

Jackson County School District

Race to the Top  
Final Scope of Work

~~October 11, 2010~~  
~~December 16, 2010~~  
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Lee W. Miller  
Superintendent

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## 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.**

*Enter narrative for (A)1. here. Complete the attached Form (A)1. LEA Student Goals and Measures by setting LEA targets to address Florida's Race to the Top student achievement goals.* Jackson County will implement the reforms of Race to the Top with fidelity to ensure the goals of the district and the state are met. The robust reforms identified in Race to the Top will enhance the current programs and processes in the district to bring a renewed sense of school improvement. By enhancing current programs and processes, Jackson County will be able to support the state's Theory of Action by providing highly effective teachers and leaders there will be direct and positive difference in student achievement. The implementation of reforms identified through Race to the Top will allow the district to meet its identified goal of improving the graduation rate, the college going rate, the college credit earning rate and the percentage of 9<sup>th</sup> graders who will earn at least a year's worth of college credit. Jackson County has established a robust goal that exceeds the expectations of the state to ensure our efforts positively impact the state's efforts to achieve their goals. The District is in an excellent position to integrate the reforms of Race to the Top. There are only a few barriers that are addressed in the Final Scopes of Work.

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

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

*Enter narrative for (A)2. here:*

The district will use the established means of communicating Race to the Top reform to parents, teachers, administrators, business leaders and community organization by including informational updates at each School Board meeting for the life of the grant to include information on planning, implementation of specific activities, evaluation of activities, collective bargaining with the Teacher's Union, and revisions to programs as identified through the evaluation of programs. Information will also be made available through the district's website to provide information to all stakeholders in the efforts of the district to implement the requirements of Race to the Top reform. The planning stages have been extremely important in reinforcing the communication between the district and the teachers, school administrators and Teacher's Union to assist in

establishing the capacity of the district to implement reforms. The District's Leadership Team in implementing the reforms and working with all stakeholders include the following: Superintendent, Deputy Superintendent/Director of Personnel; Director of Elementary and Early Childhood/Director of Professional Development; Director of Secondary Education/Director of Management Information Systems/Director of Technology; Director of Students Services and Assessment; Director of Exceptional Student Education; School Administrators; and Supervisor of Federal Programs.

The District will be working diligently to expand its current STEM offerings of program certification and advanced coursework in English, mathematics, science and social sciences to improve the rigor of coursework to prepare our students for success in post-secondary education. The timeline for implementation has already begun in year 1 for the newly identified STEM program that will lead to industry certification in Animal Biotechnology. This program has been identified through the research conducted from the Jackson County Chamber of Commerce, the employment industry jobs available in Jackson County, and student and parent preference for programs that are geared toward Future Farmer's of America. Adding this program to Graceville High School in year 2 will generate interest in obtaining certification in this field to obtain high paying local jobs as Jackson County is a tight knit family-oriented generational community. Some of the required courses are already being taught by the current agriculture specialist and will be expanded to include the additional course requirements that will lead to industry certification. One of the barriers that will have to be addressed will be scheduling of the classes. The next major barrier will be to ensure that Biology standards are taught with fidelity. The meeting held with agriculture specialists and school administrators noted that these STEM programs were to act as courses that would mirror Biology and allow a student to take a STEM industry certification courses and not a regular Biology course and be able to pass the end of course exam in Biology to meet high school graduation requirements. Funds will be used in year 2-4 to provide professional learning to the agriculture specialist to improve their effectiveness in teaching Biology standards to ensure students are receiving proper instruction to prepare them in passing the end of course exam. The district will be coordinating its efforts with other federal programs such as Carl Perkins and Title VI to fully implement the Animal Biotechnology STEM program at Graceville High starting in the 2011-12 school year. The Supervisor of Federal Programs, Director of Secondary Education, Graceville High School's Principal and the Agriculture Specialist at Graceville High will discuss the implementation timeline and secure the necessary resources to implement the program by the 2011-12 school year. The Supervisor of Federal Programs will monitor implementation of programs and provide fiscal oversight at the district level and be responsible for securing documentation that implementation of a new STEM program has occurred and that at least one student as received industry certification in Animal Biotechnology by the end of the 2013-14 school year or year 4 of Race to the Top.

The district will collaborate with institutions of higher education to provide equal access of advanced coursework in STEM related areas with at least one course available in each subject area of English, mathematics, science and social science. At current the Articulation Agreement with Chipola College provides for meeting the requirements of having access to the four subject areas of advanced coursework. The district and the college will continue its collaboration to increase the availability and provide equal access to all students that wish to utilize the advanced coursework, but may not have otherwise had the resources available to do so. This collaboration will continue until a full and balanced agreement is in place. Full implementation of equal access will be met in year 2 of Race to the Top. The full detailed timeline is available in Appendix E.

The district will continue to improve its capabilities in bolstering technology to improve

instruction and provide for the implementation of computer-based state academic assessments. The district has coordinated its financial resources from state, local and federal fund sources to improve its readiness in implementing computer-based state academic assessments district wide. The district is currently utilizing Title II, Part D Enhancing Education Through Technology grant to improve the readiness of the district to implement the computer-based state academic assessments. In addition the district has increased its efforts with local funding by receiving voter approval to impose an additional ½ cent local sales tax for the district to use to increase technology capabilities. The district will integrate its district technology plan to include the Race to the Top requirements and meet the state's readiness level to implement computer-based academic assessments according to the timeline established by the state in year 1 and maintain compliance for each additional year of Race to the Top.

The district will work closely with the state in the development and implementation of the single sign-on data access system. The district will work quickly, if necessary, to ensure the district will have the capability to link with the state's data system. This will be contingent on the platform the data system is built based on the data analysis of the district's technology team. For example, if the state were to use a data system that is built on a Microsoft platform, the district would have to make changes to its system in order to be compatible. The district will conduct a swift needs assessment to identify hardware and software to purchase, install, train staff and implement to be able to access the state's data through the single sign-on system in year 1 or 2 of Race to the Top depending on the state's timelines for implementation.

The district will utilize the data that will be accessed through the single sign-on data system and the district's current access point for data, DashBoard, to improve instruction in the classroom. The district will continue to use its current operating procedures of analyzing data through the school improvement process. The Directors of Secondary and Elementary Education will continue to meet throughout the implementation of Race to the Top and beyond with school administrators, curriculum coordinators and school improvement chairs to assist in data analysis and continuous improvement to inform instruction in the classroom. Data analysis will reveal necessary changes in the instructional program and the evaluation of programs implemented will inform continuous improvement. The reforms of Race to the Top will enhance and integrate current local and federal programs to increase the capacity of the district, school administrators and teachers to improve student academic achievement in the classroom. The data analysis conducted through the coordination of Race to the Top reform and other local and federal educational programs will connect the over-arching additional requirements of focused professional development, tracking teacher and school administrator effectiveness through the use of data analysis of student academic achievement, making decisions on where to place highly effective school administrators and teachers to focus resources to improve low-performing schools and provide equity in distribution of highly effective school administrators and teachers to schools with higher percentages of low-income students and minority students.

The district will enhance its current educator preparation program to integrate the requirements of Race to the Top. The district will revise its current program to improve and increase the number of great teachers and leaders to improve student academic achievement on state academic assessments. This revision will follow the timelines established in the final scope of work. The implementation of an effective teacher and leader preparation program will lead the district to better implement the over-arching reforms of Race to the Top. Having great teachers and leaders will lead to schools using data accessed through the single sign-on system with fidelity to better inform instruction and improve student achievement. Having effective teachers and leaders in schools to analyze data will lead to effective professional development focused on improving

student achievement. Increasing the number of great teachers and leaders will ensure successful implementation of the STEM requirements of Race to the Top. Integrating rigorous coursework in each school of a district is a difficult task and each school will have to be staffed with highly effective teachers and school administrators to ensure fidelity of implementation. Increasing the capacity of teachers and school administrators through a beneficial educator preparation program will ensure that teachers and school administrators will increase the likelihood of high student academic performance and will benefit from the revisions to the evaluation and compensation of the district as a result of Race to the Top reforms.

