2010

[WAKULLA COUNTY SCHOOL DISTRICT: RACE TO THE TOP APPLICATION]

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FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

TAPS Number
11AT01

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

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
Wakulla County School District P.O. Box 100, 69 Arran Road, Crawfordville, FL 32327	

C) Total Funds Requested:

$ $343,206

DOE USE ONLY

Total Approved Project:

$

D) Applicant Contact Information

Contact Name:	Mailing Address:
David B. Miller, Supt.	P.O. Box, Crawfordville, FL 32326
Telephone Number:	**SunCom Number:**
850-926-0065	
Fax Number:	**E-mail Address:**
850-926-0123	david.miller@wcsb.us

CERTIFICATION

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

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

E) _____
Signature of Agency Head

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

Attachment I
Program-Specific Assurances

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

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

A. Achieving equity in teacher distribution

B. Improving the collection and use of data

C. Regarding standards and assessments

1) Enhancing the quality of academic assessments

2) Including children with disabilities and limited English proficient students

3) Improving State academic content and student achievement standards

D. Supporting struggling schools

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

A. Improving student achievement through school improvement and reform:

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

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

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

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

B. Ensuring transparency, reporting, and accountability

RACE TO THE TOP – 10/06/10
LEA FINAL SCOPE OF WORK – EXHIBIT II

Additionally, the applicant assures that:

[X] None of the funds received through the Race to the Top grant will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

[X] The Local Educational Agency will take steps to ensure equitable access to, and equitable participation in, the projects and activities to be conducted with assistance through the State Fiscal Stabilization Fund, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

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

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

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

Certification:

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

Signature of Authorized Official (must be original) — 11/08/10 Date

RACE TO THE TOP – 10/06/10
LEA FINAL SCOPE OF WORK – EXHIBIT II

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

Attachment II
Three-Party Assurances

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

Superintendent for the LEA

Chair of the School Board for the LEA

Patricia Thomas (WCTA President)
Authorized Representative of Local Teachers' Union

count	MOU Criterion	Activity	Function	Object	Description	4 Year Total	Y 1	9/10 - Dec	10- 11-Mar	1/11 - 11-Jun	Y 1	Y 2	7/11 - 11-Sep	10/11 - 11-Dec	1/12 - 12-Mar	4/12 - 12-Jun	Y 2	Y 3	7/12 - 12-Sep	10/12 - 12-Dec	1/13 - 13-Mar	4/13 - 13-Jun	Y 3	Y 4	7/13 - 13-Sep	10/13 - 13-Dec	1/14 - 14-Mar	4/14 - 14-Jun	Y 4
							FTE	40,522	40,248	40,340	Total	FTE	40,432	40,523	40,249	40,341	Total	FTE	40,433	40,524	40,250	40,342	Total	FTE	40,434	40,525	40,251	40,343	Total
		Software for STEM Career and Technical programs			Rentals Leasing - purchase of software licenses for Project Lead the Way program as follows: For Year 2, one package of 20 MS Office 2010 licenses including Access/Excel/PPoint/Word@$1,000 and Autodesk ADA package of 125 seats annual license@$2,000. In Year 3, Autodesk ADA renewal ($2,000) and Autodesk Inventor Professional Package of 125 seats annual license ($2,000). In Year 4, Autodesk ADA renewal ($2,000) and Autodesk Inventor Professional renewal ($2,000)																							
1	2	Student Assessments materials	5000	360	Supplies Supplies - products developed by outside experts to provide products to improve assessment of student achievement.	11,000	0	0	0	0	0	0	3,000	0	0	0	3,000	0	4,000	0	0	0	4,000	0	4,000	0	0	0	4,000
2	8	Materials and supplies for STEM Career and Technical programs	5000	510	Supplies Materials and supplies for Project Lead the Way program as follows: In Year 2, supplies will consist of toner, paper, x-acto knives, glue, staples, compasses, pencils, solder, triangles, safety glasses, protractors, rulers, duct tape, graph paper, masking tape, scissors, electrical tape, cutting mats, sandpaper, notebooks, aprons totaling $3,000. Also, PTE Engineering notebooks 8 pkgs/20@$50 totaling $400, 20 steel tape measures@$10/tape totaling $200, 10 digital multimeters with voltage range 200mV@$20/meter totaling $200, and 20 steel dial 6" calipers@$10/caliper totaling $200. In Year 3, supplies will consist of toner, paper, x-acto knives, glue, staples, compasses, pencils, solder, triangles, safety glasses, protractors, rulers, duct tape, graph paper, masking tape, scissors, electrical tape, cutting mats, sandpaper, notebooks, aprons totaling $5,000. Also, PTE Engineering notebooks 8 pkgs/20@$50 totaling $400, 20 steel tape measures@$10/tape totaling $200, 10 digital multimeters with voltage range 200mV@$20/meter totaling $200, and 20 steel dial 6" calipers@$10/caliper totaling $200. In Year 4, supplies will consist of toner, paper, x-acto knives, glue, staples, compasses, pencils, solder, triangles, safety glasses, protractors, rulers, duct tape, graph paper, masking tape, scissors, electrical tape, cutting mats, sandpaper, notebooks, aprons totaling $2,000.	10,000	0	0	0	0	0	0	5,000	0	0	0	5,000	0	5,000	0	0	0	5,000	0	0	0	0	0	0
3	2		5000	510		12,000	0	0	$0.00	$0.00	$0.00	0	4,000	0	0	0	4,000	0	6,000	0	0	0	6,000	0	2,000	0	0	0	2,000

		Non-capitalized equipment for STEM Career and Technical programs			Furniture, Fixtures and Equipment Non-Capitalized Non-capitalized equipment for Project Lead the Way program as follows: In Year 2, one HP Scanjet 5590c digital flatbed multiple scanner@$400, one laserjet printer@$550, three digital cameras @$200/camera, steel storage cabinet 36"x18"x72"@$300, Two cordless drills 14 volt @$150/drill, two band saws 9" throat 115 volt@$150/saw, one drill press 12"@$200, one hot wire foam cutter@$200, and scroll saw@$150, In Year 3, laserjet printer@$550, one digital camera@$200, one cordless drill 14 volt@$150, one band saw 9" throat 115 volt @$150, one drill press 12"@$200, one hot wire foam cutter@$200, one scroll saw@$150, one steel storage cabinet 36"x18"x72"@$300, and one two nut driver sets@$50/set. In Year 4, one digital camera @$200, two cordless drills 14 volt @$150/drill, two band saws 9" throat 115 volt@$150/saw, and one drill press@$200.																																
4	2	Computers for on-line testing and instructional enhancement	5000	642	Computer Hardware Capitalized Two (2) mobile labs (22 computers each), one for each middle school to meet on-line testing requirements and enhance instruction.	6,000	0	0	0	0	0	0	3,000	0	0	0	3,000	0	2,000	0	0	0	2,000	0	1,000	0	0	0	1,000
5	4	Computers for STEM Career and Technical programs	5000	643	Computer Hardware Capitalized 1 mobile lab of 20 15" student laptop computers@$1,000 ($20,000 total)each for the high school to expand STEM Career and Technical program offerings. Also, one 20-unit laptop storage cart with laptop battery chargers ($2,000) and one teacher 15" laptop computer with MS Office 2010 included@$2,000.	40,000	0	0	0	40,000	40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	2	Capitalized computer equipment for STEM Career and Technical programs	5000	643	Computer Hardware Capitalized The following capitalized computer equipment will be purchased for the Project Lead the Way program. In Year 2, one Dell Latitude E550 Computer with Smartboard@$3,000. In Year 3, one HP Laserjet 3524 printer@$1,000. In Year 4, Viewsonic Digital Project@$1,000.	24,000	0	0	0	0	0	0	24,000	0	0	0	24,000	0	0	0	0	0	0	0	0	0	0	0	0	0
7	2	Participation fees for STEM Career and Technical programs	5000	643	Dues and Fees Dues and Fees - annual participation fees for Project Lead the Way program@$2,000/year.	5,000	0	0	0	0	0	0	3,000	0	0	0	3,000	0	1,000	0	0	0	1,000	0	1,000	0	0	0	1,000
8	2	Stipends for teacher training new compensation system during summer months.	5000	730	Classroom Teachers Salaries - Teachers-to be stipends of $20/hour for approximately 1530 hours of teacher training on the new compensation system.	6,000	0	0	0	0	0	0	2,000	0	0	0	2,000	0	2,000	0	0	0	2,000	0	2,000	0	0	0	2,000
9	9	Stipends for teacher training on new evaluation system.	6400	120	Classroom Teachers Salaries - Teachers-to be stipends of $20/hour for approximately 3265 hours of teacher training on the new evaluation system.	30,600	0	0	0	0	0	0	12,000	0	0	0	12,000	0	10,200	0	0	0	10,200	0	8,400	0	0	0	8,400
10	8	Provide substitutes for stakeholder meetings and travel	6400	120	Social Security FICA for approximately 420 hours requiring a substitue teacher as staff travels/meets to research compensation systems.	65,300	0	0	0	0	0	0	16,800	0	11,200	0	28,000	0	16,800	0	11,200	0	28,000	0	9,300	0	0	0	9,300
11	9	Stipends for teacher training new compensation system during summer months.	6400	220	Social Security FICA for stipends of $20/hour for approximately 1530 hours of teacher training on the new compensation system	300	0	0	100	200	300	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	9	Substitutes for teachers	6400	220	Social Security FICA for substitutes for teachers at $10/hr for approximately 28 hours annually who attend professional development for accelerated classes.	2,400	0	0	0	0	0	0	1,000	0	0	0	1,000	0	800	0	0	0	800	0	600	0	0	0	600
13	3	Provide substitutes for stakeholder meetings and travel	6400	220	Social Security FICA for approximately 560 hours requiring a substitue teacher as staff travels/meets to research compensation systems.	60	0	0	0	0	0	0	20	0	0	0	20	0	20	0	0	0	20	0	20	0	0	0	20
14	8		6400	220		400	0	0	200	200	400	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

		Stipends for teacher training on new evaluation system.			Social Security FICA for stipends of $20/hour for approximately 3265 hours of teacher training on the new evaluation system.																									
15	8	Substitutes for teachers	6400	220	Social Security FICA for substitutes at $10/hr for approximately 280 hours for teachers to attend Project Lead the Way professional development.	4,700	0	0	0	0	0	0	1,200	0	800	0	2,000	0	1,200	0	800	0	2,000	0	700	0	0	0	700
16	2	Stakeholder training	6400	220	Professional and Technical Services Professional Services - hire a consultant @$1,500/day for 3 days to train stakeholders on possible compensation strategies based on student learning.	200	0	0	0	0	0	0	67	0	0	0	67	0	67	0	0	0	67	0	66	0	0	0	66
17	9	Consultant for new evaluation system	6400	310	Professional and Technical Services Professional Services - hire a consultant @$1,500/day for 10 days to train principals on the implementation of the new instructional and administrative evaluation system	4,500	0	0	1,500	3,000	4,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	8	Stakeholder travel research compensation system	6400	310	Travel Travel- travel to districts which have approved compensation systems in place. Mileage will be reimbursed at 0.44/mile and meals allowance will be $8/$8/$20 for breakfast, lunch, and dinner respectively.	15,000	0	0	0	0	0	0	5,000	0	0	0	5,000	0	5,000	0	0	0	5,000	0	5,000	0	0	0	5,000
19	9	Professional Development	6400	330	Travel Travel - professional development for teachers, including registration fees, to attend training for accelerate classes. More specifically, each year registrations fees of $100/each for 7 teachers for an annual cost of $700 and $2,100 overall. Also, travel costs for the seven teachers at $200 in Years 2 and 3 respectively and $100 in Year 4 for a total of $500 overall. Mileage will be reimbursed at 0.44/mile and meals allowance will be $8/$8/$20 for breakfast, lunch, and dinner respectively.	4,500	0	0	1,500	3,000	4,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	3	Stakeholder travel new evaluation system	6400	330	Travel Travel- travel to districts which have approved teacher evaluation systems in place. Mileage will be reimbursed at 0.44/mile and meals allowance will be $8/$8/$20 for breakfast, lunch, and dinner respectively.	2,300	0	0	0	0	0	0	900	0	0	0	900	0	900	0	0	0	900	0	500	0	0	0	500
21	8	Travel to professional development for STEM Career and Technical programs	6400	330	Travel Travel - travel costs and registration fees for teacher attending professional development for Project Lead the Way program. New training will occur each year for the 3 courses. Registration fee will encompass a week-long Summer Institute at National Training Center to include all training materials and room and board at the hosting university (Year 2@$4,000, Year 3@$3,000 and Year 4@$3,000). Also, $1000/year for Years 2-4 for airfare and rental car for the teacher attending the above professional development.	8,000	0	0	5,500	2,500	8,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	2	Resource and materials for stakeholder meetings	6400	330	Supplies Materials and Supplies - consumable supplies for stakeholder meetings.	13,000	0	0	0	0	0	0	5,000	0	0	0	5,000	0	4,000	0	0	0	4,000	0	4,000	0	0	0	4,000
23	9	Training materials for stakeholder meetings	6400	510	Supplies Supplies- training materials prepared for stakeholder meetings on new teacher evaluation system. Such supplies will include notebooks, pens, chart paper, post-it notes, copy paper, printer cartridges, and highlighters.	1,506	0	0	500	1,060	1,506	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24	8	Provide substitutes for stakeholder meetings and travel	6400	510	Other Personal Services Approximately 420 hours requiring a substitue teacher at $10/hr as staff travels/meets to research compensation systems.	3,000	0	0	1,500	1,500	3,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	9	Substitutes for teachers	6400	750	Other Personal Services Substitutes for teachers at $10/hr for approximately 84 hours annually who attend professional development for accelerated classes.	4,200	0	0	1,400	2,800	4,200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	3		6400	750		840	0	0	0	0	0	0	280	0	0	0	280	0	280	0	0	0	280	0	280	0	0	0	280

