
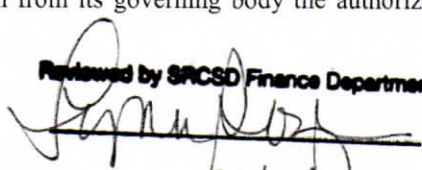


# Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

**TAPS Number  
15A010**

## FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <h3 style="text-align: center;">Instructional Leadership and Faculty Development Grant</h3>  <p style="text-align: center;"><b>TAPS NUMBER: 15A010</b></p>	<b>DOE USE ONLY</b>  Date Received       						
<b>B) Name and Address of Eligible Applicant:</b>  Santa Rosa School District Canal Street Milton, Florida 32570		<b>Project Number (DOE Assigned)</b>       						
<b>C) Total Funds Requested:</b>  \$ <u><b>\$66,809.00</b></u>  <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <b>Contact Name:</b>            Vickie Beagle   <b>Fiscal Contact Name:</b>            Lynn Rogers         </td> <td style="width: 40%;"> <b>Telephone Numbers:</b>            850-983-5110            850-983-5078         </td> </tr> <tr> <td> <b>Mailing Address:</b>            6556 Firehouse Road Milton, Florida 32570         </td> <td> <b>E-mail Addresses:</b>  <a href="mailto:beaglev@santarosa.k12.fl.us">beaglev@santarosa.k12.fl.us</a>  <a href="mailto:rogersd@santarosa.k12.fl.us">rogersd@santarosa.k12.fl.us</a> </td> </tr> <tr> <td> <b>Physical/Facility Address:</b>            5086 Canal Street, Milton, Florida 32570         </td> <td> <b>DUNS number:</b> 133193409   <b>FEIN number:</b> 59-6000845         </td> </tr> </table>		<b>Contact Name:</b> Vickie Beagle  <b>Fiscal Contact Name:</b> Lynn Rogers	<b>Telephone Numbers:</b> 850-983-5110 850-983-5078	<b>Mailing Address:</b> 6556 Firehouse Road Milton, Florida 32570	<b>E-mail Addresses:</b> <a href="mailto:beaglev@santarosa.k12.fl.us">beaglev@santarosa.k12.fl.us</a> <a href="mailto:rogersd@santarosa.k12.fl.us">rogersd@santarosa.k12.fl.us</a>	<b>Physical/Facility Address:</b> 5086 Canal Street, Milton, Florida 32570	<b>DUNS number:</b> 133193409  <b>FEIN number:</b> 59-6000845
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<b>Physical/Facility Address:</b> 5086 Canal Street, Milton, Florida 32570	<b>DUNS number:</b> 133193409  <b>FEIN number:</b> 59-6000845							
<b>CERTIFICATION</b>								
<p>I, <u>Timothy Wyrosdick</u>, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;"> <p>E) </p> <p style="text-align: center;">Signature of Agency Head</p> </div> <div style="width: 45%; text-align: right;"> <p><b>Reviewed by SACSD Finance Department</b></p>   <p>Date: <u>7/18/14</u></p> </div> </div>								





## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

The requirements listed below must be met for applications to be considered in substantially approvable form and thus eligible for review:

### Needs Assessment

Given that an essential purpose of educational leadership is to improve instruction, what professional learning needs of school principals and supervisors will this project address to deepen understanding of the complexity of teaching and design and improve capacity to deploy systems, structures, practices and routines that actually support the improvement of teaching practice?

