N	N	Y	77%	73%	83%	87%	79%	77%	82%	82%	7	N/A	Correct I	Correct I	D	C	D	B	C	452
1251	WEST FL HS of TECH	Y	N	N	N	N	N	N	N	90%	90%	97%	95%	95%	100%	92%	87%	6	N/A	Correct I	Correct I	A	A	A	A	A	542
2067	ESC JAIL PRGM	Y	Y	N	N	N	N	Y	N	NONE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	NONE
0933	HOSPITAL/HOMEBOUND	N	N	N	N	N	N	Y	N	86%	93%	NONE	85%	85%	85%	85%	N/A	N/A	N/A	Prevent I	N/A	NONE	NONE	NONE	NONE	NONE	NONE
2036	DAART	Y	N	N	N	N	N	Y	Y	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	NONE
~~0791P~~	~~SID NELSON CTR/CYESIS~~	~~Y~~	~~Y~~	~~Y~~	~~Y~~	~~Y~~	~~Y~~	~~Y~~	~~N~~	~~77%~~	~~80%~~	~~87%~~	~~85%~~	~~87%~~	~~87%~~	~~85%~~	~~100%~~	~~0~~	~~Correct I~~	~~Correct I~~	~~Correct I~~	~~NONE~~	~~NONE~~	~~NONE~~	~~NONE~~	~~NONE~~	~~NONE~~
0962	ADMIN ANNEX	N	N	N	N	N	N	Y	N	NONE	97%	NONE	NONE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	NONE
2019	EBMI (AMIKids)	N	N	N	N	N	N	Y	N	N/A	77%	83%	77%	77%	85%	92%	N/A	N/A	N/A	Correct I	N/A	NONE	NONE	NONE	NONE	NONE	NONE
0916	ESC JUV JUSTICE	Y	Y	N	N	N	N	Y	N	NONE	97%	NONE	NONE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	NONE
0922	ESC WESTGATE CTR	N	N	N	N	Y	N	Y	Y	93%	100%	100%	100%	64%	100%	72%	82%	1	N/A	DA	Prevent I	NONE	NONE	NONE	NONE	NONE	NONE
~~0071~~	~~ESEAL~~	~~N~~	~~N~~	~~N~~	~~N~~	~~Y~~	~~Y~~	~~Y~~	~~N~~	~~87%~~	~~80%~~	~~83%~~	~~72%~~	~~72%~~	~~72%~~	~~72%~~	~~97%~~	~~6~~	~~N/A~~	~~N/A~~	~~Correct I~~	~~NONE~~	~~NONE~~	~~NONE~~	~~NONE~~	~~NONE~~	~~NONE~~
0924	LAKEVIEW	Y	Y	N	N	Y	Y	Y	N	87%	87%	87%	87%	95%	95%	85%	97%	7	N/A	Correct I	Correct I	NONE	NONE	NONE	NONE	NONE	NONE
2034	P.A.C.E.	N	N	N	N	N	Y	Y	N	90%	97%	90%	97%	95%	95%	92%	N/A	N/A	N/A	Correct I	N/A	NONE	NONE	NONE	NONE	NONE	NONE
0961	BOY'S BASE	Y	Y	N	N	N	N	N	Y	NONE	N/A	N/A	NONE	NONE	NONE	NONE	NONE	N/A	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	NONE
0741	MCMILLAN PRE-K	Y	Y	N	N	N	N	N	N	NONE	N/A	NONE	NONE	NONE	NONE	NONE	NONE	N/A	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	NONE
0791	SID NELSON PRE-K	Y	Y	N	N	N	N	N	N	NONE	N/A	NONE	NONE	NONE	NONE	NONE	NONE	N/A	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	NONE
2121	CAPSTONE CHTR	N/A	N/A	Y	N	N	N	N	N	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
0861	GEORGE STONE	N/A	N/A	N/A	N/A	N	N	N	N	N/A	N/A	N/A	NONE	NONE	NONE	NONE	NONE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

** DA = Differentiated Accountability

Not a DA School: A, B, or C schools that **have not missed AYP for at least two consecutive years** (High Schools with FCAT performance points of 435 or higher

Prevent I: A, B, or C schools with **AYP Counts from 1-3**, and with **at least 80% AYP** criteria met that year (High Schools with FCAT performance points of 435 or higher)

Prevent II: A, B, or C schools with **AYP Counts from 1-3**, and with **less than 80% AYP** criteria met that year (High Schools with FCAT performance points of 435 or higher)

Correct I: A, B, or C schools with **AYP Counts of 4 and greater**, and with **at least 80% AYP** criteria met that year (High Schools with FCAT performance points of 435 or higher)

Correct II: A, B, C, or D schools with **AYP Counts of 4 and greater**, and with **less than 80% AYP** criteria met that year (High Schools with FCAT performance points of 395 or higher)
AND all "F" schools regardless of AYP status (High Schools with FCAT performance points less than 395)

Intervene: Current "F" schools that have earned at least four "F" grades in the last six school years, AND
High Schools that have earned less than 395 FCAT performance points and have earned at least four "F" grades in the last six school years, AND
"D" Correct II elementary or middle schools or "F" elementary or middle schools, OR Correct II High Schools with FCAT performance points of 435 that meet at least 3 of the following criteria:
1) Percent of non-proficient students in reading has increased when compared to figure earned five years earlier
2) Percent of non-proficient students in mathematics has increased when compared to figure earned five years earlier
3) 65% or more of the students are not proficient in reading
4) 65% or more of the students are not proficient in mathematics

Appendix 9: Student Engagement Framework

STUDENT ENGAGEMENT FRAMEWORK

The overall goal of the Student Engagement Framework is to provide a process for teachers to develop quality pedagogical practices that reinforce students developing the necessary skill sets to be successful. For all content teachers use this framework to develop and implement lessons each day with their students. At the end of the day the framework helps them positively respond to the question, How well did my students learn rather than how well did I teach? The first box of the framework addresses the alignment of learning targets to learning tasks to content standards. Teachers then apply specific tools they can use to provide feedback to students as they are learning. At the end of each instructional segment (natural scaffolds of learning) the teacher administers a well written summative assessment tool to judge how well students learned. The 30 Day Planning tool provides teachers with a manageable way to focus on very well defined skill sets aligned to state standards.

This framework is used with teams of teachers in their Lesson Studies. A team of teachers selects a common skill set (analyze a passage to identify main idea; compare and contract two ideas; infer next steps given a set of data; etc.) aligned to content state standards. The team uses the *30 Day Plan* to create a very specific lesson focusing on the same skill set. An observer (teacher, coach, leader, etc.) uses the *Coaching Probe Tool* to make notes during an observation of the lesson. Each teacher completes a *Student Results and Teacher Reflection Tool*. Each week the group meets to discuss the focused lesson and at the end of the 30 days the team reviews data from the *Coaching Probe Tool* and the *Student Results and Teacher Reflection Tools*.

©*Who's Engaged? Climb the Learning Ladder to See*, Janet K. Pilcher
©*How to Lead Teachers to Become Great*, Janet K. Pilcher & Robin Largue

Appendix 10: Student Results and Teacher Reflection Tool

Student Results and Teacher Reflection Tool

Student Results Goal:

End of First Week Procedures Test (100% score by all students) **YES** **NO**

Summative Measurement Tool:

Summative Measurement Data:

Number Scoring at
A Level:
B Level:
C Level:
D Level:
F Level:

What worked well?

What challenges did I face?

What modifications would I make to the lesson?

What do I need to learn to get better student results on the goal?

©*Who's Engaged? Climb the Learning Ladder to See*, Janet K. Pilcher
©*How to Lead Teachers to Become Great*, Janet K. Pilcher & Robin Largue

Appendix 11: Coaching Probe Tool

Coaching Probe Tool

Observe teachers when they are teaching the lesson the team planned together.
Name of person observed_____

1. Do you see the learning targets written on the board or in the room? **YES NO**

2. Do you see evidence of instruction aligning to the learning targets? **YES NO**
   Describe what you see.

3. Do you see students receiving feedback in class on the learning targets?
   Describe what you see. **YES NO**

4. Do students look like they are taking control of their learning?
   Describe what you see. **YES NO**

5. Do students seem to understand the classroom procedures?
   Describe what you see. **YES NO**

©*Who's Engaged? Climb the Learning Ladder to See*, Janet K. Pilcher
©*How to Lead Teachers to Become Great*, Janet K. Pilcher & Robin Largue

Appendix 12: 30 Day Plan

30 DAY PLAN **Date for Plan Implementation:** **State Benchmark (s):**		
30 Day Learning Target (s):		
Week One		
Learning Targets	Learning Tasks	Formative Assessment (Feedback Strategies)
Summative Assessment Tools		
Week Two		
Weekly Learning Targets	Learning Tasks	Formative Assessment (Feedback Strategies)
Summative Assessment Tools		
Week Three		
Weekly Learning Targets	Learning Tasks	Formative Assessment (Feedback Strategies)
Summative Assessment Tools		
Week Four		
Weekly Learning Targets	Learning Tasks	Formative Assessment (Feedback Strategies)
Summative Assessment Tools		

©*Who's Engaged? Climb the Learning Ladder to See*, Janet K. Pilcher
©*How to Lead Teachers to Become Great*, Janet K. Pilcher & Robin Largue

Appendix 13: Initial 4-Year District STEM Timeline and Implementation Plan

NFA-ACE Flight Academy Implementation Timeline

NFA-ACE Flight Academy	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Planning	X	X	X			
Develop & Produce Marketing Materials	X	X		X		
Setup Flight Simulators			X – Summer			
Setup Flight Lab Desktop Computers & Peripherals			X – Summer			
Training of Career & Technical Education (CTE) Instructor (Flight Simulators)		Planning	X - Summer			
Curriculum Integration (English, Science, & CTE Instructors) Planning & Development		Planning	X - Summer	X	X	X
Instructor Resources Training (Moodle, Smartboard, etc.) and Curriculum Alignment for the English, Science, & CTE Instructors		Planning	X - Summer	X	X	X
Industry Certification Training (CTE Teacher)				X	X	X
Renovation of Flight Lab (Network, electrical, audio, and facility casework modifications)	Planning	Planning	X - Summer			
Renovation of Academy classrooms to support the Flight Academy	Planning	Planning	X - Summer			
Locate, Hire/Reassign Instructor for Flight Academy as a CTE instructor		X	X			
Identify Academic Instructors for the Flight Academy		X	X			
Recruit Students	X	X	X	X	X	X
Industry Certification Testing for Students					X	X
Meet with STEM/Flight Advisory Council	X		X	X	X	X

