

Race to the Top Final Scope of Work-Exhibit II

Bay District Schools
Panama City, Florida



*Every Student
A Success*

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

Bay District Schools Table of Contents	
Overarching Project Plan	Pages 3-18
Standards and Assessment -MOU information	Page 19
Project 1 Expand Lesson Study	Pages 20-22
Project 2 Expand STEM CTE	Pages 23-29
Project 3 Increase Advanced STEM	Pages 30-33
Project 4 Bolster Technology	Pages 34-36
Data Systems to Support Instruction - MOU Information	Page 37
Project 5 Improve Access to State Data	Pages 38-40
Project 6 Use Data to Improve Instruction	Pages 41-44
Great Teachers and Leaders - MOU Information	Pages 45-52
Project 7 Provide Support for Educator Prep Programs	Pages 53-58
Project 8 Improve Teacher and Principal Evaluation Systems	Pages 59-66
Project 9 Use Data for Effective Human Capital Decisions	Pages 67-74
Project 10 Focus Effective Professional Development	Pages 75-82
Checklist for Professional Development System Revisions under RTTT	Page 83
Turning Around Lowest Achieving Schools - MOU Information	Pages 84-85
Project 11 Drive Improvement in Persistently Low-Achieving Schools	Pages 86-87
Project 12 Implement Proven Programs for School Improvement	Pages 88-92
General MOU Information	Page 93
Project 13 Include Charter Schools	Pages 94-110
LEA Goals and Measures: NAEP (TBD Fall 2011)	Pages 111-113
Teacher and Principal Evaluation and Systems Review (TBD Spring 2011)	Pages 114-120
Appendix Contains:	
<p>Summary of Environmental Resources Set Up Costs, Biotechnology – Prototypical FF&E for Environmental Resources program provided by DOE, Bay District Schools Implementation Timeline, Expenditure Summary for Race to the Top, Acronym Definitions, Signed Letters Designating Charter Schools Opting Out of RTTT, Bay District School mileage and per diem rates, projected supply lists for projects 10 and 14</p>	

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

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.

Enter narrative for (A)1 here. Complete the attached Form (A)1. LEA Student Goals and Measures by setting LEA targets to address Florida’s Race to the Top student achievement goals.

Bay District Schools has joined forces with four other area districts to form the Panhandle Race to the Top Coalition. It is our intent to work closely with the Coalition in order to maximize resources. Throughout this document, you will find explanations of the Coalition’s intent, present and future work efforts, as well as Bay District School’s efforts as the LEA.

**Introduction
The Panhandle RTTT Coalition**

The Panhandle RTTT Coalition is comprised of the school districts of Escambia, Santa Rosa, Okaloosa, Walton and Bay Counties. Located in the western-most counties on the Gulf of Mexico, these five counties encompass a diverse student population—from the urban schools in Pensacola to those in rural Laurel Hill and coastal Panama City Beach—a population that has the potential to succeed in racing to the top.

The region is home to the two geographically-largest military bases in the world, Eglin Air Force Base and Hurlburt Field, as well as the headquarters of the Air Armament Center and of the Special Operations Wing of the US Army. With Naval Aviation Station – Pensacola in Escambia County in the west and Tyndall Air Force Base in Panama City to the east, the Coalition counties are “bracketed” by a prevailing military presence. The economic well-being of the region resides, at one end of the spectrum, in a dominant military presence and the defense industry that supports it—which has created a demand for the STEM initiatives. At the other end of the spectrum, that well-being is defined by the hospitality and tourism industry built upon the emerald waters and sandy beaches of the shore—which drives the development of career education efforts in areas such as the culinary arts.

Students and staff of the Panhandle Coalition are blessed with a strong college and university system that stretches across the area. From the University of West Florida and Pensacola Junior College in Escambia County to Gulf Coast Community College in Bay County, the network of post-secondary institutions includes Northwest Florida State College, Florida State University and Troy University. The proposed Comprehensive Reform Plan will draw on existing partnerships to extend and enhance articulation agreements and dual enrollment programs that benefit students. Additionally, those partnerships will provide a framework for review of and revision to both traditional and non-traditional teacher preparation programs.

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

The development of the Panhandle RTTT Coalition comes as a natural evolution from the existing partnerships of the five member districts. The districts have long been aligned in developing curricula, in sharing data portals and in collaborating on professional development for both administrative and instructional staff members. Geographically, the Coalition ranges less than 200 miles along the Gulf of Mexico. The member districts, therefore, share students, parents, staff and families across county boundaries. Economic development across the region is dependent upon the “high tech” demands of the military and defense industry as well as on the preservation of strong growth in real estate development and the hospitality industry—from restaurants and hotels to beach-based entertainment.

It is the recognition of this diversity and the challenges presented for students, staff, parents and community stakeholders that has prompted the formation of the Panhandle RTTT Coalition. It is the differences among them that will enable the districts of the Coalition to plan and implement a collaborative plan to close the achievement gap, increase the graduation rate and implement the STEM priorities. It is the intent of the Coalition members to race to the top as a relay team—“handing off” resources in the form of staff and professional development and data.

Introduction Bay District Schools

Bay District Schools, located in the Panhandle, serves approximately 26,000 students in 19 elementary schools, 5 middle schools, 4 high schools, and 1 K-12 school. In addition to these “traditional” schools, Bay District Schools also serves students in an alternative high school and middle school; 3 schools devoted to serving students with special needs; a career technical center; as well as 8 charter schools. Our student population is diverse and includes 26% minority students, 16.6% students with disabilities and 47.6% low socio-economic students.

Bay County, the community from which we derive our student population, is equally diverse in its economic sources. First, Tyndall Air Force Base and the Naval Support Activity support a highly- trained military and military contract personnel participating in STEM related research-based activities. Tourism represents another large facet of the local economy. Many visitors come each year to enjoy the benefits of life on the Gulf Coast. Restaurants, water recreation, shrimping and fishing industries are all important to the tourist industry. The Division of Forestry is also a large part of the economy in Bay County. The St. Joe Paper Company and the Division of Forestry are dependent upon this area’s world’s largest plantation-style pine forest, and the Northwest Florida Water Management District manages our water sources such as Econfina Creek, the largest tributary to Deer Point Lake and the surrounding area’s water supply.

We are fortunate to have two leading upper level educational institutions in Florida State University-Panama City Campus and Gulf Coast Community College. Both institutions work closely with Bay District Schools ensuring a well-trained community that can serve its many needs.

A – 1 (a) Support for Florida’s Theory of Action Panhandle RTTT Coalition

In support of the Florida Theory of Action, that highly effective teachers and leaders make a difference in student achievement, the Coalition has developed a comprehensive plan that supports and is supported by the RTTT Scope of Work developed by each member district. Each Scope of Work includes deliverables and activities that assure the selection, preparation and support of teachers and school leaders. Each participating district has identified both common and unique strategies that promote collaborative instruction and that use data analysis to improve teaching and learning. Embedded in each Scope of Work is the recognition that guidance and support from instructional leaders is essential to the development of an instructional culture that energizes teachers and students and results in instructional decisions that produce students who are internationally competitive.

The Coalition project plans incorporate those components identified as essential to the implementation of

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

the Florida RTTT plan and that represent a student-centered school environment:

- Establishment of high expectations and a “culture of rigor” for students;
- Differentiation of instruction driven by formative and interim assessments;
- Professional development that includes lesson study and other job-embedded and data-driven activities;
- Compensation and career opportunities that reflect the value of effective teaching and instructional leadership;
- Inclusion of balanced assessment programs which utilize student data indicators in making instructional and management decisions; and,
- Collaboration in on-going review, evaluation and appropriate revision to the Scope of Work—both within and across districts.

The project plan components proposed by the Coalition and by each participating district support implementation of educational reform that assures:

- Adoption of standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Establishment of data systems that effectively measure and track student growth and success as well as inform teachers and principals of ways to improve instruction;
- Recruitment, development and retention of effective teachers and principals, especially where they are needed most; and,
- Transformation of the lowest-achieving schools.

Familiarity with shared resources for educational reform and transformation is rooted in a history of alignment between and among the member districts. Coalition members plan to work together in design of curricula, development of End of Course exams, establishment of common data portals, presentation of professional development opportunities, expansion of STEM activities and creation of career academies. In addition, administrative staff have collaborated in reviewing salary schedules and evaluation instruments.

A-1 (a) Support for Florida’s Theory of Action
Bay District Schools

Bay District Schools fully supports the theory that an investment in teacher quality impacts student achievement. Our dedication to this endeavor is evident in our plan to utilize the “phase-in” option throughout the planning and implementation phases of the grant. It is our stance that in order to build capacity in teachers, we must employ thoughtful systems that are integrated seamlessly. Initiatives like lesson study, new data systems, and new evaluation and compensation systems must be attentive to the needs of Bay District School educators and students in addition to the goals of the RTTT initiatives. This attention to detail takes time, but the investment in upfront planning will pay off large dividends in the future. Our systems and accompanying professional development clearly shows our obligation to quality and sustainability over time.

A – 1 (b) Achievement Goals
Panhandle RTTT Coalition

A team of more than 50 educators from the Coalition districts—from superintendents and curriculum specialists to personnel directors and information systems staff—have met to discuss, develop and articulate a project plan that will contribute to the student achievement goals established for Florida’s RTTT. Evident in the Coalition Scope of Work and the Scope of Work for each member district is a focus throughout on college and career readiness.

- Goal 1: To double the percentage of in-coming freshmen who ultimately graduate from high school, go on to college and achieve at least one year of college credit. The proposed project plan builds upon recent growth in student enrollment in accelerated courses, dual-enrollment programs and career and technical education courses that result in both college credit and industry

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

certification. Where appropriate and applicable, Coalition districts will continue to develop strategies that promote student enrollment in Advanced Placement, International Baccalaureate and Advanced Certification of Education programs as well as those programs that result in Industry Certification. In addition, member districts are committed to expanding and enhancing articulation agreements with post-secondary educational institutions, resulting in greater opportunities for students to attain college credit through dual enrollment and industry certifications.

- Goal 2: To cut the achievement gap in half by 2015. Members of the Panhandle Coalition, through all elements of this proposal, acknowledge the continuing need to close the achievement gap. Their collaborative efforts will enable those who have low-performing schools to learn from their colleagues in districts that have “turn-around” schools—those who have implemented programs that address the educational challenges of the most-needy students. Established goals will address the student population at-large as well as sub-groups that may be defined by economic factors and/or ethnicity. Scope of Work components will include, but not be limited to: the implementation of the Common Core State Standard initiative; the improvement of data tools to support and improve instructional focus; and, the strengthening of both traditional and non-traditional teacher preparation.
- Goal 3: To increase the percentage of students scoring at or above proficient on NAEP by 2015 to, or beyond, the performance levels of the highest-performing states. Embedded in the strategies and supporting activities unique to the Scope of Work developed by each of the Coalition members is the recognition that NAEP proficiency can and will predict student achievement. That achievement, in turn, will support the goal of assuring student preparation for college and career readiness. Increases in proficiency on NAEP will be identified, again, not only for the student population at-large but also for sub-groups defined by economic factors and ethnicity.