**As Santa Rosa Administrators become instructional leaders on their campuses, it is essential that they have consistent quality cutting-edge training relative to both high yield research-based leadership skills and classroom instructional practices. Knowledge and understanding of the teacher evaluation rubric is essential as is comfort level in providing effective feedback to help teachers grow. District-wide consistency in the interpretation of effective practice is another key element in this process.**

**Data shows that most of our administrators continue to mark the majority of their teachers as effective or highly effective; therefore, it is evident that they do not consistently understand the rubric as intended to help teachers craft their trade.**

**Many administrators are uncomfortable in providing the coaching and feedback relative to the rubric marking that is essential in this process. A training survey completed in April, 2014 on administrative training needs relative to the teacher evaluation regarding the FEAPS, revealed that two-thirds of our administrative staff feels they need additional training on providing coaching and feedback. A limited amount of coaching and feedback training has been provided as of this date. In addition, we do not have a systematic process of validating the evaluation process. We realize that this is necessary to help us move forward with the effective implementation of the teacher evaluation system. A validation process will allow us to identify differentiated needs among our administrators as we move toward a common language and consistent evaluation marking.**

**Over the past four years the focus has been on implementing the teacher evaluation. The training emphasis has been on theory and strategies related to the teacher evaluation rubric and state standard implementation. Little emphasis has been placed on the Standards for School Leaders leadership training. A recent ASAP activity conducted with assistant principals (APs) in March, 2014 revealed that many of our administrators are weak in decision making strategies and prioritization. In addition, first year APs surveyed in 2014 indicated that communication skills in providing effective coaching and feedback were a training need as well. It was also indicated that time to collaborate professionally with experienced administrators in the district would have been helpful for them.**

### Project Implementation and Responsible Staff

Description of how the project will be implemented. Include identification of the project's "executive sponsor" at the district level, (someone who reports directly to the superintendent if it is not the superintendent), who will be responsible for the execution and the deliverables associated with the project as well as the person(s) who will have day-to-day managerial responsibilities for the project and assist the department in ongoing monitoring of project implementation and determining what best practices might be shared and scaled as well as assuring accountability with legislative and department intent and contemporary research.

**The Director, Employee Evaluations and Assessment with the Assistant Superintendent for Human**



## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

Resources will be responsible for implementation of this project. The Director, Employee Evaluations and Assessment will work with the Director of Professional Development and the Assistant Superintendents, Curriculum, Instruction and Assessment and the Assistant Superintendent for Human Resources throughout the implementation process to ensure consistency and continuity of the project.

The proposal includes consultants for face-to-face training for principals and district staff to help refine their understanding of effective leadership practices as well as effective teaching and instruction. Coaching and feedback along with “chunking the elements” on the rubrics will be the training focus. PLCs and mentoring and coaching provided by the Commissioner’s Leadership Academy participants and grade level directors will serve as follow-up to the consultant training. Online training will be provided for differentiated training needs. In addition, a calibration tool will be implemented as a part of this project to help administrators self-assess and to determine future professional development needs.

### **Project Goals and Scope of Work/Tasks/Activities**

**Describe how the scope of work/tasks/activities is aligned to the following:**

#### Alignment with Commissioner’s Leadership Academy

The legislative appropriation for Administrator Professional Development provides both the 2014-15 Commissioner’s Leadership Academy (focused on improving school leadership practices that are linked to increased student achievement) and grants for district projects that address professional development for principals and other district administrators in instructional and human resource leadership. This section of the application addresses how the LEA will access and implement professional learning on instruction provided through the Commissioner’s Leadership Academy.

Describe scope of work process/tasks/activities to be used to identify and submit applicants (high performing principal(s) and LEA leader(s) who supervise principals) for the 2014-15 Commissioner’s Leadership Academy provided by the Center for Educational Leadership (CEL) on high quality instructional practice look-fors. (Note: All costs for participation in the 2014-15 Academy are provided by state resources. No grant or other district funds are required in this application.)

#### **Project goals will include:**

- Provide a minimum of 3 sessions of quality training for school and district administrators in the areas of teacher evaluation, coaching and feedback as well as the Standards for School Leaders through contracted consultants.
- Provide online content-specific training to allow for differentiated needs of administrators.
- Procure a calibration/validation tool with professionally scored video to identify professional development needs for the administrators related to the teacher evaluation rubric.
- Ensure that Professional Learning Communities (PLCs) are implemented at each of the grade level areas to provide collaboration and consistency in the evaluation system and to begin to build a collaborative community within the district. An evaluation rubric will provide feedback on the successes of the PLCs and indicate further areas of need that the district should address.
- Ensure participants attending the Commissioner's Leadership Academy (CLA) will serve as leaders as they participate in the training sessions and PLCs. CLA participants will serve as mentors and coaches to provide differentiated needs as evidenced from the administrator self-assessment and prior evaluation results and as directed from the Director, Employee Evaluations and Assessment.
- Provide "Hot Topic/Brown Bag" sessions coordinated at the district level by the Director, Employee Evaluations and Assessment to provide collaborative experiences for



## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

administrators on pertinent issues identified on the self-assessment and prior evaluation data and feedback.