Appendix 14: 2009-2010 Career Academy- STEM Baseline Data

2009-2010 Career Academy- STEM Baseline Data
Escambia County School District

School Cost Center	Academy	Program #	Course	Enrollment	Industry Certifications*
West Florida High School	Engineering Academy	9400300	8600550 Intro. to Engineering Design	174	0
			8600520 Principles of Engineering	49	0
			8600530 Digital Electronics	0	0
			8600620 Aerospace Engineering	36	0
			8600630 Biotechnical Engineering	0	0
			8600560 Computer Integrated Manufacturing	0	0
			8600590 Civil Engineering and Architecture	0	0
			8600650 Engineering Design and Development	40	0
West Florida High School	Aerospace Academy	8600080	8600580Z AEROSPACE TECHNOLOGY I	0	0
			8600680Z AEROSPACE TECHNOLOGY II	0	0
			8601780Z AEROSPACE TECHNOLOGY III	16	0
			8601900Z Advanced Technology Applications	0	0
Escambia High School	Engineering Academy	9400300	8600550 Intro. to Engineering Design	0	0
			8600520 Principles of Engineering	65	0
			8600530 Digital Electronics	65	0
			8600620 Aerospace Engineering	0	0
			8600630 Biotechnical Engineering	0	0
			8600560 Computer Integrated Manufacturing	0	0
			8600590 Civil Engineering and Architecture	0	0
			8600650 Engineering Design and Development	0	0
Pensacola High School	Computer Aided Design Academy	8600800	8600810 - Drafting/Illustrative Design Technology I	132	0
			8600820 - Drafting/Illustrative Design Technology II	44	0
			8600830 - Drafting/Illustrative Design Technology III	13	0
			8601900 - Advanced Applications in Technology (Capstone)	6	0
West Florida High School	Biomedical Sciences Academy	8400320	8400320 MEDICAL SKILLS & SERVICES	165	0
			8417100A HEALTH SCIENCE 1 (Principles of Biomedical Sciences)	281	0
			8417110A HEALTH SCIENCE 2 (Human Body Systems)	216	0
			8417131A ALLIED HEALTH ASSISTING 3 (Biomedical Interventions)	55	0
			8400100 Health Occupations Dir. St. Biomedical Science Research)	103	0
			Total	1460	0

** STEM Career Academy programs are in their infancy stage*

Appendix 15: School District of Escambia County Career Academy Application for the National Flight Academy (NFA) Aviation Classroom Experience (ACE) Flight Academy

CAREER ACADEMY APPLICATION

NFA-ACE Flight Academy

National Flight Academy (NFA)
Aviation Classroom Experience (ACE)

Escambia High School

Escambia County School District
Workforce Education
"Empower Your Mind"
http://career.escambia.k12.fl.us

Escambia County School District
High School Career Academy Application

Directions: School administration shall be responsible for completion and submission of the application. Upon completion, the original shall be forwarded to the Director of Workforce Education. The application must address each of the following items:

1. Date: December 14, 2010

2. School: Escambia High School

3. Principal: Leorah Mims

4. Name of proposed academy and school year for implementation:

National Flight Academy – Aviation Classroom Experience (NFA-ACE) Flight Academy, Implement 2011/2012

5. Academy's mission and goals.

Mission:
The mission of the Escambia High School NFA-ACE Flight Academy is to provide students with an opportunity to gain knowledge and understanding in the field of aviation.

Premise Statement:
In pursuing their quest for flight, humans expand both their world and their intellectual abilities.

Academy Description:
A student who ever wondered how mankind figured out how to fly can learn the scientific fundamentals of flight in the NFA-ACE Flight Academy. Students will follow the development of flight with a study of non-powered flight and finish with powered flight and rocketry. They will use flight simulators based on the National Flight Academy (NFA) and TEQGames Aviation Classroom Experience (ACE) curriculum to get a feeling for what it is like to be a pilot and see how math and science principles are used in flight. They will also visit the National Naval Aviation Museum and participate in the National Flight Academy that is currently being built.

Program Description: Aerospace Technologies 8600080
This four-course, project-based program provides students with a foundation of knowledge and technically oriented experiences in the study of aerospace technologies, their effect upon our lives, and the nature of aerospace engineering, design, and problem-solving techniques and methodologies. The content and activities also support building

safety, teamwork, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes, and systems in the aviation and aerospace industries.

Course Sequence:
8600580 Aerospace Technologies I
8600680 Aerospace Technologies II
8601780 Aerospace Technologies III
8601900 Advanced Applications in Technology

Curriculum Frameworks:
http://www.fldoe.org/workforce/dwdframe/1011/stem/rtf/8600080.rtf

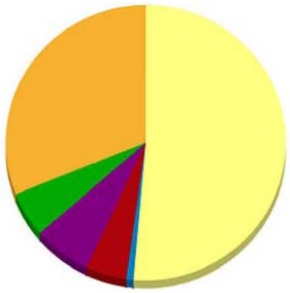
Race To The Top:
http://www.fldoe.org/arra/RaceToTheTop/pdf/aerotech.pdf

6. Number of potential students for academy from residential school, including student survey results.

- FCAT STAR – Demographic School Report

ESCAMBIA HIGH (0281)
1310 N 65TH AVE, PENSACOLA, FL 32506

School Year: **2010-2011** Enrollment: **2,355** 2010 School Grade: **N/A** 2010 AYP: **N/A**



Click on the links below for detailed information

School Demographics

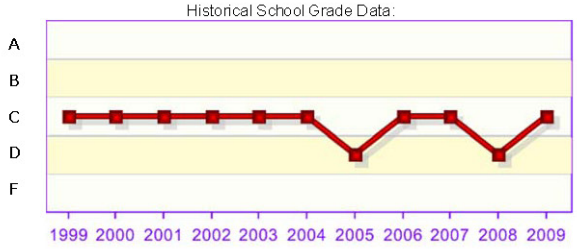
Number of Instructors:	116
Number of Courses:	325
Enrollment: Grade 09:	688
Enrollment: Grade 10:	517
Enrollment: Grade 11:	454
Enrollment: Grade 12:	705
Enrollment: Grade PK:	1
PMP Plans:	39
ESE Plans:	N/A
LEP Plans:	N/A
s504 Plans:	N/A

Student Demographics: (Roll your mouse over the pie chart)

Race	Total	Percent	Female	Male	Lunch	ESE
White:	1,217	51.7%	580	637	284	153
Black:	730	31.0%	351	379	243	122
Hispanic:	126	5.4%	68	58	36	9
Multiracial:	157	6.7%	73	84	45	20
Asian:	108	4.6%	66	42	32	5
American Indian:	17	0.7%	7	10	1	2
Totals:	2,355	100%	1,145	1,210	641	311

**Lunch=Code 2 and 3; ESE=All ESE minus gifted.*

Historical School Grade Data:



Grade Level	Today's Student Count
Grade 09	688
Grade 10	517
Grade 11	454
Grade 12	705
Grade PK	1

The Flight Academy from Warrington Middle School (feeder school for Escambia H.S. and Pensacola H.S.) consists of roughly 132 students half of which are in the 8th grade.

7. Number of potential local and/or regional job openings and the average entry wage for such positions (*http://www.labormarketinfo.com/library/ep.htm) (myflorida.com).*

2011-2012 Statewide Demand Occupations List
http://www.labormarketinfo.com/wec/..%5Cwec%5C11-12_prelim_000000.pdf

- Commercial Pilot (HSHW)

8. Postsecondary certificates and/or degrees associated with academy completers (possible dual enrollment and/or).

- Pensacola Junior College: Pre-Engineering A.A., Civil Engineering Technology AAS
- University of West Florida: Engineering BS, (Electrical)
- Embry-Riddle Aeronautical University (Programs: Aeronautical Science, Aerospace Engineering, Air Traffic Management, etc.)

9. Industry certifications associated career academy.

- Autodesk Certified Associate – Inventor (ADESK024)
- Autodesk Certified Associate – AutoCAD (ADESK021)
- **FAA Ground School (FEDAA013)**
- FAA Private Pilot (FEDAA011)

10. Academy contact (lead instructor) name, department, and telephone number and extension.

N/A – This instructor will have to be hired

11. List anticipated costs such as facility upgrades, equipment, materials/supplies, and personnel which are currently not on site.

Race to the Top Funding **Flight Academy** **- Flight Lab & 2 Academic Rooms**	2010-11 2nd Quarter	 3rd Quarter	 4th Quarter	2011/12	2012/13	2013/14
Acquire and install flight simulators, portable mini-simulators, and Air Traffic Control (ATC) simulator in flight lab		$70,100				
Acquire and install high end classroom computers (30 student computers & 1 teacher laptop) in flight lab		$60,000				
Acquire and install Microsoft Flight Simulator software, add on flight software, and classroom management software for flight lab		$10,500				
Acquire and install flight controls for flight lab		$10,700				
Conduct facility upgrades – classroom treatment for flight lab		$35,000				
Conduct classroom network/electrical upgrades and video surveillance for flight lab		$25,000				
Acquire and install multiple display devices (Example: ultra-short throw projector) and interactive whiteboard(s) for flight lab		$10,500				
Acquire and install furniture upgrades for flight lab		$21,000				
Acquire and install large format network printer/copier/scanner for flight lab		$12,400				
Acquire and set up deluxe headphones w/ mic and volume control and misc. computer cables for flight equipment to connect together in custom built-in setting		$4,200				
Acquire and set up audio system – voice amplification for flight lab		$3,300				
Acquire and set up interactive response system for flight lab		$3,300				
Acquire curriculum – textbooks for flight lab		$10,500				
Acquire curriculum – supplies for flight academy		$28,500		$10,000	$16,000	$16,000
Acquire curriculum – electronic curriculum content for Aviation Classroom Experience (ACE) for Flight Academy		$11,000		$4,000	$2,000	$2,000
Acquire and install multiple mobile computer lab carts (with a minimum of 25 student computers & 1 teacher laptop per cart) for integrated curriculum academic teachers that are apart of the Flight Academy			$70,000			
Conduct classroom network and electrical upgrades for two (2) academic classrooms to support mobile computer labs		$11,000				
Acquire and install multiple display devices (Example: ultra-short throw projector) and interactive whiteboard for multiple academic classrooms that are apart of the Flight Academy for integrated curriculum		$11,000				
Acquire and install furniture upgrades for multiple academic classrooms that are apart of the Flight Academy for integrated curriculum		$22,000				
Acquire and set up audio system – voice amplification for multiple academic classrooms that are apart of the Flight Academy for integrated curriculum		$6,600				
Acquire and set up interactive response system for multiple academic classrooms that are apart of the Flight Academy for integrated curriculum		$6,600				
Provide a Career and Technical Education (CTE) instructor to deliver curriculum in the Flight Academy (funding required from RTTT grant for 2011/12. Future year's funding for this position will be covered through normal FTE funding earned as a vocational unit.)				$58,000		
Provide a STEM instructional coach to provide curriculum development, support, and training to the Flight Academy Team made up of CTE and academic instructors. The instructional coach will additionally work with feeder and non-feeder middle schools to spark interest in STEM in regards to the Flight Academy at Escambia High School (For example: STEM Saturday workshops, hands-on classroom lessons in academic classrooms relating to aviation, etc.).					$58,000	$58,000
Conduct professional development, curriculum development, and training activities for the Flight Academy and STEM integration between CTE & core academics (For example: integration workshop, training on technology, professional conferences, etc.)			$19,000	$5,000	$10,000	$10,000
Acquire industry certification training & testing				$15,000	$6,000	$6,000
Develop and acquire marketing materials for the Flight Academy to recruit students into the program (For example: brochures, banner, display, etc.)	$2,000	$2,000		$2,000	$2,000	$2,000

