

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

**School Board of Alachua County, Fl**

**Race to the Top  
Scope of Work**

**October 12, 2010**

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**Submission Checklist**

- Form DOE 100A – Project Application (superintendent signature required)
- Attachment I – Program-Specific Assurances (superintendent signature required)
- Attachment II – Three-Party Assurances (superintendent, school board chair, and representative of local teachers’ union signatures encouraged)
- Form DOE 101-RTTT (Budget submitted in web-based system)
- Final Scope of Work:**
  - Table of Contents
  - Section A Narrative
  - Form (A)1. *LEA Student Goals and Measures*
  - Work Plan Tables for 13 Projects
  - Appendix with Table of Contents (if applicable)

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**A. OVERARCHING PROJECT PLANS**

**1. Describe the LEA’s comprehensive reform plan that connects and coordinates all of the assurance areas. Include (a) how the reform plan will support the state’s Theory of Action (*highly effective teachers and leaders make the difference in student achievement, see pp. 11-12 of Florida’s application*), (b) how the reform plan will contribute to the state’s student achievement goals (*see pp. 24-34 of Florida’s application*), and (c) the LEA’s current status with respect to the various reform elements, including strengths and challenges.**

**A—Support for the Theory of Action:**

The Alachua County Public School District is dedicated to providing the very best leadership in our schools and in providing the children of the district with effective and supportive teachers that are able to consistently increase achievement levels. The district is committed to the reforms that will be necessary to ensure its school leaders and teachers are respected, prepared, and focused on student achievement as their fundamental mission.

The district believes that excellent teacher preparation, ongoing training for teachers and principals in the latest scientifically based research-driven curriculum programs, support for schools by expert district staff and trained curriculum coaches, innovation in technology and its infusion into the classroom environment, and the provision of data and information necessary to making sound instructional decisions are key to successful students and schools. The district has a strong tradition of being innovative and on the cutting edge of reform, and this approach will be demonstrated to be highly supportive of many aspects of the state’s proposed Theory of Action.

Highlights of the district’s RTTT plan to support “highly effective teachers and leaders make difference in student achievement” include strategies designed to:

- Acquire and effectively utilize data through technology and a comprehensive system that is designed to provide up-to-date information that can be utilized by all stakeholders.
- Monitor data to ensure highly effective teachers are utilized in the schools with greatest need.
- Provide training that is aligned to student achievement needs and the needs of teachers for improving lesson delivery, data assessment, and higher student engagement.
- Expanding common planning time for lesson study and PLCs (Professional Learning Communities) focused on improvements in instruction and student engagement.
- Evaluate and revise teacher and principal evaluation systems to align with “best practice” models and to ensure clear and meaningful feedback is provided with regard to staffing decisions.
- Adopt compensation schedules, as negotiations allow, that are based on, in part, student performance and instructional effectiveness and takes into account factors such as assignment to challenging schools or other work-related difficulties.

**B—Contributing to the State’s Achievement Goals:**

To secure continuing success in both district and state goals of increasing teacher effectiveness and student achievement, the district intends to invest heavily in strategies that advance teacher and leader skills, including enhanced training for its staff, particularly through embedded staff learning opportunities and an emphasis on direct coaching and mentoring programs and on lesson

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study, especially in the low achieving schools. Of particular concern is the district’s graduation rate, which, while equal to that of the state as a whole, is not at a level that is acceptable. Achievement rates among subgroups at the district level also give rise to concern. Again, many of these subgroups are performing at a level that is equal to or above their cohorts at the state level, but gaps among the subgroups are intolerably high, and deficiencies must be addressed.

In addition to training, additional resources will be targeted on increasing the tools and infrastructure needed to provide teachers, principals, and other stakeholders with the data and information they need to make informed decisions. Teachers and school administrators will be further trained and enmeshed into systems that use data and a feedback loop to improve instruction, such as the Florida Continuous Improvement Model. The district will also continue to identify, implement, and expand instructional assessment programs and instruments that provide teachers and school leaders with information on student learning progress. Current options that provide parents access to data at the state, district, school, and classroom level will be expanded and further promoted as a result of participation in RTTT initiatives.

The district is also committed to further improvement of training for new teachers and pre-service teaching candidates. Enhancements will be made to the district’s existing relationships with the area’s teacher preparation programs, including the University of Florida, Santa Fe College, and St. Leo University in an effort to better train incoming teachers and to provide these young educators with the appropriate skills needed for the 21<sup>st</sup>-century classroom.

Discussions have already begun with the local teachers’ union to address the requirements established in the state’s Scope of Work relating to Great Teachers and Leaders. The district is committed to an ongoing dialog regarding the changes that will be necessary to implement reforms in teacher evaluation, compensation, promotion, and in decisions that affect equitable placement of teachers in the district’s lowest achieving schools. Timelines have been established in this Scope of Work for that process, and the Alachua County Education Association (ACEA) has agreed to work cooperatively throughout the course of action to build a plan that has teacher and other stakeholders’ support.

Where possible, resources will also be directed at increasing learning time for students through extended-day or other measures that provide additional instructional programming. While the district currently provides a robust array of STEM and Career & Technical Education courses, additional offerings will be provided through this initiative, as described further in the district’s Scope of Work.

**C—Current Status, Strengths, and Challenges**

District infrastructure provides adequate staff and technical expertise to the task of monitoring implementation, providing sustained support for major reform initiatives, including the work of transforming schools that have been deemed persistently low achieving. District staff includes a superintendent with over 40 years of direct educational experience. The deputy superintendent oversees the Curriculum Division, including directors of both elementary and secondary education, as well as district curriculum specialists for each major subject area. The district also employs “curriculum coaches” who are used to support embedded classroom professional development and mentoring in the areas of literacy, student engagement, and technology

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integration.

The district Research and Evaluation Department maintains an extensive database and regularly provides data and expertise in analysis to school- and district-level staff. Reports are provided directly to principals and staff via the district’s on-line student information/instructional improvement system, and district staff are able to support schools in providing specialized reports or analysis of data. A “data-coach” is available to work with administration and staff throughout the district.

The Alachua County School District has demonstrated effectiveness in increasing student achievement over time, and students throughout the district consistently score well on both state administered tests and nationally normed tests of academic achievement. The district is a mid-size district serving approximately 28,000 students K-12 in forty-two schools and centers, and it has been consistently rated an “A” by the Florida Department of Education. Employees and parents in the community have great confidence in the sustainability of this demonstrated success.

Alachua County stands ahead of other districts throughout the state from a technology standpoint. For example, the district recently purchased and implemented a comprehensive student data management program that provides exceptional data collection, analysis, and reporting features. The district also has strong support from administrative staff, the School Board, and the community for technology infusion into the learning environment as a central tenet of education. As a result, the district has a technology focus with an eye to upgrading outdated or mix-matched technologies to streamline and increase access and availability of technology tools for students, teachers, and parents.

In spite of its accomplishments in the technology arena, the district is faced with two major challenges: finding the resources and manpower to upgrade and expand hardware and streamlining existing infrastructure that is less efficient due to a piecemeal approach over years of installation. RTTT funds will be key to addressing the infrastructure issue in classrooms and labs at all grade levels in order to provide a more stable and aligned wiring system and change from using an outdated token ring to Ethernet connections, which will be particularly salient for computer-based testing requirements. This will require new wiring and a couple of electronics technicians/electricians to outfit all schools within a two-year period.

Another challenge is computer-based assessments and testing at the elementary level. Several years ago the district decided to put small computer stations in each classroom for instructional purposes, but there is no centralized testing area for computer-based tests that will begin for 5<sup>th</sup> graders in 2013-2014. Though voters recently passed a one-mill local tax initiative designed, in part, to provide additional support for technology enhancements to local schools, these funds are being utilized to upgrade and expand existing hardware in middle and high schools (and infrastructure that is not student-related). RTTT funds will be slated in years one and two for purchasing computers at the elementary schools to create a testing center at each school for online assessment and testing purposes.

In addition to the technology upgrade needs, the district has also identified a need for a centralized dashboard that teachers will use to pull in data from different sources, including

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interfacing with the student-management program. Through the dashboard, teachers will be able to drill into the data and ask the software to provide reports that allow for better identification of learning deficiencies. The software may also be used to identify other variables that may be affecting student achievement, such as attendance, demographics, and discipline. Ultimately this will shorten the time of analysis for the teachers and provide quicker adjustments in instruction to improve student performance. RTTT funds will allow the district to bring on-line a dashboard system and provide the personnel support needed to implement full utilization.

Like other districts throughout the state, Alachua County Public Schools faces challenges in some areas of student performance. There is a continuing gap in achievement levels that sets apart many subgroups, including the economically disadvantaged, black, and ELL students, from the majority. Narrowing this gap continues to be a high priority. While high school graduation rates have generally improved across all groups, they remain at a level that is not acceptable generally. Further, there is a grave concern throughout the district that very stringent graduation requirements, which have been imposed and are slated to begin over the next few years, create barriers to continued progress in the rate at which students will successfully earn a high school diploma. Perhaps the greatest challenge to the district, however, is in continuing to maintain excellence and progress in the face of unfavorable economic circumstances. Unfunded state mandates, the expenses of compliance with state and federal requirements, the continued redirection of public funding to private entities and charter schools, and an underfunding of education generally by the Florida Legislature has significantly affected budgets and challenged the district's ability to effectively fund its schools.

Race to the Top initiatives themselves also create challenges to the district, particularly as it relates to its ability to implement the required Scope of Work for the Great Teachers and Leaders. Negotiation of changes to instructional contracts with Alachua County Education Association (ACEA) promise to provide a significant set of hurdles that must be crossed, particularly in light of the timeframe allotted to the district to accomplish the objectives established in the MOU. Although the ACEA has agreed to work with district staff to develop mutually agreeable compromises and to make adjustment to bargaining agreement in areas where there is buy-in from teachers, making changes to longstanding traditions of contract will require protracted negotiations. To be sure, meeting objectives established in this Scope of Work calls for significant revisions, and in some cases elimination of existing contract language. Further, there is considerable skepticism regarding any type of pay-for-performance salary structure, and significant concerns exists because there is a lack of reliable and valid instruments to measure student growth in areas outside of reading and math.

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

- Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers' unions, business leaders, community organizations, etc.)
- Identification of the leadership/management team(s)
- Strategies for monitoring implementation
- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three,

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Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.

- A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (submitted in web-based system). The release of funds will be contingent upon the successful progress toward completion of identified deliverables in the management plan and detailed budgets.

**Involvement of Stakeholders:** The district has provided extensive coverage of its discussions regarding Race to the Top and how the program will impact schools, teachers, students, parents, and other members of the community. News releases and School Board meetings informed the public of the RTTT opportunity, and the local media has provided an ongoing coverage of the state’s program and plans for implementation. Parents and community members and organizations have been involved in the process through input into each school’s School Improvement Plan through the School Advisory Council (SAC). Principals have discussed the program with their staff and school parent organizations.

District representatives meet with school administrators monthly and have discussed the impact of the RTTT funds throughout the district. School administrators also meet with respective school staff to build stakeholder support internally. Meetings have also been held with the Alachua County Education Association (union), and there are ongoing negotiations at this time regarding the changes required to the existing collective bargaining agreement. Each charter school principal has been invited to meetings to receive information on the program, and they have continued with ongoing discussions with district staff as the Scope of Work is being developed.

**Leadership Team:** Management of the district’s Scope of Work will fall primarily under the direction of the Director of Project Development. Project Development manages all grants and nearly all of the district’s federal education programs. A Project Manager will be appointed for coordination of the day-to-day implementation and to collect and submit deliverables as outlined in the Scope of Work. The Project Development Director reports directly to the Deputy Superintendent, who has been involved directly in the development stages of this Scope of Work. Also assisting with the both development and with implementation will be the Directors and staff of both the Elementary and the Secondary Curriculum, the Director and staff of Research and Evaluation, the Director and staff of Instructional Technology, the Director and staff of the IR (Information Resources) Department, and the Director and staff of Career and Technical Education.

**Strategies for Monitoring Implementation:** Timelines have been established in the Scope of Work and will be monitored and adjusted as necessary. Overall project management and monitoring will fall under the supervision of the Director of Project Development and his staff. This staff will include a dedicated Race to the Top Project Manager. Each project section of the Scope of Work has a named contact who will be the primary coordinator of activities outlined in his/her respective project work plan. The RTTT Project Manager will communicate directly among the various project section managers and will assure compliance with timelines and will also facilitate the gathering of required deliverables.