- **Ensure Grade Level PLCs will provide opportunities for small group teacher evaluation practice and discussion of the rubric elements.**

**The district has two principals who have completed the Commissioner's Leadership Academy who will assist with implementation of this project. Additionally, the Superintendent will nominate two other high performing principals or supervisors of principals within the district to participate in the Commissioner's Leadership Academy (CLA) during the 14-15 school year.**

**These individuals will support the project goals listed above by serving as PLC leaders and by providing mentoring and coaching for differentiated needs of administrators as identified by the Director, Employee Evaluation and Assessment based on calibration and survey data needs.**

**PLCs and mentoring will be the delivery model used for the CLA participants as they assist with implementation of the project goals. These individuals will also participate in "Hot Topic/Brown Bag" sessions coordinated at the district level by the Director, Employee Evaluations and Assessment to provide collaborative experiences for administrators on pertinent issues identified on the self-assessment and prior evaluation data and feedback.**

Describe the scope of work process/tasks/activities the LEA will use to make participants in the Commissioner's Leadership Academy available to CEL staff for CEL-scheduled walkthroughs focused on instructional practice look-fors.

**The four CLAs will participate in implementation of the project goals in the following ways:**

- **Attend consultant training and PLCs along with principals and district staff.**
- **Facilitate PLCs based on follow-up needs resulting from the consultant training.**
- **Provide differentiated mentoring and coaching as needed.**

Describe the scope of work process/tasks/activities the LEA will use to employ 2013-14 Commissioner's Leadership Academy completers to support professional learning of other LEA principals and principal supervisors, if available.

**Training will focus on administrator understanding of the teacher evaluation rubric and build capacity for improved coaching and feedback.**

**District Staff will participate in a new evaluation system this year and will develop a deeper understanding of high-yield leadership skill implementation. A minimum of three sessions in small groups will be provided. The CLAs will provide follow-up in PLCs based on need as indicated by the validation tool and administrator requests, and provide mentoring and coaching for differentiated assistance.**

### Targeted Instructional Leadership Skills

Professional learning from the Commissioner's Leadership Academy (and any other district-selected research-based resources) deepens capacity to recognize and provide teachers' feedback on the complexity of instructional practices needed to enable student success on state standards. Describe the scope of work processes/tasks/activities this project will support to improve the capacity of school principals and principals' supervisors to recognize high quality instructional practices and utilize the LEA's evaluation system as a growth model to provide on-going monitoring and feedback to support teacher growth in targeted instructional practices. Include in this description how the proposal in the area of instructional leadership builds on work that has already taken place or is underway and will build toward work that will take place



## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

with or without additional state appropriations in 2015-16 and beyond.

**A minimum of three quality sessions will be provided to principals and district staff focusing on chunking information in a way to assist in understanding the teacher evaluation rubric. CLAs will attend these sessions and provide follow-up PLCs to address needs and clarify content discussed within the sessions. Administrators will be provided an opportunity to collaborate and clarify the learning presented in these sessions in grade level PLCs. Mentoring and coaching will be provided by the CLAs for further follow-up as needed. A calibration/validation tool will be implemented to assess individualized needs. In addition, online training will be provided to meet differentiated needs. "Hot Topic/Brown Bag" sessions coordinated at the district level by the Director, Employee Evaluations and Assessment will provide additional collaborative experiences for administrators on pertinent issues identified on the self-assessment, calibration data and prior evaluation data and feedback.**

### Enabling Faculty Development

Deepening schools leaders' understanding of high quality instructional practices must be aligned with faculty development processes that support teacher growth on effective implementation of such practices; describe the scope of work processes/tasks/activities this project will support to improve the capacity of school principals and principals' supervisors to engage teachers in study and repetitive implementation efforts on high quality instructional practices. Include in this description how the proposal in the area of faculty development builds on work that has already taken place or is underway and will build toward work that will take place with or without additional state appropriations in 2015-16 and beyond.