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$2,000	$373,200	$89,000	$94,000	$94,000	$94,000

12. Funds that may be available for academy support *(including school, district, grants, and business funds).*

The National Flight Academy (NFA) – Aviation Classroom Experience (ACE) Flight Academy (NFA-ACE Flight Academy) at Escambia High School, where Science, Technology, Engineering, & Mathematics (STEM) come alive through the world of aviation, will become sustainable after Race to the Top (RTTT) funding ends through various funding sources such as (1) CAPE Bonus Funds, (2) Carl D. Perkins Grant, (3) Title 1 grant, (4) school district millage funds, (5) local district/school funds, and (6) private donations.

7. The Flight Academy will begin to earn .3 of an FTE per student who graduates when that student has earned the Federal Aviation Administration (FAA) Ground School Industry certification. For example, if twenty (20) students pass the certification and are graduating, the following year the Flight Academy will earn roughly $20,000 to $24,000 dollars in weighted FTE.
8. Federal Carl D. Perkins grant dollars will be used to support the career and technical academy teacher and students in acquiring training and resources to support technical skill attainment, as well as improving reading, writing, science, and mathematics scores.
9. Federal Title 1 grant dollars will be used to support the academic teachers and students in acquiring training, curriculum development, supplies, and equipment.
10. Millage funds will be used to maintain state of the art technology and resources in the classroom.
11. Local district/school funds will be used to provide curriculum supplies and opportunities for students to compete in state, national, and/or virtual competitions.

Private donations will be solicited to support the NFA-ACE Flight Academy. For example, last school year a private donor made a $25,000 donation to the Warrington Middle School NFA- ACE Flight Academy for startup cost with a commitment of $10,000 each year for 5 years for sustainment. Warrington Middle School is a feeder middle school for Escambia High School. Warrington Middle School is implementing the middle school version of the NFA-ACE Flight Academy where it is in its first year of operation with seventh and eighth grader students.

13. Marketing plan for the academy (*including how academy will be marketed to students/parents and business/industry partners)*.

Students who live within the Escambia High School attendance zone may apply for the NFA-ACE Flight Academy by indicating their preference of being in the academy by selecting one (1) of the courses taught within the academy and completing a school-based application. Students who reside outside of the Escambia High School attendance zone must apply with the Office of School Choice, within the required timeline to attend Escambia High School as a NFA-ACE Flight Academy student. Interested students and parents can learn more about the Flight Academy from informational brochures that will be created. Information about the Escambia High School Flight Academy will also be located on the Workforce Education website (http://career.escambia.k12.fl.us).

Escambia High School personnel will be recruiting students during the current school year from the various feeder and non-feeder middle schools. The Flight Academy students at Warrington MS will also be recruited through more direct marketing with parents and students.

The Flight Academy at Escambia High School will be working closely with the National Flight Academy located at NAS Pensacola and TEQ Games of Orlando.

14. Academy Education Plan

a) Describe how the academy design will service all levels of students.

Curricular Overview:
The Aviation Classroom Experience (ACE) curriculum provided by TEQ Games, a Universal Studios Florida-based company, blends a mastery of entertainment and storytelling with new digital media applications to deliver an immersive and game-based learning experience. ACE is a cutting-edge program that addresses the interest and energy of middle and high school students while incorporating national standards in mathematics, science, and technology. ACE is "activity oriented" to show students how math and science are used in aviation.

The ACE curriculum provides project-based learning—a hands-on approach--that is exciting and fun for the full-range of students in today's high school classrooms. The ACE curriculum also promotes communication and collaboration by emphasizing a teaming approach in the instructional units. This approach utilizes the strengths of each team member to accomplish the goals of the project while offering students learning challenges at all ability levels.

- ACE is the first in a series of immersive, integrated learning programs created by TEQ Games. The Aviation Classroom Experience (ACE) integrates reading, writing, math, history and business learning objectives in the motivating context of aviation.
- ACE is an immersive, games-based learning environment for the 21st century school. ACE couples the latest in digital media, virtual world game play and simulation technologies with the latest dynamic teaching methods of core science, technology, engineering, and math concepts.
- ACE is an exciting educational strategy for schools in the areas of technology, math, science and engineering.
- ACE Academy transforms a typical classroom into an interactive, multi-sensory setting that engages and motivates students through real-time, real-world flight scenarios.
- In ACE, students engage in increasingly challenging, story-driven experiences in which they solve real-world problems in a fast-paced, immersive environment.
- Students use real-world scenarios as the problem-solving context in ACE because it shows students a pragmatic reason that math and science are important. When students can make the connection between using math to measure their aircraft take-off distance and safely taking-off, they will be motivated to learn the math. Research reinforces that learning experiences are most engaging if they take place in a world with a familiar, authentic story.

Why the Academy works:
- ACE makes math relevant. Students will want to learn more instead of asking the question, "Why do I need to learn this?"
- Research shows that students engage more with learning objectives when they are preparing for a competitive event, so competition is a major aspect of ACE. The program is designed for intramural competition and for competition among schools.
- Simulated flight scenarios are the carrot on the stick. Students are motivated to learn when they know they will test their newly acquired skills during flight missions.
- ACE offers contextualized learning within the story of aviation. Because teaching is more relevant, students can apply what they are learning to realistic situations.
- ACE stays in the zone of proximal development. Optimal learning takes place in the range where the next achievable goal is challenging but not too far out of reach.

- As one of the developers often says, “Immersion is what’s going on between the ears.” In order to deliver on a truly immersive experience, instruction begins with a strong storyline that brings realism to the learning environment and draws in the student as the problem-solver. The storyline is then coupled with virtual world game play and standards-based learning objectives to create a fun and compelling learning tool.
- Through its use of gaming, ACE helps teach metacognition, or the ability to monitor one’s own thinking to improve understanding. By providing an immersive, goal-based context, students are challenged to solve authentic problems and led to reflect on their decision-making and critical-thinking strategies. Constant feedback aids students in honing their skills by providing immediate information about the effectiveness of their actions.

How the Academy works:

- ACE is a totally integrated approach. Learning concepts are integrated through lectures, planning, research, and projects and then students put what they have learned to the test in simulated real-world scenarios.
- ACE teaches reading, writing, math, science, social studies, history, and business in the context of aviation.
- Teachers are in control of unit sequence and have the ability to align coursework with other classes or community events.
- The academy integrates math, science, and technology learning objectives in the compelling and immersive environment of flight simulation.
- The academy employs the active learning strategies of hands-on learning and collaborative work (team play) in addition to traditional lecturing methods.
- Leadership skills will be addressed by placing students in teams and allowing them to take the leadership role in authentic missions. Students will also be exposed to crucial teamwork skills, which are increasingly important in the 21st century workplace.
- Problem-solving and critical-thinking skills are an important aspect of ACE. One of the values of realistic, immersive learning environments is that the learner must exercise higher order skills (such as decision making) and integrate knowledge and skill in solving complex problems. By providing immediate feedback and allowing replay of exercises using a different strategy, students are able to improve these important skills.
- Team play fosters interaction and is integral to creating the ACE immersive experience. By working in teams, students hone their strengths and sharpen their weaker skill sets from week to week. Team play also encourages peer to peer learning.
- The key to developing successful experiences lies in developing the "missions" or assignments that students (either individually or in teams) are challenged with and in making sure that as the students achieve "mission success," they have acquired new skills and discovered real world applications for the math, science, and physics skills they are learning.
- The academy program builds those experiences around the stories of flight and utilization of existing missions. The following are sample missions where students:
    - utilize weight and balance calculations so aircraft will not stall (understanding weight, mass, CG, lever arm, etc).
    - apply the basics of flight including altitude (distance to ground) and calculating air speed (how fast are you going) transporting materials to remote places.
    - calculate a bearing and distance to fly from a set of NS-EW coordinates (understanding how to convert Cartesian coordinates to polar coordinates and solve triangles).

- utilize calculus and physics concepts to strengthen a wing strut on a racing plane to take higher g-force loads, and thereby make higher speed turns.
- lead a search and rescue crew in find an elephant in the African desert.

Pictures from Warrington Middle School:

The images below are taken from Warrington Middle School to help give a visual about what the program at Escambia High School will look like.

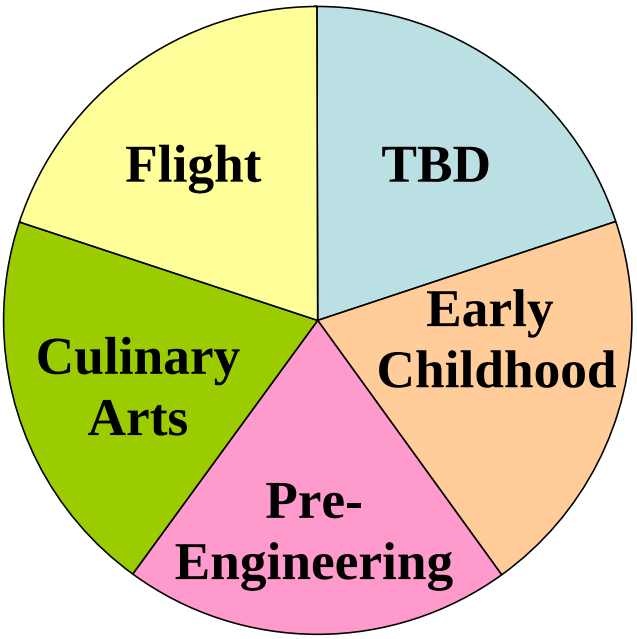
Picture: Student flying simulator at Warrington Middle School NFA-ACE Flight Academy.