		Provide substitutes for stakeholder meetings and travel			Other Personal Services Approximately 560 hours requiring a substitute teacher at $10/hr as staff travels/meets to research compensation systems.																									
27	8	Substitutes for teachers	6400	750	Other Personal Services Substitutes at $10/hr for approximately 280 hours for teachers attending Project Lead the Way professional development.	5,600	0	0	2,800	2,800	5,600	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	2	Software/management tool for compensation system	6400	750	Rentals Rentals - annual leasing of software for management of on-line compensation system.	2,800	0	0	0	0	0	0	933	0	0	0	933	0	933	0	0	0	933	0	934	0	0	0	934		
29	9	Software/management tool for evaluation system	7700	360	Rentals Rentals - annual leasing of software for on-line instructional appraisal management by principals	9,000	0	0	0	0	0	0	3,000	0	0	0	3,000	0	3,000	0	0	0	3,000	0	3,000	0	0	0	3,000		
30	8	Professional development for principals on new compensation system during summer months	7700	360	Professional and Technical Services Professional Services - hire a consultant to train principals on the implementation of the new instructional and administrative compensation system	35,000	0	0	0	0	0	0	15,000	0	0	0	15,000	0	15,000	0	0	0	15,000	0	5,000	0	0	0	5,000		
31	9		7730	310		16,000	0	0	0	0	0	0	5,000	0	2,000	0	7,000	0	4,000	0	2,000	0	6,000	0	2,000	0	1,000	0	3,000		
						$343,206	$0	$0	$15,000	$57,006	$72,006	$0	110,200	$0	$14,000	$0	$124,200	$0	$82,200	$0	$14,000	$0	$96,200	$0	$49,800	$0	$1,000	$0	$50,800		

A. OVERARCHING PROJECT PLANS

1. Describe the LEA's comprehensive reform plan that connects and coordinates all of the assurance areas.

Wakulla County School District (WCSD) is a small, rural community that is committed to success for all of its students. There are no schools in the Wakulla County School District that are among the lowest 5% performing schools. Named an "Academically High Performing District" by the Florida Department of Education, Wakulla County has maintained an "A" rating for five consecutive years. Effective teachers and leaders, plus strong community support, combine to help maintain such a high level of student achievement. However, there is always room for growth. The WCSD Race to the Top (RTTT) proposal outlines the district's correlation with Florida's goals for student achievement, and ultimately aligns with the national goals for moving students forward to effectively compete on a global level.

Key goals will include improvements in the **high school graduation rate** and in the **college success rate** for WCSD students. Wakulla's measurable goals for the 2015 target include a graduation rate of 85%; a college-going rate of 74%; a college credit earning rate of 70%; and the percent of 9th graders who eventually earn at least a year's worth of college credit at 48%. Advanced Placement and dual enrollment course offerings have grown from one to ten in eight years, which is significant for a small, rural district. More will continue to be added, with an emphasis on math and science offerings. In addition, the **achievement gap** will continue to be narrowed through programs that support success for underrepresented groups in college so that high school students are afforded the opportunity to take and be successful in college prep Advanced Placement and dual enrollment courses. In 2006, WCSD was first in the state for closing the achievement gap in reading and third in the state in math, but vigilance is necessary through student support and teacher professional development for this trend to continue. WCSD sets the measurable goal for 2015 at reducing its existing achievement gap by half between White and African-American students and between White and Hispanic students. In addition, WCSD supports the goal of continually increasing its students' performance on the **NAEP** to be competitive with the highest performing students in the country. The measurable achievement goal for 2015 is 50% in 4th grade Reading; 60% in 4th grade Math; 45% in 8th grade Reading; and 55% in 8th grade Math. These goals will continue to be achieved through national programs already in place in the WCSD such as Advancement Via Individual Determination (AVID), College Readiness Math and Writing courses offered during high school to avoid remediation needed in college, and emphasis on rigor and relevance from pre-kindergarten through college entrance.

Additional goals include decreasing the achievement gap between students on a standard diploma track in exceptional education compared with standard diploma non-ESE students; also, decreasing the achievement gap between economically disadvantaged students and students who are not categorized as economically disadvantaged.

Teachers will be supported through RTTT by fostering a "culture of rigor" in which **professional development** on Common Core Standards and **STEM** integration at all grade levels will continue to be enhanced through such methods as **Lesson Studies** which have already begun through WCSD participation in the Partnership to Rejuvenate and Optimize Mathematics and Science Education in Florida (PROMiSE) and other Panhandle Area Education Consortium (PAEC) training provided. **Data-driven decision making** will also be further supported through placing a priority on student and teacher access to **technological advancements** and on a **single-sign on for accessing data** by educators, parents, and

students. As a portion of the support for **great teachers and leaders**, new comprehensive teacher and principal **appraisal systems** will provide for evaluations that incorporate student growth and success. These will be developed by May 1, 2011 through the **D**istrict **T**eacher **A**ppraisal **A**dvisory **T**eam (DTAAT) and the **D**istrict **P**rincipal **A**ppraisal **A**dvisory **T**eam (DPAAT) that will include representatives from teachers and administrators, with transparent access to drafts along the way for feedback from all stakeholders. The negotiated compensation system will be designed to support **greater educator compensation and leadership opportunities**. Professional development will be aligned with the appraisal system to provide teachers and administrators with the best tools possible for raising student achievement.

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

- **Involvement of all stakeholders:** Included in the Wakulla School District stakeholders for input into the Race to the Top grant application are teachers, administrators, staff, parents, local institutions of higher education, business/community leaders and Wakulla County Teacher Association (WCTA) representatives. Meetings for input into drafts of the Race to the Top application have been sought through the District Advisory Council consisting of parents, community leaders, and district/school personnel; face-to-face meetings with administrators; meetings with WCTA representatives plus emailed drafts to all teachers for input; links to RTTT information on the district website; communication on articulation agreements with the local community college and universities; and communication with teacher preparation program representatives for continued refinement of the MOUs with them to reflect RTTT goals.
- **Identification of the leadership/management team:**
  Superintendent; Assistant Superintendent for Administration; Assistant Superintendent for Instruction; Executive Director of Curriculum; Executive Director of Human Resources; Director of Special Programs/Assessment Coordinator; Director of Technology Services; Chief Finance Officer; School Principals; Teacher Leaders; Community/Parent Advisor
- **Strategies for monitoring implementation:** The superintendent and the district leadership team will meet on a regular basis, informally as needed, and formally every month for progress updates on activities and timelines. A monthly update will be given to the school board members and to the public. Meetings will be held with school administrators on a monthly basis, and as needed in response to training on new appraisal systems. RTTT updates will be on the agenda for the bimonthly District Advisory Council Meetings which include teachers, parents, and community members. District administrators, including the Chief Finance Officer, will ensure that all state reporting requirements and timelines are met on the requirements of the RTTT grant.

- **An overall anticipated implementation timeline**:
  <u>Year One</u>
  - Gather information for deciding on a STEM program best suited to school/community needs; include analysis of cost and funding sources
  - Analyze current status of advanced STEM course offerings of Advanced Placement and dual enrollment to plan for additional courses
  - Purchase computers and install memory needed to meet readiness certification for

state online testing
- Assess what the district needs to provide the state for single sign-on access information (current programs in use; current staff and parent use of those programs, etc.)
- Report on what current student data is used (Dashboard, Gateway, Grade Quick, Edline, etc.) and how it is used to improve instruction
- Plan for continued collaboration with institutions to support Educator Preparation Programs to include annual meetings; annual feedback; updated MOUs with all partnering institutions
- Work on a plan for selecting highly effective supervising teachers for interns and peer mentors for beginning teachers
- Collaborate with FLDOE assigned contracted consultant and advisory teams representing all stakeholders, including WCTA representatives, to develop new teacher and principal evaluation systems by May 1, 2011
- Review and revise potential compensation plans with stakeholders
- Plan for developing how students will be assessed for student performance portion of teacher evaluation to include non-state tested subject areas and grade levels if warranted
- Establish a district work group to review current Staffing Plan to effectively use data for Human Capital Decisions
- Revise Professional Development System to align with new Florida Protocol Standards

Year 2

- Select a new STEM program to plan for implementation in Year 4 or sooner with input from stakeholders
- Add at least one new accelerated STEM Advanced Placement or dual enrollment course
- Continue to purchase computers that meet requirements for state online testing
- Prepare the district technical environment to enable single sign-on access
- Continue to use data to improve instruction; share and expand on ways students, teachers, administrators, and parents can use data to improve student achievement
- Implement a plan for selecting highly effective supervising teachers for interns and peer mentors for beginning teachers
- Train teachers and administrators on use of new appraisal systems
- Implement new appraisal systems for teachers and principals
- Develop assessments for student performance portion of teacher evaluation to include non-state tested subject areas and grade levels if warranted
- Continue development of compensation systems that are aligned with the new appraisal systems through collective bargaining and negotiations
- Revise Staffing Plan to include use of data (as data becomes available) in making Human Capital Decisions
- Monitor implementation of the new Professional Development System aligned with Florida Protocol Standards
- Continue professional development focusing on the Common Core Standards and the needs of low performing students

Year 3

- Recruit teachers, prepare funding, and provide professional development for implementation of new STEM program in Year 4
- Evaluate STEM Advanced Placement and dual enrollment course offerings to

determine impact on student achievement (Florida DOE Office of Articulation *Readiness for College Report*)
- Continue to purchase computers that meet requirements for state online testing and provide students and teachers with bolstered technology
- Work with FLDOE to ensure viability of single sign-on access for students, teachers, parents, and administrators
- Continue to use data to improve instruction; share and expand on ways students, teachers, administrators, and parents can use data to improve student achievement
- Review and revise as needed criteria for selecting highly effective supervising teachers for interns and peer mentors for beginning teachers
- Administer assessments for student performance portion of teacher evaluation to include non-state tested subject areas and grade levels if warranted
- Continue to train teachers and administrators on use of appraisal systems
- Continue to monitor the effectiveness of the appraisal systems and revise as needed
- Continue negotiations and development of the compensation program aligned to the appraisal systems
- Use data for Staffing Plan (as data becomes available) in making Human Capital Decisions
- Continue to evaluate the impact of professional development offerings on student achievement
- Monitor alignment of professional development with identified needs indicated from teacher and principal appraisals

Year 4
- Implement a new STEM program
- Continue to evaluate STEM Advanced Placement and dual enrollment course offerings to determine impact on student achievement (Florida DOE Office of Articulation *Readiness for College Report*)
- Continue to purchase computers that meet requirements for state online testing and provide students and teachers with bolstered technology
- Fully implement single sign-on access for students, teachers, parents, and administrators and assess usefulness
- Continue to use data to improve instruction; share and expand on ways students, teachers, administrators, and parents can use data to improve student achievement
- Evaluate and continue use of established criteria for selecting highly effective supervising teachers for interns and peer mentors for beginning teachers
- Administer assessments for student performance portion of teacher and principal evaluations to align with the appraisal systems
- Continue to train teachers and administrators on use of appraisal systems
- Implement negotiated compensation system

- Use data for Staffing Plan (as data becomes available) in making Human Capital Decisions
- Continue to evaluate the impact of professional development offerings on student achievement
- Monitor alignment of professional development with identified needs indicated from teacher and principal appraisals

- **A summary budget** - See pages 6 and 7 of WCSD grant application.

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

The WCSD point of contact for each work table will monitor progress towards achieving the deliverables to assure that timelines are met and performance tasks are executed with fidelity. A quarterly report to the leadership/management team will be made, as well as updates given to WCTA, the school board and the public. Evaluation will be made on executing each work table according to relevancy for each deliverable such as, but not limited to: data review (student achievement on standardized tests and other measures negotiated, graduation rates, readiness for college statistics, etc.); professional development surveys; tangibles like appraisal documents; and documentation of negotiations on compensation meetings. A binder of RTTT worktables with deliverables and timelines will be created for documentation purposes. The greatest emphasis for evaluation and review will be the impact of RTTT efforts on student achievement.