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**Timeline Summaries**

***Year One:*** The first year has been established primarily as an assessment and planning year. Major initiatives will include:

- Evaluation of current policies and procedures and integration of RTTT goals into the strategic plan.
- Determining staffing needs and hiring staff required to carry out RTTT objectives.
- Analyzing technology infrastructure.
- Beginning upgrades to technology infrastructure in areas of highest need.
- Implementing expansion of district STEM offerings and expansion of CTE program.
- Analyzing the collective bargaining agreement, determining issues, and establishing timelines for negotiations.
- Negotiation and planning for changes that will be required to the collective bargaining agreement as it relates to evaluation, compensation, and staffing of high-need schools.
- Analyzing current professional development plans and providing staff development necessary to implement RTTT objectives.

***Year Two:*** Planning will continue into year two with greater emphasis on implementation of the early stages of the major reform initiatives, particularly those related to the technology infrastructure upgrades needed for implementation of single-point sign on, enhanced data systems, and computer-based standardized testing. Significant initiatives for year two include:

- Evaluation of Year One accomplishments, revisions to existing timelines, and goal setting for Year Two.
- Phase in of revised teacher/principal evaluation system
- Continued negotiation regarding the collective bargaining agreement, particularly as it relates to compensation and teacher placement.
- Providing additional staff development needed to support RTTT initiatives.
- Continued expansion of district STEM and CTE programs and offerings.
- Continued upgrades to technology infrastructure, including early stage implementation of “dashboard” software.

***Year Three:*** Year Three will see full implementation of significant aspects of the district Scope of Work, including implementation of negotiated changes to teacher and principal evaluation system and significant implementation of technology upgrades. Additional staff and teacher training will occur with new programs and technologies being brought on line. Significant initiatives during Year Three include:

- Evaluation of Year Two accomplishments, revisions to existing timelines, and goal setting for Year Three.
- Implementation of revised teacher/principal evaluation system, including use of student growth models where data is available in the evaluation process.
- Completion of negotiations, if additional negotiation is needed, regarding teacher compensation and staffing.
- Completion of work on teacher compensation plan, including use of evaluation in compensation and staffing decisions.
- Additional staff development related to RTTT objectives.

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- Additional upgrades to technology infrastructure.

**Year Four:** Full implementation of all RTTT objectives will occur in Year Four, including:

- Evaluation of Years One through Three and realigning timelines to complete all major RTTT objectives by year end.
- Full implementation of revised teacher evaluation, including components for performance pay.
- Full implementation of expanded STEM course offerings and final expansion of CTE programs budgeted under RTTT.
- Full functioning of district data system, integration of district system with Department (as required), and district-wide implementation of the “dashboard” system.
- Completion of technology infrastructure upgrades.

**Budget Summary**

Though the district is committed to sustaining the improvement and reform created through this initiative, staff is clearly focused on the challenges of funding activities and programs begun with impermanent funding streams. Consequently, the Alachua County Public School district has focused a large segment of its RTTT funding on non-recurring costs, particularly costs associated with technology infrastructure upgrades. It is felt that by devoting RTTT resources on establishing infrastructure and programs with significant start up costs, that the district will be better able to maintain these initiatives once funding is gone. Further, and as noted elsewhere in this Work Plan, finding the resources and manpower to upgrade and expand technology hardware and streamlining existing infrastructure that is not efficient is a high priority. RTTT funds will be key to addressing the infrastructure issue in classrooms and labs across the district to provide a more stable and aligned wiring system that will provide the stability required, particularly, for computer-based testing requirements.

In addition to technology infrastructure requirements, the district has also identified a need for a centralized dashboard that can be used to manage data from different sources, including interfacing with the student-management program. Through the dashboard, teachers and staff will have access to data in a convenient and useful format, which will allow for improved planning, better identification of weaknesses and will improve instructional delivery and ultimately student achievement. RTTT funds have been budgeted to hire a programmer to create this dashboard and to maintain it long enough to ensure stabilization and to train the district how to maintain the program internally and over a sustained period of time.

The district has also budgeted RTTT funding across the period to provide resources needed to expand CTE and STEM offerings. Again, it is believed that the costs burden of many of the expansions will occur in the early stages and that the district will be able to sustain these new courses and programs after the funding from this initiative is depleted.

Because of the uncertainties associated with the revisions that will be made to the teacher salary schedule, funding has been allocated to offset the initial costs of performance-based pay, bonuses, and other incentives that may be provided as a part of the RTTT initiative.

A detailed budget has been included on the appropriate forms and has been submitted on line.

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Additionally, detailed budgets for each activity within each reform area have been included. The following yearly summary is provided here as an overview:

**YR 1 - \$875,304**  
**YR 2 - \$1,168,897**  
**YR 3 - \$1,155,224**  
**YR 4 – \$847,478**

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

Progress monitoring of the district's Scope of Work will be ongoing and will also include annual evaluation of project goals, revisions to timelines, and establishment of priorities for the following year. Project evaluation will also take into consideration the program's effect on overall district improvement, including its effect on staff and students. Each year, for instance, the district Research and Evaluation Department collects and compiles a variety of data and creates reports designed to assist staff in the process of assessing progress of various district programs. Schools are also provided support in the process of disaggregating student performance data, and each school must develop a school improvement plan based on the needs of its students, input from its stakeholders, and the training and professional development needs of its staff. A climate survey is conducted at each school annually, and the results of this are analyzed at both the school and district level. State reports, such as SPAR, are also considered in the evaluative process. Taken together, these data and the various reports will be utilized in the assessment of progress with regard to the Scope of Work in this project.

Additionally, district staff (deputy superintendent and curriculum directors) meets, and will continue to meet, regularly (monthly) with the principals of each school to review progress, discuss challenges, and to formulate plans designed to address weaknesses. Data is disaggregated and the results of district assessments are considered across grade levels at each school. District staff discusses options available to schools and also provides support for curriculum delivery and staff development among school staff, and RTTT initiatives will be considered during this process. Staff will be assigned to work with each school on a continuing basis as data is gathered and analyzed, and adjustments will be made to the program as dictated by these analyses. The District Data Coach regularly assists with data analysis at the schools and district level and will participate in evaluation of RTTT activities. The Project Manager for the program will be directly involved in all evaluation efforts and will provide quarterly summaries of the project's status with regard to reaching program goals to key district staff and to the program area leaders.

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

The district is committed to sustaining reforms begun during the course of the RTTT implementation. That said, there is concern for funding initiatives without the prospect of continued support and in consideration of the current economic conditions that are affecting

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education. Consequently, and as noted above, funding from RTTT has been targeted to provide fundamental resources and infrastructure that will outlast the program and will provide a platform that can be supported through other resources in the long term. When necessary, and as funds are available, the district will continue to provide additional resources to its under-achieving schools and to other reform initiatives. To support continuing staff development, a train-the-trainer model is currently used throughout the district, and it is expected that this will enable successful strategies to be duplicated. The Bio-Technology magnet will continue with district funding. STEM AP classes will continue to be offered dependent upon student enrollment. Further, the district actively pursues other grants and sources of funding that can be used to extend programs and duplicate successes.

**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.**

Resources are provided to schools on a need and eligibility basis from federal sources such as Title I, Title II-A, and Title II-D. These funds are used, in accordance with program guidelines, to support the purchase of supplementary curriculum materials, provide instructional support personnel, and teacher training. Title II-A funds curriculum coaches and subject-area specialists, teacher mentors, and direct teacher training. High-need schools receive priority for Title II-A funding. Technology support and training is provided through Title II-D. Additional staffing and support for curriculum programs are provided by district curriculum specialists. Resources for after-school programming (21st CCLC) have also been provided to nine schools. Each school is provided with funding for school-based staff development, but this, too, is coordinated at the district level to assure alignment with school improvement goals and objectives. School Improvement Grant funding is already being leveraged to support the turnaround of the district's persistently-low achieving schools. This support includes an extended-day program for students, funding for additional professional development, a performance-pay plan, bonuses to attract effective teachers, and common planning established for lesson study. Where possible, local resources will also be utilized to support RTTT initiatives. The voters of the district, for instance, recently passed a one-mill tax initiative designed to enhance and sustain various programs throughout the district, including enhancement to technology. This funding will be used to augment RTTT funding to leverage infrastructure upgrades with newer and additional hardware for classroom and testing environments.

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**B. STANDARDS AND ASSESSMENTS**

**(B)(3) Supporting the transition to enhanced standards and high-quality assessments**

1. Persistently lowest-achieving schools (schools in the [state’s] lowest 5%) must modify the school schedules to accommodate lesson study. The LEA may modify school schedules for other schools to allow for common planning time by grade level (elementary) or subject area (secondary). Such planning time may be dedicated to lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. Where lesson study is implemented, the LEA will devote a minimum of one lesson study per month for each grade level or subject area.  
*Complete Work Plan Table for (B)(3)1.*
2. The LEA will ensure that professional development programs in all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of lesson study.  
*Include Work Plan in Table for (D)(5).*
3. The LEA will implement a system to evaluate the fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessments.  
*Include Work Plan in Table for (D)(5).*
4. 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 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.  
*Complete Work Plan Table for (B)(3)4.*
5. The LEA will increase the number of STEM-related accelerated courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.  
*Complete Work Plan Table for (B)(3)5.*
6. The LEA will ensure that each school possesses the technology, including hardware, connectivity, and other necessary infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment.  
*Complete Work Plan Table for (B)(3)6.*

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**Work Plan Table**

**Project/MOU Criterion: Expand Lesson Study – (B)(3)1.**

*Note: This Work Plan Table is optional for LEAs without a persistently lowest-achieving school; however, criterion (B)(3)2. states that professional development programs in all schools will “employ formative assessment and the principles of lesson study.” (B)(3)2. is included in the Table for (D)(5).*

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Darla Boyd</b>  <b>Title: PLA School Turnaround Leader</b>  <b>Phone #: (352) 955-6706</b>  <b>E-mail Address: boyddv@gm.sbac.edu</b></p>
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**Project Goal:** An LEA with a persistently lowest-achieving school will modify these schools’ schedules to devote a minimum of one lesson study per month for each grade level or subject area.

<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.</li> <li>Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.</li> <li>Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study</li> <li>Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.</li> </ol>
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*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director, Elementary Curriculum	X	X		X	X	X
Director, Secondary Curriculum	X	X		X	X	X
RTTT Manager	X	X	X	X	X	X
PLA schools Turn Around Leader	X	X	X	X	X	X
PLA school principals	X	X		X	X	X
PLA school administrative support teams	X	X		X	X	

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.</b> Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	X	X		X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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<b>1.1</b> Provide training in lesson study in each PLA school. Continue training and support throughout implementation.	X	X	X	X	X	X
<b>1.2</b> Configure schedules at each PLA school to permit common planning and lesson study. When common planning is not feasible, lesson study will be scheduled after school during teacher planning.	X			X	X	X
<b>1.3</b> Smart Notebook school schedules showing common planning time for lesson study will be submitted for each PLA elementary school	X			X	X	X
<b>1.4</b> A copy of the fall and spring after-school schedule for lesson study will be submitted for PLA secondary schools.	X	X		X	X	X

<b>Deliverable (required):</b> <b>2.</b> Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>2.1</b> One lesson plan per grade, per month, per PLA elementary school will be submitted documenting the use of the Next Generation Sunshine State Standards used for instruction.			X	X	X	X
<b>2.2</b> One lesson plan per core subject area, per month for the PLA secondary school will be submitted documenting the use of the Next Generation Sunshine State Standards used for instruction.			X	X	X	X

<b>Deliverable (required):</b> <b>3.</b> Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>3.1</b> Rosters documenting participants attending each lesson study at each PLA school will be submitted annually.			X	X	X	X

<b>Deliverable (required):</b> <b>4.</b> Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X

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Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>4.1</b> One lesson plan per grade, per PLA elementary school will be submitted documenting instructional changes due to lesson study.			X	X	X	X
<b>4.2</b> One lesson plan per core subject, for the PLA secondary school will be submitted documenting instructional changes due to lesson study.			X	X	X	X

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

**Sustainability Factors:** District staff has attended Lesson Study training in order to provide school-based in-service and support for administrators and teachers who will be participating in lesson study. Trainings are currently being conducted at district schools and, particularly, at PLA schools where lesson study will be required and documented. The district intends to continue this initiative following the conclusion of this project utilizing district staff as trainers and facilitators.