The district will work extremely hard to ensure the revisions to the teacher and school administrators evaluation tool will meet the requirements of Race to the Top and state statute to provide a valued and effective measurement of the effectiveness of teachers and school administrators. Student academic achievement on state academic assessments will be the major metric that will determine the effectiveness of teachers and school administrators. The integration of other Race to the Top reforms for educator preparation programs focused professional development, increased access to data and using that data to drive instruction will increase the likelihood of teachers and school administrators in performing well on their performance evaluation and receiving the differentiated salary schedule implemented as another Race to the Top reform.

The district will use the evaluations revised under the reforms of Race to the Top of teachers and school administrators to make decisions on assignments. The assignment of teachers and school administrators will follow the reforms of Race to the Top to ensure equitable distribution of effective teachers and school administrators at schools with low-income students and minority students. The district will work to revise its staffing plans to allow for assignment of teachers and school administrators to follow the reforms of Race to the Top.

The Race to the Top reforms will enhance the district's professional development programs to improve the over-arching programs of the schools and the district. This will infuse the other reforms of Race to the Top in the areas of great teachers and leaders, uses of data to inform instruction and increase the availability of effective teachers to facilitate the rigorous coursework implemented.

The district's leadership is set-up to effectively monitor program implementation of every program in the district. Race to the Top will be absorbed into this process. Any program implementation is reviewed through a multi-level approach for program and fiscal requirements. The district utilizes its Directors of Elementary, Secondary, ESE, Student Services and the Supervisor of Federal Program to review program elements. This is conducted through emails with school leadership, monthly staff and principal meetings, and supported through informational items and items for approval with the School Board. Fiscal review is conducted for each expenditure with fiscal staff and program staff to ensure all fiscal requirements are met.

### **Summary of Year 1: 2010-2011**

- District Leadership Team develops the Race to the Top application- getting input from School Board, community, staff, teachers, schools, and parents- draft reviewed by DOE and requested revisions made for final submission
- Disseminate information about Race to the Top and its application contents to all stakeholders
- Collect baseline data for all key data elements designated in application
- Collaborate with Panhandle Area Education Consortium in the development of Final

Scopes of Work that will be assisted through their agency

- Data systems
- Teacher and Principal Evaluation systems
- Focused Professional Development
- Develop timeline for the implementation of new STEM Program
- Meet with key personnel to plan and prepare for the implementation of a new STEM Program
- Work with the district's science curriculum consultant to map biology benchmarks into the new STEM program and provide assistance to the teacher of the program
- Develop a timeline for the implementation of expanded advanced coursework in English, mathematics, science and social sciences
- Provide training to guidance counselors on scheduling for students to ensure proper placement
- Collaborate with Chipola College to increase offerings and access
- Provide assistance to teachers to obtain advanced degrees to be able to expand our offerings of advanced coursework in the four subject areas
- Complete the district's readiness requirements to implement computer-based assessments
- Prepare the district to access state's single sign-on system and data integration for uploading student data into the system
- Provide professional development to staff on accessing the state single sign-on data system
- Use data pulled from the district's and state's data point system to drive instruction
- Collaborate with Chipola College and district stakeholders to discuss the development of a standard cooperation agreement for the assignment of supervising teachers
- Review the effectiveness of educator preparation program to make adjustments in year 2
- Convene a teacher committee to review and revise teacher evaluation tool
- Convene District Leadership Team to review and revise the principal evaluation tool
- Report evaluation results of teachers and principals

**Summary of Year 2: 2011-2012**

- Collect necessary data on previous year's implementation for evaluation to make necessary fiscal and program adjustments to improve the program
- Implement new STEM program at Graceville High School
- Continue to improve STEM program teacher's effectiveness to teach biology standards through professional learning
- Implement at least one advanced course through dual enrollment or advanced placement in each high school in English, mathematics, science and social science
- Continue to encourage and support teachers to receive advanced degrees and professional learning to effectively implement these advanced courses
- Continue to ensure the district is ready to implement computer-based assessments
- Integrate systems for using state single sign-on data system
- Implement single sign-on data system
- Utilize revised teacher and principal evaluation tool to evaluate and report results
- Integrate and maintain systems that provides data to improve instruction
- Evaluate Educator Preparation Program to determine effectiveness and make any necessary changes
- Integrate and maintain a professional development system that provides effective delivery

of professional development for district staff

- Assign teachers and principals based on the revised Staffing Plan to ensure effective teacher and principals are assigned to high-needs, high-poverty schools.

**Summary of Year 3: 2012-2013:**

- Collect necessary data on previous year’s implementation for evaluation to make necessary fiscal and program adjustments to improve the program
- Continue to improve STEM program teacher’s effectiveness to teach biology standards through professional learning
- Improve participation rates in STEM program and advanced coursework offerings in English, mathematics, science and writing through recruitment efforts
- Maintain systems to ensure proper implementation of computer-based testing and data system integration for single sign-on data point
- Maintain and strengthen processes for using data to drive instruction
- Continue collaboration with Chipola College to maintain an effective educator preparation program
- Use revised teacher and principal evaluations to evaluate and make decisions on human capital
- Implement revised staffing plan for teachers and school administrators
- Maintain a professional development system that provides effective delivery of professional development for district staff

**Summary of Year 4: 2013-2014**

- Collect necessary data on previous year’s implementation for evaluation to make necessary fiscal and program adjustments to improve the program
- Improve participation rates in STEM program and advanced coursework offering in English, Mathematics, science and writing through recruitment efforts
- Maintain systems to ensure proper implementation of computer-based testing and data system integration for single sign-on data point
- Maintain and strengthen processes for using data to drive instruction
- Continue collaboration with Chipola College to maintain an effective educator preparation program
- Finalize the development of the differentiated pay salary schedule
- Use revised teacher and principal evaluations to evaluate and make decisions on human capital
- Maintain a professional development system that provides effective delivery of professional development for district staff

DOE Code	Section	Work Plan Area	10/11			11/12	12/13	13/14	Totals
			2nd	3rd	4th				
2	(B)(3)4	STEM Career	0	0	29570.00	6937.00	6937.00	6937.00	50381.00
3	(B)(3)5	Advanced Coursework	0	0	7800.00	15200.00	15200.00	15200.00	53400.00
4	(B)(3)6	Technology	0	0	253269.00	5000.00	5000.00	5000.00	268269.00
5	(C)(2)	State Data	0	0	105000.00	5000.00	5000.00	5000.00	120000.00
6	(C)(3)(i) and (iii)	Use Data to Improve Instruction	0	0	29000.00	48000.00	48000.00	48000.00	173000.00
7	(D)(1)(ii)	Educator Preparation	0	0	6500.00	18250.00	19250.00	19250.00	63250.00

8	(D)2(i)(ii)(iii)	Evaluation Systems	0	0	27000.00	1000.00	1000.00	1000.00	30000.00
9	(D)2(iv)(b)(c)(d), (D)3 and (E)2/4-5	Human Capital Decisions	0	0	0	0	0	0	0
10	(D)5), (B)3) 2-3, (C)3(ii), (D)2(iv)(a), and (D)3(ii)2	Professional Development	0	0	0	0	0	0	0
14		Project Management		8605.50	9137.50	36914.00	36914.00	36914.00	128485.00

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

*Enter narrative for (A)3. here:*

The district has developed a structured approach to ensuring that programs are implemented and evaluated with fidelity. The district recently hired a Supervisor of Federal Programs to ensure all federal programs maintain compliance with all requirements. This individual will be responsible for the evaluation and documentation of implementation of Race to the Top and work closely with the Florida Department of Education in their requests for data to evaluate the program. The Supervisor of Federal Programs will coordinate with all stakeholders in the planning, implementation and evaluation of Race to the Top. This person will be responsible for disseminating information to the School Board, school administrators, teachers and community members. This will be integrated into the current process and procedures for other federal grants.