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

Sustainability of the RTTT reforms will be through various means. The most important is that the reforms will not be in addition to current practices in most cases, but in place of them. For example:

- Replace outdated programs and courses with STEM programs and courses
- Restructure existing budgets to support the RTTT grant initiatives (general funds, categorical funds, grants)
- Expand business/industry partnerships
- Advocate for continued state funding for passing Advanced Placement test scores
- Utilize existing district staff to sustain RTTT goals
- Integrate programs into existing programs (i.e. mentor program integrated into teacher induction program)
- Continue to partner with PAEC for professional development offerings and PAEC districts collaborative meetings and file sharing as well as being the District's local instructional improvement system.
- Develop compensation system with use of general funds in mind when RTTT grant period is concluded

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.

Other funding sources will be integrated with RTTT funds through many sources. For example, adding Advanced Placement STEM classes will be funded by a combined use of state AP funding for students who pass AP tests, Instructional Materials state categorical, Title II -Professional Development, and Florida Partnership with the College Board Grant that pays for summer professional development institutes for teachers. Funds that will be integrated with RTTT monies during the grant period include, but are not limited to:

- General district funds that include district allocations for instructional, professional development, technology, human resources, etc. budgets

- Title I, Part A
- Title I – School Improvement Grant
- Title II, Part A – Teacher and Principal Training and Recruiting Fund
- IDEA
- State Reading Categorical
- State Instructional Materials Categorical
- Carl Perkins Rural and Sparsely Populated Grant
- Carl Perkins Secondary Grant
- Florida Partnership with the College Board Grant
- Partnership to Rejuvenate and Optimize Mathematics and Science Education in Florida (PROMiSE) supported through PAEC

Work Plan Table

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

Please indicate one LEA point of contact for this Project. **Name:** **Beth O'Donnell** **Title:** Assistant Superintendent for Instruction **Phone #:** 850-926-0065 **E-mail Address:** mary.odonnell@WCSB.us

Project Goal: The LEA will implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM). The LEA will pay, or secure payment for the industry certification, and/or examination for graduates of such programs. These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The LEA will ensure that these programs will include at least one Career and Technical Education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related end-of-course exam.
Deliverables (minimum required evidence): 1. Submission of a 4-year LEA timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications. 2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams. 3. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
District Assistant Superintendent for Instruction/Career and Technical Education	X	X	X	X	X	X
District Executive Director of Curriculum	X	X	X	X	X	X
High School Principal	X	X	X	X	X	X
High School Assistant Principal of Curriculum	X	X	X	X	X	X
High School Career Specialist (Teacher)	X	X	X	X	X	X
High School Science Teacher				X	X	X
High School Math Teacher				X	X	X
High School STEM Teacher				X	X	X
Business/Community Adv. Board Rep.				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
1. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.	2nd Quarter	3rd Quarter	4th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. Initiate planning for a STEM career and technical program by working with the school and community to research employer needs concerning full implementation of the Project Lead the Way Pathways to Engineering three course STEM program.	X	X	X			
b. Continue to work with career and technical community/school advisory board as partners in implementation of the program.			X	X	X	X
c. Identify teachers for STEM courses.				X	X	X
d. Provide professional development needed for STEM teachers.					X	X
e. Facilitate planning between career and technical teachers and STEM-related academic area teachers.					X	X
f. Recruit and enroll students in career and technical program for STEM occupations beginning with middle school students.					X	X
g. Review and revise as needed Articulation Agreements with local community college and universities.					X	X
h. Maintain STEM program offerings and assure that instructors meet certification requirements for all courses in program.						X

i. Gather and analyze data from student performance on STEM-related End of Course Exams and industry certification exams to determine additional support needed for students and teachers.						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
2. Evidence of funding allocated providing for the costs associated with student candidates' industry certification exams.	2nd Quarter	3rd Quarter	4th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
j. Analyze costs related to industry certification exams and review budget that will be allocated for them.	X	X	X	X	X	
k. Determine projected number of industry certification exams taken annually.	X	X	X	X	X	
l. Allocate annual funds for projected industry certification exams and related costs.					X	X

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

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$0	$0	$45,000	$20,000	$15,000

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)*

Factors that will contribute to the sustainability of the STEM program include incorporating the STEM costs into the annual district and school staffing, curriculum, and instructional materials funding budgets; allocating career and technical grant funding dollars (Carl Perkins); that includes budgeting funds for STEM program professional development; partnering with Workforce Development and expanding partnerships with supportive businesses and industry partners who stand to benefit from hiring industry certified students.

Supporting Narrative (optional):

A STEM initiative in small, rural Wakulla County will be supported with existing rigorous science and math offerings that can be integrated into a STEM program. When meeting with all stakeholders, there will be informed decision-making about the best strategies for recruitment of students and teachers for the implementation of the Project Lead the Way Pathways to Engineering STEM program. Students will have a program in which they can earn a STEM industry certification, as well as college credit in their fields through dual enrollment articulation agreements with the local community college and universities.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Beth O'Donnell
Title: Assistant Superintendent for Instruction
Phone #: 850-926-0065
E-mail Address: mary.odonnell@WCSB.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Assistant Superintendent for Instruction	X	X	X	X	X	X
Executive Director of Curriculum	X	X	X	X	X	X
High School Principal	X	X	X	X	X	X
High School Assistant Principal of Curriculum	X	X	X	X	X	X
High School Science Teacher			X	X	X	X
High School Math Teacher			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
	2nd Quarter	3rd Quarter	4th Quarter			
1. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of	X					

Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. Analyze current status of course offerings to see what courses can be replaced by STEM Advanced Placement or dual enrollment courses; or what additional accelerated STEM courses can be offered.	X			X	X	X
b. Provide professional development for teachers to effectively teach accelerated STEM courses.			X	X	X	X
c. Continue and expand AVID academic support elective courses that include underrepresented groups in college to bolster success in STEM accelerated courses.	X	X	X	X	X	X
d. Assure that teachers are certified in the areas of accelerated STEM courses or are actively working toward certification.			X	X	X	X
e. Analyze student performance on Advanced Placement and dual enrollment STEM course exams to determine additional support needed for students.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2nd Quarter	3rd Quarter	4th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
f. Analyze current status of accelerated STEM courses offered to use as baseline data.	X					
g. Document implementation of additional accelerated STEM courses.				X	X	X
h. Chart over time of grant enrollment in accelerated STEM classes, and also attainment of college credit earned through accelerated STEM classes from beginning of grant				X	X	X

period until the end.						

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$0	$0	$1, 200	$1,200	$800

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)*

Additional accelerated STEM courses should be sustainable if weighted funding continues for passing scores on Advanced Placement exams, plus if FTE earned for dual enrollment courses continues. Additional funding will be sought through the instructional materials budget and the general district budget. Also, continued partnership with the College Board through the Florida Partnership Grant plus articulation agreements with the local community college and universities will help sustain expansion of advanced STEM courses. Sources of funding for professional development for instructors who teach STEM accelerated courses will include District Teacher Training dollars; PROMiSE funding from the partnership with PAEC; state funding for passing AP scores; and continued WCSD participation in the Florida Partnership with the College Board Grant.

Supporting Narrative (optional):

Advanced Placement courses and dual enrollment courses are strongly supported in the small, rural district of Wakulla. Advanced Placement offerings have grown from one course to twelve in eight years, which is substantial for one high school of less than 1,200 students. A culture of college readiness is being fostered through accelerated course offerings. Support for underrepresented groups in college prep courses through the national AVID (Advancement Via Individual Determination) program addresses the achievement gap. Wakulla School District is already in the planning stages for adding more Advanced Placement STEM-related courses such as Advanced Placement Chemistry. The Race to the Top Grant will highlight the importance of students being prepared not only to get admitted to college, but also to be successful once they get there. Taking accelerated courses in high school will open the door for students to excel in STEM-related careers they might not have considered otherwise. Professional development for teachers of Advanced Placement STEM-related accelerated courses will be supported through the College Board Summer Institutes and one day workshops throughout the year.

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

Work Plan Table

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

Please indicate one LEA (DISTRICT) **point of contact for this Project.** **Name: Alan Rosier** **Title: Director of Technology Services** **Phone #:850-926-0065** **E-mail Address: alan.rosier@wcsb.us**

Project Goal: The LEA (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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Assessment Coordinator	X	X	X	X	X	X
Director of Technology Services	X	X	X	X	X	X
School Assessment Coordinators	X	X	X	X	X	X
Technology Staff	X	X	X	X	X	X
School Technology Coordinators	X	X	X	X	X	X
Executive Director of Curriculum	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
1. Completion and submission of computer-based testing readiness certification through Florida's online tool.	2nd Quarter	3rd Quarter	4th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. Purchase memory required to upgrade computers to meet minimum requirements for FCAT and EOC testing	X			X	X	X
b. Install memory to meet minimum requirements for FCAT and EOC testing. [The District has spent $18,500, general revenue funds, to upgrade existing computers in schools to meet testing requirements.]	X	X	X	X	X	X
c. Purchase computers that meet minimum requirements for Second	X	X	X	X	X	X

Chance and Alternative High [A total of 12 computers will be purchased for Second Chance and Alternative High. Since completing the online certification tool, a 25 laptop mobile lab has been purchased for Wakulla High school. An additional lab for each school is part of the technology plan.]						
d. Continue to purchase computers that meet minimum requirements for FCAT and EOC testing for all schools, based on DOE test specification updates including replacement computers.	X	X	X	X	X	X
e. FCAT data and EOC data will be analyzed by teachers, school administrators and district administrators to guide instruction in the classroom. Data analysis will also guide professional development for teachers. District provided data analysis training will enable teachers to provide appropriate instruction and improve instruction in the classroom.			X	X	X	X
f. Attend CBT Infrastructure Readiness Training		X				
g. Administer CBT Infrastructure Trial		X				
h. Purchase mobile laptop cart (MLC), for each middle school, total of 2, to assist with CBT and support classroom instruction.			X			

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$0	$40,000	$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 number of required computer-based FCAT tests and EOC exams, the age of computers, and growth in student population, will determine the number of computers that will be purchased. General Revenue and Capital Outlay funds as well as the .25 mill local effort will be used to update and purchase computers to sustain the implementation of computer-based testing. District provided data analysis training will enable teachers to provide appropriate instruction and improve instruction in the classroom.

Supporting Narrative (optional):

Purchasing mobile laptop carts (MLC) will not only assist in meeting increased requirements for computer-based testing, but also enable teachers with classroom instruction. MLC's will assist with FAIR testing and other district progress monitoring of students. Teachers currently utilize document cameras, LCD projectors, mimio boards and laptops to assist with developing creative lessons to engage students in interactive learning. MLCs will support access to digital content such as textbook software, Brain Pop, Discovery Streaming, eBooks and World Book

online. Staff development addressing incorporating technology into classroom instruction, will continue to be provided by the Technology Department.

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

Work Plan Table

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

Please indicate one LEA (DISTRICT) **point of contact for this Project.** **Name: Alan Rosier** **Title: Director of Technology Services** **Phone #:850-926-0065** **E-mail Address: alan.rosier@wcsb.us**

Project Goal: LEAs (DISTRICT) will integrate with the Department to provide single sign-on access to state-level applications and data by their users. The LEA (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 (DISTRICT) 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
	2nd Quarter	3rd Quarter	4th Quarter			
Assessment Coordinator	X	X	X	X	X	X
Director of Technology Services	X	X	X	X	X	X
Technology Staff	X	X	X	X	X	X
MIS Staff	X	X	X	X	X	X
Executive Director of Human Resources	X	X	X	X	X	X
Executive Director of Curriculum	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.

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
1. For teachers, principals, and other LEA (DISTRICT) staff, provide a report on the following: ➢ Number of each type of staff in the district ➢ Number of each type of staff accessing state resources via single sign-on	2nd Quarter	3rd Quarter	4th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. District will provide reports with number of each type of staff in the district.	X				X	X
b. District will provide reports of staff accessing state resources via single sign-on per DOE report template	X				X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
2. Single Sign-on Integration Readiness Certification	2nd Quarter	3rd Quarter	4th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
c. Prepare District technical environment to enable single-sign on. District infrastructure is in place. Once state provides resources, a script will be written to pull data into our system. District will connect state resources to district active directory.				X		
d. The District will complete and submit Single Sign-on Integration Readiness Certification to FLDOE.				X		

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
3. Single sign-on integration with the Department	2nd Quarter	3rd Quarter	4th Quarter			

				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
e. The District will integrate with FLDOE to provide single-sign on access.				X		
f. The District will select a committee to address tasks, timing and resources required for single sign-on			X			
g. The District single sign-on committee will develop a timeline and implementation plan that addresses single sign-on access to state resources by school and District staff.			X			

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
4. For state-level data downloads, provide a report of the following:	2nd Quarter	3rd Quarter	4th Quarter			
➢ Name of the download ➢ Date of most recent download				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
h. The District will obtain state-level data download when available				X	X	X
i. The District will incorporate downloaded data into local instructional improvement system, PAEC Dashboard and/or FOCUS					X	X
j. The District will provide a report of state-level data downloads incorporated into local instructional improvement systems					X	X

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

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

Current District staff will coordinate and maintain the planning and implementation to all aspects of the DOE/district single sign-on project. The District will not use RTTT funds for preparing technology environment. General funds and Capital outlay will continue to be the source of funding.