Picture: Artist rendering of Warrington Middle School NFA-ACE Fight Academy classroom.

b) List school-based career academy leadership team members (lead academy teacher, academic teacher(s), guidance counselor, and administrator).

Lead Academy Teacher: TBD
Academic Teachers: TBD
Guidance Counselor: Tim Moran
Administration: Leorah Mims, Principal & Melia Potter, AP of Curriculum

c) Identify the academic courses to be used in cohort scheduling of career academy students. Describe strategies to be used to integrate the career and technical and academic career academy curriculum.



Career Themes for Escambia HS

A Few Notes to help START the conversation:

- A Small Learning Community (SLC) at EHS will consist of 3 to 5 teachers (Math, English, Science, & Elective/Flight).
- The Elective Teacher brings the background/technical knowledge for the themed instruction.
- The SLC will have a common planning time to coordinate integrated themed instruction across discipline areas.
- It is highly encouraged for all teachers in an SLC to have the FOR-PD & CAR-PD training if they do not have a reading endorsement/certification. This will enable the teachers to have a common language and skill set to help students understand their content area through specific reading strategies.
- Professional Development will need to be specifically tailored for school wide alignment on common classroom design (board configuration, rules, assignment format, etc.), common classroom management and behavior management, project-based instruction, authentic assessment, common technology access for each classroom, etc……
- This is only the beginning of the conversation and will require input from all stakeholders to develop a plan of action that will provide the faculty and staff with the professional development and technology resources to implement the plan.

The Flight Academy at Escambia High School will focus on grades 9th through 12th grade.

Career & Technical Course Numbers for Flight Academy

Grade	Course Number & Title
9	8600580 - Aerospace Technologies I
10	8600680 - Aerospace Technologies II
11	8601780 - Aerospace Technologies III
12	8601900 - Advanced Applications in Technology

Career Academy Course Sequence

9th Grade

1. **Aerospace Technologies I** (will take Algebra EOC)
2. **Technology Studies I** (blocked w/ Aero I)
3. **English I**
4. **Physical Science**
5. Foreign Language I
6. Reading
7. Elective

10th Grade

1. **Aerospace Technologies II**
2. **English II**
3. **Biology**
4. **Geometry**
5. Foreign Language II
6. **World History**
7. Elective

11th Grade

1. **Aerospace Technologies III** (Honors)
2. **English III**
3. Algebra II
4. **Chemistry**
5. American History
6. Personal Fitness
7. Elective

12th Grade

1. **Advanced Applications in Technology** (Honors)
2. **English IV**
3. Statistics or Calculus
4. **Physics** (Science Elective)
5. American Government/Economics
6. Elective
7. Elective

*** Bold Courses are courses to target for Cohort Scheduling**

d) Describe how the school will address recruitment of underrepresented student populations.

All career and technical programs are open to all students without regard to race, age, national origin, sex or handicapping condition. Access to career and technical education programs will be provided to special populations students through recruitment activities including the dissemination of information to students about the availability of career and technical programs. The district will use data concerning special populations students (as self-disclosed by students on the application) enrolled in CTE programs to monitor the programs and to ensure that assurances prescribed for special populations will be conducted by appropriate staff. To assist the district in serving special populations, the following program opportunities will be provided to all students including students from special populations:

- Targeted community outreach and recruitment
- School and program orientation sessions
- Comprehensive career assessment and counseling
- Ongoing support counseling including referrals for agency assistance when needed
- Peer support and advisory groups
- Advisors and mentors from the business community
- Work-based learning opportunities through paid and non-paid experiences.
- Participation in Career and Technical Student Organizations
- Hands-on learning experiences
- Small learning environments with individualized, self-paced instruction
- Instructional staff trained to provide appropriate activities for students

Recruitment efforts will address recruitment of both male and female students.

e) Describe the professional development plan to support the academy model.

Staff Development will be needed for the following

- Integrated Curriculum
- Project Based Instruction
- FOR-PD
- CAR-PD
- Aviation Classroom Experience (ACE) training for CTE teacher
- Technology Integration (Smartboard, Document Camera, Moodle, Interactive Response System, etc.)

f) Identify the business advisory council that will oversee the career academy.

The Flight Academy at Escambia High School will be working closely with the National Flight Academy (Online at http://nationalflightacademy.com) located at NAS Pensacola and TEQ Games of Orlando (Online at http://www.teqgames.com and http://newtonvirtualschool.com/nfaace/). The NFA-ACE Flight Academy is a classroom replication of the National Flight Academy concept.

- National Flight Academy, Kevin King
- TEQ Games, John Fitzgibbon
- Aerospace Industries

As the instructional leader of Escambia High School, I endorse this application for establishing the academy described above.

Principal signature _____ Date _____

If the academy is approved, the principal shall be required to submit an annual progress report using the Career Academy Assessment.

Date of Academy Application Review: _____

( ) Application approved as submitted

( ) Application approved with required modifications (see attached)

( ) Application not approved

Review Committee Chair signature:
_____

Appendix 16: 2009-2010 Baseline Data of courses provided at each high school of STEM Accelerated courses

2009-2010 Baseline Data of courses provided at each high school of STEM Accelerated courses

On-campus dual enrollment courses that are STEM accelerated courses:

Escambia High School (EHS):

MAC 1105 College Algebra
ENC 1101/1102 English Comp 1 and 2
STA 2023 Statistics

Northview High School (NHS):

ENC 1101/1102 English Comp 1 and 2

Pensacola High School (PHS):

None

Pine Forest High School (PFHS):

None

Tate High School (THS):

AMH 2010/2020 American History
ENC 1101/1102 English Comp 1 and 2
MAC 1105 College Algebra
MAC 1114 Plane Trig
MAC 1140 Pre-cal Algebra
MAC 2311 Analytical Geometry and Calculus
POS 2041 American National Government

Washington High School (WHS):

ENC 1101/1102 English Comp 1 and 2
MAC 1105 College Algebra
MAC 1114 Plane Trig
MAC 1140 Pre-cal Algebra
STA 2023 Statistics

West Florida High School (WFHS):

AMH 2010/2020 American History
BSC C093/C094 Anatomy and Physiology with lab 1 and 2

AP Courses that are STEM accelerated courses:

EHS: AP Calculus AB
AP Biology

NHS: None

PHS: AP English Lang and Composition
AP English Literature
AP Calculus AB
AP Calculus BC
AP Chemistsry
AP Biology

PFHS: AP English Lang and Composition
AP Environmental Science
AP Chemistry

THS: AP English Lang and Composition

WHS: AP English Lang and Composition
AP English Literature
AP Calculus AB
AP Chemistry
AP Environmental Science

IB Courses that are STEM accelerated courses:

PHS: IB Pre-calculus
IB Further Math
IB Advanced Calculus
IB Math Studies
IB Statistics/Differential Equations
IB Biology 2
IB Biology 3
IB Chemistry 3

Appendix 17: Baseline Data of trained Dual Enrollment and/or AP teachers at each high school

Baseline Data of trained Dual Enrollment and/or AP teachers at each high school as of 10/01/10

School	AP Teachers	DE Teachers
EHS	16	17
NHS	1	1
PHS	10	3
PFHS	12	0
THS	8	5
WHS	14	28
WFHS	4	2

EHS = Escambia High School
NHS = Northview High School
PHS = Pensacola High School
PFHS = Pine Forest High School
THS = Tate High School
WHS = Washington High School
WFHS = West Florida High School

Appendix 18: Baseline Data of High School Juniors Participating in Dual Enrollment

Baseline Data of High School Juniors Participating in Dual Enrollment

Juniors taking dual enrollment courses for 2009-2010: 713

Total number of juniors for 2009-2010: 3420

	Baseline Data 2009-2010	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014
Juniors taking dual enrollment courses	713				
Total number of juniors in the School District of Escambia County	3420				
Percent (%)	**20.85%**				

Appendix 19: Baseline Data for number of schools participating in BEST Robotics

Escambia County School District

Schools Competing in BEST Robotics for 2009
3 of 9 Middle School & 3 of 7 High Schools

Bailey Middle School (274)
Lead Teacher: Sherry Comstock scomstock@escambia.k12.fl.us

Bellview Middle School (275)
Lead Teacher: Bill Blankenship wblankenship@escambia.k12.fl.us
Support Teachers: David Ewing
Mentors: Buchanan

Escambia High School (277)
Lead Teacher: Robert Rainey rrainey@escambia.k12.fl.us
Support Teachers: Tim Deloge

Pensacola High School (278)
Lead Teacher: Joel Cotton jcotton@escambia.k12.fl.us
Support Teachers: Cherie Christo

West Florida High School (280)
Lead Teacher: Albert MacNaughton amacnaughton@escambia.k12.fl.us
Support Teachers: Dan Ruley

Woodham Middle School (281)
Lead Teacher: Shelton Mobley smobley@escambia.k12.fl.us
Support Teachers: James Bishir, R. Lee, Stephanie Elliott

BEST Robotics – Summary of Operation

What is BEST Robotics? BEST is the acronym for Boosting Engineering, Science & Technology. BEST Robotics is a non-profit, volunteer-based organization whose mission is to inspire students to pursue careers in engineering, science, and technology through participation in sports-like, science and engineering-based robotics competition. BEST is focused on high school and middle school students and currently has more than 500 participating middle and high schools with more than 10,000 participating students.

How is BEST structured? BEST Robotics Inc. is based in Dallas Texas. Three regional hubs are sponsored by Auburn University, Texas Tech. University and The University of Arkansas. The South's BEST regional hub at Auburn has ten local hubs including Emerald Coast BEST at the University of West Florida, Pensacola campus. The board of directors of BEST Inc. appoints a hub Director for each hub. The hub director for Emerald Coast BEST is William J. (Bill) Weber wweber@uwf.edu .

What sort of projects to do the students do? BEST corporate publishes the rules for the new game each September. Each hub distributes the rules at a season kickoff meeting on the 1st, 2nd or 3rd Saturday in September. The rule book describes the playing field for the game and the scoring system, and specifies the constraints on the robot in terms of dimensions and other technical details. Each school sponsors one team of students. Teachers and volunteer mentors assist and guide the students in construction of the robot. The robot is remotely controlled; but, incorporates a programmable micro controller. Four robots are in the game at one time and each game is three minutes long. The projects are quite challenging and the students develop amazing solutions to the challenges.