**A – 1 (b) Achievement Goals
Bay District Schools**

Bay District Schools is committed to the idea that building capacity in our teachers will help us reach higher levels of student achievement. In addition to the intense professional development that will enable us to build teacher capacity, we also believe the addition of a new program of study in CTE and additional high school acceleration courses will increase our students’ achievement. Work teams have already begun purposeful planning and data study to ensure that the new CTE program is placed appropriately and that all high schools add additional acceleration courses. Additionally, the focused data study being used to drive professional development choices ensures that teacher and student needs are met. As we examine the three state goals, we believe that our reform plans will enable us to reach our own goals as well as the state’s.

**A – 1 (c) Strengths and Challenges
Panhandle RTTT Coalition**

The greatest strength and greatest challenge to the Panhandle RTTT Coalition is the same—the diversity of the member districts. Each district faces unique challenges in the development and implementation of Work Plans for the 13 Project areas. The Coalition represents some of the highest-performing schools in the state and represents others that have consistently been identified as needing improvement. However, it is this diversity in accomplishment that has prompted the establishment of the Coalition, formalizing a common commitment to Florida’s reform efforts to:

- Achieve equity in teacher distribution;
- Improve the collection and use of data;
- Address issues attendant to standards and assessments by enhancing the quality of those assessments, by including students with disabilities and limited English proficiency and by improving academic content and student achievement standards; and,
- Supporting struggling schools.

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

This dedication to regional reform efforts, as exemplified by the formation of the Panhandle RTTT Coalition, has created a renewed sense of collegiality across the member districts. The Coalition has established a protocol for sharing both work-load and resources that will serve its members well throughout the four-year grant period. And, it represents a partnership that will bridge the barriers of distance and time and continue beyond the RTTT grant period.

Although there is evidence of success at many levels throughout the Coalition, there is much work to be done. The student population of the five member counties mirrors the state and the nation in terms of reading proficiency. Project plans must incorporate improvement in teacher effectiveness through the development of new standards for evaluation and assessment and with the utilization of relevant and validated data. Creation of new models for evaluation and compensation will also drive increased student performance and proficiency.

Professional development is an essential component of the Coalition overarching plan. It must be expanded for K-12, providing teachers and instructional leaders with the tools they need to prepare students to achieve in college and the workplace and to compete in the global economy. Local and regional standards must be revisited so that they are aligned with the Common Core State Standards. Rigor in all curriculum areas must be increased. The Coalition also recognizes the need for development of formative, interim and summative assessments to assist in instructional decision-making. Assessment results must be utilized to identify student weaknesses and to determine immediate corrective action. In addition, member districts—both those with and without persistently lowest-achieving schools—will employ formative assessment and the principles of lesson study to expand and enhance differentiated instruction. Both administrators and teacher leaders must be provided with professional development opportunities to enhance their ability to lead these efforts.

**A – 1 (c) Strengths and Challenges
Bay District Schools**

Bay District Schools is fortunate to have a Superintendent that values clear communication amongst all stakeholders. Bay District Schools has used the RTTT initiative to showcase this strength. At the very beginning of the RTTT planning, multiple work groups were formed to ensure that all stakeholders had a chance to understand our goals and their relationship to RTTT. Together we decided our course of action. Through our frequent communications, we discovered we were already investigating and implementing lesson study in our lowest achieving schools. We were already using data study to guide instruction and teacher professional development. STEM and CTE staff specialists were already hard at work identifying weaknesses and strengths and searching for funds to bolster programs where necessary. As the deadline for Race to the Top came closer, we realized that our vigorous communication paid enormous dividends. Work groups knew where we needed to implement or expand, and they were able to plan effective courses of action.

Bay District Schools, while committed to the Race to the Top initiatives, recognizes that there are significant challenges associated with a reform movement. The local teacher's union has been involved in our discussions from the very beginning. They recognize the need to provide students high quality teachers, but they have their concerns. Over the course of the next few years, it is important that these concerns are recognized and that solutions are palatable for all stakeholders. Obtaining solutions will be a major challenge, but our positive working relationship with the union will assist in maintaining the degree of communication we have already implemented. Another significant challenge we face is allocating the time necessary to provide the intense professional development at the heart of the RTTT initiative. Educators do not want to be pulled out of class nor do we want them to lose valuable instruction time. Educators use their after-school hours, weekends and summers to recharge their enthusiasm and already use that same time to attend professional development. When will we provide this training? This question has provoked conversations that include the consideration to re-implement monthly early release training

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

days. Bay District Schools, at one time, did have these days; however, many working parents struggled with the child-care on these days. So our conversations not only have to include when we will do the professional development, but also carefully consider stakeholder obstacles.

**Student Goals and Measures
Panhandle RTTT Coalition**

Student Goals and Measures (Form (A) 1) will be established by each member district based upon the unique characteristics of the students they serve. Those goals and measures will include annual targets as well as the ultimate goals for the Class of 2015. To further document the diversity of the Panhandle Coalition student population, the range of percentages for baseline data are noted on the following pages 9-10.

(NOTE: Baseline data were provided by the Florida Department of Education, Division of Public Schools.)

**Student Goals and Measures
Bay District Schools**

See pages 9-10 for goals for the Class of 2015. See pages 11-12 for additional Student Achievement and Closing the Gap goals. In the Fall of 2011, we will complete the data goals for NAEP.

**RACE TO THE TOP
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
ATTAINEMENT RATE STATE GOALS**

STATE GOALS

State Goals for the Class of 2015:

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

Range of baseline data for Panhandle RTTT Coalition

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	54 / 76	53 / 77	55 / 76	54 / 82	56 / 85						
College Going Rate	43 / 63	51 / 64	48 / 65								
College Credit Earning Rate	56 / 66										
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	17 / 29										

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

Bay District School's GOALS for 2015

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	62	63	62	63	64	66	68	72	76	80	85
College Going Rate	60	60	64	65	66	67	68	70	72	74	76
College Credit Earning Rate	61	62	63	64	65	66	67	68	69	70	70
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	23	23	25	26	27	29	31	34	38	41	45

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

Additional Goals

Closing the Achievement Gap Goals

1) To reduce the achievement gap, we will increase the participation of African American students in Advanced Placement (AP), AICE, IB and dual enrollment (DE) programs.

Enrollment African American	2009-2010 Baseline Data	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
AP	4%	5%	5%	6%	7%	8%
DE	15%	17%	20%	23%	26%	30%
AICE	2%	2%	3%	3%	3%	4%
IB	4%	5%	5%	6%	7%	8%

2) To reduce the achievement gap, we will increase the participation of Hispanic students in Advanced Placement (AP), AICE, IB and dual enrollment (DE) programs.

Enrollment Hispanic	2009-2010 Baseline Data	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
AP	3%	3%	4%	5%	5%	6%
DE	20%	23%	26%	30%	35%	40%
AICE	2%	2%	3%	3%	3%	4%
IB	10%	12%	13%	15%	17%	20%

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

Student Achievement Goals

- 1) Increase % scoring 3, 4, or 5 on Advanced Placement exams.
- 2) Increase % scoring a C or better in dual enrollment classes.
- 3) Increase % scoring A, B, C, D, or E on AICE exams.
- 4) Increase % scoring 4, 5, 6, or 7 on IB exams.

District-wide Target goals for Proficiency	2009-2010 Baseline Data	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1) AP- Score of 3 or ^	56%	58%	59%	60%	61%	62%
2) DE- Final Grade C or ^	94%	95%	96%	97%	98%	99%
3) AICE- A,B,C,D, or E score	96%	97%	97%	98%	98%	99%
4) IB- Score of 4 or ^	80%	82%	84%	85%	87%	89%

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

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, 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.

Enter narrative for (A)2. here:

**(A)2 Management Plan
Panhandle RTTT Coalition**

Development of a Coalition-wide management plan is inherent in the establishment of the five-member Panhandle Coalition. As representatives from the member districts have met to develop the Coalition plan and share resources in the development of individual district plans, they have addressed common strategies for implementation of RTTT. Components of that management plan include, but will not be limited to the following.

- **Involvement of all stakeholders.** Throughout the development of the Overarching Project Plan for the Panhandle Coalition, member districts have discussed the need for involvement of all stakeholders. Those discussions have included development of a list of common elements, while recognizing that each district plan may have representative involvement that is unique. For example, each member of the Coalition has a common partner in the Workforce Development Board of the participating district. Coalition members will share their knowledge of and experience with the most effective platforms for involving parents in implementation of reform efforts, providing insight about “what works” and “what doesn’t work.” The Superintendents, School Board Presidents/Chairmen and Presidents of Local Teachers’ Unions of all five of the Coalition members signed the Memorandum of Understanding in the Florida RTTT application, indicating their commitment to implementation and collaboration. Other common stakeholders across the Coalition include, but are not limited to, Chambers of Commerce, Economic Development Councils, Parent Leadership Councils and post-secondary institutions.
- **Identification of leadership/management teams.** The membership of leadership/management teams will be based upon the unique needs and organizational structure of each member district and will be identified within the individual RTTT applications. It is anticipated, however, that those teams will include the superintendent as well as administrative staff who have responsibility for operations, curriculum and instruction, quality assurance, human resources, data/MIS and finance.
- **Strategies for monitoring implementation.** In addition to participating in the statewide evaluation efforts for monitoring implementation of RTTT, Coalition members have identified, within the Scope of Work for each of the 13 projects, specific components that support the individual district’s project goals. Deliverables and activities, as well as the projected timelines for implementation, are distinctive for each member district and are detailed within the individual RTTT applications.