Supporting Narrative (optional):

The Director of Technology, Director of Assessment, and the Director of Curriculum will work together to plan staff development for staff/teachers for using the single sign-on system.

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

Work Plan Table

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

Please indicate one LEA (DISTRICT) **point of contact for this Project.** **Name: Alan Rosier** **Title: Director of Technology Services** **Phone #:850-926-0065** **E-mail Address: alan.rosier@wcsb.us**

Project Goal: The LEA (DISTRICT) 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 (DISTRICT) that does not have an instructional improvement system will acquire one. The LEA (DISTRICT) 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 (DISTRICT) 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 (DISTRICT) 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 (DISTRICT) will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs (DISTRICT) 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
	2nd Quarter	3rd Quarter	4th Quarter			
Assessment Coordinator	X	X	X	X	X	X
Director of Technology Services	X	X	X	X	X	X
Technology Staff	X	X	X	X	X	X
MIS Staff	X	X	X	X	X	X
Executive Director of Curriculum	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
1. For local instructional improvement systems, provide a report that includes the following: ➢ Name of the system ➢ 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 ➢ How the system is accessed and used by students and parents ➢ 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 ➢ A description of the student growth data available to users on the system ➢ How frequently students, teachers, parents, and principals are accessing the system	2nd Quarter	3rd Quarter	4th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. Continue to utilize PAEC Dashboard data mining tool, current LIIS (Local Instructional Improvement System), for teachers, administrators and district staff using secure username and password managed by the Director of Technology Services		X	X	X	X	X
b. Teachers participate in Data Day staff development on the second day of pre-planning each year. Trainers provide presentations on updates made to Dashboard and then teachers analyze data from the previous year to see possible weakness in instruction. Current student scores by subtest are analyzed to guide instruction for the current year.				X	X	X
c. District level administrators utilize data to develop the District Strategic Plan	X	X	X	X	X	X
d. Integrate PMRN data into PAEC Dashboard for easy access for		X	X	X	X	X

teachers.						
e. Continue to utilize Grade Quick for teachers to record student grades	X	X	X	X	X	X
f. Continue to utilize Edline parent portal for parents to access student grades, assignments, etc.	X	X	X	X	X	X
g. Identify/develop the process for reporting the frequency of students, teachers, parents and administrators using LIIS. Report using data to DOE.				X		

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
2. The LEA (DISTRICT) will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's (DISTRICT) local instructional improvement system meets the minimum standards. LEAs (DISTRICT) will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2nd Quarter	3rd Quarter	4th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
h. Collect data necessary to report to DOE on technology assessments.			X	X	X	X
i. Verify minimum standards are met for LIIS.				X	X	X
j. Provide contact information for staff member responsible for receiving DOE requests.	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
3. The LEA (DISTRICT) will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs (DISTRICT) will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.	2nd Quarter	3rd Quarter	4th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
k. Provide additional data requested by DOE as identified.	X	X	X	X	X	X
l. Provide contact information for staff member responsible for receiving DOE requests.	X	X	X	X	X	X

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

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

Current district staff will coordinate the planning and implementation of all aspects to achieve this goal.

Supporting Narrative (optional):

The district is currently collaborating with PAEC to purchase FOCUS which will improve the quality of our current LIIS. FOCUS will likely replace our current LIIS, Dashboard.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project. **Name: Beth Mims** **Title: Executive Director of Curriculum** **Phone #: 850-926--0065** **E-mail Address: mary.mims@wcsb.us**

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Executive Director of Curriculum/ Internship Placement Coordinator	X	X	X	X	X	X
Executive Director of HR/School Leadership Development Coordinator/ District Alt Cert Program Coordinator	X	X	X	X	X	X
Mentor Teacher Trainer	X	X	X	X	X	X
Principals	X	X	X	X	X	X
Mentor Teachers	X	X	X	X	X	X

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

Deliverable (required): 1. Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. Plan for continued collaboration	X		X	X	X	X

with institutions will be expanded to include i. Maintenance of annual meetings with select programs; ii. Annual feedback and communication with all programs; iii. Annual collection of statistics on number of interns placed and supervising teachers with demographic breakdown.						
b. Meet with university supervisors for annual collaboration (see list of contacts/partners located in appendix).			X	X	X	X
c. Updated list of partnering institutions for intern placement.		X	X	X	X	X
d. Updated MOUs for all partnering institutions			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
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.	2nd Quarter	3rd Quarter	4th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
e. Key Personnel meet to create plan and handbook (see narrative)	X	X				
f. Potential supervising teachers' professional development transcripts are examined to ensure Clinical Supervision Training completion, and principals review teacher evaluations prior to recommending the teacher as a supervising teacher.	X	X	X	X	X	X
g. Maintain access to Clinical Educator Training for teachers and administrators			X	X	X	X
h. Plan reviewed and approved by school board as part of RTTT Scope of Work		X				
i. Plan submitted with Scope of Work to FDOE			X			
j. Plan and update as needed			X	X	X	X
k. Continuous feedback from college/university professors and contacts about interns' experiences				X	X	X

is taken into consideration when selecting supervising teachers. (Protocol 1.3.1)						

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
3. Description of qualifications to supervise program interns or serve as a peer mentor.	2nd Quarter	3rd Quarter	4th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
l. Analysis of survey and individual effectiveness results; review of data reported to FDOE.				X		
m. Review/revision of targets based on data				X	X	X
n. Educator with at least three years of proficient teaching experience, successful completion of Clinical Educator Training, successful demonstration of effective classroom management strategies that consistently result in improved student performance, and who is recommended by the principal. (Protocol 1.3.2)				X	X	X
o. Principal mentor/peer must have a minimum of three years of demonstrated highly successful experience as a principal, proven expertise of managing the total school program as determined by supervisor's evaluation, and is an effective teacher/trainer/coach/mentor, capable of transferring knowledge (Protocol 2.3.2)				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
4. Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2nd Quarter	3rd Quarter	4th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
p. Train principals and assistant principals on qualifications for selecting and assigning intern supervisors and peer mentors (continue training for newly assigned administrators)				X	X	X

q. Disseminate to schools the process for collecting data from school sites on assignment of effective intern supervisors and peer mentors.				X		
r. Meet with MIS to establish internal process to review and report accurate data on mentors and cooperating teachers.				X		
s. Produce annual report for school board showing results of revised process for selecting and assignment of intern supervisors and peer mentors.					X	X
t. Review the process for using the updated state database to accurately report qualifications of pre-service and peer mentors.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
5. Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2nd Quarter	3rd Quarter	4th Quarter	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
u. Continue to utilize the State Alternative Certification Program as needed.	X	X	X	X	X	X
v. Collect and report district leadership plan data related to placement of participants in administrative positions, success rate of those placed (based on student performance data and other multi-metric measures) and the perception of participants of the value of the district leadership development program.				X	X	X
w. Surveys distributed to interns and alternative certification participants regarding the effectiveness of assigned mentors.				X	X	X
x. Review results of surveys and include in analysis for DPEP				X	X	X
y. Based on analysis of survey results, performance results for peer mentors and student learning					X	X

outcomes of participants, reassign peer mentors to participants as needed based on performance reviews.						

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

Sustainability Factors:

Mentor training and other aspects of these deliverables are already a part of the budget in the district. The mentor program is integrated into the teacher induction program. The creation of surveys and analysis of data will be incorporated into existing job descriptions. Clinical Educator Training is provided to teachers by partnering university programs. Race to the TOP funds will not be requested for the implementation of the deliverables for this item.

Supporting Narrative (optional):

A handbook/manual will be created to formalize the process for placement of interns in the district and the expectations and qualifications of mentor teachers. Surveys regarding the effectiveness of mentor teachers and the preparedness of student teachers will be created during the first year (as a part of this manual) with first anticipated administration at the end of year one. Baseline data on current supervising teachers and peer mentors will be collected at the end of years one and two and targets for the percentages of effective teachers and administrators assigned to supervise/mentor will be set at the end of year two. Also, interns and alternative certification participants will be surveyed in years one and two for baseline satisfaction data on their supervisors/mentors. Targets will be set at the end of year two for improvements in supervisor/mentor performance regarding satisfaction rates, and training manuals and training will be altered to meet those identified needs/weaknesses. These will be compared with the same surveys given to intern and alternative certification participants in years three and four. Data will also be collected from participants in the District Leadership Program and used to determine areas of strength and need. Modifications to the plan will be determined based on this data. Collaboration with university Teacher Preparation Programs will be ongoing as data is reviewed and disseminated.

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

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

The Human Resource Leadership Development Plan (available at www.wakullaschooldistrict.org)
List of University/College Contacts, page 82

Work Plan Table

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

Please indicate one LEA (DISTRICT) **point of contact for this Project.** **Name: Karen J. Wells** **Title: Executive Director of Human Resources** **Phone #: 850.926.0065, #256** **E-mail Address: karen.wells@wcsb.us**

Project Goal: The LEA (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
	2nd Quarter	3rd Quarter	4th Quarter			
Executive Director of Human Resources/HRMD	X	X	X	X	X	X
Assistant Superintendent for Administration	X	X	X	X	X	X
Principals	X	X	X	X	X	X
Select Teachers	X	X	X	X	X	X
Select Curriculum Personnel	X	X	X	X	X	X
Teacher Union Member (WCTA) Teacher	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 (DISTRICT) *are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.*

Deliverable (required): 1. A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii).	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
			No later than May 1, 2011			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			

a. Establish collaboration with FLDOE assigned contracted consultant (Dec 2010/Jan 2011) and advisory team representing all stakeholders [teachers and principals] to begin work on revision/reform of teacher appraisal system. Schedule and conduct meetings for redesign and implementation of teacher appraisal system with teacher and principal involvement that includes: i. Student achievement growth data for at least 50% of evaluation. (Percent of classroom teachers covered by existing assessments [FCAT, state EOCs, AP] will be determined.) May include the phase-in Option for at least 35% based on student growth data and 15% as determined by the District. ii. Needs for special procedures and criteria for other teaching fields aka non-FCAT grades/subjects. (Additional details about state level student data received from the Student Growth Implementation Workgroup will be integrated.) iii. District and school level improvement plans. iv. Continuous quality improvement of the professional skills of instructional personnel. v. An annual review of the instructional personnel appraisal system.	X	X				
b. Meet with representatives/vendors from select FDOE recommended companies, such as True North Logic management model, The Danielson Group, Studer Group, etc... regarding existing products.	X	X	X			
c. Meet with counterparts in other Florida school districts regarding appraisals and management tools to research best practices & collect samples.	X	X	X			
d. Design teacher appraisals that e. includes (such as the Danielson model and/or the True north logic's Employee Evaluation management module): i. Student performance as 50% of the evaluation as a phase in which		X	X	X		

student growth measures have been developed by FDOE in collaboration with advisory board ii. Core of effective practices: revised **F**lorida **E**ducator **A**ccomplished **P**ractices iii. At least one additional metric for multi-metric evaluations (teachers who are in the year prior to a milestone career event, i.e., multi-year contract, salary increase, promotion to lead) iv. Multi-metrics: observations by master teachers or instructional coaches, student/peer/parental input, training facilitator, leadership positions, etc... v. A comprehensive range of ratings (Example: HE, E, NI/Development, U/Ineffective) vi. An evaluation that is conducted at least once per year, except beginning teachers and those just prior to milestone career event receive at least two evaluations per year vii. A plan to report evaluations through the student/staff survey (Survey 5) viii. Support of existing School Improvement plans. ix. Special procedures and criteria for subjects and fields not measured by the state assessment program.						
f. Establish a means for participating and communicating with *"Community of Practice Network"* [with districts, i.e., PAEC, FASPA network, Hillsborough, Sumter and others] around evaluation development and implementation. [On-going through revision stage and beyond]		X	X	X	X	X
g. Coordinate with staff from MIS/Technology and PAEC to create/modify electronic formats for all assessment systems data collection and reporting processes.			X			
h. Design a section of the teacher appraisal system that includes multiple evaluations for beginning teachers (New Educator Program) as part of the teacher induction program individualizing support		X	X			