Where do the materials to build the robots come from? The hub issues two kits of parts to each school. The Expendables kit includes raw materials such as plywood, sheet plastic, boards, PVC pipe, sheet metal, metal rods, wire, and an array of hardware. The Returnables kit includes motors, switches, batteries, battery chargers, and the remote control unit. The student team must only use items contained in the kits to build their robot

Who pays for the robot material kits for the schools? There is no cost to the schools for the robot material kits. The hub pays for the robot materials with funds collected from sponsors or, in some cases, sponsors donate material. The hub assembles the material kits and distributes them to the schools. BEST corporate makes bulk orders for the items in the Returnables kit and essentially sells the kits to the hubs, which recycle the kits from year to year. The hub purchases items for the Expendables kits from local vendors or solicits donation of those items.

Who pays for ancillary materials used by the teams? The teams raise money to purchase materials used to assemble their table display and develop props used in their oral presentation, and to purchase team tee shirts and spirit supplies so that they can compete for the BEST Award. Teams that cannot raise money for these items may still compete for the Robot competition Award.

How are winners selected in the competition? The Best Award takes into consideration the scores from the robot competition, the team table display, the team verbal presentation, the team notebook, and team spirit and sportsmanship during the competition. At least four judges score each team in each of the five parts of the competition. The Robot competition Award is based on only the robot competition and team notebook scores. There are three BEST Award levels, three Robot competition Award levels and several special awards.

Who pays for the operating expenses of a hub, including the robot competition? A hub is totally supported by donations in kind or in cash from hub sponsors.

Pictures from BEST Robotics

Appendix 20: Baseline Data of 8th graders successfully completing accelerated courses

Baseline Data of 8th graders successfully completing accelerated courses

Baseline data:
8th graders in accelerated courses for 2009-2010:
Algebra: 438
Integrated science: 214

Total number of 8th graders enrolled in school for 2009-2010: 3480

	Baseline Data 2009-2010	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014
8th graders in Algebra	438				
Total number of 8th graders enrolled in the district	3480				
Percent (%)	**12.59%**				

	Baseline Data 2009-2010	Year 1 2010-2011	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014
8th graders in Integrated Science	214				
Total number of 8th graders enrolled in the district	3480				
Percent (%)	**6.15%**				

Appendix 21: Summer Math DimensionM Gaming Camp

DRAFT – Proposed 2011 Middle School

Mathematics

Summer School Program

VISION: Provide mathematics skill-building opportunities with priority given to FCAT Level 2 and low Level 3 eighth grade students to increase the likelihood of success in high school Algebra courses.

DATES: June XX, 2011 – July XX, 2011. Monday – Thursday (only)

TIME: 8:00 AM – 12:00 PM

ELIGIBILITY: Any 7th or 8th grade student who scored at Level 2 or low Level 3 on the mathematics portion of the FCAT.

Middle School Math Summer School Host Sites/Student Projections/Student Hours

(Note: Sites may vary depending on summer school locations and hours may change based on summer school)

Host Sites	Student Projections	Student hours
Ernest Ward Middle	40	8:00 AM - 12:00 PM
Ransom Middle	40	8:00 AM - 12:00 PM
Ferry Pass Middle (*Workman*)	40	8:00 AM - 12:00 PM
Bellview Middle (*Woodham*)	40	8:00 AM - 12:00 PM
Warrington Middle (*Bailey*)	40	8:00 AM - 12:00 PM

CURRICULUM

Tabula Digita's DimensionM™ is an immersive educational video game designed to improve students' mathematics understanding and skills. The product offers several game titles that incorporate key algebraic concepts in both single and multiplayer contemporary game formats. The day begins with 15-20 minutes of direct instruction on identified mathematics concepts. Teachers will select daily topics from Tables I & II (DimensionM Single and Multi Game Concept Lists). Students will encounter these topics while gaming. All of the games' content is aligned to standards set by the NCTM. The gaming environment offers "missions" or lessons which cover concepts such as proportions, number lines, adding and subtracting integers, and linear equations.

A tournament will be conducted at the conclusion of the program. The tournament will take place at the Hall Center. Students from each site will come together to compete in the tournament. Transportation will be provided from the host site to and from the tournament. Parents and guests will be invited to attend the tournament.

TESTING

N/A

TEACHER TRAINING/PRE-PLANNING

Date to be Determined -- Wednesday, June X, 2010 – 7 Hours - Teachers will be required to attend one day of training to learn how to use and manage the DimensionM Software. This is a mandatory 7 hour training session.

Date to be Determined -- Thursday, June X, 2010 – 7 Hours - During pre-planning, math teachers will attend inservice, review selection lists and verify student participation, develop lesson plans, and set up student users within the DimensionM software program.

PERSONNEL

Personnel	**Work schedule**	**Number needed**	**Hours per day**	**Number days**
Teachers	7:45 AM - 12:15 PM	12	4.5	24
Technology Coordinators	16 hours (total)	5	Flexible	Flexible
Tournament Coordinator	10 hours (total)	1	Flexible	Flexible

Staffing will be adjusted at each site if enrollment fails to meet projected student attendance.

POST SCHOOL

Date to be Determined – 2 hours - Teachers will work an additional 2 hours on the last day of summer school to record final grades and clean up the Ed Options system.

MEALS

The School District of Escambia County will provide breakfast daily for students attending Middle School Math Summer School Program.

TRANSPORTATION

Bus transportation will be provided for students attending the Middle School Math Summer School Program. Students will ride busses with elementary summer school students in the morning.

Expense	Number needed	Est. cost per hour	Number of hours	Estimated Costs
Teachers	8	$ 37.00	124	$36,704
Teachers	4	$ 37.00	124	$18,352
Technology Coordinators	3	$35.68	48	$5,138
Technology Coordinator - Ransom	2	$35.68	32	$2,284
Tournament Coordinator	1	$37.00	10	$370
Dimension M Software				$41,450
Tournament Transportation				$1,200
			Total Costs	$105,498.00

For budgeting purposes, the estimated funding will be rounded up to $106,000.

Appendix 22: STEM Summer Camp

OVERVIEW & AGENDA

E3 Extreme Engineering Exploration

career academies

"Exploring Engineering Opportunities in Northwest Florida"

June 8, 9, & 10 - Summer 2010

Continue your Engineering Career Academy journey this June through a 3-day workshop experience and make your engineering exploration extreme!

- You will have opportunities to explore ideas for possible senior year capstone projects.
- Experience engineering with local engineering firms and discover innovative designers and problem solvers.
- Get immersed in college and industry level engineering programs with hands-on activities/projects.

Engineering Exploration
Day 1

Tuesday June 8, 2010
9:00 am to 2:00 pm
Location: Gulf Power Corporate
Lunch Provided by Gulf Power

Events for the day:
09:00 – 09:15 - Introduction
09:15 – 10:00 - HR Tips & Tricks
10:00 – 10:15 - Activity Overview
10:15 – 11:00 - Activity
11:00 – 12:00 - Engineering Roundtables focusing on Career Opportunities
12:00 – 01:00 - Lunch with Engineers
01:00 – 01:15 - Break
01:15 – 02:00 - Competition
** If you have a resume, please bring it with you and get feedback from professionals.*

Shadow an Engineer
Day 2

Wednesday June 9, 2010
9:00 am to 2:00 pm
Location: Various – At Job Shadowing Site
Bring Lunch to Work Location
(Must provide own transportation to business)

Events for the day:
- Shadow an Engineering
- Explore possibilities for a future class project or capstone experience

Exploring Local Options
Day 3

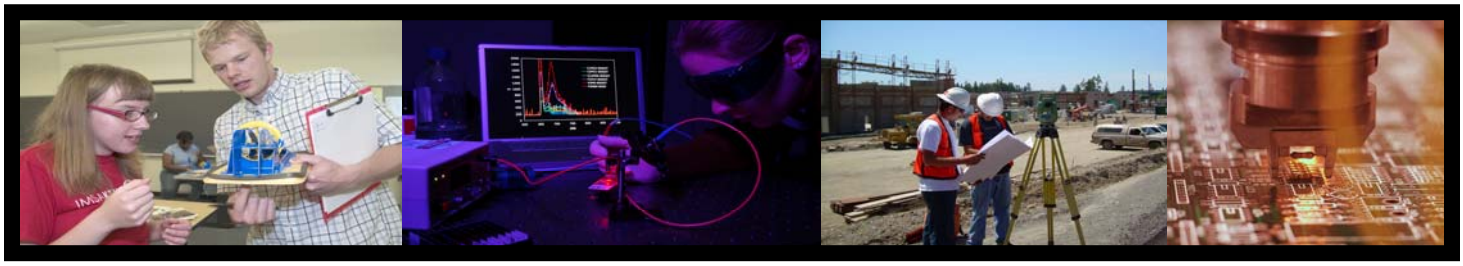
Thursday June 10, 2010
9:00 am to 3:30 pm
Location: UWF & PJC
Lunch Provided by Pensacola Chamber

Events for the day:
09:00 – 11:30 - UWF Activities
11:30 – 12:00 - Lunch at UWF
12:00 – 12:30 - Travel to PJC
12:30 – 03:00 - PJC Activities
03:00 – 03:30 - Return Travel to UWF

- Explore options at PJC & UWF
- How to apply, Financial Aid & Scholarship Opportunities
- Engineering Challenge

The Extreme Engineering Exploration program is open to Escambia County School District Engineering Career Academy Students that will be seniors in the 2010/2011 school year (Up to 20 students).