**Supporting Narrative (optional):** During the summer of 2010, the district submitted a School Improvement Grant (1003g) for its three PLA schools. The Transformation Model was chosen for each school, and a turnaround leader was hired to assist and oversee the process of reform. Each school altered its schedule to accommodate lesson study either during the school day during common grade-level planning or during an after-school period when common planning could not be accomplished during the school day. Training is being conducted at each school on the principles of lesson study, and a timeline and plan has been developed for lesson study activities at each site.

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

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**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:** Dr. Dave Edwards  
**Title:** Director, Career and Technical Education  
**Phone #:** 352-955-7600  
**E-mail Address:** edwardda@gm.sbac.edu

**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 2009-2010 who were awarded industry certifications.

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director, Career & Technical Education	X			X	X	X
RTTT Manager	X	X	X	X	X	X
Participating High School Principal	X			X	X	X

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.</b> 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.	<b>X</b>					

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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.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1</b> While the district currently has a robust array of CTE and vocational programs, none of the district’s CTE programs meet the RTTT requirements for recognized STEM programs. Baseline data = 0	X					
<b>1.2</b> Analyze data to determine the programming to be implemented based on employment needs and the needs of students in the district.	X					
<b>1.3</b> A plan and timeline for implementing a new STEM magnet CTE program based on an analysis of employer needs will be submitted		X				
<b>1.4</b> Identify and purchase capitalized and non-capitalized equipment and materials necessary for implementing the new STEM magnet program			X	X		

<b>Deliverable (required):</b> <b>2.</b> Evidence of funding allocated providing for the costs associated with student candidates’ industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1</b> CTE department and/or grant budget will be submitted documenting use of funds for certification exams.						X

<b>Deliverable (required):</b> <b>3.</b> Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.1</b> A list of courses offered, the school schedule, the number of certification exams						X

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administered, etc. will be submitted to document the complete implementation of the CTE program.						
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<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$71,666.93	\$44,439.75	\$0	\$0

**Sustainability Factors:** Once initial start-up costs are funded and the additional programs are operational, the district’s instructional funds will be used to hire teachers and sustain operations. The district is committed to the continuation of its CTE programs and annually provides additional funding for the enhanced costs necessary for their success. Additionally, Carl Perkins and other grants are regularly used to enhance and supplement the CTE initiative.

**Supporting Narrative (optional):** The district has a robust assortment of CTE and vocational programs operating in its high schools and an articulation agreement with Santa Fe College, which allows students to enroll in college-based career paths during high school. Current offerings do not, however, meet RTTT requirements for STEM-related CTE programs. Analysis will be conducted to determine needs and a plan submitted to add programs that meet RTTT guidelines and criteria. The district has done preliminary analysis of data regarding employment needs and student interest. Current indicators suggest the addition of a Bio-technology program at one district high school.

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

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**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Karen Clarke</b>  <b>Title: Director, Secondary Curriculum</b>  <b>Phone #: (352) 955-7444</b>  <b>E-mail Address: clarkekd@gm.sbac.edu</b></p>
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<p><b>Project Goal:</b> The LEA will increase the number of STEM-related acceleration courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.</li> </ol>

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director, Secondary Curriculum	X	X	X	X	X	X
RTTT Manager	X	X	X	X	X	X
Teachers on Special Assignment, Secondary Mathematics & Science	X	X	X	X	X	X
Deputy Superintendent for 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.*

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<p><b>1.</b> 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</p>	X					

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including one course each in English, mathematics, science, and social studies.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1</b> A list of courses and/or programs offered at each of the district’s high schools during the 2009 – 2010 school year will be submitted as documentation of the number of STEM accelerated courses.	X					
<b>1.2</b> An analysis of STEM courses offered at each high school indicates the need for additional AP classes at the district’s smallest high school. AP Statistics will be provided at this school.	X					
<b>1.3</b> An additional .20 teaching unit will be added to the staffing allocation for Hawthorne High School in order to offer AP <b>Statistics</b> beginning with <b>the second semester of the 2010-2011</b> school year		X				
<b>1.4</b> A plan and timeline for increasing the number of advanced STEM courses offered at high schools not already meeting the 2010 legislative requirements will be developed and submitted.			X			
<b>1.5</b> An additional .20 teaching unit will be allocated to additional high schools according to the developed plan. These units will be tied to implementation of additional STEM-related advanced courses at schools where analysis indicates greatest need.				X	X	X
<b>1.6</b> Generate a report of teacher certification for each high school to determine highly qualified status for teaching STEM courses and ensure that teachers are actively working toward certification in high needs curriculum.		X		X	X	X

<b>Deliverable (required):</b> <b>2.</b> Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1</b> A list of courses and/or programs offered at each of the district’s high schools during each of the grant years will be submitted as documentation of the number			X	X	X	

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of STEM accelerated courses.						
<b>2.2</b> A comparison of baseline data to end of grant data will be submitted documenting the number of STEM courses						X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$3,451.75	\$3,451.75	\$38,555	\$64,256	\$89,959.80

**Sustainability Factors:** The cost for an additional .20 teacher unit per high school is approximately \$10,000 plus benefits. Budget allocated to this activity reflects initial-year funding of supplemental teaching units needed to achieve objective and initiate the course. Once initial start-up costs are funded and the additional classes are operational, the district’s instructional funds will be used sustain operations. The district is committed to the continuation and expansion of STEM programs and advanced and accelerated offerings and annually provides additional funding for the success of the initiative.

**Supporting Narrative (optional):** Activities outline courses to be added and schools where course additions are planned at this time. Needs for additional STEM coursework will be determined through analysis of current course offerings and based on requirements of the Department.

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

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**Work Plan Table**

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

**Please indicate one LEA point of contact for this Project.**  
**Name:** Uma Shankar  
**Title:** Director, Instructional Technology & Media Services  
**Phone #:** (352) 955-6860  
**E-mail Address:** shankau@gm.sbac.edu

**Project Goal:** The LEA 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
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director IT & Media Services	X	X	X	X	X	X
Coordinator, IT	X			X	X	X
District Testing/Assessment Supervisor	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)I.*

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
1. Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
1.1 Assemble data for the completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
1.2 Develop a timeline for the replacement of old Token Ring wiring with Ethernet wiring throughout district schools to ensure a stable testing environment.	X					
1.3 Purchase additional hardware and upgrade infrastructure to meet certification standards.		X	X	X	X	X
1.4 Analyze district bandwidth and purchase additional bandwidth, if needed.	X					
1.5 Assist high school and middle school schedulers in developing a plan for	X					

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Computer Based Testing (CBT)						
<b>1.6</b> Provide training for CBT coordinators and test monitors	X					

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$430,840.85	\$104,640.83	\$756,763.32	\$784,630	\$152,130

**Sustainability Factors:** The district has a long-standing commitment to the use of technology in instruction and in supporting the training and infrastructure necessary to a continued expansion. Through the use of Title II-A, Alachua County provides extensive training in technology integration. The district expects to continue this support throughout the grant period and beyond. The district will use IT resource to monitor and sustain computer-based testing readiness for the district once the initial costs are covered.

**Supporting Narrative (optional):**

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

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**C. DATA SYSTEMS TO SUPPORT INSTRUCTION**

**(C)(2) Accessing and using State data**

1. The LEA will assist in the design, testing, and implementation of initiatives to improve customer-friendly access and information to district leaders, teachers, principals, parents, students, community members, unions, researchers, and policymakers to effectively use state data systems. Examples of areas where the LEA will be required to assist the Department include providing assistance on defining state-level educational data that can be used to augment local data systems, implementing a single sign-on to access state resources, providing data to the Department, and testing other mechanisms that will enhance the usability of existing state-level applications to improve instruction and student learning.
2. The LEA will use state-level data that is published for use, along with local instructional improvement systems, to improve instruction.

***Complete Work Plan Table for (C)(2).***

**(C)(3) Using data to improve instruction:**

**(i) Use of local instructional improvement systems**

1. The LEA will use customer-friendly front end 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.
2. An LEA that has an instructional improvement system will ensure that the system is being fully utilized; an LEA that does not have an instructional improvement system will acquire one.

**(iii) Availability and accessibility of data to researchers**

1. The LEA will provide requested data from local instructional improvement and longitudinal data systems to the Department to support the Department's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for educating different types of students and to help drive educational decisions and policies.

***Complete Work Plan Table for (C)(3)(i) and (iii).***

**(ii) Professional development on use of data**

1. The LEA will provide effective professional development to teachers and administrators on the use of its instructional improvement system.
2. The LEA will provide effective professional development to teachers and administrators on the use of state level data systems developed during the term of the grant.

***Include Work Plan for (C)(3)(ii) in Table for (D)(5).***

**Work Plan Table**

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

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

**Name: Uma Shankar**

**Title: Director of Instructional Technology**

**Phone #: 352-955-6860**

**E-mail Address: shankau@gm.sbac.edu**

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

**Deliverables (minimum required evidence):**

1. For teachers, principals, and other LEA staff, provide a report on the following:

a. Number of each type of staff in the district

b. Number of each type of staff accessing state resources via single sign-on

Baseline report based on 2009-10 is due by December 31, 2010. Reports based on the prior two quarters completed are due by September 30 and March 31 of each year. Bi-annual reporting shall begin the first applicable period after single sign-on integration with the Department. The Department will provide a report template.

2. Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.

3. Single sign-on integration with the Department.

4. For state-level data downloads, provide a report of the following:

a. Name of the download

b. Date of most recent download

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

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

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Instructional Technology	X	X	X	X	X	X
RTTT Manager	X	X	X	X	X	X
Director of Information Resources	X	X	X	X	X	X
Director of Research & Evaluation	X	X	X	X	X	X
User Management Staff	X	X	X	X	X	X

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

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

<b>Deliverable (required):</b> 1. For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
1.1 Collect data as required and provide reports of staff accessing state resources via single sign-on	X			X	X	X
<b>Deliverable (required):</b> 2. Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X	X	X		
2.1 Prepare technical environment needed to support single sign on.		X	X	X		
2.2 Complete and submit Single Sign-on Integration Readiness Certification to the Department				X		
<b>Deliverable (required):</b> 3. Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
3.1 Determine single sign-on user groups, assign user management staff, develop school & district level training				X		
3.2 Integrate with the Department to provide single sign-on				X		
3.3 Purchase additional connection for EduTone for single sign-on access		X		X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

<b>Deliverable (required):</b> 4. For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
4.1 Obtain state-level data download when available				X	X	X
4.2 Import downloaded data into local instructional improvement system				X	X	X
4.3 Create and post a report of state-level data downloads available to LEA user groups				X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$119,016.25	\$ 19,016.25	\$ 146,065	\$ 146,065	\$146,065

**Sustainability Factors:** 1. The district will use the general operating budget to permanently allocate staff to manage access to the single sign-on once this service has been established.  
2. The district will use the general operating budget to permanently allocate staff to manage state-level downloads and monitor use. The district will maintain the infrastructure funded under this initiative through local, state, and (where possible) federal sources. 3. **District technology funding will be used to renew EduTone annual license.**

**Supporting Narrative (optional):** The management of single sign-on for local- and state-level downloads is anticipated to require personnel with no other responsibilities. Existing technology staff members are currently responsible for providing support for the implementation of the district instructional technology programs as well as CBT. New staff will need to be hired with the anticipated salary of \$53,000 per year, plus benefits, in order to manage and maintain the single-sign-on system and the state-level downloads. **Budget includes annual purchase of EduTone as well as staff salaries.**

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

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table**

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

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

**Name: Steven Stark**  
**Title: Director of Research and Evaluation**  
**Phone #: 352-955-7700 ext. 1351**  
**E-mail Address: starksd@gm.sbac.edu**

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

**Deliverables (minimum required evidence):**

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

The baseline report for 2009-10 is due by December 31, 2010. Subsequent reports are due annually by September 30 for the prior year.
2. The LEA will provide timely, accurate, and complete information in Department technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.
3. The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director of Research and Evaluation	X	X	X	X	X	X
Director of Instructional Technology	X	X	X	X	X	X
Director of Information Resources	X	X	X	X	X	X
RTTT Manager	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.*

