

**Florida Department of Education  
Race to the Top  
LEA Final Scope of Work Template  
DEFINITIONS**

*Note: Please also refer to USDOE definitions linked at [www.fldoe.org/arra/racetothetop.asp](http://www.fldoe.org/arra/racetothetop.asp).*

**Section (A) – Overarching Project Plans**

**LEA:** Local Education Agency, commonly referred to as school district.

**State Student Achievement Goals:** The three key goals for student achievement set forth in Florida’s application. They are:

1. Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit;
2. Cut the achievement gap in half in 2015; and
3. Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.

See pages 24-34 of Florida’s application.

**Theory of Action:** A general statement outlining the course of action for resolving an issue. Florida’s Theory of Action is: *highly effective teachers and leaders make the difference in student achievement*. Also called Theory of Reform. See pages 11-12 of Florida’s application.

**Section (B) – Standards and Assessments**

**Fidelity of Implementation:** The delivery of instruction in the way in which it was designed to be delivered (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000). For purposes of the LEA Final Scope of Work, the intent is that the initiatives of lesson study and formative assessment be implemented consistently in the same form upon which supportive research was conducted.

**Lesson Study:** A form of long-term professional development in which a small group of teachers systematically and collaboratively conduct research on teaching and learning in classrooms. A lesson study cycle generally involves a group of teachers collaboratively planning lessons based upon research, implementing the lesson in a classroom, collecting data by observing others teach the lesson, collecting student assessment and observation data, reflecting upon and discussing the data, examining quality of student work, and developing a record of their activity to improve their practice and seek new solutions.

The MOU criterion [(B)(3)1.] of at least one lesson study for persistently lowest-achieving schools per month would translate to every teacher participating in a lesson study meeting with their peers (subject area or grade level) each month during the regular school year for the life of the grant and hopefully, beyond.

The MOU criterion (B)(3)2. states that professional development programs in all schools will “employ formative assessment and the principles of lesson study.”

Additional Resources:

[http://flbsi.org/pdf/Lesson%20Study%20TAG\\_Final.pdf](http://flbsi.org/pdf/Lesson%20Study%20TAG_Final.pdf) (Differentiated Accountability Manual)

<http://www.tc.edu/lessonstudy/>

<http://www2.edc.org/lessonstudy/>

### **Section (C) – Data Systems to Support Instruction**

**Local Instructional Improvement System:** As defined in the Federal Race to the Top application, it means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student’s risk of educational failure. Also referred to as a *Local System*.

**Local System:** Refer to definition for *Local Instructional Improvement System*.

### **Section (D) – Great Teachers and Leaders**

**Core of Effective Practices:** These are the Florida Educator Accomplished Practices, found in State Board Rule 6A-5.065, F.A.C. They are currently under revision and are scheduled to be readopted by the State Board of Education on their December 2010 meeting.

**District Program Evaluation Plan (DPEP):** This is each district’s periodic evaluation of its District Alternative Certification Program (DACP). School districts evaluate their programs based on the performance of their program completers and other factors and make program improvements based on the analysis of those data. Changes to programs implemented through RTTT would be reflected in and submitted to the FDOE through the district’s DPEP. (See information about DACP Continued Approval Standards online at <https://www.altcertflorida.org/pdf/DACP%20Continued%20Approval%20Tech%20Assistance.pdf>).

**ILD** – **Individual Leadership Development Plan:** Similar to the IPDP for teachers, this is a professional development plan for principals that supports their improvement in leading their school. Examples of ILDPs and resources for school leaders are available online at [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org).

**IPDP** – **Individual Professional Development Plan:** Described in Section 1012.98, Florida Statutes, this is a professional development plan created for each teacher with his/her principal at the beginning of the school year and is a component of the school improvement plan. The IPDP:

- is related to specific performance data for the students to whom the teacher is assigned,
- defines the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and
- includes an evaluation component that determines the effectiveness of the professional development plan.

### **Section (E) – Turning Around the Lowest-Achieving Schools**

**Persistently Lowest-achieving School:** One of the 71 Title I or Title I-eligible schools identified in Florida’s application. Sometimes referred to as the lowest 5%. Some elements of the MOU are applicable only for districts with a school on this list. For purposes of Race to the Top, this list will not change during the four-year grant period.

### **Section (F) – Charter Schools**

**Participating Charter School:** Charter schools that agree to abide by applicable provisions of the MOU and are located in a Participating LEA with an approved Final Scope of Work.

### **Budget**

See Budget Instructions for definitions.

### **Terms in the Work Plan Tables** (in order of appearance)

**Project:** One or more criteria from the MOU centered around a common topic.

**Project Goal:** Language from the MOU that establishes the outcome once all Deliverables and Supporting Activities are completed.

**Deliverable:** The evidence required on each Work Plan Table to meet the Project Goal. Each Project includes a minimum number of required Deliverables. LEAs are encouraged to include additional Deliverables. Indicate the year/quarter it will be delivered. Include Supporting Activities for each Deliverable.

**Key Personnel:** Staff that have responsibility for implementing each Project. Include existing staff to show capacity for implementation. Include new staff funded by the grant. Indicate the quarter/year each staff member will be involved.

**Supporting Activities:** Each activity that will be completed to achieve each Deliverable. Indicate the year/quarter it will occur.

**Budget Summary by Year:** The quarterly/annual amounts budgeted for each Project. Aligns with budget detail information submitted to the web-based system.

**Sustainability Factors:** A brief list of conditions that will ensure the results of the Project will exist beyond the grant period.

**Supporting Narrative:** An optional narrative field to provide additional detail on anything included in the Work Plan Table.

**List of Related Appendices:** A field required only if documents related to that Project are included in the Appendix. Indicate appendix title and page number in list form.