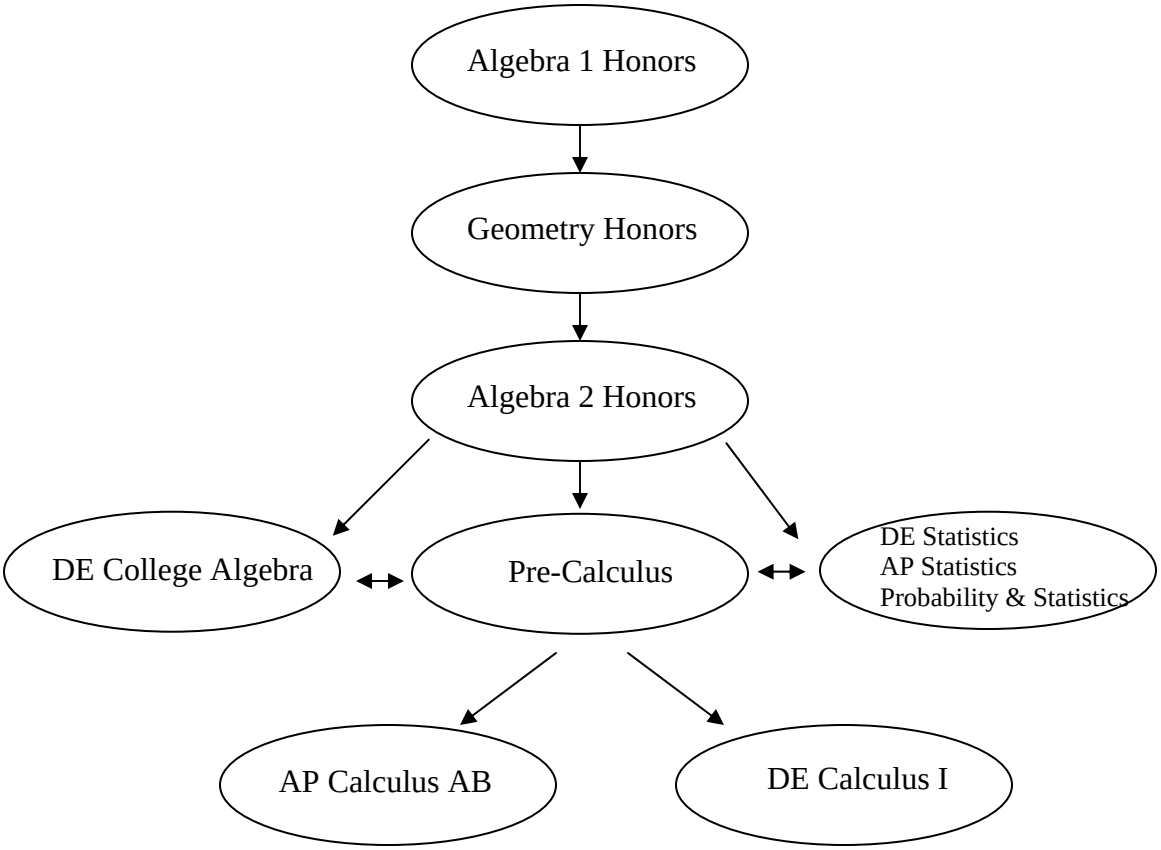
Please ask your teacher for an application packet.