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.</b> For local instructional improvement systems, provide a report that includes the following: <ul style="list-style-type: none"> <li>a. Name of the system</li> <li>b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research</li> <li>c. How the system is accessed and used by students and parents</li> <li>d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable</li> <li>e. A description of the student growth data available to users on the system</li> <li>f. How frequently students, teachers, parents, and principals are accessing the system</li> </ul>	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1</b> Develop a data warehouse using data available from a variety of state and district sources including Infinite Campus (the district’s current student information system) and My Learning Plan (professional development management system),		X	X			
<b>1.2</b> Form a district committee to identify data elements to be included in the Instructional Improvement dashboard. The dashboard will provide a user-friendly interface with the existing student information system, which will serve as the local instructional improvement system. The dashboard will allow real-time data extracts, charting of data, as well as the ability to drill down through data.	X	X				
<b>1.3</b> Create a district dashboard as a data mining tool for teachers and administrators		X	X	X		
<b>1.4</b> Provide initial and on-going training in the use of the district data dashboard using the “Train the Trainer” model and supported by the District Data Technology Coach			X	X	X	X

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**

<b>Deliverable (required):</b> 2. The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
2.1 Provide LEA contact information for DOE	X			X	X	X
2.2 Provide technology assessment and survey information as requested				X	X	X
2.3 LEA contact information will be updated with the DOE as changes occur	X			X	X	X
2.4 The Director of Instructional Technology will ensure that technology assessment and survey information is completed and sent to the Department as requested				X	X	X

<b>Deliverable (required):</b> 3. The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
3.1 Provide LEA contact information to the Department.	X			X	X	X
3.2 Provided data from LIIS to Department as requested.				X	X	X
3.3 LEA contact information will be updated with the DOE as changes occur.	X			X	X	X
3.4 The Director of Research and Evaluation will ensure that the data from LIIS is sent to the Department as requested.				X	X	X

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

<b>Summary:</b>	\$0	\$14,555.63	\$26,713.12	\$73,713.50	\$58,222.50	\$58,222.50
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**Sustainability Factors:** Staff in the district Research and Evaluation Department currently maintain the student information system and will continue to provide support for that system as well as any upgrades that will be necessary to meet Department requirements. Funds budgeted in this section are for the purchase of the dashboard platform (annual subscription) and training of personnel at each school. Funding will also cover programmer needs in the initiation phase. The district will sustain the system using state and local funds following RTTT implementation.

**Supporting Narrative (optional):** The district recently purchased a comprehensive student data management system that provides convenient and easy access to staff, teachers, parents, and students. It is believed that this system will meet many of the requirements of this area of the Scope of Work. The district will evaluate its current instructional improvement data system and will make necessary changes to bring it into full compliance. District staff responsible for reporting data will add data requests to work requirements. The district is committed to working with the Department to integrate its system fully in areas that are required and to make any alterations necessary to its current instructional management system in order to meet RTTT objectives.

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

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**D. GREAT TEACHERS AND LEADERS**

**(D)(1) Providing high-quality pathways for aspiring teachers and principals**

(ii) Alternative routes to certification that are in use

1. The LEA will coordinate with institution preparation programs to provide effective district personnel to supervise pre-service teacher and educational leadership candidates. Such district supervising personnel will be highly effective teachers.
2. The LEA will use data from student performance and other continued approval standards in Rule 6A-5.066, F.A.C., to annually review and improve its alternative certification program and will deliver any professional development associated with the program in accordance with the state's protocol standards for professional development.

*Complete Work Plan Table for (D)(1)(ii).*

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

**D)(2) Improving teacher and principal effectiveness based on performance**

(i) Measure student growth

1. The LEA will measure student growth based upon the performance of students on state-required assessments and, for content areas and grade levels not assessed on state-required assessments, the LEA will use state assessments or district-selected assessments that are aligned to state standards and developed or selected in collaboration with LEA stakeholders, or will use valid, rigorous national assessments.

(ii) Design and implement evaluation systems

1. The LEA will design and implement a teacher evaluation system with teacher and principal involvement that:

- a. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems.

Student achievement or growth data as defined in the grant must account for at least 50% of the teacher's evaluation as follows:

By the end of the grant, the LEA 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 for 10% of the evaluation. The LEA 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 for 15% of the evaluation. Implementation of the requirements for the LEA 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 (D)(2)(i).

The 2010-11 school year will be considered a development year for the evaluation systems.

However, an LEA that completed renegotiation of its collective bargaining agreement between July 1, 2009, and December 1, 2009, for the purpose of determining a weight for student growth as the primary component of its teacher and principal 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.

- b. 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.
- c. Includes at least one additional metric to combine with the student performance and

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**

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.

- d. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”

- 2. The LEA will design and implement a principal evaluation system with teacher and principal involvement that:

- a. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems.

Student achievement or growth data 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 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 for 10% of the evaluation. The LEA 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 for 15% of the evaluation. Implementation of the requirements for the LEA 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 (D)(2)(i).

The 2010-11 school year will be considered a development year for the evaluation systems.

- b. Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers.
- c. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”

- 3. The LEA will submit teacher and principal evaluation systems to the Department for review and approval.

- 4. The LEA will utilize student performance data on statewide assessments as a significant factor in the annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.

- 5. The LEA will report the results of evaluations of each teacher, principal, and district-level

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supervisor [as described in (D)(2)(ii)] to the Department during Survey 5.

(iii) Conduct annual evaluations

**For Teachers:**

1. The LEA 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 (D)(2)(ii)2. and reviews of student performance data.
2. The LEA will conduct “multi-metric” evaluations as described in (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 plan will include a definition of milestone career event.
3. The LEA will conduct evaluations as described in (D)(2)(ii)1, 2, and 4. for all other teachers at least once per year.

**For Principals:**

4. The LEA will conduct evaluations as described in (D)(2)(ii) for principals at least once per year.

***Complete Work Plan Table for (D)(2)(i)(ii)(iii).***

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

(iv)(a) Use evaluations to inform professional development.

The LEA will use results from teacher and principal evaluations as described in (D)(2)(ii) in its professional development system as follows:

**For Teachers:**

1. Establish an Individual Professional Development Plan (IPDP) for each teacher that is, in part, based on an analysis of student performance data and results of prior evaluations.
2. Individualize the support and training provided to first-and second-year teachers and determine the effective teachers who will provide coaching/mentoring in the district's beginning teacher support program.

**For Principals:**

3. Establish an Individual Leadership Development Plan (ILDLP) for each principal that is based, in part, on an analysis of student performance data and results of prior evaluations.

*Include Work Plan for (D)(2)(iv)(a) in the Table for (D)(5).*

(iv)(b) Use evaluations to inform compensation, promotion, and retention

1. The LEA will implement a compensation system for teachers that:
  - a. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii).
  - b. Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas (including STEM areas and Exceptional Student Education), and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).
  - c. Provides promotional opportunities for effective teachers to remain teaching in addition to moving into school leadership positions and bases promotions on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii), including a multi-metric evaluation in the year prior to promotion.
2. The LEA will implement a compensation system for principals that:
  - a. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii), rather than to degree level or years of experience.
  - b. Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas, and level of job

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performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).

3. The LEA may scale up the compensation system beginning with a cohort of schools, such as those that are considered persistently low-performing (the lowest 5% of schools in the state), as long as by the end of the grant, the compensation system applies district-wide.
4. The LEA will provide annually to the Department its salary schedule indicating how this requirement has been met.

(iv)(c) Use evaluations to inform tenure and/or full certification

1. The LEA will base decisions to award employment contracts to teachers and principals on effectiveness as demonstrated through annual evaluations as described in (D)(2)(ii).

(iv)(d) Use evaluations to inform removal

1. The LEA will base decisions surrounding reductions in staff, including teachers and principals holding employment contracts, on their level of effectiveness demonstrated on annual evaluations as described in (D)(2)(ii). When this factor yields equal results, seniority and other factors may be used in decisions.
2. The LEA will hold principals, their supervisors, and all LEA staff who have a responsibility in the dismissal process accountable for utilizing the process and timeline in statute (ss. 1012.33 and 1012.34, F.S.) to remove ineffective teachers from the classroom.
3. The LEA will report annually to the Department through Survey 5 the teachers and principals who were dismissed for ineffective performance as demonstrated through the district's evaluation system.
4. The LEA will report annually to the Department through Survey 5 the highly effective teachers and principals who have resigned or who are no longer employed by the District.

***Complete Work Plan Table for (D)(2)(iv)(b)(c)(d) and (D)(3) – one table covers all.***

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**

**(D)(3) Ensuring equitable distribution of effective teachers and principals:**

**(i) High-poverty and/or high-minority schools**

1. The LEA will develop a plan, with timetables and goals, that uses effectiveness data from annual evaluations as described in (D)(2)(ii) to attract and retain highly effective teachers and principals to schools that are high-poverty, high-minority, and persistently lowest-achieving. The LEA plan may also be designed to attract and retain new teachers from high performing teacher preparation programs as defined by the Department in the grant to these schools.  
***Include Work Plan for (E)(2)4. and 5. in the (D)(3) Work Plan Table, if applicable.***
2. The LEA will implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for encouraging effective teachers and principals to work in these schools.
3. The LEA will present a plan that includes strategies in addition to compensation to staff these schools with a team of highly effective teachers led by a highly effective principal, including how the success of these individuals will be supported by the district.
4. The LEA will report the effectiveness data of all teachers and principals annually during Survey 5.

**(ii) Hard-to-staff subjects and specialty areas**

1. The LEA will implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for the recruitment of effective teachers in these subjects and areas.
2. The LEA will implement recruitment and professional development strategies to increase the pool of teachers available in the district in these subject areas.  
***Include (D)(3)(ii)2. in Work Plan Table for (D)(5).***

***Complete Work Plan Table for (D)(2)(iv)(b)(c)(d) and (D)(3) – one table covers all.***

**(D)(5) Providing effective support to teachers and principals:**

**(i) Quality professional development**

1. The LEA will implement a district professional development system that utilizes the state's protocol standards for effective professional development as follows:

**For Teachers:**

- a. Persistently lowest-achieving schools (schools in the lowest 5%) must modify the school schedules to accommodate lesson study. The LEA may modify school schedules for other schools to allow for common planning time by grade level (elementary) or subject area (secondary). Such planning time may be dedicated to lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

student instruction. Where lesson study is implemented, the LEA will devote a minimum of one lesson study per month for each grade level or subject area.

- b. The LEA will ensure that professional development programs in all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of lesson study.
- c. Implement IPDPs for teachers based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).
- d. Implement a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction; builds in time for observation of effective teachers; includes collaboration with colleges of education, as appropriate; and defines a clear process for selecting and training coaches/mentors.

**For Principals:**

- e. Implement professional development programs at all schools that focus on the new common standards, including assisting students with learning challenges to meet those standards.
- f. Implement professional development based on the principles of lesson study and formative assessment as described by the Department in this grant and the process needed to implement lesson study in a school.
- g. Implement ILDPs for principals based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).

(ii) Measure effectiveness of professional development

- 1. The LEA will evaluate professional development based on student results and changes in classroom/leadership practice (as appropriate for the teacher/principal).

***Complete Work Plan Table for (D)(5). Include (B)(3)2. and 3., (C)(3)(ii)1. and 2., (D)(2)(iv)(a), and (D)(3)(ii)2. in Work Plan Table for (D)(5).***

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

Toward the absolute priority of comprehensive education reform:

The LEA will document the use of Title II, Part A, funds specifically to supplement and enhance the initiatives implemented in this grant.