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

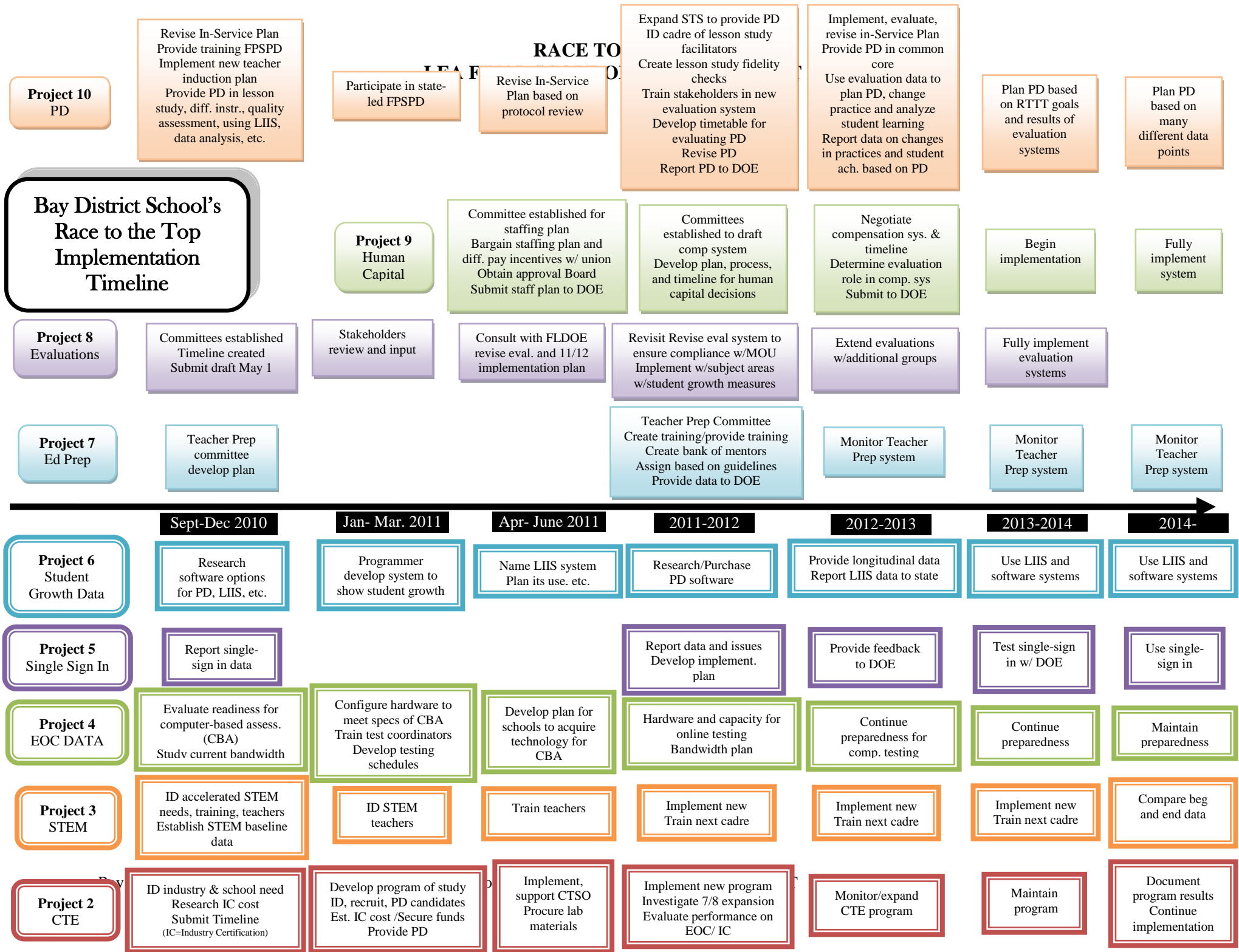
- **Implementation timeline.** Please Coalition member worktables for timelines which reflect complete implementation for all schools prior to the end of the grant period.
- **Summary budget.** Please see Coalition member summary budgets for all years of the grant period as well as detailed budgets for each member district. Coalition members understand that release of grant funds will be contingent upon successful progress toward completion of identified deliverables.

**(A)2 Management Plan
Bay District Schools**

- **Involvement of all stakeholders:**
 - Throughout the RTTT stages, Bay District Schools has understood that the involvement of stakeholders would be crucial to the success of any and all initiatives. In January of 2010, we began meeting in RTTT work groups comprised of teachers, union and charter school representatives, principals, and district staff. Additionally, we joined the Panhandle Coalition in July of 2010 in order to understand the needs of stakeholders in surrounding counties. It has been a part of our commitment to share necessary information as often as we can. To that end, our work tables and budgets include travel to Coalition meetings as well as substitutes for teachers to participate in future work groups. We also understand the importance of student and parental involvement in the Local Instructional Improvement System in order to provide access to appropriate data; therefore, we plan to have their valuable input in the near future. Through a newly hired CTE Director, we have begun the process of involving local businesses and industry in our RTTT goals and this research has already helped shaped the goals set forth in the RTTT plan.
 - **Identification of the leadership/management team(s)**
 - Superintendent of Schools, Bill Husfelt; Deputy Superintendent, Sandra Davis; Assistant Superintendent for Teaching and Learning Services, Nancy Boyd; Executive Director of Human Resources and Employee Support Services, Dr. Tommye Lou Richardson; Executive Director for Business Support Services (Chief Financial Officer), Jess Snyder; Director of K-12 and Adult Instructional Services, Gena Burgans; Director of MIS, David Smith; Director of ESE and Pre-Kindergarten Services, Charles Martin; Coordinator of Staff Development and Title II, Lisa Churchwell; Coordinator of Assessment and Accountability, Jan Chapman; Instructional Specialist for Race to the Top, (To Be Named). Adjustments to this leadership/management team may occur as we progress through the RTTT process.
 - **Strategies for monitoring implementation**
 - In addition to any statewide evaluation efforts for RTTT, Bay District Schools intends for each work plan to be monitored by the team assigned to it. Each team is led by a work plan leader and consists of multiple members. These groups of people have been involved in the work group from the very beginning so they understand the goal from conception to inception and ultimately, to its implementation.
-
- **An overall implementation timeline** (i.e., Summary of Year One, Year Two, Year Three, 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.
 - *Please see Summary on page 15 (next page)*

Bay District School's Race to the Top Implementation Timeline

RACE TO THE TOP



Project 10
PD

Revise In-Service Plan
Provide training FPSPD
Implement new teacher induction plan
Provide PD in lesson study, diff. instr., quality assessment, using LIIS, data analysis, etc.

Participate in state-led FPSPD

Revise In-Service Plan based on protocol review

Expand STS to provide PD
ID cadre of lesson study facilitators
Create lesson study fidelity checks
Train stakeholders in new evaluation system
Develop timetable for evaluating PD
Revise PD
Report PD to DOE

Implement, evaluate, revise in-Service Plan
Provide PD in common core
Use evaluation data to plan PD, change practice and analyze student learning
Report data on changes in practices and student ach. based on PD

Plan PD based on RTTT goals and results of evaluation systems

Plan PD based on many different data points

Project 9
Human Capital

Committee established for staffing plan
Bargain staffing plan and diff. pay incentives w/ union
Obtain approval Board
Submit staff plan to DOE

Committees established to draft comp system
Develop plan, process, and timeline for human capital decisions

Negotiate compensation sys. & timeline
Determine evaluation role in comp. sys
Submit to DOE

Begin implementation

Fully implement system

Project 8
Evaluations

Committees established
Timeline created
Submit draft May 1

Stakeholders review and input

Consult with FLDOE revise eval. and 11/12 implementation plan

Revisit eval system to ensure compliance w/MOU
Implement w/subject areas w/student growth measures

Extend evaluations w/additional groups

Fully implement evaluation systems

Project 7
Ed Prep

Teacher Prep committee develop plan

Teacher Prep Committee
Create training/provide training
Create bank of mentors
Assign based on guidelines
Provide data to DOE

Monitor Teacher Prep system

Monitor Teacher Prep system

Monitor Teacher Prep system

Sept-Dec 2010

Jan- Mar. 2011

Apr- June 2011

2011-2012

2012-2013

2013-2014

2014-

Project 6
Student Growth Data

Research software options for PD, LIIS, etc.

Programmer develop system to show student growth

Name LIIS system
Plan its use. etc.

Research/Purchase PD software

Provide longitudinal data
Report LIIS data to state

Use LIIS and software systems

Use LIIS and software systems

Project 5
Single Sign In

Report single-sign in data

Report data and issues
Develop implement. plan

Provide feedback to DOE

Test single-sign in w/ DOE

Use single-sign in

Project 4
EOC DATA

Evaluate readiness for computer-based assess. (CBA)
Study current bandwidth

Configure hardware to meet specs of CBA
Train test coordinators
Develop testing schedules

Develop plan for schools to acquire technology for CBA

Hardware and capacity for online testing
Bandwidth plan

Continue preparedness for comp. testing

Continue preparedness

Maintain preparedness

Project 3
STEM

ID accelerated STEM needs, training, teachers
Establish STEM baseline data

ID STEM teachers

Train teachers

Implement new
Train next cadre

Implement new
Train next cadre

Implement new
Train next cadre

Compare beg and end data

Project 2
CTE

ID industry & school need
Research IC cost
Submit Timeline (IC=Industry Certification)

Develop program of study ID, recruit, PD candidates
Est. IC cost /Secure funds
Provide PD

Implement, support CTSO
Procure lab materials

Implement new program
Investigate 7/8 expansion
Evaluate performance on EOC/ IC

Monitor/expand CTE program

Maintain program

Document program results
Continue implementation

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

- 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.
 - Note: Detailed budgets for each activity have been submitted in the web-based system and each activity does have the budget information requested; however, here is a summary budget for all years of the grant.

Project	Year 1	Year 2	Year 3	Year 4
Project 1 (N/A)	N/A	N/A	N/A	N/A
Project 2 (CTE)	\$72,347.00	\$12,911.00	\$86,604.00	\$25,965.00
Project 3 (STEM)	\$11,404.00	\$11,404.00	\$11,404.00	\$11,404.00
Project 4 (Bolster Tech)	0	0	0	0
Project 5 (Single-Sign On)	0	0	0	0
Project 6 (Data System)	\$158,269.00	\$207,133.00	\$170,984.00	\$175,548.00
Project 7 (Educator Preparation)	\$5,598.00	\$6,300.00	\$3,300.00	\$1,000.00
Project 8 (Evaluation Systems)	\$14,711.00	\$129,363.00	\$56,737.00	\$37,601.00
Project 9 (Human Capital)	\$3,361.00	\$13,168.00	\$16,830.00	\$12,104.00
Project 10 (Professional Development)	\$220,944.00	\$246,189.00	\$181,746.00	\$178,552.00
Project 11 (N/A)	(N/A)	(N/A)	(N/A)	(N/A)
Project 12 (N/A)	(N/A)	(N/A)	(N/A)	(N/A)
Project 13 (Charter Schools)	\$18,820.00	\$27,500.00	\$25,000.00	\$25,000.00

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

Enter narrative for (A)3. here:

**(A)3 Evaluate Progress of Implementation
Panhandle RTTT Coalition**

Member districts are committed to adhering to the projected implementation and evaluation components documented within the individual RTTT applications. On-going review by each of the individual district work teams will assure that corrections and adjustments are made in any area of deficiency or non-compliance. Each Coalition member will identify a representative from the district work team who will assume primary responsibility for coordination of evaluation efforts within that district. It is anticipated that, in turn, the “coordinator” will be responsible for evaluating each of the 13 projects for which Work Plans have been developed. Please see each Work Table for the personnel assuming primary

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

responsibility for a particular project. These responsibilities include Coalition and District tasks.

**(A)3 Evaluate Progress of Implementation
Bay District Schools**

Please see each Work Table for the personnel assuming primary responsibility for a particular project.