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

*Enter narrative for (A)4. here:*

The district is planning its implementation of Race to the Top carefully to ensure the implementation of all programs and reforms will be sustainable after funding ends. Many of the programs and reforms enhance current procedures, formalize procedures that are currently informal in the district and provide a renewal of goals already established in the district. STEM programs will be implemented using Race to the Top funds for initial costs and will be coordinated with state, local and other federal sources to sustain implementation. It is also the goal of the district to implement STEM programs that will recruit students back to the public school system that are currently enrolled in virtual, home school or non-public school and generate greater state funding for the district. The district will be enhancing its focus on professional development through Race to the Top reform that will not be a cost burden to the district. This will allow the district to continue its implementation of an effective professional development program that will produce great teachers and leaders to improve student academic achievement. The district has coordinated its state, local and federal resources effectively to implement the requirements of technology to implement improved instruction and the ability to provide computer-based testing for the state academic assessment. The data Race to the Top reform elements will be integrated into the current school improvement process and costs to the district. The reform measure identified in Race to the Top that will be of concern for sustaining at the district level will be the differentiated salary scheduled that will be tied to the evaluation of teachers and school administrators. The district will work closely with the teacher's union and hold discussions with the Director of Finance to develop and implement a salary schedule that the district will be able to sustain in the future.

**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.**

*Enter narrative for (A)5. here:*

The district's Director of Finance, Director of Secondary Education, Director of Elementary and Early Childhood, Director of Student Services, Director of Exceptional Student Education and the Supervisor of Federal Programs work closely in budgeting and coordinating programs that integrate and support each other to eliminate duplication of effort and to implement programs with fidelity. This will continue with Race to the Top reforms that will be integrated with programs such as Title I, Part A, Individuals with Disabilities Act, Title II, Part A, Title I School Improvement, Title II, Part D, Title I, Part D, Title I, Part C, Carl Perkins and Title VI. This will allow the district to implement a well-rounded education for the students of the district and provide ample support in improving the effectiveness of teachers and school administrators to improve student academic achievement on the state academic assessment.

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

**Please indicate one LEA point of contact for this Project.**  
**Name: Frank Waller**  
**Title: Director of Secondary Education**  
**Phone #: 850-482-1200**  
**E-mail Address: frank.waller@jcsb.org**

**Project Goal:** The District 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 District 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 District 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 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.
  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 2009-2010 who were awarded industry certifications.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Secondary Education	X	X	X	X	X	X
Agriculture Science Teacher at Graceville High School	X	X	X	X	X	X
Supervisor of Federal Programs	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. Districts are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

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

enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

<b>Deliverable (required):</b> Evidence of funding allocated providing for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			<b>X</b>
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The District will implement a staffing differentiated salary schedule for teachers that implement the newly implemented STEM Program to provide incentives for teachers of this program to maximize the number of students that will receive industry certification tied to this program. The District will also use the End of Course Biology Exam for those students that take the EOC that are enrolled in these courses.						x
The District will also use the End of Course Biology Exam for those students that take the EOC that are enrolled in these courses and are not enrolled in the standard Biology course to evaluate the effectiveness of teaching and program implementation.			x	x	x	x
Curriculum mapping the course with emphasis on Biology standards with the assistance of the District's consultant for science curriculum			x	x	x	x
Provide professional development to the teachers that will implement the STEM program. (Coordinate with Title VI and Carl Perkins) <ul style="list-style-type: none"> <li>• Provide certification trainings as required</li> <li>• Provide professional learning and possible refresher Biology Courses for the teachers that will be teaching these courses to ensure student success on the Biology EOC.</li> </ul>			x	x	x	x

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

Annual student enrollment of participating schools to show the number students completing the entire program and the anticipated number of students that will obtain industry certification in the program.				X	X	X
Purchase orders that show the materials and supplies purchased to initiate the program and to continue implementation.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$	\$29570.00	\$6937.00	\$6937.00	\$6937.00

**Sustainability Factors:** *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*  
The Jackson County School Board will use the funds from Race to the Top to absorb the start-up costs for the implementation of the new STEM program. After the initial start-up costs, the Jackson County School Board will be able to coordinate and integrate its funding from the Carl Perkins and Title VI Rural and Low Income Schools program to continue supporting implementation after the conclusion of Race to the Top funding. The addition of more rigorous coursework in the public schools will foster greater interest in students that are currently enrolled in home school, non-public school or taking virtual classes to return back to the public school. This will increase the districts state funding to support the sustainability of the program.

**Supporting Narrative (optional):**  
The District will be implementing the Animal Biotechnology STEM. This program will be implemented at Graceville High School as an integrated program to assist students in completing a technical program and prepare for post-secondary education. Based on the Chamber of Commerce’s information, Jackson County will benefit from this program due to 10 percent of the working force employed by agricultural businesses. The District has a high participation rate in the Future Farmers of America program that also influenced the decision to implement Animal Biotechnology in the school. It is important that Jackson County School Board implements a relevant program that has the interests of students at mind. This program will produce students that will be receiving a well-rounded education and be prepared to enter post-secondary education to work towards advanced degrees in science and technology disciplines. This will produce highly-skilled citizens to obtain high-wage jobs in the local community.

**Title and Page Number of Appendices for this Project (if applicable):**  
Appendix A, Page Number 1- 2009-2010 Baseline Data Jackson County School District STEM Coursework Offerings  
Appendix B, Page Number 12- Timeline to Implement STEM Program

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

**Please indicate one LEA point of contact for this Project.**

**Name:** Frank Waller

**Title:** Director of Secondary Education

**Phone #:** 850-482-1200

**E-mail Address:** [frank.waller@jcsb.org](mailto:frank.waller@jcsb.org)

**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
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Secondary Education	X	X	X	X	X	X
Director of Student Services/Testing Coordinator	X	X	X	X	X	X
Supervisor of Federal Programs	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The district will assist the schools in	X			x	x	x

analyzing community needs to ensure STEM coursework implemented will be relevant to assisting the community's workforce infrastructure.						
Director of Secondary Education will provide annual updates to the program based on adjusting needs of the community				X	X	X
Middle and high school guidance counselors will receive training in the scheduling design of students to effectively place students for success in STEM coursework offerings.	X	X	X	X	X	X
The district will collaborate with the Chipola College to assist in meeting the requirements of STEM coursework offerings through dual enrollment by determining the feasibility of having dual enrollment classes on district school campuses.		X	X	X	X	X
The district will assist schools in determining the feasibility of adding AICE coursework; integrating virtual instructional programs to meet the needs of students		X	X	X	X	X
Schools will develop specific scheduling plans to offer the minimal four subject area STEM courses required by Senate Bill 4.				X	X	X
Support instructional staff in obtaining advanced coursework for certification in areas to teach the expanded STEM coursework offerings and support a conducive professional learning environment to allow teachers to become highly effective in instructing STEM courses			X	X	X	X

Deliverable (required): Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The District will conduct an analysis of current advanced STEM coursework offerings from the 2009-2010 school year and establish baseline data and identify coursework areas that need to be added.	X					
The district will assist schools in analyzing and reporting data on the number of advanced STEM courses offered, the participation rates of students, the success rate of students and determining the effectiveness of the program through the School Improvement planning process				X	X	X
The LEA will improve participation rates of students on an annual basis through recruitment efforts.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$500.00	\$7300.00	\$15200.00	\$15200.00	\$15200.00

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

The increased availability of advanced coursework will assist the district in recruiting students that are utilizing home school, non-public education or virtual school options to return to public schools. This increase in enrollment will increase the funding received from the Florida Department of Education.