*This element of the MOU should be addressed in the response to (A)5.*

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**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:** Everett Caudle  
**Title:** Director Project & Staff Development  
**Phone #:** (352) 955-7605  
**E-mail Address:** caudleew@gm.sbac.edu

**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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director, Project Development	X	X	X	X	X	X
Supervisor, Staff Development	X	X	X	X	X	X
RTTT Manager	X	X	X	X	X	X
Directors, Elementary & Secondary Education	X	X	X	X	X	X
School Administrators	X	X	X	X	X	X
Designees from Teacher Preparation Institutions	X	X	X	X	X	X

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

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

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<b>1.1</b> Evaluate current plan for placement of pre-service teachers and educational leadership candidates.	X					
<b>1.2</b> Develop, in conjunction with University of Florida, St. Leo University, Santa Fe College, and other institutional teacher preparation programs, a structured plan for supervision of pre-service teacher and educational leadership candidates.		X				
<b>1.3</b> Develop enhanced procedures for determining school assignments for pre-service teachers, including identification of supervising personnel who have completed Clinical Educator Training and who would meet criteria of “highly effective” teachers.		X				
<b>1.4</b> Coordinate pre-service placement in district schools based on new criteria.			X	X	X	X
<b>1.5</b> Implement new procedures for assigning pre-service teachers.				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.</b> Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1</b> Form a workgroup to determine qualifications for selecting teachers to serve as supervising teachers and peer mentors.		X	X	X	X	X
<b>2.2</b> As teacher and administrator evaluations are revised and approved, include evaluation results as a component of qualifications for peer mentor selection.				X	X	X
<b>2.3</b> Evaluate existing qualifications for principal leadership candidates and revise as necessary. Include evaluation data as a component of principal leadership selection as the data becomes available. Submit plan to Department as required.			X			
<b>2.4</b> Implement revised program for placement of pre-service teachers and principal internship candidates.				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.</b> Description of qualifications to supervise program interns or serve as a peer mentor.						

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				<b>X</b>		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.1</b> Draft description of qualifications for supervising teachers, serving as peer mentors, and applying as a principal leadership candidate for final approval by the Superintendent. Submit to Department as required.			X			
<b>3.2</b> Revise qualifications annually and include results of teacher and principal evaluations in criteria as new evaluation systems come on line.				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>4.</b> Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>4.1</b> The district database will be modified facilitate reporting of documentation that required qualifications have been met.			X			
<b>4.2</b> Data Element(s) will be added to the report sent to the Department to identify teachers and principals who have been cleared to serve as mentors or principal leadership candidates.			X			
<b>4.3</b> Reports will be submitted to the Department during specified survey times.				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>5.</b> Annual 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).			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>5.1</b> Staff will evaluate current program requirements for the district Alternative Certification Program and for Principal preparation. Adjustments will be made to the program to assure data collection process			X			

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is in place in order to meet Continued Approval Standard Three.						
<b>5.2</b> Collect data annually on the number of candidates admitted, enrolled, and completing the program. Review data on an annual basis.			X	X	X	X
<b>5.3</b> Report data, as required, and make adjustments to programs as needed to ensure continuous improvement.				X	X	X

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

**Sustainability Factors:** 1. The district is committed to developing highly qualified teachers and will continue to collaborate with institutions of higher education, provide well trained peer mentors for pre-service teachers, and will provide effective staff development and mentoring for beginning teachers. 2. The district is committed to preparing highly effective administrators and will continue to provide effective staff development and provide well trained peer mentors for aspiring administrators. Currently, the district funds the training and mentoring activities through Title II-A and district funds. It is expected that this commitment will continue.

**Supporting Narrative (optional):** The district regularly works with local institutions of higher education (UF, St. Leo, and Santa Fe College) as well as a host of other teacher preparation programs in the placement and training of pre-service teachers. The district already has requirements for teachers hosting interns, and it works collaboratively with the outside institutions to assure a quality experience. The district will review and revise its current program as necessary to assure both compliance and improvement as required.

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

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Hershel Lyons</b>  <b>Title: Assistant Superintendent of Human Resources</b>  <b>Phone #: (352) 955-7654</b>  <b>E-mail Address: lyonshh@gm.sbac.edu</b></p>
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<p><b>Project Goal:</b> The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. A timetable for implementing the teacher evaluation system.</li> <li>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.</li> <li>4. A timetable for implementing the principal evaluation system.</li> <li>5. Annually report evaluation results for teachers and principals through the regular student and staff survey.</li> <li>6. Submit revisions to the teacher and principal evaluations annually, if revisions are made.</li> </ol>

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent	X	X	X	X	X	X
Assistant Superintendent of Human Resources	X	X	X	X	X	X
Director, Project Development	X	X	X	X	X	X
Director of Research and Evaluation						
Directors of Elementary and Secondary Ed						
RTTT Project Manager	X	X	X	X	X	X
Teacher Appraisal Committee (includes union membership, district staff, and school-based administration).	X	X	X			

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.</b> 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).			<i>No later than May 1</i>			

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1</b> Establish meetings with the Teacher Appraisal Committee to further develop a Teacher Appraisal Instrument that reflects content and design requirements of s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). The Appraisal Committee is an established element of the collective bargaining unit.	X					
<b>1.2</b> Schedule and hold monthly meetings with the Appraisal Committee throughout the school year in order to develop new evaluation instrument to include core effective practices and comprehensive range of ratings including effective and highly effective.	X	X	X	X		
<b>1.3</b> Conduct training with staff on new observation instrument. Begin evaluation based on observation using draft instrument.	X	X	X			
<b>1.4</b> Utilize and acquire student growth measurement systems that are made available through efforts of the Department and through work with other districts in order to develop a component to evaluation that considers student achievement.			X	X	X	X
<b>1.5</b> Develop a student growth component to evaluation that meets the state-adopted teacher-level student growth measure cited in (D)(2)(i). Include stakeholders (including union representation) in the developmental process.		X	X			
<b>1.6</b> Consider and adopt an additional metric to evaluation that is to be used in addition to observation and the student-growth component.			X			
<b>1.7</b> Submit revised evaluation to the department for review prior to May 1, 2011 deadline.			X			
<b>1.8</b> Revise appraisal instrument, if needed, in order to address criticisms.				X		
<b>1.9</b> Establish and conduct additional meetings with the Teacher Appraisal Committee to negotiate changes that may be necessary.				X		
<b>1.10</b> Present new evaluation instrument to the School Board and the ACEA (union) for approval and ratification.				X		
<b>1.11</b> Implement evaluation based on the revised instrument.					X	X

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<b>1.12</b> Report evaluation results to the Department as required annually.						X
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<b>Deliverable (required):</b> 2. A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1</b> Development of new system and training of district staff (as described above). Includes negotiation with Teacher Appraisal Committee and bargaining.	X	X	X			
<b>2.2</b> Work with stakeholders and bargaining units to develop a timetable for full implementation of revised evaluation system.			X	X	X	X
<b>2.3</b> Monitor progress as additional student growth models are developed. Design student-growth component to evaluation around existing assessments (FCAT) and phase in evaluation based on developed models when available. Revise timetable for implementation as necessary.				X	X	X
<b>2.4</b> Establish a workgroup to consider student growth models as they are developed across the state and among districts. Participate in the development process, as necessary, to assure instruments are available to effectively evaluate teaching. Utilize and acquire student growth measurement systems that are made available through efforts of the Department and through work with other districts in order to develop a component to evaluation that considers student achievement.		X	X	X	X	X
<b>2.5</b> Annually evaluate revised system and adjust timeline as necessary and as additional student growth measures are brought on line.				X	X	X

<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year</b>	2010-11			2011/12	2012/13	2013/14

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activity will be conducted and include collective bargaining, if applicable):	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.1</b> Organize work groups to evaluate and revise current principal evaluation system.			X	X	X	X
<b>3.2</b> Meet as necessary to accomplish revisions necessary for compliance, including consideration of student growth measures as a component of evaluation.				X	X	
<b>3.3</b> Develop a student growth component to principal/administrator evaluation that meets the state-adopted teacher-level student growth measure cited in (D)(2)(i).			X			
<b>3.4</b> Consider an additional metric to principal evaluation that is to be used in addition to observation and the student-growth component.			X			
<b>3.5</b> Submit revised principal evaluation to the department for review prior to May 1, 2011 deadline.			X			
<b>3.6</b> Revise principal/administrator appraisal instrument, if needed, in order to address criticisms.				X		
<b>3.7</b> Implement revised principal evaluation system that meets statutory and RTTT requirements.					X	X
<b>3.8</b> Submit results of evaluation to the Department annually, as required.						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>4.</b> A timetable for implementing the principal evaluation system (this may be adjusted annually).	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>4.1</b> Establish a timetable for workgroup meetings. Develop a timeline and set of progress goals at the initial workgroup meeting.			X			
<b>4.2</b> Meet as necessary to accomplish revisions necessary for compliance with the MOU.			X	X	X	X
<b>4.3</b> Evaluate progress and adjust timelines to meet goals of the Scope of Work.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>5.</b> Annually report evaluation results for teachers and principals through the regular student and staff survey.			X	X	X	X
Supporting Activities (indicate each year	2010-11			2011/12	2012/13	2013/14

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<b>activity will be conducted and include collective bargaining, if applicable):</b>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>5.1</b> Create timelines and modify database as necessary to collect information required by the Department				X		
<b>5.2</b> Report evaluation results for teachers and principals through the regular student and staff survey				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>6.</b> Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
<b>6.1</b> Work with the collective bargaining unit and other stakeholder groups to assess and to make revisions to the evaluation system where necessary.	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>6.2</b> Submit revisions annually to the Department as required.	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$3,680	\$3,680	\$2,560	\$0	\$0

**Sustainability Factors:** The district is committed to the development and maintenance of successful evaluation methods and will continue to “fine tune” the process throughout the years following the RTTT initiative.

**Supporting Narrative (optional):** District staff and members of the local teachers’ union (ACEA) have begun the process of negotiation needed to make changes to its current evaluation system. This process promises to be perhaps the most difficult of the objectives contained in the Scope of Work as it involves negotiations that affect long-standing areas of the collective bargaining agreement. While there is strong commitment from both parties to work together throughout this process, the time-frame provided by the guidelines established in this document appear to further challenge the process. Additionally, a lack of an acceptable student growth model, reliable students assessments for non-FCAT tested subjects, and standards for student growth that are applicable to all instructional staff further hinders this environment.

The district is committed to working with the Department and other districts across the state as new and acceptable instruments for evaluating student growth are developed. District staff understands the importance of collaboration in this area and the impact of this collaboration on producing valid and acceptable forms of assessment. Current intent is to utilize existing state tests and measures of student growth (FCAT) and to phase in student-growth models of evaluation in non-FCAT tested areas as the assessments become available.

Less challenge exists in the development of administrative evaluation that meets the standards of acceptance of the MOU as there is no collective bargaining process involved. It is expected that greater agreement can be achieved in this area and an evaluation produced without a protracted series of meetings and negotiations.

**Work Plan Table**

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

**Please indicate one LEA point of contact for this Project.**  
**Name: Hershel Lyons**  
**Title: Assistant Superintendent of Human Resources**  
**Phone #: (352) 955-7654**  
**E-mail Address: lyonshh@gm.sbac.edu**

**Project Goal:** The LEA will use results from teacher and principal evaluations to inform each of the human capital processes listed in the MOU.