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

Enter narrative for (A)4. here:

**(A)4 Sustainability
Panhandle RTTT Coalition**

The sustainability of the RTTT reform efforts is inherent in the program design for the Panhandle Coalition. The plan incorporates components of both programmatic and fiscal sustainability and anticipates that a well-established Panhandle Coalition will continue well beyond the grant-funded period. Throughout the four year course of RTTT funding, members of the Coalition—as a group and as individual school districts—will be involved in the development, implementation and evaluation of a myriad of programs and activities that support the identified reform efforts. Those include, but are not limited to: STEM instructional programs; Career and Technical Education academies; data portals; and, evaluation systems including End of Course exams, test item banks and other evaluation and assessment systems. Instructional standards and the complementary evaluation systems will be adopted and aligned. Processes and procedures to assist struggling schools will be in place, as well as the means to validate that assistance. Curricula—from Pre-K through 16—will be aligned to assure articulation and to support student readiness for college and careers. All of these components will remain in place for decades—long after the initial grant funding period concludes. Coalition members are committed to implementation projects that require minimal recurring costs. Rather, the emphasis is on utilizing grant funding to develop strategies and programs that will be sustained through realignment of resources.

**(A)4 Sustainability
Bay District Schools**

Bay District Schools has had an understanding from the very beginning that all efforts must be sustained. Our belief is that our funding choices are appropriate and will be sustainable in the future. To support the intense needs in the first four years of the reform movement, we have invested funding in support personnel to both manage the project and meet the goals of the project. Once the funding is complete and as the new system becomes the primary system, we anticipate personnel being absorbed into the system via normal attrition; grant personnel responsibilities become integrated into existing personnel's responsibilities. After the intense professional development occurs over the course of the next 4 years, the professional development system can maintain the intended course of action. Along these same lines, once stakeholders are trained on the new Local Instructional Improvement System, maintenance becomes our primary responsibility. Finally, any renewable resources that are purchased have our commitment for maintenance through other funding sources.

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

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.

Enter narrative for (A)5. here:

**(A)5 Funding Sources
Panhandle RTTT Coalition**

Integration of other funding sources will have features that are distinctive for each member of the Coalition. Possible sources of other funding that may be integrated with RTTT grant funds include, but are not limited to: Carl Perkins Career and Technical Education grant funds: SAI; IDEA; Title II; class size funding; FEFP; AP/IB add-on funding; and, CAPE funding. Support for qualified students may also be available through local Workforce Development Board Youth Programs. Member districts will, when appropriate, also pursue additional support from corporate and private sources as well as Legislative and other public sector funding.

**(A)5 Funding Sources
Bay District Schools**

In addition to the funding sources mentioned above, Title I, Advanced International Certificate of Education (AICE)/Dual Enrollment and IDEA will also be explored. Bay District Schools plans a reallocation of current funds to support RTTT reform initiatives.

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

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.

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

Work Plan Table

Bay District Schools does not have any schools identified as lowest –achieving; therefore we will not be completing this work table. We are employing formative assessment and the principles of lesson study into section (D)(5).

Project 1/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).

Please indicate one LEA point of contact for this Project.

Name:

Title:

Phone #:

E-mail Address:

N/A

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.

Deliverables (minimum required evidence):

1. 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.
2. 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.
3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study
4. Submission of one 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.

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 nd Quarter	3 rd Quarter	4 th Quarter			
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 nd Quarter	3 rd Quarter	4 th Quarter			
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
Supporting Activities (indicate each year)	2010-11			2011/12	2012/13	2013/14

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

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

Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	N/A	N/A	N/A	N/A	N/A	N/A

Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	N/A	N/A	N/A	N/A	N/A	N/A

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Supporting Narrative (optional):
Panhandle RTTT Coalition:
 While this goal is optional for any district without schools designated in the “persistently lowest-achieving school” category, the Panhandle Coalition has elected to initiate the Lesson Study process as a “best practice” in professional development. Supporting activities held in common are located in (D)(5). The extent to which Lesson Study is addressed in-depth will be a district-by-district decision. However,

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

the Panhandle Coalition has created an order of operations that includes a methodology for implementation of Lesson Study. While each of the member districts is unique and at a different stage of implementation, this order of operations ensures that the five Panhandle districts are using the same process. Deliverables and supporting activities to expand Lesson Study and support achievement goals are documented in (B)(3)1 and (D)(5). Universal components are noted in the Coalition proposal. Please see member district Work Plans for specific personnel, support activities, budget and appendices if applicable.

Bay District Schools:

Bay District Schools does not have any schools identified as lowest –achieving; therefore we will not be completing this work table. We are employing formative assessment and the principles of lesson study into section (D)(5).

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

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

Work Plan Table

Project 2

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

Please indicate one LEA point of contact for this Project.

Name: Daina Weaver

Title: Career and Technical Education Council Director

Phone #: 850-769-1551 extension 2876

E-mail Address: dcooke-weaver@gulfcoast.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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of K-12 and Adult Instructional Services	X	X	X	X	X	X
Director of Career and Technical Education	X	X	X	X	X	X
Coordinator of Staff Development	X	X	X	X	X	X
STEM Subject teachers	X	X	X	X	X	X
High School Administration	X	X	X	X	X	X
High School Guidance Counselor(s)	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.

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

1. Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Identify STEM related local/regional industry needs	X					
b) Research STEM programs to meet local/regional industry needs	X					
c) Analyze and identify high school to implement new STEM program	X					
d) Identify new STEM program (Environmental Resources and develop Year of Planning (timeline) procedures for implementing Environmental Resources	X	X				
e) Create and submit 4-year timeline and implementation plan		X	X			
f) Develop a Program of Study for STEM Environmental Resources.		X	X			
g) Research and contract with Environmental Resource consultant to assist with development and implementation of Environmental Resource STEM program		X	X	X		
h) Monitor, evaluate and modify as needed to the Program of Study for STEM Environmental Resources				X	X	X
i) Develop and increase partnership/advisory board with Biotechnology-Environmental Industry.		X	X	X	X	X
j) Recruit and identify STEM (Career and Technical Education and Core Academic) teacher(s)		X	X	X	X	X

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

k) Provide examination costs and travel for identified STEM teachers who need to take required subject area certifications based on Environmental Resources teacher certification requirements		X	X	X	X	X
l) Investigate and evaluate alternative certification options for prospective educators coming from industry (i.e. Local district teaching certification approved by Florida Department of Education)		X	X	X		
m) Provide continuous Professional Development (trainings) such as dues and fees and travel associated with University of Florida’s Biotechnology summer training , Florida Banner Center of Agriculture Biotechnology for teaching strategies, as well as the STEM conference for new and innovative best practices		X	X	X	X	X
n) Provide Professional Development for guidance counselors and school administrators on STEM Environmental Resources curriculum, scheduling, Program of Study, and industry needs		X	X	X	X	X
o) Develop a school-created marketing plan for recruitment of students from feeder middle schools and current students		X	X	X	X	X
p) Identify expansion opportunities for STEM program (Environmental Resources) and revise timeline for expansion of STEM program				X	X	X
q) Purchase initial and future needs necessary for Environmental Resource lab such as furniture, lab kits, teacher computer/printer/projector, supplies, etc. (Please see pages 3-10 of the Appendix for complete DOE M-DCPS Facilities Design and Standards list for the Environmental Resources lab set up)			X		X	
r) Register STEM Environmental Resources as a Career and Professional Education Career Academy (CAPE)				X	X	X
s) Expand, implement and /or maintain additional sections of STEM Environmental Resources course offerings through examination costs and travel for new teachers					X	X
t) Implement, support, and maintain			X	X	X	X

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

Career and Technical Education Student Organizations (CTSO) through travel to district, regional, state and national competitions and events sponsored by the CTSSO						
u) Evaluate and investigate expanding the Program of Study to include 7 th and 8 th grade. Evaluate and investigate introducing a Senior Year Internship and/or Dual Enrollment course(s).				X	X	X
v) Evaluate and analyze student performance on the core academic End of Course (EOC) exams and industry certification exams to determine areas of concentration for the upcoming year				X	X	X
w) Research additional funding sources outside the four year grant to assist with reoccurring annual costs. Develop a financial plan to provide sustainability for the program at the completion of the fourth year of the grant.	X	X	X	X	X	X

2. Deliverable (required): Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Research and determine industry certification requirements and related costs.	X	X				
b) Research and estimate the number of industry certifications to be taken annually		X	X	X	X	X
c) Research and secure funding for industry certifications		X	X	X	X	X

3. Deliverable (required): Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) District and school to follow Program of Study.		X	X	X	X	X
b) Create and conduct an annual evaluation of the program to determine student achievement. Modifications and			X	X	X	X

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

adjustments will be made according to evaluation recommendations.						
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Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$405	\$71942	\$12911	\$82604	\$25965

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)*

Bay District Schools, Gulf Coast Workforce Board and Gulf Coast College collaboratively spent one year researching the industry needs of the three region area (Bay, Gulf and Franklin) in terms of Career and Technical Education. As a result a recommendation was made to hire a Director of Career and Technical Education (CTE). The CTE Director will be a vital component to the implementation, progress and sustainability of all existing and new CTE programs. Bay District Schools have not had a person in this position in previous years.

STEM support in Bay County is growing. FSU Panama City and community members have created a STEM committee designed to move forward and expand our area’s STEM initiatives. The CTE Director and Bay District School staff serves on the committee. For future program sustainability, there will be availability of Carl D. Perkins funds in subsequent years to support the STEM program. Once the program is registered as a CAPE academy, there will be funding earned for industry certification. Finally, we already have commitment from industry partners/advisors and plan to actively seek out more.

Supporting Narrative (optional):

RTTT Panhandle Coalition:

All five districts in the Panhandle Coalition developed guiding points for adding a new CTE program. All five districts in the Panhandle Coalition will investigate current participation in CTE programs. The process will include:

- Researching the needs of industry in the immediate community and state.
- Preparing and sharing programs of study for each curriculum/career pathway.

In addition to the guiding points, the five district coalition group discussed and evaluated the concern of duplication of programs across our area. This discussion proved to be important in Bay District’s decision to move toward Environmental Resources CTE program, which was better matched with Bay County needs.

Bay District Schools

Bay District Schools carefully selected the STEM program that met both the goals of Expansion of STEM Career and Technical Program Offerings – (B)(3)4 and goals of Bay District student achievement. The district’s research revealed renewable energy and environment to be a high-wage, high-growth sector for the Northwest region of Florida. According to data provided by Florida Great Northwest, “a significant market growth rate is forecasted for this sector as the U.S. struggles with energy independence and as Florida assumes leadership in this arena.” Northwest Florida has been identified as having the world’s largest plantation-style pine forests. As wood gains more attention as a renewable fuel source of bio-fuels for both electric power generation and as a replacement for petroleum-based product, the revitalization of the timber industry is a much-anticipated opportunity for Northwest Florida’s renewable energy strategy.