**Supporting Narrative (optional):**

A majority of the advanced coursework currently offered and participated in is dual enrollment with Chipola College. The district has a well-established relationship with Chipola Collage and has an articulation agreement for dual enrollment. The district will continue collaboration with Chipola College to increase equal access of the dual enrollment courses to students. Jackson County faces geographical and socio-economic barriers to increase dual enrollment accessibility. This will be a major goal to address in the coming years as our collaboration continues with Chipola College. Our district is unevenly distributed in the advanced course offering at school sites. A couple of our schools have qualified staff to teach advanced placement courses. This will be a district focus to improve on campus access to advanced placement courses by providing teachers access to receive professional learning to become qualified to teach advanced placement courses.

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

Appendix C, Page Number 14- Articulation Agreement with Chipola College

Appendix D, Page Number 35- Baseline Data of Jackson County School District Advanced Cousework Offerings

Appendix E, Page Number 36- Timeline for Implementing Advanced Coursework

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

**Please indicate one LEA point of contact for this Project.**

**Name: Frank Waller**

**Title: Director of Secondary and Education and Director of Technology**

**Phone #: 850-482-1200**

**E-mail Address: frank.waller@jcsb.org**

**Project Goal:** The District 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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Secondary Education and Director of Technology	x	x	x	x	x	X
Director of Student Services/Testing Coordinator	x	x	x	x	x	X
School Technology Coordinators	x	x	x	x	x	x

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Complete its purchasing of memory required to upgrade computers to meet minimum requirements for computer-based state academic assessments.			X			
Install memory to meet minimum requirements for computer-based state academic assessments.			X			
Complete purchasing of hardware and software to bring district into full readiness to implement computer-based state academic assessments district wide.			X			
Continue to assess district technology needs to maintain current technology capacity and upgrade as necessary in adherence to the District’s Technology Plan.				x	x	x

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$253269.00	\$5000.00	\$5000.00	\$5000.00

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

The District has successfully coordinated and integrated its state, local and federal funding to support the implementation of computer-based state academic assessments. The District has twice successfully received voter approval to increase state sales tax by ½ cent to provide additional resources to the district to upgrade and enhance its technology. This has been extremely successful and well received by the community and will be put before voters for renewal in 2016. The district will be able to continue implementation contingent on future availability of funds from local resources. The district will use Race to the Top funds to improve its readiness for future EOCs for non-FCAT tested subject areas that would result in increased needs for technology.

**Supporting Narrative (optional):**

The District is a recipient of the Title II, Part D Enhancing Education Through Technology grant that has significantly increased the capacity of the district to implement the requirements of Race to the Top and computer-based state academic assessment requirements. These funds have provided the newest available technology in the classroom to improve instruction.

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

Appendix F, Page Number 37: District Technology Plan

Appendix G, Page Number 76: Computer-Based Assessment Readiness Certificate

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

**Please indicate one LEA point of contact for this Project.**

**Name: Frank Waller**

**Title: Director of Secondary Education and Management Information Systems**

**Phone #: 850-482-1200**

**E-mail Address: frank.waller@jcsb.org**

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

**Deliverables (minimum required evidence):**

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

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

Reports are due by September 30 and March 31 of each year and based on the prior two quarters completed. Reporting shall begin the first applicable period after receipt and incorporation of state-level data into local instructional improvement systems. The Department will provide a report template.

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Secondary Education and Management Information Systems	X	X	X	X	X	X
Assistant Director of Management Information Systems	X	X	X	X	X	X
School Technology Coordinators	X	X	X	X	X	X
Supervisor of Federal Programs	X	X	X	X	X	X
Deputy Superintendent and Director of Personnel	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.*

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

<b>Deliverable (required):</b> For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The District will follow the State's reporting requirements to demonstrate single sign-on usage.				x	x	x
<b>Deliverable (required):</b> Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Detailed timeline and implementation plan that addresses the tasks, timing, and resources required to provide single sign-on access to state resources (these will be contingent on the platform the state develops for its single sign-on data access point system)				X		
The Director and Assistant Director of Management Information Systems will analyze the readiness of the District to implement the State's single sign-on data system.	x	x	x			
The Technology Coordinators and the Director and Assistant Director of Management Information Systems will meet quarterly to prepare for the implementation of the single sign-on data systems.		X	X			
Prioritize the needs of the District to ensure infrastructure, hardware and software are in place and operational to implement the single sign-on data system.			x			
Provide professional development to School Technology Coordinators to properly install and manage the hardware and software needed support the single sign-on system.			x	x		
Integrate the requirements of technology identified in Race to the Top Reform into the District Technology Plan to ensure a streamlined and coordinated effort in				X		

implementing the technology requirements with fidelity.						
<b>Deliverable (required):</b> Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				x		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
					x	x
Provide continued support in implementation of single sign-on data systems to ensure fidelity of implementation						
<b>Deliverable (required):</b> For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director and Assistant Director of Management Information Systems will provide professional development to School Technology Coordinators and District Staff in downloading data and providing the data to schools via the local integrated information systems.				X	X	X
School Technology Coordinators will train staff at their schools in accessing the State's single sign-on system to access data.				X	X	X
Staff will access at least one set of data utilizing the State's single sign-on data system				X	X	X
<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$	\$105000.00	\$5000.00	\$5000.00	\$5000.00
<b>Sustainability Factors:</b> (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) The District will only need to utilize Race to the Top funds if the platform the system is built upon is not compatible with the current operating system that would require upgrades to hardware and/or software. The district would only utilize funds to address this issue. Current district resources that are used to access data through DashBoard would be utilized to continue implementation of the single sign-on data system. Current staff in place would be able to continue the implementation of the single sign-on system.						
<b>Supporting Narrative (optional):</b> The District will fully implement the State's requirements for the single sign-on data system upon its completion. The Management Information Systems and School Technology Coordinators will be implementing the requirements of this scope of work.						
<b>Title and Page Number of Appendices for this Project (if applicable):</b> Appendix F, Page Number 37: District Technology Plan Appendix H, Page Number 77: 2010-2011 Employee Numbers						

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

**Please indicate one LEA point of contact for this Project.**

**Name: Shirl Williams**

**Title: Director of Student Services**

**Phone #: 850-482-1200**

**E-mail Address: shirl.williams@jcsb.org**

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

**Deliverables (minimum required evidence):**

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

The baseline report for 2009-10 is due by December 31, 2010. Subsequent reports are due annually by September 30 for the prior year.

2. The LEA will provide timely, accurate, and complete information in Department technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.

3. The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Superintendent	X	X	X	X	X	X
Deputy Superintendent	X	X	X	X	X	X
Director of Elementary and Early Childhood	X	X	X	X	X	X
Director of Secondary Education	X	X	X	X	X	X
Director of Student Services	X	X	X	X	X	X
Director of Exceptional Student Education	X	X	X	X	X	X
School Administrators	X	X	X	X	X	X
School Improvement Committee Chairs	X	X	X	X	X	X
Curriculum Coordinators	X	X	X	X	X	X
Curriculum Coaches	X	X	X	X	X	X
Curriculum Consultants	X	X	X	X	X	X
School Advisory Councils	X	X	X	X	X	X
Supervisor of Federal Programs	X	X	X	X	X	X
Panhandle Area Educational Consortium Staff	X	X	X	X	X	X

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

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

<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Continue to Utilize DashBoard data information system supported by the Panhandle Area Education Consortium for teachers, school administrators and district staff to access data on student academic achievement.	X	X	X	X	X	X
Continue to utilize the Pinnacle Viewer system for parents to review their child's information.	X	X	X	X	X	X
Continue to run district analyzer reports that show the number of times school administrators and teachers login in to DashBoard.	X	X	X	X	X	X
Upload data into DashBoard on a regular basis for teachers and school administrators to access to use to make decisions in improving instruction.	X	X	X	X	X	X

<b>Deliverable (required):</b> The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the District's local instructional improvement system meets the minimum standards. Districts will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$2000.00	\$27000.00	\$48000.00	\$48000.00	\$48000.00

**Sustainability Factors:** *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*  
The District will be implementing aspects of Race to the Top that will be absorbed into current personnel. Race to the Top Reform is providing a more structured approach to uses of data that has been implemented on a more informal basis in the District. The District will use funds provided through Race to the Top to offset additional costs that will be incurred due to increased access to data and using that data to inform instruction. Current cost for DashBoard is \$18,620 per year. It is anticipated that the increased amount of data to be added to this program will increase the cost by more than half. The District will budget an additional \$10,000 per year under Race to the Top and will absorb this additional cost into the ½ cent sales tax revenue upon the conclusion of the program. The District will be able to sustain the implementation of this approach after the depletion of Race to the Top funds.