**Deliverables (minimum required evidence):**

1. Annually submit the teacher and principal salary schedules that reflect the basis of determining the pay scale and supplements. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.
2. Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline.)
3. Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district’s schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.
4. Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.
5. Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities).
6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.
7. Annually report terminations through the regularly-scheduled student and staff survey.
8. Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent	X	X	X	X	X	X
Assistant Superintendent of Human Resources	X	X	X	X	X	X
Director, Project Development	X	X	X	X	X	X
RTTT Project Manager	X	X	X	X	X	X
ACEA Membership	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

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1. Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
1.1 Meet with ACEA (Union) and other stakeholders to negotiate changes in the salary schedule necessary to meet compliance requirements.			X	X	X	X
1.2 Establish through negotiations the data and criteria that will be used to inform compensation.			X	X	X	X
1.3 Revise, through negotiation, the salary schedule to include a component that considers evaluation (including student performance) in compensation.				X	X	
1.4 Establish timelines for implementing revised salary schedules.					X	
1.5 Work with the Department and other districts to obtain valid and acceptable form of evaluation of student learning gains as a component of evaluation.			X	X	X	X
1.6 Work with the Department to establish procedure for annually submitting required documentation.			X	X	X	X
1.7 Revise salary schedule, if necessary, based on Department recommendations and feedback from stakeholders.					X	X
1.87 Implement salary schedule as revised throughout the process, including consideration of evaluation data in compensation.						X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
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).				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
2.1 Establish a timeline for negotiations needed to determine revisions that will be necessary to meet requirements listed in the MOU.	X					

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2.2 Establish a negotiation process. Create workgroups of stakeholders (including union) and meet as needed and as established through the timeline to complete the process by the deadline.		X	X	X	X	
2.3 Establish through negotiations the data and criteria that will be used to inform human capital decisions, as listed in the MOU.				X	X	
2.4 Revise the teacher contract as necessary to meet requirements of the MOU as it pertains to the use of evaluation in human capital decisions.				X	X	
2.5 Determine through negotiations the timeline for implementation of revised evaluation and its use in informing human capital decisions.				X	X	
2.6 Submit revised contract to collective bargaining unit for approval.					X	
2.7 Submit portions of revised contract, as it pertains to the use of evaluation in human capital decisions, to the Department for approval.					X	
2.8 Revise contract language, if necessary, based on Department evaluation and/or feedback from collective bargaining.					X	
2.9 Submit revised contract reflecting input of all stakeholders to collective bargaining and to the Board for approval.					X	
2.10 Use evaluation data, where practical and in accordance with negotiated language, to make human capital decisions as required by the Department and statute.					X	X

<b>Deliverable (required):</b> 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
3.1 Develop, through negotiations, a staffing plan that meets requirements of teacher and principal placement.	X	X	X	X	X	X
3.2 Establish a negotiation process. Create workgroups of stakeholders (including		X	X	X	X	X

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union) and meet as needed and as established through the timeline to complete the process by the deadline.						
<b>3.3</b> Determine through negotiations the timeline for implementation of revised evaluation and its use in informing human capital decisions.				X	X	
<b>3.4</b> Establish through negotiations the data and criteria that will be used to identify effective and highly effective teachers.				X	X	
<b>3.5</b> Establish through negotiations a plan to assign or reassign effective and highly effective teachers to high-need schools.				X	X	
<b>3.6</b> Modify contract, where necessary, to accomplish staffing objectives as established in the plan and through negotiations.					X	
<b>3.7</b> Submit staffing plan to the Department as required.					X	
<b>3.8</b> Revise staffing plan, if necessary, to meet requirements .					X	
<b>3.9</b> Submit revised contract to bargaining unit and to Board for approval.					X	
<b>3.10</b> Implement staffing plan, as negotiated.					X	X

<b>Deliverable (required):</b> <b>4.</b> Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X			
<b>4.1</b> Establish a timeline for implementation of the negotiated plan for the use of evaluation data in human capital decisions.			X			
<b>4.2</b> Establish through negotiations a plan to assign or reassign effective and highly effective teachers to high-need schools.				X	X	
<b>4.3</b> Submit revised collective bargaining agreement to union and Board for approval.					X	
<b>4.4</b> Submit the revised district’s collective bargaining agreements to the Department as required.						X

<b>Deliverable (required):</b> <b>5.</b> Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X

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principals in human capital decisions (list the documentation and the timeline for submission in Related Activities).						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>5.1</b> Convene workgroups to develop an accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions.		X	X			
<b>5.2</b> Develop documentation necessary to document the accountability process.					X	
<b>5.3</b> Submit documentation as required.					X	X

<b>Deliverable (required):</b> <b>6.</b> Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>6.1</b> Analyze current IMS (Instructional Management System) capability, upgrade if necessary, and establish procedures for collecting information regarding bonuses and salary augmentations.		X				
<b>6.2</b> Collect information annually regarding bonuses and salary augmentations.			X	X	X	X
<b>6.3</b> Construct a report that presents information on bonuses and salary augmentations. Work with the Department to upload data.			X			
<b>6.4</b> Report as required via the student and staff survey process.				X	X	X

<b>Deliverable (required):</b> <b>7.</b> Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>7.1</b> Analyze current IMS (Instructional Management System) capability, upgrade if necessary, and establish procedures for collecting information regarding termination of teachers and principals.		X				
<b>7.2</b> Collect information annually regarding terminations.			X	X	X	X
<b>7.3</b> Construct a report that presents information on terminations. Work with the			X			

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Department to upload data.						
<b>7.4</b> Report as required via the student and staff survey process.				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.</b> Report and update as necessary during the school year the assignment of teachers and principals through the regularly scheduled student and staff surveys.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.1</b> Analyze current IMS (Instructional Management System) capability, upgrade if necessary, and establish procedures for collecting information regarding placement of teachers and principals.		X				
<b>8.2</b> Collect information annually regarding placement of teachers and principals.			X	X	X	X
<b>8.3</b> Construct a report that presents information on placement of teachers and principals.. Work with the Department to upload data.					X	
<b>8.2</b> Report annually as required.						X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$0	\$0	\$0	\$285,480

**Sustainability Factors:** District staff will maintain IMS data for annual submission as required. Workflow plans will be adjusted as necessary to achieve reporting objectives as described in the MOU and Scope of Work.

The District Finance Department is aware of the impact that performance-based pay may have on current salary costs and will adjust budgets accordingly as negotiations progress. As it is unable to fully estimate the impact at this time, a portion of RTTT funds was allocated to offset the initial impact of a performance-pay structure on district funding. The district will work to sustain performance pay structures, wherever possible, after RTTT funding ends through its regular funding sources.

**Supporting Narrative (optional):** The district has provided a detailed description of the anticipated activities that will be required to negotiate changes to the teacher contract. While these plans provide specificity in the process of negotiation, challenges remain, primarily in the depth and breadth of differences that exist between the existing contract and expectations for revisions that are required in the MOU.

District staff and members of the local teachers’ union (ACEA) have begun the process of negotiation needed to make changes to its current evaluation system, and additional meetings and negotiations will occur in relationship to human capital decisions and the placement and reassignment of teachers. This process promises to be one of the most difficult of the objectives contained in the Scope of Work as it involves negotiations that affect long-standing areas of the collective bargaining agreement. While there is strong commitment from both parties to work together throughout this process, the time-frame provided by the guidelines established in this document appear to further

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challenge the process.

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

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**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: Kathy Shewey**  
**Title: Supervisor, Staff Development**  
**Phone #: 352 955-7605**  
**E-mail Address: caudleew@gm.sbac.edu**

**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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director, Staff Development	X	X	X	X	X	X
Supervisor, Staff Development	X	X	X	X	X	X
School Principal Representatives	X	X	X	X	X	X
Teacher Representatives.	X	X	X	X	X	X

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.</b> A revised district professional development system that meets the						

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requirements of <i>Florida’s Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1</b> Establish a work group to evaluate and revise, if necessary, the district Professional Development system to reflect the most current Florida Professional Development Protocol standards and design requirements of the Department and the MOU.				X		

<b>Deliverable (required):</b> <b>2.</b> A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1</b> Develop a timetable for implementing new elements into the Professional Development system.				X		
<b>2.2</b> Work with teachers and principals to develop professional development priorities within RTTT guidelines.				X		
<b>2.3</b> Use evaluation to determine professional development activities aligned with staff needs. Individual Professional Development Plans will align to evaluation data.				X	X	X
<b>2.4</b> Provide staff development in targeted areas to include, but not limited to, the principals of lesson study, strategies for differentiating instruction, instruction on the Common Core Standards, high-yield teaching strategies, best practices in targeting high-needs students, etc.				X	X	X
<b>2.5</b> Provide staff development in the use of local and state student data provided through the district dashboard, including both formative and summative assessments, to inform instruction and focus teacher professional development (IPDP)				X	X	X
<b>2.6</b> Evaluate and revise, if necessary, the beginning teacher program staff development offerings and peer mentoring			X	X	X	X

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activities.						
<b>2.7</b> Provide staff development for principals and aspiring administrators on effective methods of classroom observation and coaching.				X	X	X

<b>Deliverable (required):</b> <b>3.</b> A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.1</b> Coordinate and prioritize staff development initiatives to relate directly to student performance outcomes and improvement in instructional practices as documented on the revised teacher and principal evaluation.				X	X	X
<b>3.2</b> Implement staff development based on teacher and principal evaluation results.				X	X	X

<b>Deliverable (required):</b> <b>4.</b> A component of the district’s professional development system reflecting a revised process for evaluating the district’s professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>4.1</b> Evaluate and revise, if necessary, the district Professional Development system to reflect a revised process for evaluating professional development in accordance with Florida Professional Development Protocol standards and design requirements of the Department and this MOU. Evaluation will include impact of PD on student learning, use of ongoing continuous improvement planning, and evaluation of the effect of PD on teaching and leadership practices.				X		

<b>Deliverable (required):</b> <b>5.</b> A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year</b>	2010-11			2011/12	2012/13	2013/14

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

activity will be conducted and include collective bargaining, if applicable):	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
5.1 A workgroup will be convened to develop a timetable for implementing the evaluation of professional development in the district.				X		
5.2 Submit timetable, as required.				X		

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
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.				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
6.1 Develop work plan for gathering data associated with review of the district's PD plan as it relates to teachers and principals.				X		
6.2 Annually evaluate district PD plan.				X	X	X
6.3 Submit evaluation as required annually.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
7.1 Develop a timetable for revising the Professional Development system.				X		
7.2 Revise the district PD plan annually and report revisions as required.				X	X	X

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

**Sustainability Factors:** The district currently funds its staff development initiatives from a variety of sources, including district funds, through local initiatives and partnerships, and through its federal education programs (Title I, Title II, etc.). It is expected that this commitment will continue following the RTTT initiative.

**Supporting Narrative (optional):** Professional development activities may occur during quarters 1, 2, and 3 with documentation being delivered during quarter 4 of the same year

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

<b>Item from RTTT MOU and corresponding <i>Protocol</i> standards</b>	<b>Page shown in Final Scope of Work</b>
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	59-61
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)	59-61
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	59-61
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)	59-61
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)	15
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)	59-61
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)	11, 59-61
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)	59-61
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	59-61
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)	59-61
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)	59-61
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].	

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**E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS**

**IF YOU ARE AN LEA THAT DOES NOT HAVE A PERSISTENTLY LOWEST-ACHIEVING SCHOOL, SECTION (E) DOES NOT APPLY TO YOU AND YOU DO NOT NEED TO COMPLETE IT. SEE APPENDICES B AND C TO FLORIDA’S MOU FOR LIST OF SCHOOLS.**

**INFORMATION FOR ITEMS BELOW SHOULD BE THE SAME AS IN YOUR SCHOOL IMPROVEMENT GRANT (SIG) APPLICATION. YOU MAY INCLUDE RELEVANT PARTS OF YOUR SIG APPLICATION IN THE APPENDIX.**

**(E)(2) Turning around the lowest-achieving schools**

1. The LEA will select and implement one of the four school intervention models described in the grant application in all persistently lowest-achieving schools located in the district (see Appendix A to the MOU). The Department will identify the schools based upon the school categories devised for school accountability under s. 1008.33, F.S., and set forth in Rule 6A-1.099811, F.A.C. (see Appendices B and C to the MOU).
2. An LEA with more than nine persistently lowest-achieving schools will not select the transformational option for more than one-half of the schools.
  - All actions undertaken by the LEA under this element of the grant will be in accordance with the requirements of s. 1008.33, F.S. (Differentiated Accountability).

***Complete Work Plan Table for (E)(2)1.-2.***

3. The LEA will submit a plan for the Department’s approval that implements one or more of the following programs in each persistently lowest-achieving school and within the feeder pattern of each persistently lowest-achieving high school:
  - In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day, beyond the current hours of instruction.
  - The LEA will offer prekindergarten on a full day basis using the Department’s Title I Full Day PreK model, for children residing in the attendance zone of such schools.
  - The LEA will expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S.
  - The LEA will expand or introduce proven programs to encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready, career-ready, or other postsecondary skills..
  - The Department may approve other programs that demonstrate a strong record of improving student achievement in these district schools.

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***Complete Work Plan Table for (E)(2)3.***

4. The LEA will use effectiveness data from annual evaluations to determine incentives for the most effective teachers to work in the district's elementary, middle, and high schools that are the persistently lowest-achieving.

***Include Work Plan for (E)(2)4. in Table for (D)(3).***

5. The LEA will only assign new teachers (those in their first and second year) in the district's schools that are the persistently lowest-achieving if these teachers have completed or are participating in a high-performing teacher preparation program, as defined in the grant application. The LEA will ensure that such teachers are provided additional support by staffing a mix of new and proven teachers across all content areas and grade levels in the school.