**We are in the process of implementing PLCs district-wide this school year. The PDAP grant has provided funding for us to train teachers from each school site on a district model for PLCs. All teachers are required to participate in a PLC during the 14-15 school year. All school administrators have also participated in district PLC training this summer. Administrators will be encouraged to play an active role in the PLCs at their school and be expected to assist the teachers in scheduling time for PLCs during the work-day and monitoring the progress rubrics submitted each nine weeks grading periods. The schools have been provided direction for goals for the PLCs at the sites. Teachers are expected to participate in a standards implementation or an instructional pillar (high-impact teaching strategies) PLC. The three pillars identified by the district will provide a common instructional focus for the year.**

**We expect that PLCs will become the desired professional development model for the 14-15 school year and beyond. We believe that we are building a structure that will be cost effective and that will move teachers forward with job-embedded professional development that is meaningful and makes a difference in student achievement.**

### Alignment of Evaluation and PD Systems

Both evaluation and professional development systems are expected to promote professional growth. Describe the scope of work processes/tasks/activities this project will support to develop and implement high quality master inservice plan components that focus on the targeted high quality instructional and leadership practices and the design and deployment of systems, structures, practices and routines that support study and sustained implementation of school-based professional learning on the targeted instructional practices as they are addressed through the district's teacher and school leader evaluation systems.

**This proposal aligns both with the Professional Development System and Master Inservice Plan. The activities described in this proposal indicate a shift in the way not only professional development is delivered in the district, but the deliberate practice involved relating directly to the teacher and administrator professional development goals. The Professional Development Plan (PDP) counts as 10% on the teacher and administrator evaluation. The PDP ranking is based on a "well done" PDP**



## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

**instead of whether or not the goal has been met. Deliberate practice is an integral part of the PDP process. PLC implementation for administrators and teachers will provide the structure for practice and collaboration needed to move the district forward in the focus areas.**

### Collaboration Time

The learning, monitoring, feedback, collaboration and coordination needed for high quality professional learning require ongoing effective use of time resources. Describe scope of work processes/tasks/activities this project will support to develop and implement a continuing process for enabling LEA staff responsible for school instructional operations, professional development, and student assessment to coordinate efforts to increase the effective use of time resources at school sites in support of professional learning and collaboration on improving instructional practice.

**PLCs will be the preferred delivery model for professional development across the district in the 2014-15 school year. We hope that this will become so beneficial for teachers and administrators that this will be the trend in future years. District staff will set an example by providing district level PLCs for administrators. Principals will be encouraged to schedule time for PLCs at their school site. All PLCs will have goals to work on, using student work to help evaluate the successfulness of each PLC. Rubrics will be provided to the grade level directors each nine week grading period to measure the progress and success of the PLCs. PLC summer training has been delivered to over 200 teachers and to all administrators. Focus areas as well as the district implementation process will be in place for the beginning of school.**

### Other District Goals (optional)

Describe any additional processes/tasks/activities where the proposed scope of work fits into the district's overall strategy to improve student achievement and is consistent with the intent of the legislative appropriation.

**Aside from the PLC and increased collaboration efforts district-wide, the district will have instructional pillars that each school will focus on. The pillars include: evidence based decision making, problem solving teaching and assessment with feedback. The pillars will provide consistent focus areas across the district that can be shared and for which models will be provided. These pillars are high yield instructional strategies that have been proven to increase student achievement. Schools will have PLCs focusing on the new standards and the three pillars of instruction.**

### Assessing Impact of Goals

Describe how actual implementation of project goals will be monitored and the impact determined.