**Supporting Narrative (optional):**  
Race to the Top Reform will allow the District renew the importance of using data to improve instruction. The District will provide an over-arching support structure from the Superintendent to the individual student utilizing the strengths of district staff, school administrators, school curriculum support and the School Advisory Councils to analyze data and improve instruction in the classroom. The District is using a well-structured approach with principals, school improvement process and curriculum support to use data in improving instruction. This reform will allow the District to strengthen this process and renew the importance of other key stakeholders in the decisions made to improve school academic performance.

**Title and Page Number of Appendices for this Project (if applicable):**  
Appendix I, Page Number 78: District DashBoard Agreement

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

**Please indicate one LEA point of contact for this Project.**

**Name: Cheryl McDaniel**

**Title: Director of Elementary and Early Education and Professional Development**

**Phone #: 850-482-1200**

**E-mail Address: cheryl.mcdaniel@jcsb.org**

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

**Deliverables (minimum required evidence):**

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent/Director of Personnel	X	X	X	X	X	X
Director of Elementary and Early Education/Director of Professional Development	X	X	X	X	X	X
Director of Secondary Education	X	X	X	X	X	X
Director of Student Services	X	X	X	X	X	X
Director of Exceptional Student Education	X	X	X	X	X	X
Supervisor of Federal Programs	X	X	X	X	X	X
School Administrators	X	X	X	X	X	X
Mentor Teachers/National Board Certified Teachers	X	X	X	X	X	X
PAEC Staff	x	x	x	x	x	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.		x	x	x	x	x
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Create and implement a partnership		x	x	x	x	x

agreement with Chipola College to assist in developing and implementing the provision of assigning supervising teachers to interns						
Establish internship guidelines manual for interns and supervising teachers		X				
Ensure program assists beginning teachers effectively and assigns supervising teachers to beginning teachers based on evaluation data of student learning and teacher performance				x	x	x
Develop and implement an internship survey for supervising teachers to identify needed professional development and support		x	x	x	x	X
Develop and implement survey for interns to identify needed professional development and support		x	x	x	x	X
Annually evaluate using survey data and professional development offered through the educator preparation program in collaboration with institutions of support (Chipola College) to ensure it is meeting the needs of our District and prioritize District needs when revising the program.				X	X	X

<b>Deliverable (required):</b> Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Key personnel meet to review current description of qualifications for assigning supervisors of program interns and peer mentors in the district's current educator preparation program and to revise current plan to meet the requirements of Race to the Top reform.	X					
Maintain access to the Clinical Educator Training offered through PAEC for teachers and administrators, and use those teachers and administrators that have completed the program as a qualifying requirement to be a supervising teacher and peer mentor by creating a data base of those that have completed the program			x	x	x	x
Use data from the newly developed/revised teacher/principal evaluation tool to determine effectiveness of teachers/principals to determine eligibility in				x	x	x

program						
Maintain and update National Board Certified Teacher database to identify potential supervising teachers and peer mentors						
Continue to update plan on an annual basis as identified by reviewing data in the evaluation of the program.				X	x	x

<b>Deliverable (required):</b> Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				x		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop in collaboration with Chipola College a rubric for assessing peer/supervising teacher qualifications			x	x	x	x
Survey the educators participating in the program to ensure those assigned to supervise or peer mentor are effective in preparing them to be successful.			X	x	x	x
Use data from teacher evaluations developed under Race to the Top to identify effective and highly effective peer/supervising/alternate certification program teachers				x	x	x
Utilize the results of the survey and the improvements in classroom management and student achievement of the educators participating in the program to evaluate the effectiveness of the program.			X	x	x	x
Use results of data analysis to improve the program for future implementation and professional development needs.				X	x	x

<b>Deliverable (required):</b> Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Maintain and update clinical educator, peer teacher, supervising teacher and National Board Certified Teacher database to determine assignments under this program	x	x	x	x	x	x
Train School Administrators on the proper reporting requirements to ensure fidelity of reporting data.			X	x	x	X
Train Management Information Systems staff on the data element for reporting.			X	x	x	x

Report data to relevant stakeholders on the progress of the educator preparation program's success.			x	x	x	x
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<b>Deliverable (required):</b> Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Continue to use the State Alternative Certification Program as needed.	x	x	x	x	x	X
Develop trainings for supervising and peer mentors based upon survey results			x	x	x	X
Collect and report district leadership plan data related to the placement of participants in administrative positions, success rate of those placed (based on student performance on rigorous assessments and other multi-metric measures as identified in the revised evaluation tool) and the results of teacher surveys on the value of the educator preparation program.			x	x	x	X
Review surveys from the interns that were assigned peer mentors on the effectiveness of assigned mentors.			x	x	x	X
Review results of mentor surveys and include in the analysis for the educator preparation program.			x	x	x	x
Based on the analysis of teacher survey results, performance results for peer mentors and student learning outcomes of participants, reassign peer mentors to participants as needed based on performance reviews and identify professional development needs to improve overall program performance and implementation			X	x	x	x

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$	\$6500.00	\$18250.00	\$19250.00	\$19250.00

**Sustainability Factors:** (short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)  
The District currently has an educator preparation program well-established and funded through state and local resources. The district will enhance its current program using Race to the Top funding. The funding that will enhance the program will then be absorbed into district funding and supplemented with Title II, Part A funding after the grant period ends to sustain the efforts enhanced through Race to the Top.

**Supporting Narrative (optional):**

The District has a well-established and effective educator preparation program currently providing resources and support for teachers. The District has undergone a Professional Learning Protocol Review for the 2010-2011 school year. This review analyzed our current educator preparation program and had minor suggestions for the District to make. The District will make these suggestions and incorporate the requirements of Race to the Top reform to ensure a valued and effective product is available for our personnel.

The District will enhance its current educator preparation program to integrate the requirements of Race to the Top. The district will revise its current program to improve and increase the number of great teachers and leaders to improve student academic achievement on state academic assessments. This revision will follow the timelines established in the final scope of work. The implementation of an effective teacher and leader preparation program will lead the district to better implement the overarching reforms of Race to the Top. Having great teachers and leaders will lead to schools using data accessed through the single sign-on system with fidelity to better inform instruction and improve student achievement. Having effective teachers and leaders in schools to analyze data will lead to effective professional development focused on improving student achievement. Increasing the number of great teachers and leaders will ensure successful implementation of the STEM requirements of Race to the Top. Integrating rigorous coursework in each school of a district is a difficult task and each school will have to be staffed with highly effective teachers and school administrators to ensure fidelity of implementation. Increasing the capacity of teachers and school administrators through a beneficial educator preparation program will ensure that teachers and school administrators will increase the likelihood of high student academic performance and will benefit from the revisions to the evaluation and compensation of the district as a result of Race to the Top reforms.