provided to first and second year teachers through coaching and mentoring.						
i. Submit DRAFT teacher appraisal system to stakeholders for review and input.		X	X			
j. Revise the DRAFT teacher appraisal system and 2011-2012 implementation plan based on stakeholder input and in consultation with the FLDOE contracted teacher evaluation experts.		X	X			
k. Submit NEW DRAFT teacher appraisal system to stakeholders for review and input. [as value added sections are up and running, tests, i.e., EOC's, via collaboration with PAEC and other resources, i.e., The University of Wisconsin and Hillsborough County School District are developed and student achievement growth areas are defined additional instructional positions will be phased in until all classroom teachers are included by the end of the RTTT Grant.]			X	X	X	X
l. Revisit and revise the teacher appraisal system on an annual basis to ensure compliance with RTTT Final Scope of Work requirements.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
2. A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2nd Quarter	3rd Quarter	4th Quarter			
		X				
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
m. Complete a First and Final DRAFT copy of teacher appraisal system and submit to advisory team for feedback/input: i. Calendar meetings to coincide with availability of state consultant ii. Hire subs to cover teacher classes for uninterrupted meeting time iii. Provide an overview of reformed appraisal system to all stakeholders iv. Meet with advisory team as often		X (Feb 2011)	X (April 2011) ***Completed by May 1, 2011***			

as needed during development stage.						
n. Submit teacher appraisal to principals for full implementation including: i. Training (PD) to include assessment criteria and classroom observation procedures. ii. Online forms/web-based iii. Updating of employment manuals. iv. Updating of evaluation procedures manual with new requirement. v. Update of job descriptions if needed.				X	X	X
o. Submit teacher evaluation to teachers for full implementation including: i. Training (PD) by Principals to include proper use of assessment criteria ii. Online forms/web-based data iii. Updating of employment manuals. iv. Updating of evaluation procedures manual with new requirement. v. Update of job descriptions if needed.				X	X	X
p. Implement and report Great Teachers and Leaders Evaluation System to stakeholders, school board, WCTA, staff and FDOE.				X	X	X
q. Monitor for effective implementation of system processes				X	X	X
r. Extend and revise the teacher appraisal system on an annual basis to include additional teachers as FLDOE and/or PAEC and/or the District develops/adopts additional student growth measures and improved student assessments.				X	X	X
s. Implement the revised teacher appraisal system for teachers in grades or subject areas for which student growth measures have been developed, [core academic areas with FCAT results, SAT 10, EOC Exam/AP Exam, etc.]				X	X	X
t. Work with PAEC and/or consultants [i.e., University of Wisconsin] for development of				X	X	X

value-added models, calculation & methodology for non-FCAT courses.						
u. Fully implement all components of the teacher appraisal system to include performance pay and reformed salary schedule.						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
3. A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.	2nd Quarter	3rd Quarter	4th Quarter	X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
v. Establish collaboration with contracted consultant (January 2011) and **D**istrict **P**rincipal **A**ppraisal **A**dvisory **T**eam.	X	X				
w. Plan with Executive Director of Curriculum for coordination of Leadership Protocols and collaboration with State approved HR District Leadership Development Plan to include The Florida Principal Leadership Standards.	X	X	X			
x. Design, revise, and create a DRAFT school principal appraisals that addresses F.S. 1012.34 and RTTT MOU as appropriate and will utilize: i. Student performance as 50% of the evaluation. ii. Core of effective practices: **F**lorida **P**rincipal **L**eadership **S**tandards. iii. At least one additional metric for multi-metric evaluations. iv. A comprehensive range of ratings. v. An evaluation that is conducted at least once per year to include highly effective, effective, developing and ineffective ratings vi. A plan to report evaluations through the student/staff survey (Survey 5). vii. A uniform classroom observation tool. viii. Existing School Improvement plans.	X	X	X	X		

ix. A continuous quality improvement of the skills of instructional and administrative personnel. x. A mechanism for parent input, when appropriate xi. District Administrators related to their performance evaluations and their accountability for their responsibilities relative to personnel evaluations and human capital decisions.						
y. Seek input from significant district-level stakeholders related to amended recommendations	X	X	X	X		
z. Implement and report Great Teachers and Leaders Evaluation System to designated stakeholders				X	X	X
aa. Revisit and revise the principal appraisal system on annual basis to ensure compliance with RTTT Final Scope of Work requirements.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
4. A timetable for implementing the principal evaluation system (this may be adjusted annually).	2nd Quarter	3rd Quarter	4th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
bb. District will develop an implementation timetable for the principal evaluation system and will review annually to make adjustments as necessary. To include: i. A committee charged with the development of a DRAFT principal appraisal system (may consider consulting with Studer Group or EMCS or the Danielson Model or other professional experts.) ii. Establish DRAFT copy of ILDP and principal appraisal system and present to **D**istrict **P**rincipal **A**ppraisal **A**dvisory **T**eam and stakeholders			X	X		
cc. Submit principal appraisal system to school leaders including implementation of ILDP: i. Annual Training (Including: Evaluation Systems and Classroom Observation Tool) ii. Online Forms/web-based			X	X	X	X

iii. Update personnel handbooks, job descriptions and appraisal manuals as needed						

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
5. Annually report evaluation results for teachers and principals through the regular student and staff survey.	2nd Quarter	3rd Quarter	4th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
dd. Develop and revise the data collection processes, formats and procedures in partnership with FLDOE, MIS and PAEC to facilitate the required annual report of teacher and principal evaluation results.	X	X	X	X	X	X
ee. Implement selected methods and processes for data collection and processing				X	X	X
ff. Report personnel evaluation results through staff reporting based on current system (July 2010) narrative notes): i. The District will designate staff responsible for reporting data from evaluation results. (Survey 5)	X			X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
6. Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2nd Quarter	3rd Quarter	4th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
gg. Provide opportunities each year for teachers/principals to provide input regarding evaluation systems and classroom observation tools as well as an evaluation of effectiveness ratings and submission of necessary evaluation system revisions. i. Reconvene advisory teams for each appraisal – Teachers & Principals. ii. The District Teacher Appraisal Advisory Team **(DTAAT)** iii. The District Principal Appraisal Advisory Team **(DPAAT)**				X	X	X
hh. Meet with consultant to determine if revisions are within guidelines of F.S. 1012.34 and MOU in (D)(2)(i)-			X	X	X	X

(iii).						
ii. Submit revised teacher evaluation systems as they are finalized through the collective bargaining process. Repeat Implementation Activities as indicated above.			X	X	X	X
jj. Submit the revised principal evaluation systems as they are revised and approved by the School Board. Repeat Implementation Activities as indicated above.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
		$ 10,000 (stakeholder meetings, travel, resources, training & publishing)	$ 7,000 (stakeholder meetings, travel, resources, training & publishing)	$ 55,000 (training for teachers & principals, management tool, stipends, development of student assessments in grades and subjects not included in the state assessment system)	$ 55,000 (training for teachers & principals, management tool, stipends, development of student assessments in grades and subjects not included in the state assessment system)	$20,000 (training for teachers & principals, management tool, stipends, development of student assessments in grades and subjects not included in the state assessment system)

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 assessments and the evaluation system will be completed and fully implemented by 2013-2014. The costs that will need to be sustained will be those of tweaking of assessments to ensure reliability and validity.

Other costs will be funded by redirecting funds from current budgets. Upon completion of redesigned assessment instruments, school/site administrators will offer training to faculty systematically at the start of each new school year. School principals/assistant principals will receive training prior to the beginning of each school year during leadership retreats/training. Collaboration with PAEC districts for leadership and train the trainer training may be implemented.

Supporting Narrative (optional):

The District is committed to the development of teacher and principal evaluation systems, which support continuous quality improvement of the professional skills of instructional and administrative personnel and comply with all elements of the MOU and most importantly ensure success for all students. It is the intent of the District to facilitate a highly transparent process that is understandable to all stakeholders. Part of revising and improving teacher evaluation will be the development of value-added models, EOC's for non-FCAT courses and the improvement of student assessments.

Subject to any pertinent collective bargaining, the District will utilize the phase-in plan for instructional personnel beginning with the 35%/15% model for FCAT teachers only. It is anticipated the District will enlist the help of consultants and the contracted FLDOE experts through the four year redevelopment process. The District expects to have all aspects of the teacher and principal evaluation systems implemented by the end of the RTTT grant period.

All stakeholders will be involved throughout the design process, to promote the best climate for the successful collective bargaining of the teacher evaluation protocols and acceptance of the principal evaluation design.

The District Teacher Appraisal Advisory Team (DTAAT) will include the Director of Human Resources, the District and WCTA chief negotiator, the Director of Curriculum/Professional Development, an experienced classroom teacher peer mentor, an experienced school principal, and one high performing teacher representative from each school level (pre-k, elementary, middle, high, alternative).**The District Teacher Appraisal Advisory Team (DTAAT)** and **The District Principal Appraisal Advisory Team (DPAAT)** will determine the direction and need of school/site-based sub-committees for stakeholder input. The spirit of the advisory teams will be to create an empowering, collaborative and esteemed environment for educators which promote development of high-quality teachers and leaders using data to improve instruction. The appraisal reform will be designed to improve the quality of teaching and leading by:

- Providing a more robust teacher-level student growth measure.
- Preparing and recruiting high quality teachers and leaders.
- Tying teacher evaluations to student outcomes.
- Identifying, retaining and compensating the highest performing educators.
- Streamlining the dismissal process for ineffective teachers in accordance with Florida Statutes.
- Placing the most effective educators in high-need schools.

During the second-fourth quarters of 2010-2011, the District advisory teams and sub-committees charged with the development of the teacher and principal evaluation system will be required to incorporate the **F**lorida **E**ducator **A**ccomplished **P**ractices, the **F**lorida **P**rincipal **L**eadership **S**tandards, Educator and Administrator Protocol Standards for Professional Development and applicable research. Student growth and performance will serve as a primary factor of the evaluation systems. The "Teacher and Principal Evaluation Systems Review" found in the RTTT LEA Final Scope of Work will serve as the checkpoint to ensure that all RTTT elements are included and that the evaluation systems comply with Florida Statutes [f.s. 1012.34] and State Board Rule.

It is anticipated that the District will access the expertise of the contracted FLDOE experts throughout the teacher and principal evaluation redevelopment process and as revisions are made as well as PAEC and the Community of Practice Networks. Although this effort will be a "work in progress" for four years, the District expects to have all aspects of the teacher and principal appraisal system fully implemented at the conclusion of the RTTT timeline.

The primary factor of the evaluation system will be based on the student growth measure and will account for 50% of the evaluation – 40% as determined by (D)(2)(i) and 10% by district determined student growth/achievement. Other factors affecting teacher effectiveness standards will also be determined and reflected on the revised performance appraisal.

The committee will develop at least one additional factor as required by a "multi-metric" evaluation system to be used for teachers prior to a milestone career event; primary consideration will be given to the use of observations by master teachers/instructional coaches for input on the performance appraisal. The observers/evaluators will be trained to use this same core of effective practices and will be required to obtain training with tools such as FPMS as well as other professional development that impacts the performance appraisal system standards and the delivery of instruction.

The performance appraisal will include at least four rating levels: highly effective, effective, developing and ineffective. Annual contract teachers will receive at least two evaluations per year and Professional Services Contract teachers will receive at least one evaluation per year. Additional evaluations will be conducted when necessary as per performance appraisal guidelines and contract language. The District will submit the teacher appraisal system to DOE by May 1, 2011. Teacher pay for performance will be fully implemented in Year 4 of the RTTT Grant.

During the first through fourth quarters of 2011-2012, the District, via committee process, will explore specific, potential methods for meeting the RTTT MOU related to using student performance data on statewide assessments as a significant factor in the annual evaluations of district-level staff with supervisory responsibility over principals, curriculum, instruction or other positions directly related to student learning. Team work may include [but not be limited to] a focus on potential uses of the following related to this MOU expectation:

- District Grade
- District Learning Gains Data
- AYP Status

- Percentage of AYP Criteria met
- Demographic Impact Factors.

Identification of specific positions to which this expectation will apply and on the percentage of a position's evaluation that will be determined by the student performance variable will be considered.

The Principal Appraisal will also utilize student growth measure as defined by at least 40% of the evaluation and student growth achievement as determined by the district for 10% of the evaluation to equal 50%. The remaining components of the evaluation system will be based on the ten **F**lorida **P**rincipal **L**eadership **S**tandards with an emphasis on recruiting/retaining effective teachers, improving effectiveness of teachers and removing ineffective teachers. The instrument will have at least four rating levels that equate to highly effective, effective, developing and ineffective. Principals will be evaluated at least one time during the year; additional evaluations may be conducted as per authority of the Superintendent. The District will submit the evaluation system to DOE.

*Personnel Evaluation Codes to indicate the classroom teachers' or school principal's evaluation status in accordance with Sections 1012.2315 and 1012.34, FS:
A – The classroom teacher or school principal was determined to be unsatisfactory/ineffective on his or her evaluation.
B – The classroom teacher or school principal was not determined to be unsatisfactory/ineffective on his or her evaluation.
Z – The staff member is not a classroom teacher or school principal.