Appendix 23: Accelerated Mathematics Course Progression

Accelerated Mathematics Course Progression

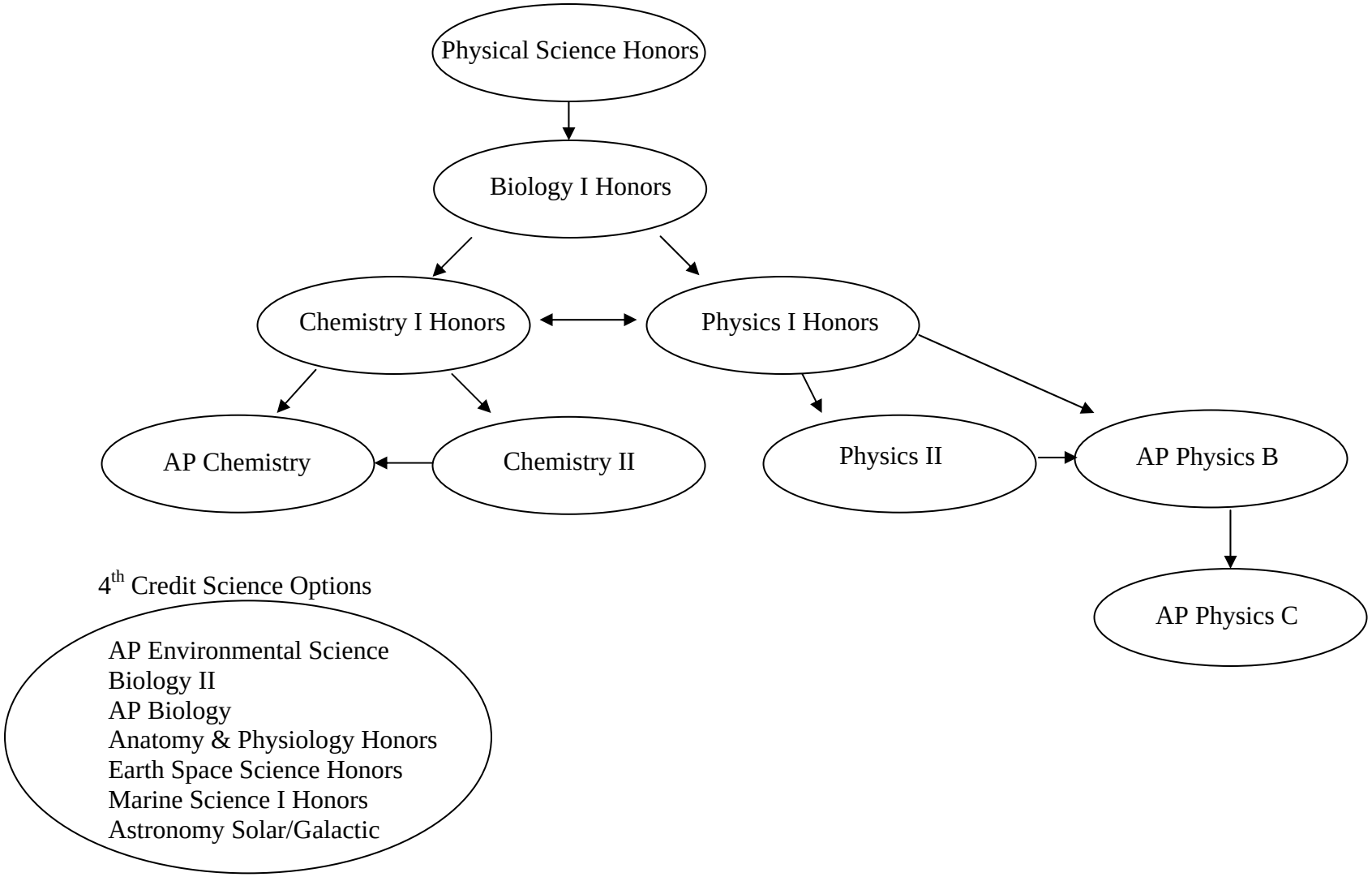
School District of Escambia County



Appendix 24: Accelerated Science Course Progression

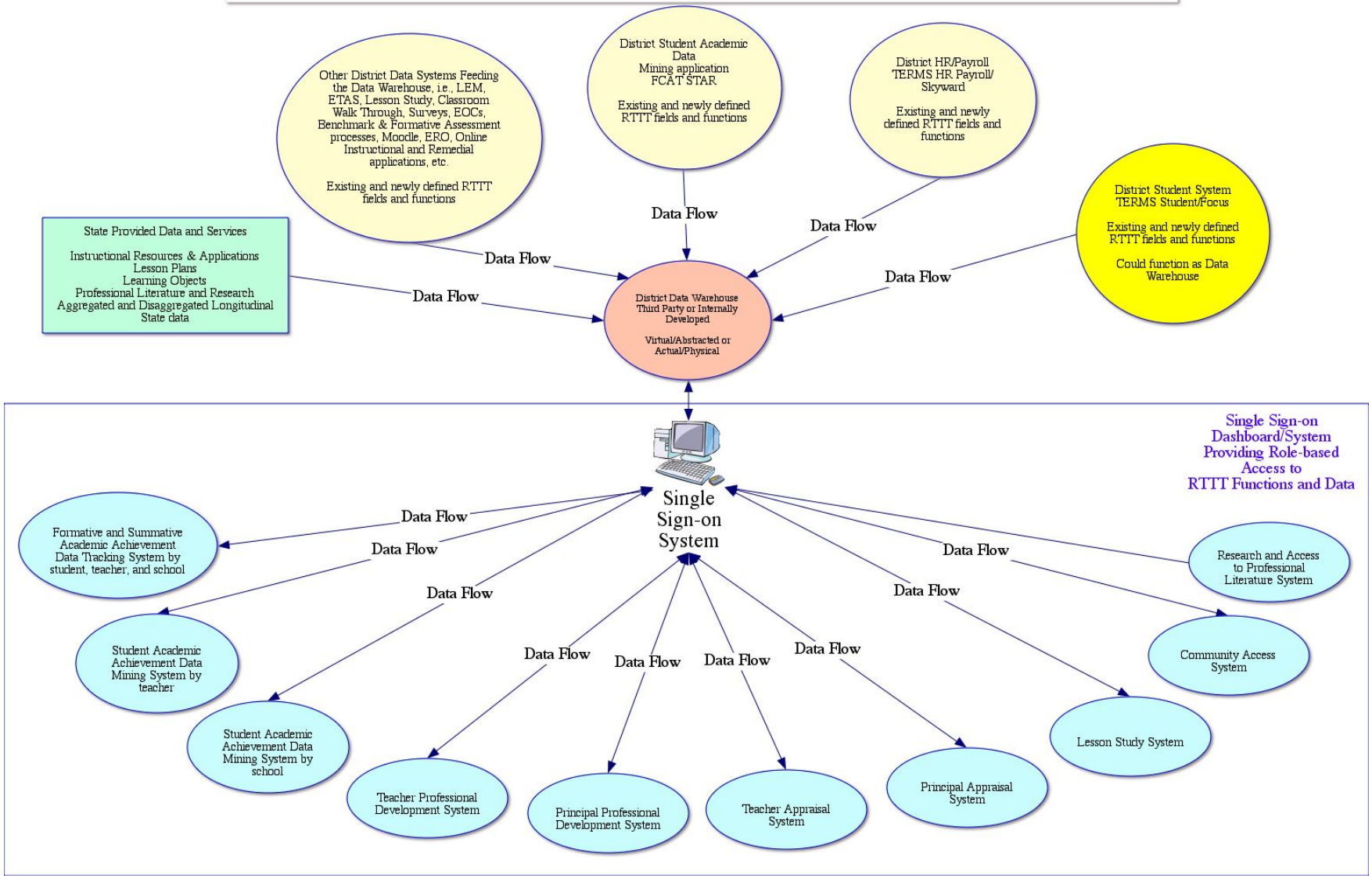
Accelerated Science Course Progression

School District of Escambia County



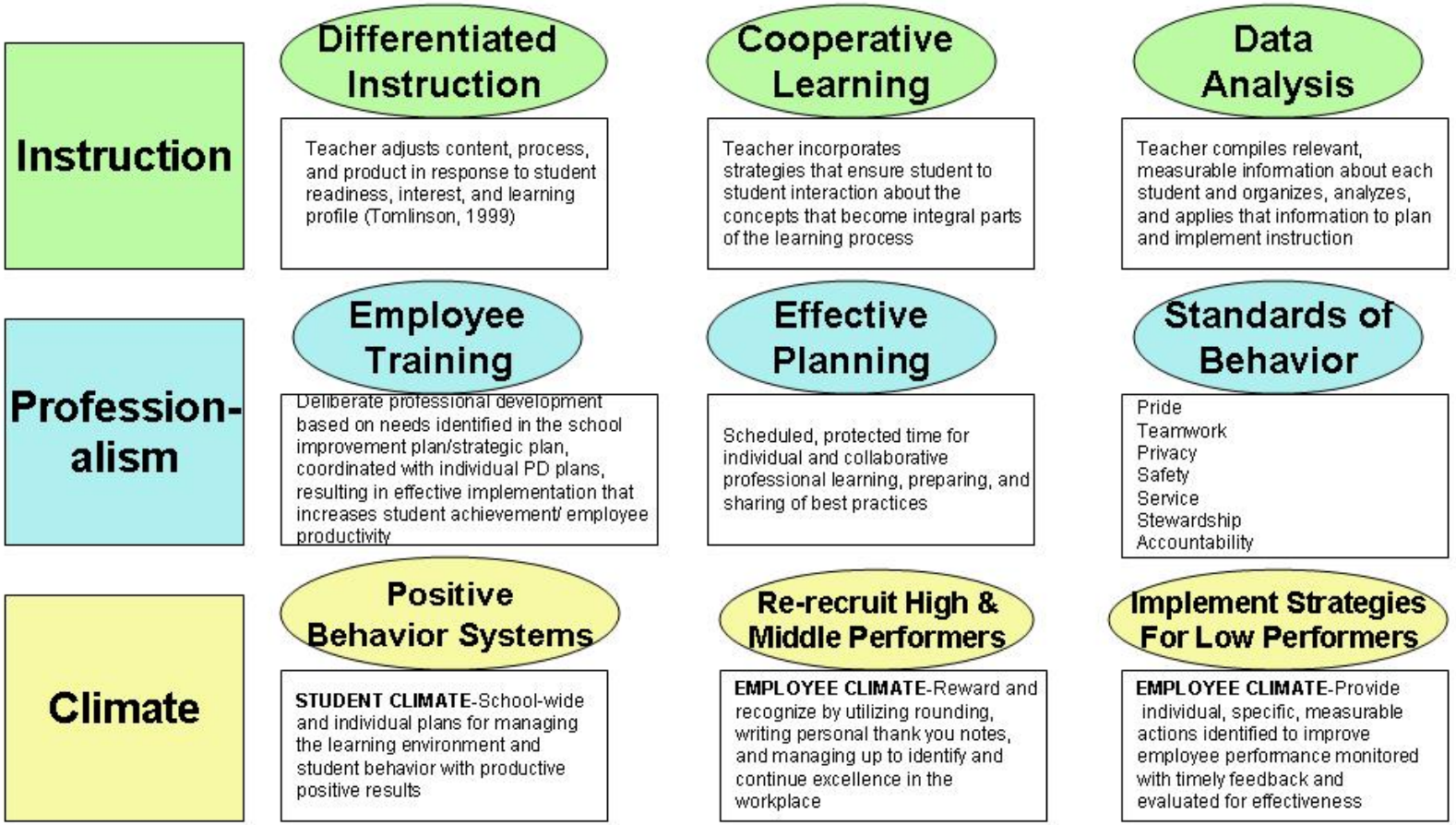
Appendix 25: Local Improvement System Environment

Local Instructional Improvement Systems Environment



Appendix 26: Escambia County School District Model of Excellence

ECSD Model of Excellence



Appendix 27: Pay for Performance – Worksheet for Performance Award

The School District of Escambia County
Human Resource Services
215 W. Garden Street Pensacola, FL 32502

Warrington Middle School Performance Award

Teacher _____ Date _____

Grade _____ Subject _____

Part 1 - School-wide performance	
School-wide FCAT Grade	A ___ B ___ C ___
Part 2 - Individual teacher student gain	
Individual Stability Group or School Wide Grade (Non-FCAT tested- school wide average of reading and math LG)	75% ___ 70% ___ 65% ___

Part 3 - Planning and Preparation, Classroom Environment, Instruction

	Points	Multiplier	Subtotal	
1) Planning and Preparation		2		
2) Classroom Environment		3		
3) Instruction - Observation forms must be attached		3		
4) Home visits (minimum of 4– Documentation [contact log, etc.] must be attached Yes (1 pt.)___ No (0 pt.) ___				
			Total Points	

Part 4 – Professional Development

	Points	
1) Reflecting on teaching		
2) Student progress in learning		
3) Enhancement of content knowledge and pedagogical skill		
4) Compliance with school and district regulations		
	Total Points	

The School District of Escambia County

Warrington Middle School Performance Award

The award is divided into four parts. A bargaining unit member can earn part of the total award for meeting criterion in each part.

Background and Criteria

Part 1 - School-wide FCAT grade **Award** _____

A = $2,000 B = $1,500 C = $1,000

Part 2 - Individual teacher student gain

Individual Stability Group (Learning Gains) **Award** _____

75% = $2,000 70% = $1,500 65% = $1,000

Non-FCAT (Dean, Guidance, Technology Coordinator, Media Specialist, Instructional Coaches, etc.) School wide average learning gains in reading and math

Part 3 - Planning and Preparation, Classroom Environment, Instruction, Home Visits **Award** _____

Observations by one school administrators and two district level – for a total of three. Observations are to be distributed throughout academic year. Attached Part 3 rubric must be used for observations. Feedback must be provided promptly following each observation.

Distinguished 20 points out of a possible 25 points = $1,000

Proficient 17 points out of a possible 25 points = $750

Part 4 - Professional Development **Award** _____

Attached rubric for Part 4 must be used for scoring. Unit member and building level administrator will collaborate to determine points earned (out of 3) for each criterion.

10 points out of a possible 12 point = $1,000

Administrator's Summary Statement

Teacher's Signature Date Principal's Signature Date

I acknowledge that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. I also understand that I have the right to respond to this report in writing within five (5) working days, and such response will be attached to and become a permanent part thereof. I can request a formal review of procedural matters to Human Resources for compliance. The review committee consists of 1 district representative /and 1 union representative. The decision of the review committee is final.

Appendix 28: Pay for Performance – Part 3 (Planning and Preparation, Classroom Environment, Instruction

Teacher's Name _____ Warrington Middle School

Part 3 – Planning and Preparation, Classroom Environment, Instruction Performance Award

Use the following rubric to determine the score for Part 3.

Unsatisfactory = 0 Basic = 1 Proficient = 2 Distinguished = 3

Summary MUST be included.

	Unsatisfactory = 0	Basic = 1	Proficient = 2	Distinguished = 3
Planning and Preparation	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect solid understanding of the content, the students, and the available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments are aligned to the goals.	Teacher's plan based on extensive content knowledge and understanding of students in significant learning. All aspects of the teacher's plans, instructional outcomes, learning activities, materials, resources, and assessments are in complete alignment and are adapted as needed for individual students.
Summary of observation(s) Date(s)				
	Unsatisfactory = 0	Basic = 1	Proficient = 2	Distinguished = 3
Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one and another with disrespect.	Classroom functions smoothly with little no or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conductive to high-level learning.
Summary of observation(s) Date(s)				

Teacher's Name _____

	Unsatisfactory = 0	Basic = 1	Proficient = 2	Distinguished = 3
Instruction	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should revised or modified.	Only some students are engaged in learning because of only partially clear communications, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student	All students are highly engaged in learning and make material contribution to the success of the class through their participation in discussions, active involvement in learning activities, and their use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
Summary of observation(s) Date(s)				

Form must be attached to the Performance Award.

Home Visits – Documentation (contact log, etc...) must be attached YES (1 pt) _____ NO (0 pt) _____

Evaluator's signature(s) _____ Date _____

_____ _____

_____ _____

_____ _____

Teacher's Signature Date Principal's Signature Date

Appendix 29: Pay for Performance – Professional Development

Part 4 – Professional Development Warrington Middle School

Teacher's Name_____

Use the following rubric to determine the score for Part 4. Performance Award

Unsatisfactory = 0 Basic = 1 Proficient = 2 Distinguished = 3

	Unsatisfactory = 0	Basic = 1	Proficient = 2	Distinguished = 3
Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teachers profoundly misjudges the success of a lesson	Teacher has a generally accurate impression of a lesson's effectiveness and the extent or which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent at which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and extent to which it achieved instructional outcomes, citing many specific examples from the lesson and weighing the relative strength of each.
	Unsatisfactory = 0	Basic = 1	Proficient = 2	Distinguished = 3
Student progress in learning	Teacher has no system for maintaining information of student progress in learning of the system is in disarray.	Teacher's s system for maintaining information on student progress is learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participation in interpreting the records.
	Unsatisfactory = 0	Basic = 1	Proficient = 2	Distinguished = 3
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge of skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for profession development to enhance content knowledge and Pedagogical skill.	Teacher seeks out opportunities for profession development and makes a systematic effort to conduct action research.
	Unsatisfactory = 0	Basic = 1	Proficient = 2	Distinguished = 3
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies completely with school and district regulations.	Teacher complies fully with school and district regulations, taking leadership roles with colleagues.

Appendix 30: Job Description – Coordinator I – Race to the Top

SCHOOL DISTRICT OF ESCAMBIA COUNTY

JOB DESCRIPTION

COORDINATOR I – RACE TO THE TOP

QUALIFICATIONS:

(1) Master's Degree from an accredited educational institution.
(2) Currently possess or be eligible for a Florida Teaching Certificate in an area of Administration and Supervision or Educational Leadership.
(3) Minimum of five (5) years experience in teaching.
(4) Minimum of two (2) years experience in school administration.
(5) Minimum of two (2) years experience in managing budgets.
(6) Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine is necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of federal, state, and local laws, statutes, and procedures.
- Knowledge of educational theories, principles, practices, and techniques related to education.
- Knowledge of current administration and supervision theories, principles, and practices related to school programs and management.
- Knowledge of school finance and budgeting, to include specific rules for federal/state funding.
- Knowledge of evaluation systems techniques and instruments, their purpose, appropriate application, and interpretation of results.
- Effective oral and written communication skills, including working with a variety of stakeholders.
- Ability to collect, analyze, and interpret data.
- Technology skills appropriate for modern office operation; such as word processing, telecommunications use, spreadsheet data collection, and information management.

REPORTS TO:

Director of Grants Management

JOB GOAL

To collaborate with team leaders on all components of the Race to the Top Grant, oversee implementation of all deliverables, monitor the budget, and provide written and oral reports to the Superintendent, School Board, and Florida Department of Education. This position, funded by the grant, will be eliminated when the grant ends.