**Rubrics from each PLC group will be collected each nine weeks grading period. The PLCs will begin with a pre-assessment to provide a measure of improvement attained from each PLC group. Calibration/Valuation data will help assess the impact of the administrator training. Increased coaching and feedback will be revealed from administrator and teacher survey data. Ultimately student achievement data should increase due to the project work.**

Describe how the capacities built through this project will support continuous improvement of leadership capacities of school principals and principals' supervisors.

**The PLC model and collaborative meetings will become a consistent professional development delivery model. The CLA participants will continue to serve as models, providing coaching and feedback to address differentiated needs. Additional high performing administrators will be identified to help provide differentiated administrator support and mentoring. PLCs in grade level break-out sessions will ensure that principals are in touch with their school-based PLCs. District "Hot**



## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

**Topic/Brown Bag” sessions will provide another layer to cover topics of need indicated by the validation tool.**

### Service Quantity

Describe the LEA staff that will provide time and effort in support of success on this project and provide a brief summary of any resources that will support this project.

**The Director, Employee Evaluation and Assessment, the Director, Professional Development, the Assistant Superintendents in HR and Curriculum and Instruction, the Grade Level Directors, and the CLA participants will work together to support this project.**

**Resources will include online training for differentiation, monthly collaborative meetings, PLCs guided by grade level directors, book studies, increased leadership standards focused training and collaborative opportunities to practice and discuss the work at hand. Mentoring and coaching will be provided as needed by the CLA participants.**

The evaluation will provide qualitative and quantitative data on the project and effectiveness of the current process. The evaluation process shall include an effective approach for using evaluation results to guide necessary adjustments to the proposed project. Documentation shall include:

- A description of the methods to be used to monitor implementation of project activities/tasks;
  - A description of the data/evidence of implementation and/or impact that will be collected by the LEA related to project goals;
  - A description of how the information from monitoring and impact will be analyzed to provide a summary assessment of the impact of the project on LEA instructional leadership capacities; and
  - A description of how project monitoring information will be used to generate needed and appropriate requests for adjustments (on goals, scope of work, tasks, activities deliverables, due dates or costs) that will be submitted to the project manager to initiate department review and approvals.
- 
- **Rubrics will be used by all PLC groups each nine weeks grading period. At the beginning of each PLC, a self-assessment consensus will be reached on the rubric. At the end of the nine weeks, a final consensus will be reached to measure the progress of the PLC toward the goals. Principals will submit the school PLC rubrics to their grade level directors for monitoring. Grade level directors will in turn submit the rubrics to the Director, Employee Evaluations and Assessment who will share with the other senior staff. Administrator calibration data will be collected throughout the project as administrators refine their skills by attending training, participating in PLC groups, and practicing using the calibration tool.**
  - **The PLC rubrics, pre and post consensus will reflect the progress the PLC team has made toward their goal. Rubric areas include:**
    - **Foundation-Basic knowledge and beginning use of standards or instructional pillar strategies.**
    - **Application-Developing capacity in understanding and application of new standards or instructional pillar strategies.**
    - **Accomplished-Skilled use of new standards/strategies is evidenced by improved student achievement.**
  - **Areas of measurement include: Instructional focus, essential outcomes, impact on student learning, deliberate practice, common assessments (if applicable), and interventions/enrichment.**
  - **Administrator calibration data will be maintained to reflect growth and consistency in**

## **Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application**

scoring on the teacher evaluation rubric.

- Survey data reflecting leadership training outcomes will be collected for the face to face and online training.
- PLC rubric data, administrator calibration data, and survey data will be analyzed continuously throughout the project by the principals, grade level directors and the Director, Employee Evaluations and Assessment. The senior staff team will review the data to determine success of the project or if intervention is needed from the CLA participants. At the end of the year the data will be assimilated to generate concluding remarks on project success and “best practices” for continued implementation in the 15-16 school year. Student data from the 14-15 school year will be included in this process.
- The continuous monitoring each nine week grading period will allow grade level directors and principals to ensure that the PLCs are being implemented with fidelity and are working to meet their goals. Calibration and leadership training will be monitored by the Director, Employee Evaluations and Assessment on a quarterly basis and CLAs will provide coaching and feedback as needed.