Work Plan Table

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

Please indicate one LEA (DISTRICT) **point of contact for this Project.** **Name: Jimmie Dugger** **Title: Assistant Superintendent for Administration** **Phone #: 850.926.0065** **E-mail Address: jimmie.dugger@wcsb.us**

Project Goal: The LEA (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
	2nd Quarter	3rd Quarter	4th Quarter			
Assistant Superintendent for Administration	X	X	X	X	X	X
Executive Director of Human Resources	X	X	X	X	X	X
Principals	X	X	X	X	X	X
Teacher Union (WCTA) President	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
1. Annually submit the teacher and principal salary schedules that	2nd Quarter	3rd Quarter	4th Quarter			

reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. Establish collaboration with FDOE contracted consultant and teacher's union bargaining team.		X	X	X		
b. Research best practices and collect samples of a comprehensive performance pay compensation system that reflects the use of the new appraisal system.		X	X	X		
c. A committee will focus on developing a compensation system for teachers. Committee members will seek input from parents, teachers, district staff and representatives from the business community. i. The committee will evaluate the current salary schedule and develop a compensation system that will tie the most significant gains in compensation to effectiveness demonstrated by annual evaluations. The compensation system will include differentiated pay as required by F.S. 1012.22(1)(c)(4) through bonuses, salary supplements, etc. Categories for differentiated pay will include but not be limited to additional academic and student activity responsibilities, school demographics, critical shortage areas, in level of job performance difficulties (including working in high-poverty, high minority, or persistently lowest-achieving schools). The compensation system will include promotional opportunities for effective teachers to remain in the classroom. ii. A cost analysis will be run using the new appraisal system that will compare the present salary schedule to the newly developed compensation system to determine the monetary impact, including the		X	X	X		

differentiated pay categories, and evaluate its effectiveness.						
d. The union and the district will negotiate the final compensation system in accordance with collective bargaining requirements.					X	X
e. Obtain board approval and implement the new salary schedule for instructional staff.					X	X
f. A second committee will focus on developing a compensation system for principals. Committee members will seek input from parents, teachers, district staff and representatives of the business community. i. The committee will evaluate the current salary schedule and develop a compensation system that will tie the most significant gains in salary to effectiveness demonstrated by annual evaluations. The compensation system will include differentiated pay as required by F.S. 1012.22(1)(c)(4) through bonuses, salary supplements, etc. Categories for differentiated pay will include but not be limited to additional academic and student activity responsibilities, school demographics, critical shortage areas, in level of job performance difficulties (including working in high-poverty, high minority, or persistently lowest-achieving schools). ii. A cost analysis will be run using the new appraisal system that will compare the present salary schedule to the newly developed compensation system to determine the monetary impact, including the differentiated pay categories, and evaluate its effectiveness.				X	X	
g. Board approval and full implementation of new salary schedules for principals.					X	X

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

MOU (date submitted will be based on the district-determined implementation timeline).						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
h. Related activities from (D) (2) (i) (ii) (iii)	X	X	X	X		
i. Conduct a comprehensive review of the current evaluation system and placement procedures of teachers and principals.		X	X			
j. Work collaboratively with key stakeholders to create a process to use data driven decisions for the placement of teachers and principals.			X	X		
k. The union and the district will negotiate any aspects of the process for the replacement of teachers that impact the collective bargaining process.			X	X		
l. Implement, monitor and evaluate the process for teacher and principal placement based on evaluation data.					X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
3. Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
m. Establish district work group* to review Staffing Plan and teacher recruitment.		X	X			
n. Revise Staffing Plan to include required elements, including equitable distribution of teachers and principals based on measures of effectiveness and compensation incentives for staff placed in high minority, high poverty, and persistently low-performing schools as needed. [see narrative for additional negotiation information].			X	X		
o. The District Staffing Plan will			X	X		

include recruitment strategies and selection of teachers from high-performing teacher preparation programs (when data becomes available) as needed.						
p. The union and the district will negotiate any aspects of the staffing plan, recruitment plan and procedures that impact the collective bargaining agreement.			X	X		
q. Deliver training to district and school based administrators on the staffing plan, recruitment plan and focus on how to identify and select highly effective teachers and principals.				X	X	X
r. Begin implementation of the staffing plan for the hiring and placement of highly effective principals and teachers.					X	X
Deliverable (required):	2010-11			2011/12	2012/13	2013/14
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.	2nd Quarter	3rd Quarter	4th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
s. The district will establish policies and procedures that use teacher evaluation data to make informed human capital decisions to include the award of employment contracts for teachers and principals, the reduction in staff and the dismissal process for removing ineffective teachers from the classroom.					X	
t. Negotiate revisions to the collective bargaining agreement to include the use of teacher evaluation data to make informed human capital decisions as described in 4.r.					X	

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
5. Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the	2nd Quarter	3rd Quarter	4th Quarter			
			X	X	X	X

documentation and the timeline for submission in Related Activities).						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
u. Implement revised Staffing Plan and the revised Evaluation System for teachers and Principals.				X	X	X
v. The district will devise a system for collecting multiple artifacts and forms of documentation to support decisions related to staffing and compensation.			X	X	X	X
w. The district will assign duties related to collecting and reporting accountability data.			X	X	X	X
x. The district will establish a timeline for collection and submission of accountability data.			X	X	X	X

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

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

accountable for using the process and timeline in statute for the removal of ineffective teachers from the classroom.						
dd. The district will accurately report terminations of principals and teachers.			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
8. Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.	2nd Quarter	3rd Quarter	4th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
ee. The district will designate personnel to monitor and report the assignment of teachers and principals via the staff and student surveys.			X	X	X	X
ff. The district will accurately report the assignment of teachers and principals through the regularly scheduled student and staff surveys.			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	$0	$5,000 (stakeholder committee meetings, travel, resources, training & publishing)	$10,006 (stakeholder committee meetings, travel, resources, training & publishing)	$23,000 (training for teachers & principals, management tools & stipends)	$20,000 (training for teachers & principals, management tools & stipends)	$15,000 (training for teachers & principals, management tools & stipends)

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)*
General Revenue will be source of funds to sustain the training of teachers and principals.

Supporting Narrative (optional):
**District work group to include select* parents, teachers, principals, district staff and representative from the business community.

The District will develop a system for allocating school based teachers and principals that align the human capital decisions with student growth and effective practices. Currently the district staffing plan is not a part of the collective bargaining process as the staffing plan is based on constitutional class size requirements. Compensation incentives for staff placed in high minority, high poverty, low performing schools or critical shortage areas are negotiated and reflected in differentiated pay schedule as part of the teacher contract. The District plans to successfully develop a system that effectively uses data to determine human capital decisions and to involve

teachers and principals throughout the RTTT process.

The District will access the expertise of FLDOE contracted evaluation experts throughout the developmental phase and the FLDOE financial consultants to assist with the implementation component of the human capital reform. While designing a compensation system will be a challenge, the District is committed to working in partnership with teachers and principals and to bargaining in good faith in order to achieve a fair and transparent system for using evaluation results to inform human capital decisions.

The staffing plan will reflect the assignment of effective/highly effective teachers based on annual performance appraisals – to school's determined by data assessment/review process to have the highest percentages of low income and minority students (if applicable).

Collective bargaining agreements will be submitted to reflect the language as per negotiations process continuing during years 1-4 of the grant.

The accountability process for administrators to utilize evaluation results to determine human capital decisions will be developed by committee process. This will include, but not be limited to employment decisions, promotions, recommendations for Professional Services Contracts, differentiated pay and performance pay.

The District will annually report to DOE all bonuses, supplements for differentiated pay and various other categories, performance pay, salary increases, etc. along with assignments of teachers and principals and employee terminations.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Beth Mims
Title: Executive Director of Curriculum/Professional Development
Phone #: 850.926.0065
E-mail Address: mary.mims@wcsb.us

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

Evidence:

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Executive Director of Curriculum	X	X	X	X	X	X
Executive Director of Human Resources	X	X	X	X	X	X
Director of Assessment and Special Programs	X	X	X	X	X	X
Professional Development Council, including Teacher Representatives	X	X	X	X	X	X
School site administrators	X	X	X	X	X	X

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

Deliverable (required):	2010-11	2011/12	2012/13	2013/14

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.	2nd Quarter	3rd Quarter	4th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. Revision of the professional development system to align with new Florida Protocol Standards and to include each of the content and design requirements in the MOU(D)(5), including (B)(3)2, and 3, (C)(3)(ii), (D)(2)(iv)(a), (D)(3)(ii)2 – *See checklist at the end of this section page 64*			X			
b. Professional Learning opportunities will adhere to Florida's Professional Development Protocol.				X	X	X
c. Training on new system for administrators and members of the Professional Development Council for dissemination into schools.			X	X		
d. Continue Professional Development to provide teachers with necessary content knowledge to successfully transition to Next Generation Sunshine State Standards. (NGSSS)			X	X		
e. Provide professional development to transition to the Common Core Standards.					X	X
f. Continue implementation of Lesson Study to strengthen classroom delivery of NGSSS content & transitioning to Common Core Standards Content	X	X	X	X	X	X
g. Continue professional development support on the use of formative and summative assessments to target classroom instruction.	X	X	X	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
h. Work with teachers and principals to establish priorities within RTTT elements for the purpose of timeline development.		X				
i. Work with Professional Development Council representatives to review new elements and plan for implementation.		X				
j. Submit a timetable for implementing the elements described in RTTT into the Professional Development System for teachers and principals to FLDOE.			X			
k. June-July, 2011 – Analysis of student achievement data by content area and skills.				X		
l. July-August, 2011 – Alignment of Professional Learning to identified needs.				X		
m. Complete IPDP & ILDP's incorporating identified areas of professional learning.				X	X	X
n. Deliver aligned professional learning focused on identified areas of need.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2nd Quarter	3rd Quarter	4th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
o. Reference deliverables in (D)(2)(i)(ii)(iii)			X			
p. The educator's IPDP specifies the professional learning needs related to identified student achievement goals 1.1.3.	X	X	X	X	X	X
q. School administrators create and implement ILDP's that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP. 2.1.5				X	X	X
Deliverable (required):	2010-11			2011/12	2012/13	2013/14
4. A component of the district's	2nd	3rd	4th			

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.	Quarter	Quarter	Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
r. Review present evaluation system		X				
s. District will partner with PAEC to assure that at least 10% of the district-level professional learning is evaluated to assess the level of high-fidelity implementation in the schools. 3.4.2				X	X	X
t. District will continue to assess the impact of professional learning on student achievement. 3.4.3			X	X	X	X
u. District will use formative and summative data from standardized achievement measures, progress monitoring, etc. to assess the impact of professional learning. 3.4.4.			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
5. A timetable for implementing the evaluation of professional development in the district.	2nd Quarter	3rd Quarter	4th Quarter			
				X	X	x
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
v. Professional development is evaluated electronically at the conclusion of each activity. (See Appendix)	X	X	X	X	X	X
w. Review and provide training on the methods for evaluating professional learning.			X	X		
x. Determine with the Professional Development Council which major professional learning initiatives will be evaluated.			X	X	X	X
y. Compile data on identified initiatives.			X	X	X	X
z. Evaluation results are shared with Board, Professional Development Council (PDC) & various groups.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
6. Annually report evaluation results of the professional development for	2nd Quarter	3rd Quarter	4th Quarter			

teachers and principals as part of the review of the district's professional development plan.			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
aa. Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan.			X	X	X	X
bb. Revisions to the professional learning system will be determined by changes in teaching/leadership practice and/or learning outcomes.					X	X
cc. Share evaluation results with the Professional Development Council and the District Advisory Council				X	X	X
dd. Submit annual report of district professional learning to the School Board for review.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation. The District works with PAEC to annually review the Professional Development System & Master Inservice Plan.			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
ee. Submit revisions to the professional development system annually. District works with PAEC to annually review the Professional Development System & Master Inservice Plan.			X	X	X	X

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

Sustainability Factors:

The revision of the professional development system is a responsibility of existing staff and is supported by the district's partnership with the Panhandle Area Educational Consortium (PAEC). Specific professional development initiatives are determined and budgeted for based upon student data during each year's update of the Strategic Plan. Funds used to support district professional learning opportunities include, but are not limited to, Title I, Title II, Reading Categorical, various grants and the professional development dollars allocated to schools from the district. Race to the TOP funds will not be requested for the implementation of the deliverables for this

item.

Supporting Narrative (optional):

The district works closely with PAEC to provide a comprehensive professional learning program. The Master In-service Plan is being reviewed and updated to assure that all components required in the Race to the Top MOU are available for implementation in the district. Training on the new aspects of the Florida Professional Development Protocol Standards has begun and will be expanded as the year progresses. Professional Learning which focuses on the most recent curriculum standards and content knowledge for teachers, including the NGSSS & Common Core Standards, is a priority as is the inclusion of methods, strategies, and the conceptual background appropriate to differentiating instruction. The implementation of Response to Intervention requires strengthening instructional practices that target high-needs students, and this is being incorporated into ongoing professional learning. Lesson Study is a new initiative in the district. Two trainings have been held, and implementation at school sites has begun. The revision and strengthening of the evaluation of professional learning will be a major component of the scope of work for RTTT.