Bay District Schools has one PreK-12 School, Deane Bozeman School. The school is located in the northern section of Bay County and is a true community school. Bozeman’s school mascot is a “buck”, which could not have been a better choice. Many of the students, both male and female, have grown up hunting, fishing, living on the land and developing a true love for the environment. Bay District Schools decided that the Environmental Resources STEM program and Deane Bozeman School made for a great match. Currently,

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

Deane Bozeman offers one Career and Technical Education program and is interested in developing a program structured around Agriculture. It is important to provide Bozeman the funding for the Environmental Resources program set up as there are gaps in their ability to do so. First, Bozeman does not possess the necessary Furniture, Fixtures, Equipment, Computers, Materials and Supplies to implement the Environmental Resources STEM program. Also, the school does not have an Agriscience certified teacher to teach the second, third and fourth year courses in the Environment Resource program. But they do have the motivation to make a new program work and sustain it after the grant is complete.

Funding for this project will have many benefits. First it provides the school a complete set up of the lab and instructional staff necessary for students to achieve the Environmental Resources industry certification. Funding also assists teachers in both the initial teacher certification need as well as future growth in year 3. Professional development for program teachers is helpful for them to be current in the teaching strategies and best practices in the area of STEM and the Environmental Resources program. Bozeman students benefit from funding for the mere fact this population of students is overlooked many times when advanced education is discussed. As a rural area, students do not often have access to advanced course offerings and their parents cannot transport them to places that do. However, by creating the STEM Environmental Resources program for the Bozeman students, they will be afforded the opportunity to engage in advanced education during a normal school day. By creating this program, Bozeman students will not be discriminated based upon circumstances that are not a result of their own doing.

Career and Technical Education Student Organizations (CTSO) are an integral component of all Career and Technical Education programs. The CTSO will play an important part in preparing Bozeman students to become productive citizens and to assume roles of leadership in their community. The CTSO will provide a unique program of career and leadership development, motivation, and recognition for Bozeman students. CTSOs have been proven to be extremely effective instructional tools within Career and Technical Education programs. CTSO activities are considered to be more curricular or co-curricular, not extra-curricular. Especially with the Bozeman population, extra-curricular is a problem for students. The CTSO will provide Bozeman students the opportunity to develop strong leadership skills, work ethic, responsibility, self confidence, develop self confidence, and provide a positive atmosphere and the opportunities to be recognized for their work.

With the length of the grant and funding amounts available, we feel it is extremely important to contract the services of an “expert” in the field. An expert consultant will help provide Bay District Schools and Bozeman with the roadmap of “how to” and “what if” situations. Having the opportunity to avoid financial mistakes will enable the district to follow through the entire plan with confidence. Financial blunders could potentially delay the implementation of the STEM Environmental Resources program at Bozeman.

Bozeman School, Bay District Schools and Industry partners will continue to maintain and grow the STEM Environmental program. There is the commitment by all parties to make Bozeman the model school of STEM programs not just locally but statewide. There are many other schools with the same demographics as Bozeman and those schools are also overlooked many times as a school of “advanced education.” The opportunity to bring this program to a K-12 school, like Bozeman, will enable the program to expand to the elementary level. That is the goal and direction of all the Bozeman stakeholders.

Bay District Schools in confident that the Environmental Resources program will best serve the industry needs and most importantly, the needs of Deane Bozeman students and community. Offering this STEM program to students who have a passion for the environment and making the connections to math and science will move them into an area that would not have been made available to them otherwise. Many times our Career and Technical Education programs and students are overlooked when college is mentioned. It is the belief of Bay District Schools that the Environmental Resources STEM program to be implemented at Deane Bozeman School will tap into an area of our student population that is extremely worthy of consideration in the area of STEM.

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

Charter Schools Statement:

We have **five** Charter Schools that **are** participating in Bay District Schools Race to the Top efforts. Project 2 is one in which they can be included for purposes of district compliance, but they are not required to meet this requirement as an individual school. Since Bay District Schools predicts that the new Environmental Resources program will be placed at Deane Bozeman School, this does not include the Charter Schools and is in keeping with the MOU requirement from DOE.

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

Please see Appendix page numbers 3-10 for the DOE provided M-DCPS Facilities Design and Standards list-BIOTECHNOLOGY PROTOTYPICAL FF&E. This list includes all the lab furniture, lab materials, etc. required to establish the Environmental Resources program.

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

Work Plan Table
Project 3
MOU Criterion: Increase Advanced STEM Coursework – (B)(3)5.

Please indicate one LEA point of contact for this Project.
Name: Paula Weaver
Title: Staff Training Specialist: Science
Phone #: 850-872-4100
E-mail Address: weavepj@bay.k12.fl.us

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Specialists: Math, Science, Secondary	X	X	X	X	X	X
Project Director for RTTT	X	X	X	X	X	X
High School Guidance Counselors		X	X	X	X	X
STEM Subject Teachers		X	X	X	X	X
High School Principals		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.

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

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

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.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Analyze student/community needs related to accelerated STEM courses using applicable baseline data, Senate Bill 4. Adjusting the Math/Science course scope and sequence.	X					
b) Identify providers of accelerated STEM course teacher training: AP, IB, AICE, and DE.	X					
c) Submit timeline and implementation plan for increasing STEM acceleration courses	X					

2. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Work with schools and analyze STEM acceleration course instructional needs. Identify teachers to attend necessary training.		X	X	X	X	X
b) Provide tuition, registration, necessary manuals and training materials for (5) high school teachers selected each year by schools based on need for accelerated STEM training: Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE).			X	X	X	X
c) Provide travel, meals, lodging to identified locations for the purpose of completing accelerated STEM course training for (5) teachers selected based on school needs in AP, IB or AICE.			X	X	X	X
d) Provide newly trained teachers (AP, IB or AICE) appropriate lab materials recommended by training providers. Cost based upon average price of			X	X	X	X

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

packaged lab kits. Kits vary based on STEM area chosen by school. Purchase enables a capacity building that schools then maintain.						
e) Implement additional accelerated STEM course(s) in high schools in AP, IB or AICE.				X	X	X
f) Assist schools in yearly data analysis of accelerated STEM courses offered. Monitoring to maintain an adequate quantity of trained teachers, student population growth and success rate, and comparison of baseline data to end of grant date.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$11404	\$11404	\$11404	\$11404

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)*
 Training an adequate number of highly qualified teachers in accelerated STEM content and methods and incorporating applicable courses into established college preparatory programs will contribute to increasing the number of successful students. Success in these accelerated STEM courses will sustain the program. By choosing accelerated courses based upon relevant data that compliment each school’s needs, high student pass rates will provide a renewable course of funding.

Supporting Narrative (optional):

Panhandle RTTT Coalition
 STEM subject specialists from five school districts in the Panhandle are sharing resources to increase STEM programs and courses in the area districts. This collaboration, as part of the RTTT Panhandle Coalition, has resulted in an index of STEM programs, projects and plans. In particular the group will focus on increasing the accelerated STEM courses offered in our schools.

1. We have begun identifying the needs of each school district and opportunities for inclusion of STEM accelerated coursework.
2. We plan teacher training based upon those needs as well as the capabilities of each district to offer these accelerated STEM courses.
3. By sharing our data regularly while stimulating accelerated course offerings, Coalition students will be able to take part in higher levels of education than previously offered.

Bay District Schools
 In an effort to increase the number and participation in accelerated STEM courses, Bay District Schools will collaborate with school officials to determine where accelerated coursework will benefit students. Utilizing this data, Bay District Schools STEM subject specialists working with local STEM industry personnel (Business, Military Research, Medical and Health industries, Government Contractors, Engineering firms, regional Community College and Universities) will lead to a shared vision in determining where and which accelerated STEM courses are vital. These course selection decisions will influence the progression of courses offered to Bay District students in STEM subject courses. Accelerated STEM courses will integrate into all high schools particularly where, in order to be offered, funding is necessary. These same courses will be available to students enrolled in the STEM

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

Environmental Resources program encouraging successful industry certification. With the RTTT funding, Bay District teachers are encouraged to participate in training specific for the pre-determined accelerated STEM courses. Training offered by the Advanced International Certificate of Education, College Board (Advanced Placement), International Baccalaureate, and at Universities will provide a continual supply of teachers on the cutting edge of STEM subjects. By improving content knowledge and brain researched teaching methods offered by the accelerated programs (AP, IB, and AICE) and providing lab materials for our STEM teachers and students; we will be increasing the likelihood of successful students in STEM courses and their potential STEM careers, regardless of their socio-economic status or the diversity of the student population.

Charter Schools Statement:

We have **five** Charter Schools that **are** participating in Bay District Schools Race to the Top efforts. In accordance with this project, they will be afforded the same opportunities for teacher training in accelerated STEM courses.

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

N/A

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

Work Plan Table
Project 4
MOU Criterion: Bolster Technology for Improved Instruction and Assessment – (B)(3)6.

Please indicate one LEA point of contact for this Project.
Name: David Smith
Title: Director Technology & Information Services
Phone #: 850-872-4291
E-mail Address: tech@bay.k12.fl.us

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 nd Quarter	3 rd Quarter	4 th Quarter			
LEA IT Director	X			X	X	X
LEA Coordinator of Assessment and Accountability	X			X	X	X
Director of K-12 & Adult Services	X			X	X	X
LEA Instructional Specialist for Technology	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.

1. Deliverable (required): Completion and submission of computer-based testing readiness certification through Florida’s online tool.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Bay District will use the information gathered by the Florida Certification online tool, Florida Innovates, and student computer ratio at each site to evaluate readiness for computer based testing.	X	X	X	X	X	X
b. Study internal local capacity for pretesting and testing to include	X					

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

infrastructure and bandwidth						
c. Configure hardware to meet specifications of CBT (Test Nav. 9)		X	X	X	X	X
d. Provide training for testing coordinators at schools sites		X	X	X	X	X
e. Develop schedules for testing at each school site		X	X	X	X	X
f. Develop plan for schools to acquire technology to meet testing requirements			X			
g. Hardware and capacity development plan by school to accommodate online testing				X	X	X
h. Develop bandwidth procurement plan				X	X	X

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

Sustainability Factors:

Assessment, Technology, and Professional Development members are working together to ensure computer systems are available for end-of-year assessments and to enhance student achievement. While no money is being spent on computers with RTTT funds, Bay County understands the importance of integrating technology into teacher instruction. Bay will use the Certification tool, Florida innovates, and compare student to computer ratios to identify specific needs and will purchase systems through other sources such as; 1/2 cent sales tax, Title funds, and other grants.

Supporting Narrative (optional):

Panhandle RTTT Coalition

The technology staffs of the five different Coalition districts are eager to work together to share information. Already the exchange of information has been beneficial in the planning stages of the RTTT initiative. As each district works through the next years of the grant, this collaborative spirit will be crucial to ensure the maximizing of resources.

Bay District Schools

Bay District Schools was fortunate to recently pass a ½ cent sales tax. This sales tax is intended to provide necessary technology for schools and classrooms. Bay District will use the information gathered by the Florida Certification on-line tool, Florida Innovates, and student computer ratios at each site to evaluate readiness for computer based testing and classroom instruction. Based on the certification tool, the District has three high schools that do not have the sufficient amount of computers for end-of-course assessments. Grants will be used to purchase computers for each of the schools. The Oversight Committee for the ½ cent sales tax will use all of the data gathered from the various surveys to determine how the funds will be spent to enhance the technologies in the classrooms to support instruction and the integration of technology. The district uses hardware and software monitoring systems to watch individual school and Internet bandwidth usage. ERate funds have been used in the past to support bandwidth capacity.