COORDINATOR I – RACE TO THE TOP (Continued)

SUPERVISES: Personnel as assigned by the Director

PERFORMANCE RESPONSIBILITIES:

Service Delivery

* (1) Manage resources for the Race to the Top Grant, including fiscal, materials, personnel, technology, and equipment as well as support services.
* (2) Research related methods and interpret the appropriate application of policies and procedures in making recommendations for specific procedures to be used in implementing federal and state requirements in the District.
* (3) Assist in the development of procedures and forms to meet federal and state requirements.
* (4) Prepare written and oral reports on the status of all deliverables identified in the Grant, which shall be reported regularly to the superintendent.
* (5) Assist in maintaining the formal data collection system needed in program planning, evaluation, and allocation of resources.
* (6) Recommend, requisition, maintain and oversee the use of materials and equipment necessary for the efficient operation of the District's Race to the Top Grant.

Professional Growth and Improvement

* (7) Keep well informed about current trends and best practices in areas of responsibility.
* (8) Maintain expertise in assigned areas to fulfill program goals and objectives.
* (9) Attend training sessions, conferences, and workshops to keep abreast of current practices, programs, and legal issues.

Systemic Functions

* (10) Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.
* (11) Prepare or oversee the preparation of all required reports and maintain appropriate records.
* (12) Facilitate a Race to the Top District Advisory Committee and serve on the District Leadership Team.
* (13) Represent, consistently, the District in a positive and professional manner.
* (14) Perform other incidental tasks consistent with the goals and objectives of this position.

COORDINATOR I – RACE TO THE TOP (Continued)

Leadership and Strategic Orientation

* (15) Provide leadership and direction for assigned areas of responsibility.
* (16) Set high standards and expectations for self and others.
* (17) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
* (18) Use appropriate styles and methods to motivate, gain commitment, and facilitate task accomplishment.
* (19) Facilitate problem solving by individual or groups.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the district.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

*****Essential Performance Responsibilities

ADMINISTRATIVE SALARY SCHEDULE – PAY GRADE 8

Date of Board Approval:

Appendix 31: Montclair Schedule for Common Planning

Montclair Schedule for Common Planning Times

Third Grade 8:30 - 9:10

Kindergarten 9:15 - 9:55

First Grade 10:00 - 10:40

Second Grade 10:45 - 11:25

Fourth Grade 12:05 - 12:45

Fifth Grade 12:50 - 1:30

Appendix 32: Warrington Middle School Master Schedule for 2010-2011

Warrington Middle
2010 -2011
Master Schedule

Team	Name	Room #	1st	2nd	3rd	4th	5th	6th	7th
6A	Davis	713	Double Block Reading/6th		Double Block Reading/6th		PLAN	Double Block Reading/6th	
	Combs	714	Sceince/6th	Science/6th	Science/6th	PLAN	Science/6th	Science/6th	Science/6th
	Fleming	711	Geography/6th	Geog/6th	Geog/6th	PLAN	Geog/6th	Geog/6th	Geog/6th
6B	Richardson	712	Double Block Read/6th		Double Block Read/6th		PLAN	Double Block Read/6th	
	Blankenship	710	Math/6	Lang Art/6	Math/6	Lang Art/6	PLAN	Math/6	Lang Art/6
	I. Coleman	708	Geography/6	Science/6	Geo/6	Science/6	PLAN	Geo/6	Science/6
6C	Lambert	704	Read/6	Read/6	Read/6	PLAN	Read/6	Read/6	Read/6
	Broome	706	Math/6	Math/6th	Math/6	Math/6th	PLAN	Math/6	Math/6th
	Walker	702	Lang Arts/6th	Lang Art/6	Lang Art/6	LangArt/6th	PLAN	Lang Arts/8	Lang Arts/6
6D/7A	Baptiste	217	Lang Arts/6	Lang Arts/7	PLAN	Lang Arts/7	Lang Arts/7	Lang Arts/7	Lang Arts/7
	D. Hall	214	Science/7	Science/7	PLAN	Science/7	Science/7	Science/7	Science/6
	L. Coleman	216	Geography/7	Geo/7	PLAN	Geo/7	Geo/7	Geo/6	Geo/7
	Doss	215	Math/6	Math/6	PLAN	Math/7	Math/6	Math/7	Math/7
	Lewis	309		Reading/7th			PLAN	Double Block Reading/7th	
	Owens	205	Double Block Reading/7th		PLAN	Double Block Reading/7th		Double Block Reading/7th	
	Roland	116	Pers.Develop	Per. Dev./7	Health Acad	Career/6	Career/6	PLAN	Career/8
8A	Brown	203	PLAN	Lang Arts/8	Lang Art/8	Lang Art/8	Lang Art/8	Lang Art/8	Lang Art/8
	TBD-Math	204	PLAN	Math/8	Math/8	Math/8	Math/8	Math/8	Math/8
	Kitchens	212	PLAN	Science/8	Science/8	Science/8	Science/8	Science/8	Science/8
	Watts	202	PLAN	History/8	History/8	Geo/7	History/8	History/8	History/8
	Cobb	206	PLAN	Double Block Reading/8		Double Block Reading/8		Double Block Reading/8	
	Lewis	309	Reading/8		Double Block Reading/8		PLAN		
	Mearlon	213				PLAN	Double Block Reading/8		
	Tibbs	114	Bus Acad	Career/6		PLAN	Career/6	Career/6	Career/6
FLIGHT	P.Hall	310	Lang Art/7	Lang Art/7	Lang Art/8	Lang Art/8	Lang Art/8	PLAN	Lang Arts/7
	A.Wilson	313	Science/7	Science/8	Science/8	Science/8	Int. Sci/8	PLAN	Science/8
	Parker	307	History/8	History/8	Geo/7	Geo/7	Geo/7	PLAN	History/8
	D. Wilson	308	Math/8	Math/8	Algebra	Math/7	Math.7	PLAN	Math/7
	R. Farmer	312	Read/7	Read/7	Read/7	Read/8	Read/8	PLAN	Read/8
	Obray	508	Flight/7	Flight/7	Flight/7	Flight/7	Flight/8	PLAN	Flight/8
Pre-Eng	C. Farmer	408	Lang Art/7	PLAN	Lang Arts/7	Lang Art/8	Lang Art/8	Lang Art/8	Lang Art/7
	Elowe	406	Science/7	PLAN	Int Science	Science/8	Science/8	Science/9	Science/7
	Sims	411	History/8	PLAN	History/8	Geo/7	Geo/7	Geo/7	History/8
	Geri	409	Math/8	PLAN	Math/8	Algebra	Math/7	Math/7	Math/7
	K.Blankenship	407	Read/7	PLAN	Read/7	Read/7	Read/8	Read/8	Read/8
	Miller	503	App. Tech	PLAN	App.Tech/7	App Tecn/7	App Tech/7	App Tech/8	App Tech/8
ESE	Garrison	007	Soc.Stu/EMH	Double Block Reading/8		Double Block Reading/7		PLAN	Soc.Stu/7
	Sutton	011	Science/6th	Science/7	Scie/EMH	PLAN	Science/8	Science/6	Soc.Stu/8
	McElroy	009	Lang Arts/7	Lang/EMH	Lang/6	Lang/8	PLAN	Lang/6	Soc.Stu/6
	Winston	012	Math/8	Math/6th	PLAN	Lear.Strat.	Math/6	Math/7	Math/EMH
	Mathis	008	Double Block Reading/6		Double Block Reading/6		Double Block Reading/6		PLAN
	Mearlon	213	Learn Strategy	Learn Stra	*Learn Sta*	PLAN			Soc.Stu/6
P.E.	Taylor	600	P.E.7/8	P.E. 7/8	P.E. 6/7	P.E/6	P.E. /6	P.E. 7.8	PLAN
	Floyd	600	P.E.7/8	P.E. 7/8	P.E. 6/7	P.E/6	P.E. /6	P.E. 7.8	PLAN
	Madison, J.	601	P.E.7/8	P.E. 7/8	P.E. 6/7	P.E/6	P.E. /6	P.E. 7.8	PLAN
BAND	Rogers	502	AdvOrch	Adv Band	PLAN	Beg Guit	Beg. Band	Adv Guit	Beg Orc
DANC	Burlingame	GYM			Dance	Dance	Dance		
Spe	Eligio	003							

Appendix 33: Charter School Intent to Participate Responses

Race to the Top
Charter School Intent to Participate
September 2010

School Name: Beulah Acad.
School Work Location:

(Please select one of the following options)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

_____
Governing Board Chair Name

_____ _____
Governing Board Chair Signature **Date**

Sherry L. Bailey
School Principal Name

_____ 10-8-10
School Principal Signature **Date**

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

Race to the Top
Charter School Intent to Participate
September 2010

School Name:
School Work Location:

(Please select one of the following options)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 6, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 6, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

Melanie Killam
Governing Board Chair Name

Melanie S. Killam
Governing Board Chair Signature

9-29-10
Date

Dee Wolfe-Sullivan
School Principal Name

Dee Wolfe-Sullivan
School Principal Signature

9/29/10
Date

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

Race to the Top
Charter School Intent to Participate
September 2010

School Name: Capstone Academy Pensacola
School Work Location: 4901 W. Fairfield Dr.
Pensacola, FL 32506

(Please select one of the following options)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

Anna Barbee Causey
Governing Board Chair Name

Governing Board Chair Signature

10-4-10
Date

Nancy Wolfe
School Principal Name

School Principal Signature

10/5/10
Date

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

Race to the Top
Charter School Intent to Participate
September 2010

School Name: Dixon Elementary
School Work Location:

(Please select one of the following options)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

Ronnie L. Hunter
Governing Board Chair Name

Ronnie L. Hunter
Governing Board Chair Signature

10-8-10
Date

C. Covin
School Principal Name

School Principal Signature

10-8-10
Date

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

Race to the Top
Charter School Intent to Participate
September 2010

School Name:
School Work Location:

(Please select one of the following options)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

Governing Board Chair Name

Governing Board Chair Signature — Date: 10/8/10

School Principal Name: Celestine Lewis

School Principal Signature — Date: 10/4/2010

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

Race to the Top
Charter School Intent to Participate
September 2010

School Name: PBES
School Work Location:

(Please select one of the following options)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

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

- Participating Local Education Agency (LEA) Memorandum of Understanding (MOU)
- FLDOE Race to the Top Website for Background/Overview
- Guidance for Charter School Participation
- Frequently Asked Questions
- Scope of Work Template for Local Education Agency (Escambia County must complete and submit this scope of work template by October 8, 2010, which then requires the approval of the Florida Department Of Education prior to submission to the United States Department Of Education)

TODD McCURDY
Governing Board Chair Name

Governing Board Chair Signature

10/06/10
Date

John J. Castleberry
School Principal Name

School Principal Signature

Oct 6, 2010
Date

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