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

Wakulla County Professional Development System Graphic, page 81
Electronic Evaluation Tool (reference 5t of this Work Table), page 84

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

Item from RTTT MOU and corresponding *Protocol* standards	**Page shown in Final Scope of Work** *Scope of Work - Year*
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)	Year 3,4 pages 59, 63
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)	Year 3, 4 pages 59, 63
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Years 4, 5, 6 pages 12 & 59
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)	Years 4, 5, 6 pages 12 & 59
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)	Years 5, 6 pg. 59
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)	Years 5, 6 pages 13, 39-49
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)	Years 4, 5, 6 pg. 58-59
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)	Years 5, 6 pages 34-39
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Years 4, 5, 6 pg. 12, 59-64
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)	Years 4, 5, 6 pages 59-64
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)	When available from the state pages 59-64
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	N/A

ORM (A)1.
LEA (WAKULLA) **Student Goals and Measures**

INSTRUCTIONS: Indicate the outcomes your LEA (DISTRICT) **will achieve on the following measures. Please provide annual and overall targets.**

STUDENT ACHIEVEMENT

Florida set goals for student achievement on NAEP. Since all districts and schools do not administer NAEP, LEAs (DISTRICT) will need to track performance and set targets on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs (DISTRICT) do not need to set overall targets and annual goals on FCAT 2.0 at this time. However, when standards are set and scores are available, districts will need to set targets at that time, keeping in mind the statewide goals established for NAEP.

LEAs (DISTRICT) may provide additional student achievement goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA (DISTRICT) so chooses.

	2010-11 (Baseline)	**2011-12**	**2012-13**	**2013-14**	**2014-15**
% Scoring Level 4 or 5 on FCAT 2.0, 4th Grade Reading **(STATE GOAL: 50% AT OR ABOVE PROFICIENT ON NAEP BY 2015)**	**TBD, when standards are set in the Fall of 2011**				
% Scoring Level 4 or 5 on FCAT 2.0, 4th Grade Mathematics **(STATE GOAL: 60% AT OR ABOVE PROFICIENT ON NAEP BY 2015)**	**TBD, when standards are set in the Fall of 2011**				
% Scoring Level 4 or 5 on FCAT 2.0, 8th Grade Reading **(STATE GOAL: 45% AT OR ABOVE PROFICIENT ON NAEP BY 2015)**	**TBD, when standards are set in the Fall of 2011**				
% Scoring Level 4 or 5 on FCAT 2.0, 8th Grade Mathematics **(STATE GOAL: 55% AT OR ABOVE PROFICIENT ON NAEP BY 2015)**	**TBD, when standards are set in the Fall of 2011**				
(OPTIONAL) Other District-Determined Student Achievement Goals Examples: • Other FCAT 2.0 Grade Levels and Subjects • End-of-Course Assessments • AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation • PSAT, PLAN, SAT, and/or ACT Participation and Performance					

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

CLOSING THE ACHIEVEMENT GAP

Florida set goals for closing the achievement gap on NAEP. Since all districts and schools do not administer NAEP, LEAs (DISTRICT) will need to track performance and set targets for closing the achievement gap on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals for closing the achievement gap on FCAT 2.0 at this time. However, when standards are set and scores are available, LEAs (DISTRICT) will need to set targets at that time, keeping in mind the statewide goals established for NAEP.

LEAs (DISTRICT) may provide additional closing the achievement gap goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.

	2010-11 (Baseline)	**2011-12**	**2012-13**	**2013-14**	**2014-15**
% Reduction in White/African-American achievement gap on FCAT 2.0 **(STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)**					
FCAT 2.0 Grade 4 Reading	**TBD, when standards are set in the Fall of 2011**				
FCAT 2.0 Grade 4 Mathematics	**TBD, when standards are set in the Fall of 2011**				
FCAT 2.0 Grade 8 Reading	**TBD, when standards are set in the Fall of 2011**				
FCAT 2.0 Grade 8 Mathematics	**TBD, when standards are set in the Fall of 2011**				
% Reduction in White/Hispanic achievement gap on FCAT 2.0 **(STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)**					
FCAT 2.0 Grade 4 Reading	**TBD, when standards are set in the Fall of 2011**				
FCAT 2.0 Grade 4 Mathematics	**TBD, when standards are set in the Fall of 2011**				
FCAT 2.0 Grade 8 Reading	**TBD, when standards are set in the Fall of 2011**				
FCAT 2.0 Grade 8 Mathematics	**TBD, when standards are set in the Fall of 2011**				
(OPTIONAL) Other District-Determined Closing the Achievement Gap Goals Examples: • Other FCAT 2.0 Grade Levels and Subjects • End-of-Course Assessments • AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation • PSAT, PLAN, SAT, and/or ACT Participation and Performance					

FORM (A)1.
LEA (WAKULLA) **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 (DISTRICT) **will achieve with the high school graduating class of 2015 on the following measures:**

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

Be sure to include annual targets to ensure that progress is being made toward the ultimate goals for the class of 2015.
Given the inherent time lags in these measures (i.e., two years following high school graduation and two years following college enrollment), all actual data for the class of 2015 will not be available until 2019 (2017 for the college enrollment measure and 2019 for the credit attainment measure).

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

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

STATE GOALS

State Goals for the Class of 2015:
For the every 100 incoming high school freshmen in 2011-12,

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

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

LEA GOALS

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

High School Graduating Class of:	**2005 (Baseline)**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Graduation Rate	64	58	59	61	63	65	68	72	76	81	**86**
College Going Rate (within 2 yrs. of h.s. grad)	60	56	53	56	58	62	64	68	72	74	**76**
College Credit Earning Rate	63	65	66	66	66	66	67	68	69	70	**74**
Percent of 9th Graders Who Eventually Earn at Least a Year's Worth of College Credit	24	21	21	23	24	27	29	33	38	42	**48**

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Jimmie Dugger
Title: Assistant Superintendent for Administration
Phone #:850-926-0065, #226
E-mail Address: jimmie.dugger@wcsb.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Assistant Superintendent for Administration	X					
COAST Charter School Principal	X					

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

deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.

Deliverable (required): 1. The LEA (DISTRICT) will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
a. Invited Charter School Principal to attend and participate in FDOE RTTT Webinars with Wakulla District Staff.	X					
b. Shared RTTT web-site information for Charter School Review.	X					
c. Charter School Principal attended Webinar on Charter School participation with District staff on September 17, 2010.	X					

Deliverable (required): 2. The LEA (DISTRICT) will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
d. Assistant Superintendent/Charter School Liaison attended Charter School Board meeting on September 27, 2010 [see page 83 of appendix] and shared RTTT application opportunities and requirements.	X					
e. Charter School Board members discussed opportunity and unanimously agreed to opt-out of the RTTT Grant. [see page 82 of appendix]	X					

Deliverable (required): 3. The LEA (DISTRICT) will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	2010-11			2011/12	2012/13	2013/14
	2nd Quarter	3rd Quarter	4th Quarter			
Supporting Activities (indicate each year	2010-11			2011/12	2012/13	2013/14

activity will be conducted and include collective bargaining, if applicable):	2nd Quarter	3rd Quarter	4th Quarter			
N/A						

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

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

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

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

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

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

Supporting Narrative (optional):

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

Charter School Principal Opt-out Letter - page 85
Charter School Board Meeting Minutes – September 27, 2010 – page 86

TEACHER AND PRINCIPAL EVALUATION SYSTEMS REVIEW

DISTRICT: WAKULLA

MOU section D(2)(ii) requires that "the LEA (DISTRICT) will submit teacher and principal evaluation systems to the department for review and approval". SBE rule 6B-4.010 requires that where a district "…makes substantive modifications to an approved school district instructional personnel assessment system, the modified system shall be submitted to the department of education for review and approval."

The following checklist combines the Race to the Top (RTTT) requirements for developing and conducting teacher and principal evaluation systems with those required in section 1012.34, Florida Statutes, and Rule 6B-4.010, F.A.C. This checklist will assist LEAs (DISTRICT) in ensuring that they have met the requirements for the RTTT grant in this area, while also satisfying requirements for Florida Statutes and State Board Rule. The checklist will also speed the review process so that LEA (DISTRICT) feedback can be returned quicker.

Instructions. To complete the checklist, provide the page number in your evaluation system documentation where the criterion or element is addressed. **NOTE: This checklist is NOT due with the Final Scope of Work. It should be submitted with the district's evaluation system documentation in spring 2011. It is provided now with the Final Scope of Work template as a tool and reference for district planning and completing the Final Scope of Work.**

Elements of State Reform Plans to be addressed in LEAs' (DISTRICT) Teacher and Principal Evaluation Systems	**Citation in RTTT MOU and/or Section 1012.34, F.S.**	**Page # in Documentation**
TEACHER EVALUATION SYSTEM		
Part 1: System Development		
Involvement: The LEA **(DISTRICT)** has designed and committed to implement an evaluation system with teacher and principal involvement.	• MOU D(2)(ii)	page 39-40
Phase-in Option: The LEA(DISTRICT) may phase-in the	• MOU D(2)(ii)(1)	page 40

Elements of State Reform Plans to be addressed in LEAs' (DISTRICT) Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA (DISTRICT) for 15% of the evaluation. Implementation of the requirements for the LEA (DISTRICT) evaluation systems beginning in the 2011-12 school years applies, at a minimum, to teachers in grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in MOU (D)(2)(i).		
Development year: The 2010-11 school year will be considered a development year for the evaluation system.	• MOU (D)(ii)	pg. 40-46
Determines need for special procedures and criteria for other teaching fields	• 1012.34(2)(d)	pg. 41
Supports district and school level improvement plans	• 1012.34(2)(a)	pg. 41
Supports continuous quality improvement of the professional skills of instructional personnel	• 1012.34(2)(b)	pg. 41
Provides for district's annual review of instructional personnel assessment systems	• 1012.34(7)	pg. 41
Part 2: Evaluation Criteria		**Page #**
Student Growth Measure: The teacher evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the evaluation system.	• MOU (D)(2)(ii)(1)	pages 41, 44, 47-48
Student achievement or growth data as evaluation element, as defined in the grant, must account for at least 50% of the teacher's evaluation as follows: By the end of	• MOU (D)(2)(i) and (ii) • 1012.34(3)(a) Primarily uses data and indicators of	pages 41, 44, 47-48

Elements of State Reform Plans to be addressed in LEAs' (DISTRICT) Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
the grant, the LEA (DISTRICT) shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA (DISTRICT) for 10% of the evaluation.	improvement in student performance • 1012.34(3)(a) Student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program • 1012.34(3)(a)(1) performance of students assigned to their classrooms or schools, as appropriate	
Early Bargaining Provision: An LEA (DISTRICT) that completed renegotiation of its collective bargaining agreement between 7/1/09 and 12/1/09 for the purpose of determining a weight for student growth as the primary component of its teacher evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.	• MOU D (2)(ii)	pg. 41
Core of Effective Practices – Florida Educator Accomplished Practices: Includes the core of effective practices, developed in collaboration with stakeholders that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices Incorporates the newly-adopted Florida Educator Accomplished Practices (scheduled for adoption by the State Board of Education in December 2010) into the	• MOU (D)(2)(ii) • 1012.34(2)(d): addressing generic teaching competencies • 1012.34(3)(a): basing assessment on contemporary research in effective educational practices • 1012.34(3)(a)(2,4-7): Ability to maintain appropriate discipline; Knowledge of subject matter, including; Ability to plan and deliver instruction and the use of technology in the classroom; Ability to evaluate instructional needs; Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement; Other professional competencies and requirements in State Board of Education rules and local	pg. 41