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

Charter Schools Statement

We have **five** Charter Schools that **are** participating in Bay District Schools Race to the Top efforts. They have elected to be included as we work to bolster technology for improved instruction and assessment.

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

N/A

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

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).

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

Work Plan Table
Project 5
MOU Criterion: Improve Access to State Data – (C)(2)

Please indicate one LEA point of contact for this Project.
Name: David Smith
Title: Director Technology & Information Services
Phone #: 850-872-4291
E-mail Address: tech@bay.k12.fl.us

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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
LEA IT Director	X	X	X	X	X	X
LEA Network Staff	X	X	X	X	X	X
LEA Charter Schools Contacts	X	X	X	X	X	X

**RACE TO THE TOP
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)1.

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

1. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	a) Provide Reporting of utilization by staff of resources available via single sign-on technologies		X	X	X	X
b) District Analysis of affected systems with Needs Analysis				X		

2. Deliverable (required): Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	a) Provide feedback to DOE relating to single sign-on deployment and issues			X	X	X
b) Provide GAP analysis of ability to provide single sign-on to DOE and state resources				X		
c) Develop plan for implementation of single sign-on with state resources				X		

3. Deliverable (required): Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

a) Schedule testing of single sign-on with DOE resources							X
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4. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Open integration of local systems to available state resources using single sign-on						X

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

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

Supporting Narrative (optional):
Supporting Narrative (optional):
RTTT Panhandle Coalition:
 The Coalition will work together to support in the development of a single sign-on.

Bay District Schools:
 Bay District Schools will develop a single sign-on.

Charter Schools Statement
 We have **five** Charter Schools that **are** participating in Bay District Schools Race to the Top efforts. They have elected to be included as we work to bolster technology for improved instruction and assessment.

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

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

Work Plan Table
Project 6
MOU Criteria: Use Data to Improve Instruction – (C)(3)(i) and (iii)

Please indicate one LEA point of contact for this Project.

Name: Patty Turbeville
Title: Instructional Specialist for Technology
Phone #: 850-872-4558
E-mail Address: turbepa@bay.k12.fl.us

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 nd Quarter	3 rd Quarter	4 th Quarter			
LEA IT Director	X	X	X	X	X	X
LEA Data Processing Staff	X	X	X	X	X	X
LEA Charter Schools Contact	X	X	X	X	X	X

**RACE TO THE TOP
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)1.

1. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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 of the report 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					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) The LEA will report to FLDOE the current instructional improvement systems currently being implemented			X			
b) The LEA will use a curriculum- focused programmer to produce/create a portal for systems that are easy for students, teachers, parents, and principals to use and show growth of disaggregated data by subject and demographics. The programmer will be supported with the purchase of a computer and necessary software (Visual Studio), along with crucial professional development and ample opportunities for travel to partnering districts for collaboration.		X	X	X	X	X

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

c) The LEA will research/purchase software (vendor such as; TrueNorthLogic, iObservation) to add robust reporting and analysis tools to capture information for ongoing process improvement and compliance reporting of professional development. This will add a vital piece to the identification of the essential professional development needed by individual teachers and the actual use of the professional development in the classroom setting.			X	X	X	X
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2. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) LEA will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	X				X	X
b) The LEA will complete Department required assessments and surveys in order to verify minimum requirements					X	X

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

3. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
The LEA will provide data from longitudinal data systems as requested by the Department.					X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$81635	\$76634	\$207133	\$170984	\$175548

Sustainability Factors
The LEA plans to use RTTT funding to pay for the programmer necessary to build and integrate the LIIS. Once the LIIS system is created, the LEA will utilize current staff to maintain, enhance, and modify. Initial software will be funded by RTTT funds; however, Bay District Schools intends to plan for integration of future funding into the district budget.

Supporting Narrative (optional):

RTTT Panhandle Coalition:
The Coalition will work together to support in the creation of a portal for systems that are easy for students, teachers, parents, and principals to use and show growth of disaggregated data by subject and demographics.

Bay District Schools:
Bay District Schools will provide a programmer to work with the other coalition programmers. RTTT funds will be used for the programmer to travel and meet with coalition members in order to support in the production of the portal that allows students, teachers, parents, and principals to use and show growth of disaggregated data. The programmer will also build the portal to gather requested data from Local Instructional Improvement System (LIIS) and longitudinal data systems to the Department as requested and research, purchase and/or create a program for reporting and analyzing professional development. RTTT funds will be used to purchase a computer and specialized software for the programmer (visual studio). RTTT funds will also be used to purchase professional development management software (TrueNorthlogic, iObservation). This software will add a vital piece to the identification of the essential professional development needed by individual teachers to support classroom instruction and student achievement.

Charter Schools Statement
We have **five** Charter Schools that **are** participating in Bay District Schools Race to the Top efforts. They have elected to be included as we work to use data to improve instruction.

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

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

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).

RACE TO THE TOP
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

RACE TO THE TOP
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

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

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).

RACE TO THE TOP
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

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

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.

RACE TO THE TOP
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

RACE TO THE TOP
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).

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.

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

Work Plan Table
Project 7
MOU Criterion: Provide Support for Educator Preparation Programs – (D)(1)(ii)

Please indicate one LEA point of contact for this Project.
Name: Lisa Churchwell
Title: Coordinator of Staff Development and Title II
Phone #: (850) 872-4266
E-mail Address: churcl@bay.k12.fl.us

Project Goal: The LEA will improve the support of candidates in teacher preparation programs by collaborating with providers in assigning effective personnel as mentors and supervising teachers and using candidate performance data for program improvements.

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Coordinator of Staff Development and Title II/ Executive Director Human Resources	X	X	X	X	X	X
Director of MIS		X	X	X	X	X
Representatives from University/College Educator Preparation Programs and BEACON		X	X	X	X	X
Selected Teachers and Principals		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.

1. Deliverable (required): Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Establish a committee of university/college teacher preparation representatives, district level administrators, principals, and teachers and charge the committee with the development of a collaborative plan that includes the process for selecting, assigning, and compensating supervising teachers		X	X	X	X	X
b) Contract with a consultant to facilitate the development of the collaborative plan and accompanying guidelines		X	X	X	X	
c) Develop guidelines for assigning supervising teachers and survey selected potential candidates to identify needed professional development and support		X	X			
d) Survey selected student teachers to identify possible areas of need and support		X	X			
e) Collect and review sample compensation plans for supervising teachers from other colleges/universities and districts		X	X			
f) Formulate the collaborative plan and update annually to ensure that supervising teachers have the highest level of credentials and qualifications and include only those teachers who achieve a highly effective (preferred) or effective performance appraisal on the revised teacher evaluation			X	X	X	X
g) Obtain commitment of participating institutions and Board to implement the collaborative plan as outlined				X	X	X
h) Provide the required training (i.e. Clinical Educator Training, Peer Mentor Training) to interested and qualified teachers as agreed to in the collaborative plan and as a specified in the Bay District Master Plan for Inservice				X	X	X

2. Deliverable (required): Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X

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

clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Charge the collaborative committee (see preceding Deliverable) with the task of developing a comprehensive list of the qualifications and required trainings that will be obligatory for supervising teachers and peer mentors for teacher and principal leadership candidates ensuring that only candidates with highly effective (preferred) or effective performance ratings on revised appraisal systems will be considered			X	X	X	X
b) Obtain commitment of participating institutions and Board to implement the collaborative plan as outlined			X	X	X	X
c) Develop and maintain a data base of teachers, including National Board Certified Teachers (NBCT), and principals who achieve a highly effective (preferred) or effective status on revised performance appraisal systems and who meet the required training guidelines			X	X	X	X
d) Provide the required training (i.e. Clinical Educator Training, Peer Mentor Training) to interested and qualified teachers and principals as agreed to in the collaborative plan and as specified in the Bay District Master Plan for Inservice			X	X	X	X

3. Deliverable (required): Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Develop a document that outlines and describes the qualifications and trainings that will be required for teachers and principals to supervise interns or serve as a peer mentor and incorporate into applicable Board approved manuals and				X		

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

policies						
b) Construct and maintain a bank of qualified teachers, peer mentors, and principals based on the established criteria ensuring that only teachers and principals who have achieved highly effective (preferred) or effective ratings on the revised performance appraisals are included				X	X	X
c) Provide training to appropriate personnel regarding the requirements for selection and bank of qualified supervising teachers and mentors				X	X	X
d) Select and assign supervising teachers and peer mentors based on the approved guidelines				X	X	X

4. Deliverable (required): Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
a) Coordinate with MIS to establish the necessary process and procedures for reporting the teachers and principals who are selected to supervise or mentor				X	X	X
b) Train school level personnel regarding the completion of and timelines for the data element				X	X	X
c) Review data collection and reporting guidelines at the district level to ensure that the reported data are complete, accurate and delivered on time				X	X	X
d) Compile and report data as directed by FLDOE				X	X	X

5. Deliverable (required): Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

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

collective bargaining, if applicable):	Quarter	Quarter	Quarter			
a) Survey participants and compile available data about program completers in order to assess the effectiveness of the district’s alternative certification and leadership programs and submit reports as required by FLDOE				X	X	X
b) Review applicable student performance data and teacher and principal revised evaluation data of program completers in order to assess the effectiveness of the district’s alternative certification and leadership programs and include data compilation in required FLDOE reports				X	X	X
c) Utilize data to make improvements to the district’s alternative certification and school leadership programs and to professional development activities				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$5598	\$6300	\$3300	\$1000

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)*

It is not anticipated that additional funding for the sustainability of project goals and activities will be required beyond the RTTT deadline. District and Title II funds will support the ongoing activities of the project.

Supporting Narrative (optional):

RTTT Panhandle Coalition:
 Representatives from the five member districts met and discussed the commonalities and differences among members regarding the current educator preparation programs, relationships with universities and colleges, and selection of and qualifications for supervising teachers, peer mentors and principals. It was determined that the activities of this project could best be expedited through the cooperative efforts of RTTT Panhandle Coalition human resource representatives. It is anticipated that joint efforts might include collaborative agreements with colleges and universities; alternative certification program development; and, procedures for selecting and assigning supervising or peer teachers and mentor teachers and principals.

Bay District Schools:
 Bay District will continue to partner with Florida State University, University of West Florida, Chipola College, Troy State University, Montevallo College, Gulf Coast Community College and other teacher preparation institutions in an effort to ensure that teachers entering the workforce are well-prepared and well-supported. With that goal in mind, Bay District will lead the way in establishing a committee of university/college teacher preparation representatives, district level administrators, principals, and teachers and charge the committee with the development of a collaborative plan that includes the process

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

for selecting, assigning, and compensating supervising teachers. Also included will be the assurances that only effective and highly effective teachers who have received Clinical Educator and Peer Mentor Training will be assigned to supervise student teachers and mentor beginning teachers. Furthermore, Bay District will partner with institutions of higher learning to promote educational leadership programs that produce highly effective leaders who have the skills and expertise to mentor new and aspiring principals. A bank of highly effective teachers and principals who have the required qualifications and training will be compiled and available for supervising and mentoring responsibilities.

