

Work Plan Table

Project/MOU Criteria: Drive Improvement in Persistently Lowest-Achieving Schools – (E)(2)1.-2.

Note: This Work Plan Table is applicable only to LEAs with a persistently lowest-achieving school.

Please indicate one LEA point of contact for this Project.

Name:

Title:

Phone #:

E-mail Address:

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

Deliverables (minimum evidence required):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
OTHER	X	X	X	X	X	X
District “Turnaround” specialist	X	X	X	X	X	X
District curriculum staff	X	X	X	X	X	X
Superintendent and/or designee	X	X	X	X	X	X
Collective Bargaining Unit	X	X	X	X	X	X
District assessment team	X	X	X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
LEA will select Intervention Model from list of four options (see Appendix A of MOU).	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Collect pertinent data related to criteria for each intervene option as outlined in (E)(1)	X			X	X	X
Use data to determine intervene option	X			X	X	X
Develop plan with collective bargaining unit as it relates to teacher transfer/placement based upon established teacher effectiveness data	X					

Deliverable: LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
<ul style="list-style-type: none"> Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. Documentation relating to staff turnover/replacement. Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. 	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Develop plan with collective bargaining unit as it relates to teacher transfer/placement based upon established teacher effectiveness data (revise as needed if scalable)			X	X	X	X
Collect data relevant to teacher performance specific to learning gains in reading and mathematics	X			X	X	X
Develop criteria for the use of student learning gains data in the overall effectiveness ratings of teachers and administrators (revise as needed if scalable)			X	X	X	X

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

Sustainability Factors: District will translate practices and policies developed across all district schools as a means to ensure teacher effectiveness and strong student outcomes. These School Intervention Models mirror the state’s Differentiated Accountability program already in Florida Statute and Florida Administrative Code.

Supporting Narrative (optional):

Title and Page Number of Appendices for the Project, if applicable:

SAMPLE