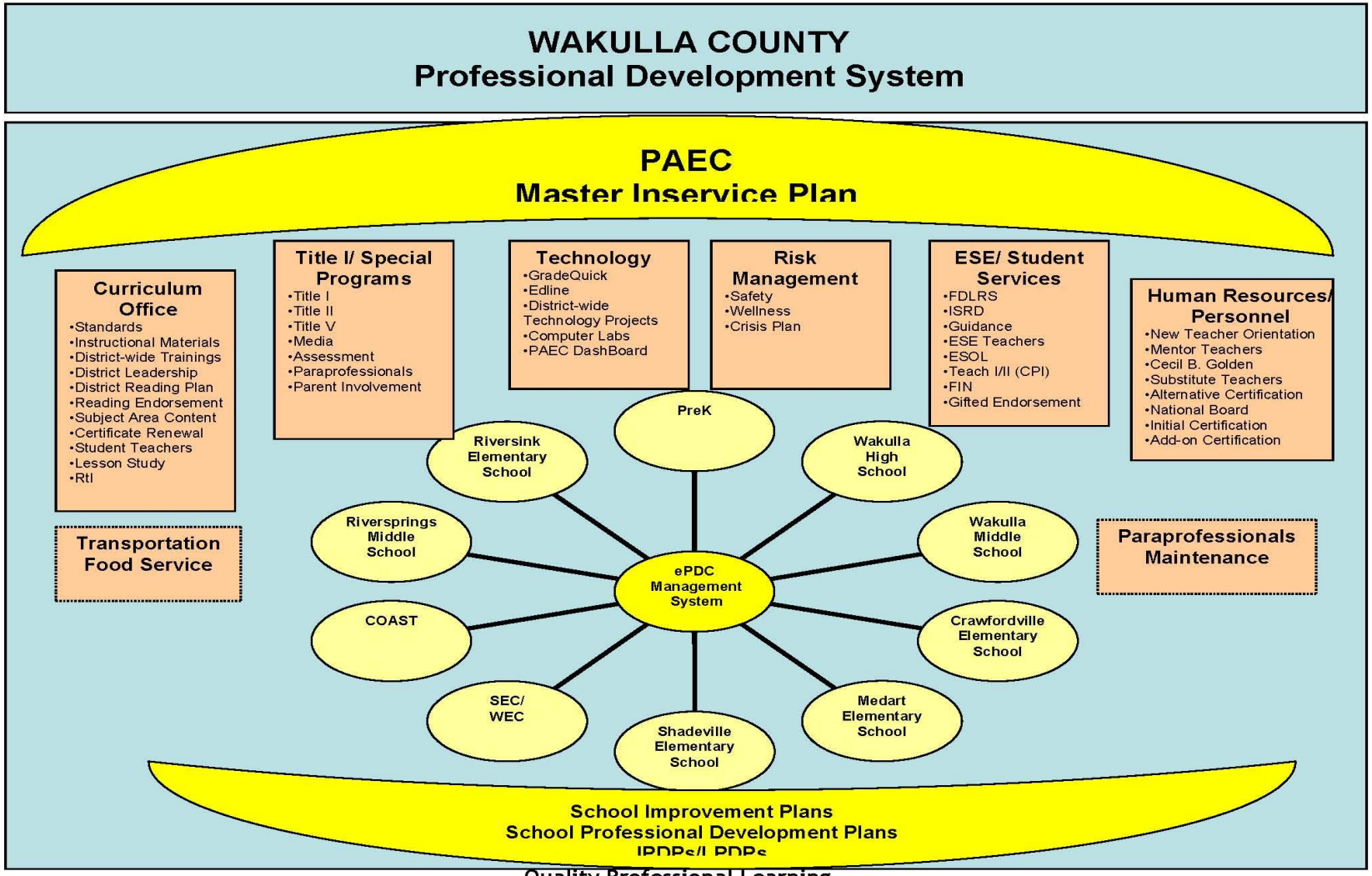
Elements of State Reform Plans to be addressed in LEAs' (DISTRICT) Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
evaluation system.	school board policies	
Special provisions for evaluating subject knowledge for out-of-field teachers	• 1012.34(3)(a)(3)	pg. 42
Additional Metric Evaluation Element: Includes at least one additional metric to combine with the student performance and principal observation components to develop a "multi-metric" evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input.	• MOU (D)(2)(ii)(3) • 1012.34(2)(c) Provides a mechanism for parental input, when appropriate	pg. 42
Evaluation ratings: Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include "effective" and "highly effective."	• MOU (D)(2)(ii)(4) • State board rule 6B-4.010(1)(c)2: providing for determination of satisfactory, unsatisfactory and outstanding performance levels	pg. 42
Part 3: Conducting Evaluations		**Page #**
First Year Teachers: The LEA (DISTRICT) will conduct multiple evaluations for each first-year teacher that are integrated with the district's beginning teacher support program and include observations on the core effective practices described in MOU (D)(2)(ii)2. and reviews of student performance data.	• MOU (D)(3)	pg. 42

Elements of State Reform Plans to be addressed in LEAs' (DISTRICT) Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
Other Teachers' Evaluations: The LEA **(DISTRICT)** will conduct evaluations as described in MOU (D) (2) (ii) 1, 2, and 4. for all other teachers at least once per year.	• MOU (D)(2)(iii) • 1012.34(3) (a) to provide for an assessment conducted for each employee at least once a year	pg. 47-48
Milestone career event(s) evaluations: The LEA (DISTRICT) will conduct "multi-metric" evaluations as described in MOU (D)(2)(ii) for teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. The LEA (DISTRICT) plan will include a definition of milestone career event.	• MOU (D)(2)(iii)	pg. 42
Supports continuous quality improvement of the professional skills of instructional personnel: describe how information from the evaluation system will be returned to the teacher for individual continuous improvement.	• 1012.34(2)(b)	pg. 47-48
Provides training in the proper use of assessment criteria and procedures to all personnel with appraisal responsibilities.	• 1012.34(2)(f)	pg. 43
Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.	• 1012.34(3)(b)	pg. 43

PRINCIPAL EVALUATION SYSTEM	
Part 1: System Development	**Page #**
Involvement: The LEA (DISTRICT) has designed and committed to implement a principal evaluation system with teacher and principal involvement	• MOU D(2)(ii) — pg. 44

Phase in option: The LEA (DISTRICT) may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA (DISTRICT) for 15% of the evaluation. Implementation of the requirements for the LEA (DISTRICT) evaluation systems applies, at a minimum, to grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in MOU (D)(2)(i)	• MOU D(2)(ii)	pg. 44
Development year: The 2010-11 school year will be considered a development year for the evaluation systems.	• MOU (D)(ii)	pg. 44
Supports district and school level improvement plans	• 1012.34(2)(a)	pg. 45
Supports continuous quality improvement of the professional skills of instructional personnel	• 1012.34(2)(b)	pg. 45
Provides a mechanism for parental input, when appropriate	• 1012.34(2)(c)	pg. 45
Provides for district's annual review of instructional personnel assessment systems	• 1012.34(7)	pg. 45
Part 2: Evaluation Criteria		Page #
Student growth measure: The principal evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D) (2) (i) as the primary factor of the principal evaluation system.	• MOU (D)(2)(ii)(1)	pg. 44
Leadership Standards evaluation component: Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards, with an emphasis on recruiting and retaining effective teachers, improving the effectiveness of teachers, and removing ineffective	• MOU D(2)(ii)	pg. 44

teachers.		
Student achievement or growth data evaluation component as defined in the grant must account for at least 50% of the principal's evaluation as follows: By the end of the grant, the LEA (DISTRICT) shall include student growth as defined in MOU (D) (2) (i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA (DISTRICT) for 10% of the evaluation.	• MOU D(20(ii) • 1012.34(3)(a): primarily use data and indicators of improvement in student performance • 1012.34(3)(a): student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program , • 1012.34(3)(a)(1: performance of students assigned to their classrooms or schools, as appropriate	pg. 44
Range of ratings: Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include "effective" and "highly effective	• MOU D(2)(ii)	pg. 44-45
Part 3: Conducting Evaluations		Page #
Annual evaluation: The LEA (DISTRICT) will conduct evaluations as described in MOU (D)(2)(ii) for principals at least once per year.	• MOU D(2)(ii) • 1012.34(3)(a) to provide for an assessment conducted for each employee at least once a year	pg. 44-45
Provides training in use of assessment criteria and procedures	• 1012.34(2)(f)	pg. 46
Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.	• 1012.34(3)(b)	pg. 47-48



Quality Professional Learning
Meeting the Needs of Teachers and Leaders who Meet the Needs of Students

Wakulla County Schools

University/College Contacts for Student Teacher Placements

School/Program	Contact	MOU in Place
Florida A & M University, Tallahassee	Mary Knight/Dr. Washington 850-561-2145	Yes
Florida State University, Tallahassee	Patrick Malone 850-644-8810 Gary Gabel (pre-interns) 850-644-3583	No (in process)
Flagler University, Tallahassee	Dr. Melanie Jensen Vicky Schwartz 850-201-8988	Yes
Gulf Coast Community College, EPI	Susan Butler 850-872-3826	Yes
University of West Florida, EPI	Dr. Robin Largue 850-595-0001	Yes

Acronym	
WCTA	Wakulla County Teachers Association
RTTT	Race to the Top
MOU	Memorandum of Understanding
EOC	End of Course Exam
FAIR	Florida Assessment for Instruction in Reading
STEM	Science, Technology, Engineering, Math
AP	Advanced Placement
DPAAT	District Principal Appraisal Advisory Team
DTAAT	District Teacher Appraisal Advisory Team
PAEC	Panhandle Area Education Consortium
IPDP	Individual Professional Development Plan
ILDP	Individual Leadership Development Plan
FASPA	Florida Association of School Personnel Administrators
AP	Advanced Placement
MIS	Management Information System
HE	Highly Effective
E	Effective
NI	Needs Improvement
U	Unsatisfactory
WCSD	Wakulla County School District
AVID	Advancement Via Individual Determination
PROMiSE	Partnership to Rejuvenate and Optimize Mathematics and Science Education in Florida
PDC	Professional Development Council
MLC	Mobile Laptop Cart
LIIS	Local Instructional Improvement System

PAEC

The Professional Development Activity:		5	4	3	2	1
1.	Was engaging.					
2.	Related directly to student achievement needs.					
3.	Fulfilled requirements of my individual professional development plan.					
4.	Assisted with continuous improvement of my professional skills.					
5.	Aligned to school/district/state educational priorities.					
6.	Modeled best practices/instructional approaches to help me improve instruction.					
7.	Increased my knowledge/understanding of how to provide school environments and instruction responsive to the developmental needs of students.					
8.	Provided information that can be used to provide school environments and instruction responsive to the needs of culturally diverse students.					
9.	Provided follow-up to ensure successful implementation.					

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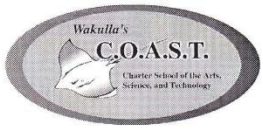

C.O.A.S.T. Charter School of the Arts, Science, and Technology

September 30, 2010
David Miller
Superintendent, Wakulla County School District
PO Box 100
Crawfordville, Fl 32326

Dear Mr. Miller,

The C.O.A.S.T. Charter School Board decided to opt-out of the Race to the Top application at the regularly scheduled School Board meeting on September 27, 2010. A copy of the minutes of that meeting is attached for you to review.

The Wakulla School District staff fully informed me of the opportunity to participate in the RTTT grant. I received all communications regarding RTTT from the Florida Department of Education and met with school district staff to discuss the requirements for C.O.A.S.T. Charter School. The School District liaison met with me and the Board to answer questions related to RTTT prior to the decision to opt-out of the grant.

Please contact me if additional information or clarification is required.

Sincerely,

Susan Flournoy
Principal
Wakulla C.O.A.S.T. Charter School

48 Shell Island Rd.
P.O. Box 338
St. Marks, Florida 32355
Phone: 850-925-6344
Fax: 850-925-6396
www.wakullaschooldistrict.org

Wakulla COAST Charter School

Board Meeting
September 27, 2010

CALLED TO ORDER: 6:04 PM
ATTENDANCE: M. Cantner, J. Dugger, S. Flournoy, W. Jenkins-Rice, D. McOuat, R. Odom, C. Young
PUBLIC COMMENTS: None
APPROVAL OF MINUTES: R. Odom motioned to accept the August 2010 minutes as presented. M. Cantner seconded the motion. The motion carried.
NEW BUSINESS:

New Hires-
M. Cantner motioned to hire Sarah Watters as part-time Speech Pathologist, Tom Walker as part-time ESE Teacher and part-time Teacher in Charge and April Ash as part-time Bus Driver. R. Odom seconded the motion. The motion carried.
New Building Repair-
D. McOuat will provide C. Young with the details of the problem. C. Young will then get bids on the repair work.
Budget Report-
Discussion ensued concerning the following:

- FTE enrollment currently provides a 9 student cushion from original FTE estimates.
- A budget amendment including FTE income changes, changes in salaries and technology installation fees, will be presented at the October meeting

MAP/Capital Outlay Plan-
Signatures were the only action required
Administrator's Report-Discussion ensued concerning the following:

- WCSB Board Meeting/Audit Presentation
- Title I dinner
- School Food Service providing more nutritious meals than in the past
- RTTT-Race to the Top-requirements verses benefits

State and District Report-Discussion ensued concerning the following:

- Vote on the ¼ Mil
- Extensive discussion concerning meeting the requirements of RTTT verses the benefits. Wakulla school district would receive $340,000 over 4 years, with COAST receiving 2% of that. The Principal and the Board, by consensus, agreed to opt-out of the Race to the Top application.

M. Cantner motioned to adjourn the meeting. R. Odom seconded the motion. The motion carried.

Meeting adjourned at 7:10 PM