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# Instructional Leadership and Faculty Development Grant 2014-2015 LEA Application

A)

<b>TAPS Number</b> 15A010
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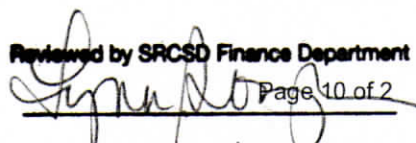
B)

Project Number: (DOE USE ONLY)

## FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
6400	310	Consultant to provide quality principal and district staff training on increasing teacher effectiveness, coaching and feedback, and the Standards for School/District Leaders. 6 days @\$4,500 per day.		27,000.00
6400	310	Calibration and validation (4 scored videos (2 elementary/2 middle/high) to use in calibration of administrators on teacher evaluation tool)		34,291.00
6400	360	Online training to provide differentiated training opportunities for administrators based on their individual self-assessment needs.		\$5,518.00
<b>C) TOTAL</b>				<b>\$66,809</b>

DOE 101  
Revised August 2013

Reviewed by SRCSD Finance Department  
  
 Date 2/18/14

Pam Stewart, Commissioner





**Instructional Leadership and Faculty Development Grant  
2014-2015 LEA Application**

# Instructions Budget Narrative Form

**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM**

**A) Name of Eligible Recipient/Fiscal Agent:**

Santa Rosa School District

**B) DOE Assigned Project Number:**

**C) TAPS Number:**

15A010

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6400	310	Consultant to provide 6 days of training @ \$4,500 per day for principals and district staff to receive quality face to face training on the teacher evaluation rubric, coaching and mentoring, instructional strategies, and standards for school leaders.		\$27,000.00	40%			
6400	310	Consultant services to provide 4 professional videos that have been ranked using the district teacher evaluation rubric and a system to deliver the video calibration within the program that we currently have.		\$34,291.00	51%			
6400	360	Professional online training that will provide differentiated training for administrators based on self-assessment needs identified.		\$ 5,518.00	9%			
<b>D) TOTAL</b>				\$66,809.00	100%			

Reviewed by SACSD Finance Department  
7/18/14



**Instructional Leadership and Faculty Development Grant  
2014-2015 LEA Application**

**DOE USE ONLY (Program)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed**

**Name:**

..... **Signature:**

..... **Title:**

**Date:**

**DOE USE ONLY (Grants Management)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed**

**Name:**

..... **Signature:**

..... **Title:**

**Date:**



# 2014-2015 LEA Application

## Definitions

- **Scope of Work-** specific tasks that the grantee is required to perform.
- **Tasks-** Specific activities that are required to be performed to complete the Project Narrative/ Scope of Work.
- **Deliverables-** Products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable. (See page 7 criteria on deliverables)
- **Evidence-** Tangible proof.
- **Due Date-** Date for completion of tasks.
- **Unit Cost-** Dollar value of deliverables

Scope of Work Tasks/Activities	Deliverables * (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost
Develop Training Plan outlining training schedules, dates, consultants and PLC timeframes	Training Plan Consultant PO	September, 2014	June 30, 2015	\$27,000.00
Deliver projected administrative trainings. PLCs begin.	Training Rosters and agendas	June, 2015	June 30, 2015	\$0
Purchase Online Training for differentiated instruction based on needs assessment	Online Training Platform, administrator needs assessment, report of online training use	June, 2015	June 30, 2015	\$5,518.00
Purchase Validation/calibration videos to use with administrators	videos	October, 2015	October, 2015	\$34,291.00
Implement training/PLCs, Monitor rubrics and adjust training based on needs	Completed rubrics	October, 2014 January, 2015 April, 1015		\$0
Evaluate overall project training effectiveness	Self-assessment survey comparison rubric, evaluation completion rankings for teachers and administrators, PLC rubrics (pre and post), "best practices" evaluation	June, 2015	June, 2015	\$0
			Total Cost ** =	\$66,809.00