***Include Work Plan for (E)(2)5. in Table for (D)(3).***

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table**

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

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Darla Boyd</b>  <b>Title: Turnaround Leader</b>  <b>Phone #: (352) 955-6706</b>  <b>E-mail Address: boyddv@gm.sbac.edu</b></p>
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<p><b>Project Goal:</b> LEAs will select one of the four school intervention models in all schools identified as 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.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>1. LEA will select School Intervention Model from list of four options (see Appendix A of MOU).</li> <li>2. LEA will provide documentation that supports the selection of the intervention model to include: <ul style="list-style-type: none"> <li>- Teacher performance data regarding student learning gains in reading and mathematics.</li> <li>- Documentation that reflects the placement of the Principal and his/her record of “turn around” success.</li> <li>- Documentation relating to staff turnover/replacement.</li> </ul> </li> </ol>
<p><i>Note: Please attach relevant parts of your School Improvement Grant in the Final Scope of Work Appendix.</i></p>

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Turnaround Leader	X	X	X	X	X	X
Grant Manager	X	X	X	X	X	X
Directors, Elementary & Secondary Curriculum	X	X	X	X	X	X
District Assessment Team	X	X	X	X	X	X
Principals at 3 SIG schools	X	X	X	X	X	X

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.</b> LEA will select Intervention Model from list of four options (see Appendix A of MOU).	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1</b> Collect pertinent data related to criteria for each intervene option as outlined in (E)(1)	X			X	X	X
<b>1.2</b> Annually review data to determine intervene options for schools identified as			X	X	X	X

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PLA.						
<b>1.3</b> Annually select an Intervention Model for each school deemed PLA			X	X	X	X
<b>1.4</b> Implement chosen Intervention Model at PLA schools	X			X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<p><b>2.</b> LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Documentation relating to staff turnover/replacement.</li> <li>Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU.</li> </ul>	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1</b> Collect data relevant to teacher performance specific to learning gains in reading and mathematics. Other teachers will be evaluated using the district evaluation procedure as well as through the use of data available through progress monitoring assessments and assessments that are developed by the state and/or other entities.	X		X	X	X	X
<b>2.2</b> Work with the Department and other entities, as available, to establish standardized and acceptable forms of measuring learning gains among teachers who teach in non-FCAT tested subject areas.				X	X	X

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2.3 Form workgroups and meet with stakeholders (including union) to evaluate measures to be used to determine teacher effectiveness based on student performance among staff not being evaluated via state-established (FCAT) data.			X	X	X	X
2.4 Develop, with stakeholder input, criteria for the use of student learning gains data in the overall effectiveness ratings of teachers and administrators. 2010 FCAT data will provide baseline data, for those with this data, with at least 65% making learning gains as the threshold for receiving performance pay.			X	X	X	X
2.5 Annually collect data on staff turnover and replacement at PLA schools. Report this data as required to the Department.			X	X	X	X
2.6 Annually provide a report regarding the principal and administrative team as it relates to their qualifications for each school designated as PLA. Information regarding the principal qualifications for the district's current PLA schools is included in the appendix to this SOW.	X			X	X	X

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

**Sustainability Factors:** The Directors of Elementary and Secondary Curriculum will continue to monitor low performing schools and evaluate teacher and administrator performance. The SIG Turnaround Leader, as well as district reading, math, mentor and technology coaches have been assigned to these schools to provide additional support. The district supports, and intends to continue supporting, additional resources for low performing schools including additional staff (such as academic coaches and other district support staff) assigned to these schools. Funding is provided for this purpose through a variety of resources, including district funds federal funding, where appropriate (Title I and Title II). Additional funding is also being provided to support professional development and support for the new evaluation system (now under development) through district resources and federal funding sources (when appropriate)..

**Supporting Narrative (optional):** The district annually reviews data for each school including those identified by the Department as PLA. An Intervention Model will be selected for each school based on data analysis and each school's individual characteristics. The district will use FCAT data to assess individual teacher performance and will work with the Department and other entities as additional means of evaluating student learning gains are developed (particularly in subjects not measured by FCAT). At PLA schools receiving SIG monies, for instance, funds have been allocated to purchase nationally normed achievement test, which may be used to evaluate individual teacher performance in grades and subjects not tested through FCAT.

Information regarding principal qualifications for the district's current PLA schools is outlined in the SIG 1003(g) application for each PLA school. That section of the SIG is included in the appendix to this

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

**SOW.**

**Title and Page Number of Appendices for this Project (if applicable):** Information on the PLA schools and the School Improvement Grant are included in Appendix B.

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table**

**Project/MOU Criterion: Implement Proven Programs for School Improvement – (E)(2)3.**

*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: Darla Boyd**

**Title: Turnaround Leader**

**Phone #: (352) 955-6706**

**E-mail Address: boyddv@gm.sbac.edu**

**Project Goal:**

The LEA will submit a plan that implements one or more of the following programs in each persistently lowest-achieving school and within the feeder pattern of each persistently lowest-achieving high school:

- In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day, beyond the current hours of instruction.
- The LEA will offer prekindergarten on a full day basis using the Department’s Title I Full Day Pre-K model, for children residing in the attendance zone of such schools.
- The LEA will expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S.
- The LEA will expand or introduce proven programs to encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready, career-ready, or other postsecondary skills.
- The Department may approve other programs that demonstrate a strong record of improving student achievement in these district schools.

**Deliverables (minimum required evidence):** *Note: will vary based on the program(s) implemented*

1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.
2. Submission of developed full day Pre-K model for students in attendance zones for identified schools.
3. 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.
4. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
5. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
6. Evidence of funding allocated to provide for the costs associated with student candidates’ industry certification exams.
7. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
8. Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012

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- 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.
9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
  10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.
  11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.
  12. Documentation of “other” research based programs that demonstrate a strong record of improving student achievement in these district schools.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Turnaround Leader	X	X	X	X	X	X
Grant Manager	X	X	X	X	X	X
Directors, Elementary & Secondary Curriculum	X	X	X	X	X	X
District Assessment Team	X	X	X	X	X	X
Principals at 3 SIG schools	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)I.*

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
1.1 Collect and submit each SIG school schedule to demonstrate extended learning time	X			X	X	
1.2 Monthly calendars documenting increased learning time will be submitted quarterly for each school.	X	X	X	X	X	X

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

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**Sustainability Factors:** The district will continue providing additional resources for low performing schools including additional staff (such as academic coaches and other district support staff) assigned to these schools. As noted above, funding is provided for this purpose through a variety of resources, including district funds and federal funding, where appropriate (Title I, title III, and Title X). Additional funding is also being provided to support professional development at these schools through district resources and federal funding sources (Title II, when appropriate). Increased learning time for students will be continued when funding is available.

**Supporting Narrative (optional):** Currently, PLA elementary schools have established an additional 45-minute instructional period Monday through Thursday, for a total of three additional instructional hours per week. At the district’s PLA high school, the instructional day has been extended by twenty minutes daily, for a total of 100 minutes per week of additional student instruction.

The district is committed to providing additional learning time for at risk students through a variety of programs, such as the Extended Day Enrichment Program (which provides low-cost after school programming in all area elementary schools), and through 21<sup>st</sup> Century grant funds at eligible sites. Title III funds supplemental after-school tutoring at schools with large ELL populations. Title I programming also often provides additional supplemental instructional time and is used, in some instances, to extend the school year. Additional programs will continue to be explored as funds become available.

**Title and Page Number of Appendices for this Project (if applicable):** Information on the PLA schools and the School Improvement Grant are included in Appendix B.

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

**F. GENERAL**

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**

1. The LEA will offer charter schools located within their district the opportunity to participate in the grant on the same terms as any other district school.
2. Consistent with federal requirements, the LEA will ensure that participating charter schools receive a commensurate share of any grant funds and services funded by the grant.
3. 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.

***Complete Work Plan Table for (F)(2). See attached guidance for charter school participation.***

**RACE TO THE TOP**  
**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**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: Diana Lagotic (elementary)**  
**Karen Clarke (secondary)**  
**Title: Director, Elementary Curriculum**  
**Director, Secondary Curriculum**  
**Phone #: (352) 955-7595 (elem)**  
**(352) 955-7444 (sec)**  
**E-mail Address: lagotidl@gm.sbac.edu**  
**clarkekd@gm.sbac.edu**

**Project Goal:** The LEA 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 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 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 will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities. (Quarterly as appropriate)
  4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools. (Quarter 1)
  5. The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services. (Quarter 4)
  6. The LEA 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 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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director, Elementary Curriculum	X	X	X	X	X	X
Director, Secondary Curriculum	X	X	X	X	X	X
Grant Manager	X	X	X	X	X	X
Principals, Charter Schools	X	X	X	X	X	X
User Manager, IT	X	X	X	X	X	X
Project Development Staff	X	X	X	X	X	X
Staff Development Dept Staff	X	X	X	X	X	X

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**

*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)I.*

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.</b> The LEA 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.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1</b> Notification letters, agendas and sign-in sheets will be submitted to the Department documenting the district’s efforts to engage charter schools in discussions of RTTT.	X			X	X	X
<b>1.2</b> When the school board approves new charter schools, the district will notify the directors about RTTT opportunities. Documentation of meetings, agendas and sign-in sheets will be submitted to the Department.				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.</b> The LEA 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.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1</b> Collect signed statements from each charter school to indicate they were fully informed of opportunity to participate in RTTT	X			X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.</b> The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	X	X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.1</b> Notification letters, agendas and sign-in sheets will be submitted documenting charter school participation in RTTT funded activities	X	X	X	X	X	X

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

<b>Deliverable (required):</b> 4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
4.1 Determine and submit a budget that provides commensurate share of grant funds to participating charter schools	X			X	X	X
4.2 In-kind services and district training opportunities are included in the RTTT budget.	X			X	X	X
4.3 A commensurate portion of the RTTT funds has been allocated to each Charter school to prepare for CBT.	X					

<b>Deliverable (required):</b> 5. The LEA 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
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
5.1 Submit expenditure report at end of fiscal year that demonstrates participating charter schools have received their commensurate share of funds			X	X	X	X
5.2 Charter schools will submit requisitions to the Director of Project Development Department for approval prior to making purchases.			X	X	X	X
5.3 My Learning Plan reports will document training opportunities and charter school participation in training, especially in the use of the district data dashboard and preparation for CBT.			X	X	X	X

<b>Deliverable (required):</b> 6. The LEA 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
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
6.1 Collect and submit signed agreement from each participating charter school that states they will provide all necessary data	X			X	X	X

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

and reports						
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<b>Deliverable (required):</b> 7. The LEA 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
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
7.1 Collect and submit documentation that FDOE was notified if any charter school fails to provide the necessary data and reports.			X	X	X	X
7.2 The RTTT grant manager will be responsible for notifying the FDOE should any charter school fail to provide required data and reports.			X	X	X	X

<b>Project Budget Summary by Year:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$0	\$0	\$0	\$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)* Charter schools will continue to be provided opportunities to participate in district initiatives, such a training through Title II A and Title I funding.

**Supporting Narrative (optional):** Funding for charters was included throughout the budget as a portion of the district's overall Scope of Work.