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

Appendix J, Page Number 81: 2010-2011 Jackson County New Teacher Program Handbook

**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: Larry Moore**

**Title: Deputy Superintendent and Personnel Director**

**Phone #: 850-482-1200**

**E-mail Address: larry.moore@jcsb.org**

**Project Goal:** The District 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
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent/Director of Personnel	X	X	X	X	X	X
Director of Elementary and Early Childhood	X	X	X	X	X	X
Director of Secondary Education	X	X	X	X	X	X
School Board Chairman	X	X	X	X	X	X
Teacher Union Representative	X	X	X	X	X	X
Supervisor of Federal Programs	X	X	X	X	X	X
Teacher/Administrator Committee for revising teacher evaluation tool	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
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).			No later than May 1	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Committee of teachers, administrators,	X	X	Completed			

and the teacher's union will work collaborate on the revision to the evaluation tool ensuring the inclusion			by May 1			
Develop 50% of the teacher evaluation tool to reflect core effective practices, requirements of F.S. 1012.34 and a comprehensive range of ratings to include effective and highly effective			X			
Incorporate student growth measure based on performance of students on state-required assessment for 40% of the evaluation and student growth or achievement as determined by the LEA for 10%.			X			
Design teacher appraisal system to support district and school level improvement plans and continuous quality improvement of the professional skills of instructional personnel			X			
Include a provision for evaluating subject knowledge of teachers who are out-of-field			X			
Implement a revised teacher appraisal system for classroom FCAT teachers only (math, reading and science) subject to any pertinent collective bargaining			X			
The district will collaborate with state resources and Florida Organization of Instructional Leaders in the development in the development of End of Course Exams for non-state academic tested areas				x	x	x
Applications of value-added measures of teacher level student growth will be included in calculations as they are piloted and approved by DOE				x	x	
Through workgroups and collective bargaining, define milestone events and at least one metric to include in revised teacher evaluation tool					x	
Implement multi-metric evaluation for teacher in the year prior to milestone event						X
The School Board of Jackson County annually collaborates with the Teacher's Union collectively bargain. The 2011-12 collective bargaining sessions will address Race to the Top requirements of Differentiated Salary Schedules.				X	X	X

<b>Deliverable (required):</b> A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
<b>Supporting Activities (indicate each year activity will be conducted and include</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			

<b>collective bargaining, if applicable):</b>	Quarter	Quarter	Quarter			
Bring the teacher union representative, a representative from each grade level for K-12 and a representative from each of the alternative school sites including the Department of Juvenile Justice program to the district to allow for discussion on the revisions of the teacher evaluation system to allow for inclusion of the new requirements. Provide the scope of work to the group and a current copy of the evaluation tool for elementary, middle, combination schools K-12 and high schools. Future meetings will break out into the following grade groups: K-2, 3-5, 6-8 and 9-12. The alternative schools will meet with the 9-12 group. The group will decide on scheduling the meetings for the remainder of the year on meeting once per month or twice per month depending on need.	x					
Start the grade-level meetings to review the current evaluation tool and begin revisions to incorporate the requirements under Race to the Top. Ensure the evaluation tool continues to adhere to the state requirements. Encourage teachers to volunteer to allow the district to display their longitudinal data for other teachers to see how it will affect their evaluation and ultimately how it will affect their salary in the future. Structure meetings to focus on the attainment of a valued and effective evaluation tool that teachers and the union can come to an agreement on for implementation as deliberated through the collective bargaining process.	x					
Continue talks with each grade-level group to come to a consensus on elements of the evaluation tool. Bring the entire group together to review all comments and suggestions and compile a draft of the new evaluation tool to be presented for review and approval by the union and school board.		x				
Submit the draft of the new teacher evaluation tool to the union and the school board for review and approval.			x			

Make changes requested by the union and the school board to bring to final form for submission to the Florida Department of Education. Submit for approval prior to May 1, 2011, to meet the deliverable requirement.						
Implement revised evaluation tool developed under Race to the Top				x	x	x

<b>Deliverable (required):</b> A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Organize a workgroup including key personnel to revise principal evaluation tool	X					
Meet with work group as often as needed during developmental stage	x	x	X			
Meet with Panhandle Area Educational Consortium and DOE contracted consultant for assistance		x	X			
Revise principal evaluation tool to include emphasis on recruiting and retaining effective teacher, improving effectiveness of teachers, removing ineffective teachers, and including a comprehensive range of ratings			X			
Incorporate student growth measure based on performance of students on state-required assessments for 40% of the evaluation and student growth or achievement as determined by the district for 10%			X			
Conduct annual evaluations of principals using evaluation tool developed under Race to the Top				x	x	x

<b>Deliverable (required):</b> A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Bring the District Directors together with the Superintendent and the Deputy Superintendent to discuss the revisions of the school administrator evaluation system to allow for inclusion of the new requirements. Provide the scope of work	x					

to the group and a current copy of the evaluation tool for elementary, middle, combination schools K-12 and high schools. Future meetings will break out into the following grade groups: K-2, 3-5, 6-8 and 9-12. The alternative schools will meet with the 9-12 group. The group will decide on scheduling the meetings for the remainder of the year on meeting once per month or twice per month depending on need.						
Start the grade-level meetings to review the current evaluation tool and begin revisions to incorporate the requirements under Race to the Top. Ensure the evaluation tool continues to adhere to the state requirements. Encourage current school administrators to volunteer to allow the district to display their longitudinal data to see how it will affect their evaluation and ultimately how it will affect their salary in the future. Structure each meeting to focus on the attainment of a valued and effective evaluation tool that school administrators and district staff can come to an agreement on for implementation.	X					
Continue talks with each grade-level group to come to a consensus on elements of the evaluation tool. Bring the entire group together to review all comments and suggestions and compile a draft of the new evaluation tool to be presented for review and approval by the union and school board.		X				
Submit the draft of the new school administration evaluation tool to the school board for review and approval. Make changes requested by the school board to bring to final form for submission to the Florida Department of Education. Submit for approval prior to May 1, 2011, to meet the deliverable requirement.			X			
Implement revised evaluation tool developed under Race to the Top				X	X	X

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

<b>Deliverable (required):</b> Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				x	x	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0.00	\$0.00	\$27000.00	\$1000.00	\$1000.00	\$1000.00

**Sustainability Factors:** *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*  
 Jackson County School District utilizes an evaluation tool that will be enhanced through Race to the Top reform. The reforms made will not cause a cost burden to the District that can not be covered by current expenses incurred by the current evaluation tool.  
 The differentiated reform measure in Race to the Top will be of concern in sustaining at the district level. The District will work closely with the teacher’s union and hold discussions with the Director of Finance to develop and implement a valued salary schedule that the district will be able to sustain in the future.

**Supporting Narrative (optional):**  
 The Jackson County School District will be working in a collaborative effort to bring together teachers, administrators and teacher union representatives to come to an agreement on the evaluation tool to be used to evaluate instructional personnel. Gaining the support of the teachers and union representatives in developing a valued and effective tool in measuring teacher effectiveness that will be tied to the newly developed differentiated salary schedule is crucial to the success of implementing Race to the Top requirements. Providing a valued and effective tool to evaluate teachers will show that great teachers lead to higher student academic achievement on the state academic assessment.

The Jackson County School Board and District Administrators will work to revise the evaluation tool for school administrators to meet the requirements of Race to the Top. This evaluation tool will be revised to be a valued and effective measurement of school administration effectiveness. The evaluation tool will show that great leaders improve student academic achievement by providing a conducive environment for learning.

Upon conclusion of the revisions to the evaluation tool for teachers and school administrators, the district will begin its revisions to the salary schedule to integrate the requirements of Race to the Top. The teachers’ salary schedule will be revised in collaboration with the Committee established to revise the teacher evaluation tool.