Bay District will also focus on the effectiveness of the alternative certification programs (BEACON) and school leadership programs currently in place and use available data for continuous program improvement. Participation in state RTTT activities regarding these initiatives will be included.

Charter Schools Statement

We have **five** Charter Schools that **are** participating in Bay District Schools Race to the Top efforts. They have elected to be included as we work to provide support for educator preparation programs.

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

n/a

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

Work Plan Table
Project 8
MOU Criteria: Improve Teacher and Principal Evaluation Systems – (D)(2)(i)(ii)(iii)

Please indicate one LEA point of contact for this Project.
Name: Dr. Tommye Lou Richardson
Title: Executive Director for Human Resources
Phone #: (850) 872-4223
E-mail Address: richatl@bay.k12.fl.us

Project Goal: The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.

Deliverables (minimum required evidence):

1. A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist at the end of the template document.
2. A timetable for implementing the teacher evaluation system.
3. A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist at the end of the template document.
4. A timetable for implementing the principal evaluation system.
5. Annually report evaluation results for teachers and principals through the regular student and staff survey.
6. Submit revisions to the teacher and principal evaluations annually, if revisions are made.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Executive Director Human Resources	X	X	X	X	X	X
Deputy Superintendent	X	X	X	X	X	X
Coordinator of Assessment and Accountability	X	X	X	X	X	X
Instructional Specialist for Student Performance Measures	X	X	X	X	X	X
Collective Bargaining Teams	X	X	X	X	X	X
Selected Teachers and Principals	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.

1. Deliverable (required): 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	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			No later			

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

in the MOU in (D)(2)(i)-(iii).			<i>than May 1</i>			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Establish a committee of principals, district level administrators, and teachers (union representatives) and charge the committee with the development of a draft teacher appraisal system	X	X	X			
b) Employ contracted consultant to facilitate the work of the committee and to assist with the completion of MOU requirements and timelines regarding teacher evaluation		X	X	X	X	X
c) Research best practices and review sample appraisal systems		X				
d) Determine the teacher evaluation components and accompanying student growth percentages (35%/15% to 40%/10% by the end of the grant) of the appraisal system so as to ensure that student growth measures are the primary factor of the evaluation system according to RTTT MOU guidelines		X	X			
e) Develop a phase in timeline where the student growth evaluation component will be implemented for teachers of FCAT grade/subjects and teachers of courses that have state provided EOC assessments in 2011-12; teachers of core courses not measured by state and national assessments in 2012-13; and teachers of non-core courses and remaining teachers for full implementation in 2013-14			X			
f) Include the application of value added measures of teacher level student growth in calculations as they are piloted and approved by FLDOE				X	X	
g) Contract with vendors and consultants as an individual district or in partnership with a coalition of districts to develop student growth assessments and value added measures for core courses not assessed by FCAT or state EOC assessments and for assessments and value added measures for hard to				X	X	X

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

measure, non-traditional courses						
h) Develop the principal’s evaluation component of the teacher appraisal system that will incorporate the core of effective practices, include the revised Florida Educator Accomplished Practices, and contain a comprehensive rating scale to include effective and highly effective		X	X			
i) Decide upon and develop additional components of the teacher evaluation system to include support for district and school improvement plans and individual professional development and growth		X	X			
j) Decide upon and develop an additional metric evaluation element to be implemented with teachers who are at a year prior to a milestone career event and determine the specifications for such an event		X	X			
k) Ensure that the evaluation rating scale reflects FLDOE guidance, is in compliance with RTTT MOU criteria, and contains a comprehensive range of ratings that includes effective and highly effective		X	X			
l) Submit the draft teacher appraisal system to stakeholders for review and input		X	X			
m) In consultation with the FLDOE contracted teacher evaluation experts and based on stakeholder input, revise the draft teacher evaluation system and the implementation plan		X	X			
n) If needed and in accordance with collective bargaining guidelines, negotiate any areas of the teachers’ contract required to bring current contract language into alignment with the revised appraisal system			X	X		
o) Develop and implement teacher and principal awareness and training programs to include an informational website, district trainings, and evaluation manuals so as to ensure accuracy and timeliness and to fully inform all personnel of the criteria and procedures associated with the appraisal			X	X	X	X

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

process before the appraisal takes place						
p) Revisit and revise the teacher appraisal system on an annual basis to ensure compliance with RTTT Final Scope of Work requirements				X	X	X

2. Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X				
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Direct the teacher appraisal system development committee to establish and maintain a timeline to ensure that the required deliverables are completed according to the mandated schedule	X	X	X	X	X	X
b) Implement the revised teacher evaluation system for teachers in grades or subject areas for which student growth measures and value added measures have been developed, piloted and approved by the FLDOE				X	X	X
c) Implement the revised teacher evaluation system for teachers who are teaching core courses that are not FCAT or state EOC assessed and for which EOC assessments and value added measures have been developed					X	X
d) Develop or purchase assessments and value added measures for hard to measure, non-traditional courses and classes and extend and revise the teacher evaluation system to include these teachers						X
e) Fully implement all components of the teacher appraisal system						X

3. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

a) Establish a committee of principals, district level administrators, and teachers and charge the committee with the development of a draft principal appraisal system	X	X	X	X		
b) Employ contracted consultant to facilitate the work of the committee and to assist with the completion of MOU requirements and timelines regarding principal evaluation		X	X	X	X	X
c) Research best practices and review sample principal appraisal systems		X	X			
d) Determine the principal evaluation components and accompanying percentages ensuring that student growth measures are the primary factor of the appraisal system according to RTTT MOU guidelines		X	X	X		
e) Develop a phase in timeline for the revised principal evaluation student growth component (35%/15% to 40%/10% by the end of the grant) that will include FCAT grade/subjects and core courses that have state provided EOC assessments in 2011-12; core courses not measured by state and national assessments in 2012-13; and non-core and remaining courses in 2013-14		X	X	X		
f) Develop the evaluation component of the principal’s appraisal system that incorporates the Florida Leadership Standards, with an emphasis on recruiting and retaining effective teachers, improving the effectiveness of teachers, and removing ineffective teachers		X	X			
g) Decide upon and develop additional components of the principal evaluation system to include support for district and school improvement plans and individual professional development and growth		X	X			
h) Ensure that the principal evaluation includes a comprehensive range of ratings that includes effective and highly effective, reflects FLDOE guidance, and is in compliance with RTTT MOU criteria		X	X			

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

i) Submit draft principal appraisal system to stakeholders for review and input		X	X			
j) Revise the draft principal evaluation system based on consultation with FLDOE contracted principal evaluation experts and based on stakeholder input			X	X		
k) Develop and implement awareness activities and training regarding the revised principal evaluation so that all personnel are fully informed regarding the assessment criteria and procedures associated with the appraisal process before the appraisal takes place			X	X		
l) Revisit and revise the principal appraisal system on annual basis to ensure compliance with RTTT Final Scope of Work requirements				X	X	X

4. Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X		
a) Direct the principal appraisal system development committee to establish and maintain a timeline to ensure that the required deliverables are completed according to the mandated schedule		X	X	X		
b) Implement the revised principal evaluation system including applicable student growth components with all principals				X		
c) Extend and revise the principal evaluation system on an annual basis					X	X
d) Fully implement all components, including all student growth measures, of the principal appraisal system						X

5. Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
a) In partnership with FLDOE, MIS and Beacon Educator, develop and revise the		X	X	X	X	X

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

data collection processes, formats and procedures so as to facilitate the required annual report of teacher and principal evaluation results						
b) Review data collection and reporting guidelines at the district level on an annual basis to ensure that reported data are complete, accurate and delivered on time			X	X	X	X
c) Report evaluation results of teachers and principals as directed by FLDOE (Survey 5)				X	X	X

6. Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) According to established timelines, submit the revised teacher evaluation systems as they are finalized and approved by the Bay District School Board			X	X	X	X
b) According to established timelines, submit the revised principal evaluation systems as they are finalized and approved by the Bay District School Board			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$2237	\$3737	\$8737	\$129363	\$56737	\$37601

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)*

Since the major components of the teacher and principal evaluation systems will be developed and in place by the completion of the RTTT timeline, it is not expected that additional funding will be required. If additional funding needs were to surface, the district would absorb the expenditures as a part of the overall district budget.

Supporting Narrative (optional):

RTTT Panhandle Coalition:
RTTT Panhandle Coalition representatives met on several occasions to review and discuss the required deliverables of Project 8. It was found that member districts varied significantly in teacher and principal

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

evaluation forms and procedures. With the specific requirements of State Reform Plans to be addressed in each district’s teacher and principal evaluation systems, it is believed that the similarities will become increasingly more apparent. All districts will be mandated to complete “Teacher and Principal Evaluation Systems Review” and submit the checklist along with their revised appraisal systems to FLDOE for review and approval. With that in mind, it will behoove districts to continue an ongoing, supportive and sharing relationship so as to maximize human and financial resources. That relationship could extend to multi-district contracts with evaluation experts for assistance with this process.

Bay District Schools:

In concordance with the idea that teachers and leaders must be well-selected, well-prepared, well-supported, well-respected, and held accountable, Bay District is committed to the development of appraisal systems that meet the MOU requirements and ensure success for every student. Appropriate stakeholders will be involved throughout the design process, so as to promote the best climate for the successful collective bargaining of the teacher evaluation protocols and acceptance of the principal evaluation design.

The committees charged with the development of the teacher and principal evaluation system will be required to incorporate the Florida Educator Accomplished Practices, Florida Principal Leadership Standards, Educator and Administrator Protocol Standards for Professional Development, and applicable research. Student growth and performance will serve as a primary factor of the evaluation systems. The “Teacher and Principal Evaluation Systems Review” found in the RTTT LEA Final Scope of Work will serve as the checkpoint to ensure that all RTTT elements are included and that the evaluation systems comply with Florida Statutes and State Board Rule.

It is anticipated that Bay District will access the expertise of the contracted FLDOE experts and contract with private consultants and vendors throughout the teacher evaluation and principal evaluation redevelopment process and as revisions are made. Participation in the Community of Practice Network meetings is also expected in order to assist district personnel in obtaining information about best practices, products, implementation challenges and possible solutions.

Although this effort will be a “work in progress” for four years, Bay District expects to have all aspects of the teacher and principal appraisal systems fully implemented at the conclusion of the RTTT timeline.

Charter Schools Statement

We have **five** Charter Schools that **are** participating in Bay District Schools Race to the Top efforts. They have elected NOT to be included in our teacher and principal evaluation efforts. Instead look to the **Project 13 Work Plan Table on pages 94-110** for the Charter School efforts in this area.