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

**FORM (A)1.**

**LEA Student Goals and Measures**

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

<b>STUDENT ACHIEVEMENT</b>					
<p>Florida set goals for student achievement on NAEP. Since all districts and schools do not administer NAEP, LEAs 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 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.</p> <p>LEAs may provide additional student achievement goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p>					
	2010-11 (Baseline)	2011-12	2012-13	2013-14	2014-15
% Scoring Level 4 or 5 on FCAT 2.0, 4 <sup>th</sup> Grade Reading <b>(STATE GOAL: 50% AT OR ABOVE PROFICIENT ON NAEP BY 2015)</b>	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 4 <sup>th</sup> Grade Mathematics <b>(STATE GOAL: 60% AT OR ABOVE PROFICIENT ON NAEP BY 2015)</b>	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 <sup>th</sup> Grade Reading <b>(STATE GOAL: 45% AT OR ABOVE PROFICIENT ON NAEP BY 2015)</b>	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 <sup>th</sup> Grade Mathematics <b>(STATE GOAL: 55% AT OR ABOVE PROFICIENT ON NAEP BY 2015)</b>	TBD, when standards are set in the Fall of 2011				
(OPTIONAL) Other District-Determined Student Achievement Goals Examples: <ul style="list-style-type: none"> <li>• Other FCAT 2.0 Grade Levels and Subjects</li> <li>• End-of-Course Assessments</li> <li>• AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation</li> <li>• PSAT, PLAN, SAT, and/or ACT Participation and Performance</li> </ul>					

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

**FORM (A)1.**

**LEA Student Goals and Measures**

<b>CLOSING THE ACHIEVEMENT GAP</b>					
<p>Florida set goals for closing the achievement gap on NAEP. Since all districts and schools do not administer NAEP, LEAs 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 will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p> <p>LEAs 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.</p>					
	<b>2010-11 (Baseline)</b>	<b>2011- 12</b>	<b>2012- 13</b>	<b>2013- 14</b>	<b>2014-15</b>
<p>% Reduction in White/African-American achievement gap on FCAT 2.0 <b>(STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</b></p>					
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				
<p>% Reduction in White/Hispanic achievement gap on FCAT 2.0 <b>(STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</b></p>					
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				

<b>(OPTIONAL) Other District-Determined Closing the Achievement Gap Goals</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<ul style="list-style-type: none"> <li>Reduce 4<sup>th</sup> grade reading gap between white students and African American students by at least 2% annually. Baseline data from the 09-10 FCAT indicates a gap of 37%.</li> </ul>	35% gap	33% gap	31% gap	29% gap
<ul style="list-style-type: none"> <li>Reduce 4<sup>th</sup> grade reading gap between white students and Hispanic students by at least 2% annually. Baseline data from the 09-10 FCAT indicates a gap of 15%.</li> </ul>	13% gap	11% gap	9% gap	7% gap
<ul style="list-style-type: none"> <li>Reduce 4<sup>th</sup> grade math gap between white students and African American students by at least 2%</li> </ul>	30% gap	28% gap	26% gap	24% gap

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annually. Baseline data from the 09-10 FCAT indicates a gap of 32%.				
<ul style="list-style-type: none"> <li>Reduce 4<sup>th</sup> grade math gap between white students and Hispanic students by at least 2% annually. Baseline data from the 09-10 FCAT indicates a gap of 10%.</li> </ul>	8% gap	6% gap	4% gap	2% gap
<ul style="list-style-type: none"> <li>Reduce 8<sup>th</sup> grade reading gap between white students and African American students by at least 2% annually. Baseline data from the 09-10 FCAT indicates a gap of 42%.</li> </ul>	40% gap	38% gap	36% gap	34% gap
<ul style="list-style-type: none"> <li>Reduce 8<sup>th</sup> grade reading gap between white students and Hispanic students by at least 2% annually. Baseline data from the 09-10 FCAT indicates a gap of 16%.</li> </ul>	14% gap	12% gap	10% gap	8% gap
<ul style="list-style-type: none"> <li>Reduce 8<sup>th</sup> grade math gap between white students and African American students by at least 2% annually. Baseline data from the 09-10 FCAT indicates a gap of 44%.</li> </ul>	42% gap	40% gap	38% gap	36% gap
<ul style="list-style-type: none"> <li>Reduce 8<sup>th</sup> grade math gap between white students and Hispanic students by at least 2% annually. Baseline data from the 09-10 FCAT indicates a gap of 23%.</li> </ul>	21% gap	19% gap	17% gap	15% gap

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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

**HIGH SCHOOL GRADUATION RATE, COLLEGE ENROLLMENT RATE, AND COLLEGE CREDIT  
ATTAINMENT RATE STATE GOALS**

**INSTRUCTIONS:** Indicate the ultimate target your LEA will achieve with the high school graduating class of 2015 on the following measures:

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

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

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

**FORM (A)1.  
LEA 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:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate	59	59	60	63	66	68	69	72	76	80	<b>85</b>
College Going Rate	58	58	60	61	62	63	64	65	67	71	<b>74</b>
College Credit Earning Rate	63	63	64	64	64	65	65	66	67	68	<b>70</b>
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	22	22	23	25	26	27	29	31	34	39	<b>44</b>

**LEA GOALS**

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

High School Graduating Class of:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate	59	56	54	56	56	64	67	69	71	74	77
College Going Rate	71	73	75	78	80	81	82	83	84	85	85
College Credit Earning Rate	66	73	78	79	80	81	82	83	84	84	85
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	28	30	32	35	36	42	45	48	50	53	56

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<b>TEACHER AND PRINCIPAL EVALUATION SYSTEMS REVIEW</b>
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**DISTRICT:** \_\_\_\_\_

MOU section D(2)(ii) requires that “the LEA 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 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 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’ Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 101
<b>TEACHER EVALUATION SYSTEM</b>	
<b>Part 1: System Development</b>	
<b>Involvement:</b> The LEA has designed and committed to implement an evaluation system with teacher and principal involvement.	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>
<b>Phase-in Option:</b> The LEA 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 for 15% of the evaluation. Implementation of the requirements for the LEA 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).	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)(1)</li> </ul>

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<b>Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems</b>	<b>Citation in RTTT MOU and/or Section 101</b>
<b>Development year:</b> The 2010-11 school year will be considered a development year for the evaluation system.	<ul style="list-style-type: none"> <li>• MOU (D)(ii)</li> </ul>
Determines need for special procedures and criteria for other teaching fields	<ul style="list-style-type: none"> <li>• 1012.34(2)(d)</li> </ul>
Supports district and school level improvement plans	<ul style="list-style-type: none"> <li>• 1012.34(2)(a)</li> </ul>
Supports continuous quality improvement of the professional skills of instructional personnel	<ul style="list-style-type: none"> <li>• 1012.34(2)(b)</li> </ul>
Provides for district's annual review of instructional personnel assessment systems	<ul style="list-style-type: none"> <li>• 1012.34(7)</li> </ul>
<b>Part 2: Evaluation Criteria</b>	
<b>Student Growth Measure:</b> 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.	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)(1)</li> </ul>
<b>Student achievement or growth data as evaluation element,</b> as defined in the grant, must account for at least 50% of the teacher's evaluation as follows: By the end of the grant, the LEA 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 for 10% of the evaluation.	<ul style="list-style-type: none"> <li>• MOU (D)(2)(i) and (ii)</li> <li>• 1012.34(3)(a) Primarily uses data and indicators to measure improvement in student performance</li> <li>• 1012.34(3)(a) Student performance must be measured by state assessments required under s. 1008.22 and other assessments for subjects and grade levels not measured by the state assessment program</li> <li>• 1012.34(3)(a)(1) performance of students assigned to classrooms or schools, as appropriate</li> </ul>
<b>Early Bargaining Provision:</b> An LEA 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.	<ul style="list-style-type: none"> <li>• MOU D (2)(ii)</li> </ul>
<p><b>Core of Effective Practices – Florida Educator Accomplished Practices:</b></p> <p>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.</p> <p>The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same</p>	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)</li> <li>• 1012.34(2)(d): addressing generic teaching core</li> <li>• 1012.34(3)(a): basing assessment on contemporary research in effective educational practices</li> <li>• 1012.34(3)(a)(2,4-7): Ability to maintain appropriate classroom discipline; Knowledge of subject matter, including ability to plan and deliver instruction and the use of technology in the classroom; Ability to evaluate instructional</li> </ul>

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<b>Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems</b>	<b>Citation in RTTT MOU and/or Section 101</b>
<p>core of effective practices</p> <p>Incorporates the newly-adopted Florida Educator Accomplished Practices (scheduled for adoption by the State Board of Education in December 2010) into the evaluation system.</p>	<p>Ability to establish and maintain a positive col relationship with students' families to increase achievement; Other professional competencies requirements in State Board of Education rules school board policies</p>
<p>Special provisions for evaluating subject knowledge for out-of-field teachers</p>	<ul style="list-style-type: none"> <li>● 1012.34(3)(a)(3)</li> </ul>
<p><b>Additional Metric Evaluation Element:</b> 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.</p>	<ul style="list-style-type: none"> <li>● MOU (D)(2)(ii)(3)</li> <li>● 1012.34(2)(c) Provides a mechanism for paren when appropriate</li> </ul>
<p><b>Evaluation ratings:</b> Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”</p>	<ul style="list-style-type: none"> <li>● MOU (D)(2)(ii)(4)</li> <li>● State board rule 6B-4.010(1)(c)2: pr determination of satisfactory, unsatisfactory an performance levels</li> </ul>
<b>Part 3: Conducting Evaluations</b>	
<p><b>First Year Teachers:</b> The LEA will conduct multiple evaluations for each <u>first-year teacher</u> 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.</p>	<ul style="list-style-type: none"> <li>● MOU (D)(3)</li> </ul>

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<b>Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems</b>	<b>Citation in RTTT MOU and/or Section 101</b>
<b>Other Teachers' Evaluations:</b> The LEA will conduct evaluations as described in MOU (D) (2) (ii) 1, 2, and 4. for all other teachers at least once per year.	<ul style="list-style-type: none"> <li>• MOU (D)(2)(iii)</li> <li>• 1012.34(3) (a) to provide for an assessment co each employee at least once a year</li> </ul>
<b>Milestone career event(s) evaluations:</b> The LEA will conduct “multi-metric” evaluations as described in MOU (D)(2)(ii) for teachers who are in the year prior to a <u>milestone career event</u> , such as being awarded a multi-year contract, a promotion, or a significant increase in salary. The LEA plan will include a definition of milestone career event.	<ul style="list-style-type: none"> <li>• MOU (D)(2)(iii)</li> </ul>
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.	<ul style="list-style-type: none"> <li>• 1012.34(2)(b)</li> </ul>
Provides training in the proper use of assessment criteria and procedures to all personnel with appraisal responsibilities.	<ul style="list-style-type: none"> <li>• 1012.34(2)(f)</li> </ul>
Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.	<ul style="list-style-type: none"> <li>• 1012.34(3)(b)</li> </ul>

<b>PRINCIPAL EVALUATION SYSTEM</b>	
<b>Part 1: System Development</b>	
<b>Involvement:</b> The LEA has designed and committed to implement a principal evaluation system with teacher and principal involvement	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>
<b>Phase in option:</b> The LEA 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 for 15% of the evaluation. Implementation of the requirements for the LEA 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)	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>
<b>Development year:</b> The 2010-11 school year will be considered a development year for the evaluation systems.	<ul style="list-style-type: none"> <li>• MOU (D)(ii)</li> </ul>

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Supports district and school level improvement plans	<ul style="list-style-type: none"> <li>• 1012.34(2)(a)</li> </ul>
Supports continuous quality improvement of the professional skills of instructional personnel	<ul style="list-style-type: none"> <li>• 1012.34(2)(b)</li> </ul>
Provides a mechanism for parental input, when appropriate	<ul style="list-style-type: none"> <li>• 1012.34(2)(c)</li> </ul>
Provides for district’s annual review of instructional personnel assessment systems	<ul style="list-style-type: none"> <li>• 1012.34(7)</li> </ul>
<b>Part 2: Evaluation Criteria</b>	
<b>Student growth measure:</b> 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.	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)(1)</li> </ul>
<b>Leadership Standards evaluation component:</b> 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 teachers.	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>
<b>Student achievement or growth data evaluation component</b> 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 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 for 10% of the evaluation.	<ul style="list-style-type: none"> <li>• MOU D(20)(ii)</li> <li>• 1012.34(3)(a): primarily use data and indicators to measure improvement in student performance</li> <li>• 1012.34(3)(a): student performance must be measured by state assessments required under s. 1008.22 and other assessments for subjects and grade levels not included in the state assessment program ,</li> <li>• 1012.34(3)(a)(1: performance of students assigned to individual classrooms or schools, as appropriate</li> </ul>
<b>Range of ratings:</b> Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>
<b>Part 3: Conducting Evaluations</b>	
<b>Annual evaluation:</b> The LEA will conduct evaluations as described in MOU (D)(2)(ii) for principals at least once per year.	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> <li>• 1012.34(3)(a) to provide for an assessment component for each employee at least once a year</li> </ul>
Provides training in use of assessment criteria and procedures	<ul style="list-style-type: none"> <li>• 1012.34(2)(f)</li> </ul>
Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.	<ul style="list-style-type: none"> <li>• 1012.34(3)(b)</li> </ul>

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