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

Appendix K, Page Number 152: Timetable for Implementing the Teacher Evaluation System  
Appendix L, Page Number 153: Timetable for Implementing the Principal Evaluation System  
Appendix M, Page Number 154: Jackson County School District Instructional Personnel Performance Appraisal Instrument  
Appendix N, Page Number 159: Jackson County School Board Principal, Pre-Kindergarten-12 Performance Appraisal  
Appendix O, Page Number 164: Jackson County School Board Principal, Elementary School Performance Appraisal  
Appendix P, Page Number 169: Jackson County School Board Principal, Middle School Performance Appraisal  
Appendix Q, Page Number 174: Jackson County School Board Principal, High School Performance Appraisal

**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: Larry Moore**  
**Title: Deputy Superintendent and Director of Personnel**  
**Phone #: 850-482-1200**  
**E-mail Address: larry.moore@jcsb.org**

**Project Goal:** The District 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
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent and Director of Personnel	X	X	X	X	X	X
Director of Elementary and Early Childhood	X	X	X	X	X	X
Director of Secondary Education	X	X	X	X	X	X
Director of Student Services	X	X	X	X	X	X
Director of Exceptional Student Education	X	X	X	X	X	X
Director of Finance	X	X	X	X	X	X
School Administrators	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Annually submit the teacher and principal salary schedules that reflect the use of						

evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Seek assistance from the Panhandle Area Educational Consortium in research, development and implementation of a comprehensive performance compensation system that reflects the use of the new evaluation tool for teachers and principals		x	x			
Collaborate with the Teacher Committee, Teacher's Union through the collective bargaining process, School Board and District Leadership in the revision of the Teacher Salary Schedule to align with the newly developed teacher/principal evaluation tool to implement differentiated pay.				x	x	X
Collaborate with School Board and District Leadership in the revision of the School Administrator Salary Schedule to align with the newly developed school administrator evaluation tool to implement differentiated pay.				x	x	X
Submit the revised salary schedule to the Teacher's Union to negotiate the final compensation system in accordance with collective bargaining requirements					x	
Submit the revised salary schedules to the School Board for approval. (These revised salary schedules may take more time to reach approval. The school district will strive to have all stakeholders come to an agreement to have the School Board approve for implementation in the 2013-14 school year. Documentation of efforts will be compiled to show progress).					x	x

<b>Deliverable (required):</b> Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			x	x	x	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Conduct a comprehensive review of placement procedures of teachers and		x	x			

principals						
Work collaboratively with key stakeholders to create a process to use data driven decisions for the placement of teachers and principals			x	X		
The union and the district will negotiate any aspects of the process for the replacement and assignment of teachers that impact the bargaining process			x	X		
Implement, monitor and evaluate the process for teacher and principal placement based on evaluation data					x	x

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Create an overarching plan in collaboration with Title I to develop a staffing allocation that aligns with the requirements of Race to the Top in making effective decisions in placement of teachers and school administrators based on the level of poverty and the proportion of minority students				x	x	x
The Director of Finance will revise the staffing plans each school year to ensure the appropriate distribution of effective school administrators and effective teachers at schools with the highest percentage of low income students and minority students.				x	x	X
The staffing plan will include recruitment and retention strategies and selection of teachers and school administrators to attract and retain highly effective teachers and school administrators at schools with a higher percentage of student in poverty and minority students and integrate the requirements of Differentiated Accountability and Title I School Improvement 1003(g) to ensure lowest-performing schools are sufficiently supplied with resources to improve.				X	X	X
The staffing plan will pull together the overarching requirements of Race to the Top in the Final Scope of Work areas: <ul style="list-style-type: none"> <li>Ensuring secondary schools</li> </ul>				X	X	X

<p>have the effective teachers in place to implement the rigor of the STEM programs</p> <ul style="list-style-type: none"> <li>Utilizes the educator preparation program to recruit effective personnel to staff high poverty and high minority schools</li> <li>Ensuring the newly revised teacher and school administrator evaluation tool is implemented with fidelity to provide valid and useful information to staff schools with effective teachers and school administrators</li> <li>Utilize the professional development provided to teachers and school administrators to evaluate the effectiveness of teachers and school administrators when making staffing allocations</li> </ul>						
The Director of Finance will submit the staffing plans to the School Board for approval and ensure adherence to the requirements of Race to the Top.				x	x	X
The Director of Personnel will provide continuous oversight to ensure the staffing plans are maintained through the school year.				x	x	X

<b>Deliverable (required):</b> Annually submit the district's collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
					X	
Submit collective bargaining agreements concerning the final compensation system for teachers as a result of the newly developed evaluation tool						
Submit collective bargaining agreements on the final aspects of the process for replacing teachers and the assignment of teachers as a result of the evaluation				x		

<b>Deliverable (required):</b> Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X

in human capital decisions (list the documentation and the timeline for submission in Related Activities).						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Implement the revised evaluation system and staffing plan for teachers and school administrators.						X
District Administrators will meet with School Administrators after all teacher evaluations have been submitted to analyze data and place teachers in appropriate categories in preparation for placement following the newly developed staffing plan. The timeline will follow the current statutory requirements of notifying teachers of renewal of contracts by April of each calendar year. Actual school placement will follow the requirements of Race to the Top in prioritization of placing effective teachers and school administrators at schools with high poverty students and high minority students.			X	X	X	X
District Administrators will meet to analyze school administrator evaluations and use those evaluation results to make decisions on the placement of school administrators following the additional guidelines in Race to the Top.			X	X	X	X
The district will establish a timeline for collection and submission of accountability data following the guidance submitted by the Department.			X	X	X	X

<b>Deliverable (required):</b> Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Train Management Information System Staff on the new additional reporting requirement attached to the regularly-scheduled student and staff survey.				X	X	X
The Deputy Superintendent and Director of Personnel will submit the necessary data to the Director of Management Information Systems for reporting bonuses and salary augmentations.				X	X	X
The Deputy Superintendent and Director of Personnel will review the data submitted through the survey to ensure fidelity of				X	X	X

reporting.						
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<b>Deliverable (required):</b> Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The Deputy Superintendent and Director of Personnel will be responsible to overseeing the terminations of personnel.	x	x	x	x	x	x
Appropriate training to individuals responsible for the termination of teachers will be reinforced to follow the procedures.	x	x	x	x	x	x
The district will hold supervisors accountable for using the process and timeline in statute for the removal of ineffective teachers from the classroom.	x	x	x	x	x	x
The district will continue to report teacher terminations through the established reporting procedures.	x	x	x	x	x	x

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

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

**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)*

The district will devise implementation of these requirements to ensure the cost burden does not negatively affect the district's ability to operate. Implementation of a differentiated salary schedule that rewards teachers and principals for effectively improving student performance will alter the status quo of district operations for salaries. The cost of salaries will be volatile amount to predict from year to year. The district will collaborate with stakeholders to develop an evaluation system that will be valued and effective in making decisions in several areas described in Race to the Top. The district will also work closely with stakeholders in the development of a salary scheduled that will meet the requirements of Race to the Top. The district will coordinate and integrate state, local and federal funds to ensure the requirements are met. The district assures that the integration of federal funds will not supplant state or local funds in meeting the requirement of Race to the Top. While there are funds available in state and local resources to implement a salary schedule that is differentiated and driven by evaluation of teacher effectiveness to improve student achievement, sustainability will be contingent on the level of financial support from state and local resources to stay proportionate to the cost of implementation. Any decrease in state and local resources will put sustainability after Race to the Top funding ends in jeopardy.

**Supporting Narrative (optional):**

The district will be integrating the requirements of Race to the Top to enhance its current operating procedures to effectively make decisions on the placement of teachers and school administrators based on the data analysis of performance evaluations. The performance evaluation data will also be used to make decisions on compensating teachers and school administrators. The over-arching Race to the Top requirements will produce great teachers and leaders to improve student academic achievement on the state academic assessment.

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

Appendix M, Page Number 154: Jackson County School District Instructional Personnel Performance Appraisal Instrument

Appendix N, Page Number 159: Jackson County School Board Principal, Pre-Kindergarten-12 Performance Appraisal

Appendix O, Page Number 164: Jackson County School Board Principal, Elementary School Performance Appraisal

Appendix P, Page Number 169: Jackson County School Board Principal, Middle School Performance Appraisal

Appendix Q, Page Number 174: Jackson County School Board Principal, High School Performance Appraisal

Appendix R, Page Number 179: 2010-11 Teacher Salary Schedule

Appendix S, Page Number 180: 2009-10 Principal Salary Schedule

Appendix T, Page Number 181: 2010-11 Staffing Plan

Appendix U, Page Number 182: 2009-10 Collective Bargaining Agreement

**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: Cheryl McDaniel**  
**Title: Director of Elementary and Early Education and Director of Professional Development**  
**Phone #: 850-482-1200**  
**E-mail Address: cheryl.mcdaniel@jcsb.org**

**Project Goal:** The District 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
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Elementary and Early Education and Director of Professional Development	X	X	X	X	X	X
Director of Secondary Education	X	X	X	X	X	X
Director of Student Services	X	X	X	X	X	X
Director of Exceptional Student Education	X	X	X	X	X	X
School Administrators	X	X	X	X	X	X
Panhandle Area Education Consortium Personnel	X	X	X	X	X	X
Supervisor of Federal Programs	X	X	X	X	X	X
School Administrators	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
A revised district professional development system that meets the requirements of						

<i>Florida's Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.				x	x	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Convene the Professional Development Council and Panhandle Area Education Consortium personnel to review the Master In-service Plan to revise and incorporate the elements of Florida's Protocol Standards for Professional Development and the requirements of Race to the Top as identified in the attached checklist.	x	x	x			
Receive and analyze the Professional Development Protocol Review Final Report	x					
Professional Development activities will align to the requirements and be data-driven and be entered into the ePDC program with the Panhandle Area Education Consortium.			x	x	x	X
The district will continue its professional development currently offered for Lesson Study, will expand its offering for full implementation of the program			x			
Core teachers at all schools will participate in Lesson Study with peers monthly				x	x	x
Submission of monthly grade level and content area Common Core State Standards used to teach, observe and study evidence of student learning and design improved instruction				x	x	x
District and School administrators will work with teachers and union in reviewing professional development what will support teacher collaboration		x	x	x	x	X
Implement schedules that ensure common planning time to focus on teaching and learning as identified through benchmark and formative assessments				x	x	x
Prepare and implement pacing guides for core classes created by teachers and aligned to common core standards		x	x	x	x	X
Provide professional development in instructional strategies and methods for implementation of the common core state standards		X	x	x	x	x
Provide professional development for teachers and administrators in obtaining and analyzing student achievement data to target and improve instructions to include state and local data systems		x	x	x	x	X
Professional development on differentiated		x	x	x	x	x

instructions to include high-yield strategies that target high risk students						
Professional development for administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study related protocols to focus and support teacher work on improving assessment and instructional practices		x	x	x	x	x
Use the Professional Development Council to evaluate and revise the Master In-service Plan to make annual revisions as necessary as identified by the evaluation.				x	x	x

<b>Deliverable (required):</b> A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		x	x	x	x	X
Collaborate with the Professional Development Council to establish a timeline to incorporate the elements of Florida's Protocol Standards for Professional Development and the requirements of Race to the Top as identified in the attached checklist.						

<b>Deliverable (required):</b> A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	x	x	x	X	X	X
Follow the timeline and work plan established in the Final Scope of Work in (d)(2)(i)-(iii).				X	x	X
Development of the Individual Professional Development Plan and the Individual Leadership Development Plan will be aligned with evaluation results and student learning data.				x	x	x
District will collaborate with Panhandle Area Education Consortium to develop and implement professional development strategies and programs to meet the needs of the developed Individual Professional Development Plan and the Individual Leadership Development Plan.						

<b>Deliverable (required):</b> A component of the district's professional development system reflecting a revised process for evaluating the district's professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X				
Review the current evaluation tool for evaluating professional development implemented in the district		X				
Work in collaboration with the Professional Development Council and Panhandle Education Consortium to revise the current evaluation tool to incorporate the requirements of Race to the Top.		X	X	X	X	X

<b>Deliverable (required):</b> A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		x	x	x	x	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		x	x	x	x	X
Work with the Professional Development Council and the Panhandle Area Education Consortium to establish a timetable for implementing the evaluation of professional development that incorporates the requirements of Race to the Top.		x	x	x	x	X

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

<b>Deliverable (required):</b> Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				x	x	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				x	x	X
Use the results of the evaluation system and the annual needs assessment of teachers and school administrators to inform decisions in				x	x	X

making revisions to the district's professional development system.						
Work in collaboration with the Professional Development Council and the Panhandle Area Education Consortium on an annual basis to make the suggested revisions to the professional development system.				x	x	X

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

**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)*  
 The annual revision of the Master In-service Plan is the responsibility of current staff in coordination with the Professional Development Council and Panhandle Area Education Consortium and the requirements of Race to the Top will drive future revisions in the established process. The District will be able to continue the implementation of the Race to the Top requirements at the conclusion of funding. The implementation of the professional development strategies and programs are sufficiently supported by the coordination and integration of state, local and federal resources.

**Supporting Narrative (optional):**  
 The District has just undergone the 2010-2011 Professional Development Protocol Review and will be making the minor requested revisions to the district's professional development program. These revisions will also integrate the requirements of Race to the Top professional development. The district works with the Professional Development Council Panhandle Area Education Consortium to provide an overarching approach to professional development in the district to meet the needs of each individual to improve their knowledge and effectiveness in improving student academic achievement. The attached appendix for this final scope of work shows the district's current capacity on implementing several aspects of the Race to the Top requirements. The opportunities presented through Race to the Top will allow the district to further coordinate and integrate its programs to provide more structure and enhance the abilities of the district to make informed decisions in the professional development programs offered to its teachers and school administrators. The Race to the Top will infuse the necessary structure and create a comprehensive leveled approach to professional development program implementation and evaluation that is sure to provide effective and great teachers and leaders for our district. The improvement in effectiveness of great teachers and leaders will ensure future success of our students.

**Title and Page Number of Appendices for this Project (if applicable):**  
 Appendix V, Page Number 214: Panhandle Area Educational Consortium Master In-service Plan

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

<b>Item from RTTT MOU and corresponding <i>Protocol</i> standards</b>	<b>Page shown in Final Scope of Work</b>
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	45
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)	45
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	45
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)	46
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)	45
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)	45
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)	46
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)	26
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	46
10. Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6)	46
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)	45
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	NA

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

**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 9<sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit** (this is a calculation based on the graduation rate multiplied by the college going rate multiplied by the college credit attainment rate. For example, Florida’s goals are 85% graduating, 74% going to college, and 70% earning credit. That translates into  $85\% \times 74\% \times 70\% = 44\%$  of 9<sup>th</sup> 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**

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

**STATE GOALS**

State Goals for the Class of 2015:

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

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

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

**LEA GOALS**

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

High School Graduating Class of:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate	61	65	61	66	63	67	72	76	79	82	85
College Going Rate	61	58	57	60	63	66	69	72	75	78	80
College Credit Earning Rate	69	71	72	73	74	75	76	77	78	79	80
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	26	25	29	29	29	33	38	42	46	51	54

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

<b>READING</b>	<b>Closing the Achievement Gap</b>												
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
White	63	63	62	64	65	68	71	69	72	75	77	80	82
Black	34	36	36	40	38	43	45	43	54	64	71	77	79
Hispanic	53	46	57	53	53	53	59	59	67	74	76	79	81
Economically Disadvantaged	44	44	44	47	50	51	55	54	63	71	76	79	81
Students with Disabilities	25	24	27	28	31	34	36	35	48	58	67	73	79
<b>MATH</b>													
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
White	63	66	68	71	73	76	76	76	78	81	83	84	86
Black	35	38	40	44	45	51	51	51	61	69	75	80	84
Hispanic	53	42	53	61	69	63	71	70	76	78	81	83	84
Economically Disadvantaged	41	44	47	70	55	58	59	61	69	75	80	82	84
Students with Disabilities	22	23	25	32	33	35	37	38	50	60	68	75	80

White students are expected to decrease non-proficient students by 10% each year and all other subgroups are to decrease non-proficient students by 20% each year to close the achievement gap. Once the Gap has been closed, decrease non-proficient by 10% for the remainder of the years until 2014-2015.