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

N/A

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

Work Plan Table

Project 9

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: Sandra Davis

Title: Deputy Superintendent

Phone #: (850) 872-4217

E-mail Address: davisssd@bay.k12.fl.us

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 nd Quarter	3 rd Quarter	4 th Quarter			
Superintendent, Deputy Superintendent, School Board			X	X	X	X
Executive Director Human Resources			X	X	X	X
Coordinator of Assessment and Accountability			X	X	X	X
Instructional Specialist for Student Performance Measures			X	X	X	X
Selected Teachers, Principals, District Level Administrators			X	X	X	X
Collective Bargaining Teams			X	X	X	X

**RACE TO THE TOP
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)1.

1. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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.			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Contract with qualified FLDOE financial consultants and private consultants to assist with the research and development of the draft compensation system for teachers that reflects the revised appraisal system and that could be financed by current salary allocations			X	X	X	
b) Establish a committee of teachers (union representatives), principals, and district level administrators and charge the committee with developing a draft teacher compensation system that ties the most significant gains in salary to effectiveness demonstrated by the adopted evaluation structure				X	X	
c) Evaluate the current teacher salary schedule and develop a draft teacher compensation system that ties the most significant gains to effectiveness on the revised teacher appraisal system and includes base pay, performance pay, supplements, differentiated pay for critical shortage areas and persistently low achieving schools				X		
d) Test the viability of the drafted teacher compensation system by running a simulation of the new appraisal system and draft new compensation system and compare to the present salary allocation in order to determine monetary impact				X	X	
e) Negotiate a teacher compensation system and implementation timeline that includes base pay, performance pay, supplements, differentiated pay and other requirements set forth in the Memorandum of Understanding (MOU)					X	--

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

in accordance with collective bargaining requirements						
f) Obtain Board approval and union ratification for the new salary schedule and compensation system for teachers					X	
g) Implement the new salary schedule and compensation system for teachers						X
h) Contract with qualified FLDOE financial consultants and private consultants as needed to assist with the research and development of the draft compensation system for principals that reflects the revised principal appraisal system and that could be financed by the redistribution of the current salary allocations			X	X		
i) Establish a committee of principals, district level administrators and teachers and charge the committee with developing a principal compensation system and implementation plan that ties the most significant gains in salary to effectiveness on annual evaluations (performance pay) and implements the statutory requirements of differentiated pay through bonuses or supplements				X	X	X
j) Evaluate the current principal salary schedule and develop a draft principal compensation system that ties the most significant gains to effectiveness on the revised principal appraisal system and includes base pay, performance pay, supplements, and differentiated pay for critical shortage areas and persistently low achieving schools				X		
k) Test the viability of the revised principal compensation system by running a simulation of the new appraisal system and draft compensation system and compare to the present salary allocation to determine monetary impact				X		
l) Finalize the principal compensation system and implementation timeline that includes base pay, performance pay, supplements, differentiated pay and other requirements set forth in the Memorandum of Understanding (MOU)				X		
m) Obtain Board approval and implement the new salary schedule and compensation system for principals					X	

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

n) Submit the Board approved teacher and principal salary schedules as directed by FLDOE				X	X	X
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2. Deliverable (required): 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).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Establish a committee of teachers (union representatives), principals and district level administrators and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for teachers as set forth in the MOU				X	X	X
b) Negotiate through the collective bargaining process, the role that the revised teacher evaluation system will play in determining human capital decisions for teachers and submit for Board approval					X	X
c) Establish a committee of principals, district level administrators and teachers and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for principals as set forth in the MOU and submit for Board approval				X		
d) Submit the revised teacher and principal evaluation systems as directed by FLDOE				X (principal)		X (teacher)

3. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14

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

activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Establish a committee of teachers (union representatives), principals and district level administrators and charge the committee with developing recommendations for a staffing plan that reflects differentiated pay for effective and highly effective teachers and principals assigned to schools having the highest percentage of low income and minority students			X	X	X	X
b) Collectively bargain the teacher component of the staffing plan and differentiated pay incentives with the teachers' union			X	X	X	X
c) Obtain Superintendent and Board approval for the initial staffing plan and as revised			X	X	X	X
d) Implement the centralized selection process and staffing plan for the recruitment and assignment of highly effective and effective teachers and principals to schools that have the highest percentage of low income students and minority students				—	X	X
e) Submit the staffing plan annually as revised and as directed by FLDOE			X	X	X	X

4. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Negotiate annual revisions to the districts' collective bargaining agreement to include how teacher evaluation data will be used to determine salary gains and inform human capital decisions as listed in the MOU					X	X
b) Submit the revised Bay District collective bargaining agreement annually to the FLDOE according to the implementation timeline			X	X	X	X

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

5. Deliverable (required): 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).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter		X (principals)	X (teachers)
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Develop the accountability formats, data collection systems, timelines and procedures required to document the effective utilization of teacher and principal evaluation results in human capital decisions				X	X	X
b) Train and monitor administrators regarding the use of evaluation results for teachers and principals in human capital decisions				X	X	X
c) Review data collection and reporting guidelines at the district level on an annual basis to ensure that reported data are complete, accurate and delivered on time				X	X	X
d) Submit the documentation of the accountability processes as directed by FLDOE				X	X	X

6. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter		X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Develop the necessary formats, data collection systems, procedures and timelines required to report the requested information about individual teacher bonuses and salary augmentations to FLDOE			X	X	X	X
b) Review data collection and reporting guidelines at the district level on an annual basis to ensure that reported data are complete, accurate and delivered on time			X	X	X	X
c) Submit the report of all bonuses and salary augmentations by teacher and as directed by the FLDOE			X	X	X	X

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

7. Deliverable (required): Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Develop the necessary formats, data collection systems, procedures and timelines required to report the requested information about terminations to FLDOE			X	X		
b) Review data collection and reporting guidelines at the district level on an annual basis to ensure that reported data are complete, accurate and delivered on time			X	X	X	X
c) Submit an annual report regarding terminations as directed by FLDOE			X	X	X	X

8. Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Develop the necessary formats, data collection systems, procedures and timelines required to report and update the requested information concerning assignment of teachers and principals			X	X		
b) Train appropriate personnel regarding the reporting and updating of teacher and principal assignments				X		
c) Review data collection and reporting guidelines at the district level on an annual basis to ensure that reported data are complete, accurate and delivered on time				X	X	X
d) Submit the reports regarding teacher and principal assignments as directed by the FLDOE			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$3361	\$13168	\$16830	\$12104

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

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)*

Since the development of the major components of this project will be completed by the end of the RTTT timeline, it is not expected that additional funding will be required. Implementing human capital reforms in the current economic downturn will be challenging. If the intent of this project comes to fruition, it will be that Bay District was successful in redistributing the district salary allocation according to the parameters of the RTTT Great Teachers and Leaders reform framework.

Supporting Narrative (optional):

RTTT Panhandle Coalition:

The members of the RTTT Panhandle Coalition generally view Project 9 as the most challenging of the thirteen RTTT projects. During Coalition discussions, members by and large expressed the belief that the district’s collective bargaining relationship and process would be the major determinant of the success of this endeavor. As districts move through the activities associated with the deliverables, the ability to share successes, challenges, implementation strategies, and products will clearly maximize available human and financial resources. That relationship could extend to Coalition meetings with FLDOE evaluation and financial specialists and to multi-district contracts with evaluation, compensation and financial experts for assistance with this process.

Bay District Schools:

Florida’s RTTT Theory of Action states, “A strategic and sustained investment in human capital will improve student achievement.” With that mantra, Bay District will move forward with the development of systems for school based teachers and principals that align the human capital decisions with student growth and effective practices. The use of evaluation results to improve how teachers and principals are hired, placed/assigned, promoted, compensated, retained, or dismissed has been considered often and even partially implemented. Albeit a challenge, Bay District plans to successfully develop a system that effectively uses data to determine human capital decisions and to involve teachers and principals throughout the RTTT process.

Bay District will access the expertise of the FLDOE contracted evaluation experts throughout the development phase and the FLDOE financial consultants to assist with the implementation component of the human capital reform. It is also anticipated that Bay District will participate in the Community of Practice meetings to share successful practices and products, as well as implementation challenges and solutions.

Redesigning compensation systems will pose the most significant hurdle for the success of this project. Bay District is committed to working in partnership with teachers and principals and to bargaining in good faith in order to achieve a fair and transparent system for using evaluation results to inform human capital decisions. In support of that assurance and as precedence for future efforts, the timeline for the principals’ evaluation and compensation plan will be implemented the year prior to the teachers’ plan.

Charter Schools Statement

We have **five** Charter Schools that **are** participating in Bay District Schools Race to the Top efforts. They have elected NOT to be included in our using data to determine human capital decision efforts. Instead look to the **Project 13 Work Plan Table on pages 94-110** for the Charter School efforts in this area.

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

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

Work Plan Table

Project 10

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: Lisa D. Churchwell

Title: Coordinator of Staff Development and Title II

Phone #: 850-872-4266

E-mail Address: churclld@bay.k12.fl.us

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

Evidence:

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Coordinator of Staff Development	X	X	X	X	X	X
Staff Training Specialists	X	X	X	X	X	X
Instructional Specialists	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.

1. Deliverable (required): A revised district professional development system that meets the requirements of <i>Florida’s Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X

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

requirements in the MOU sections listed above. See combined checklist attached.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Revise Master In-service Plan	X					
b) Provide training for selected district staff and school-based administrators to review the <i>Florida Protocol Standards for Professional Development</i>	X					
c) Participate in State led Professional Development Protocol Review		X				
d) Revise Master In-service Plan based on State Protocol Review Team’s recommendations and reports			X	X		
e) Implement, evaluate and revise the Master In-service Plan to ensure professional development activities are aligned to the <i>Florida Protocol Standards for Professional Development</i> and includes each of the content and design requirements of the MOU					X	X

2. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Plan professional development based on the elements of the MOU and results of teacher and principal evaluation systems						X
b) Implement the revised New Teacher Induction (NTI) Program and provide substitutes and stipends for teachers to attend NTI sessions and after school training.	X	X	X	X	X	X
c) Expand cadre of Staff Training Specialists (STS) to provide job-embedded onsite support and professional development to new teachers or teachers identified as “in need of assistance.” Provide training to Staff Training Specialists through attending conferences such as Model Schools conference, ASCD, Assessment, etc. Provide funds to cover dues, fees and travel expenses.				X	X	X

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

d) Continue to train school-based peer teachers to mentor new teachers annually and provide stipends and or substitutes to attend training during or after school.	X	X	X	X	X	X
e) Provide PD specifically designed to help teachers and principals in hard to staff high minority, high poverty school. May include but not limited to: assigning academic coaches, instructional coaches, PD in how to implement Lesson Study, differentiated instruction, managing the learning environment, Boys in Crisis, and Ruby Payne. Stipends and substitutes for training during and after school will be provided. Provide funds to cover dues and fees and travel expenses to attend conferences on topics such as Lesson Study, closing the achievement gap, and differentiated instruction. Provide funds to cover cost of training DVD's for implementing PLC's.	X	X	X	X	X	X
f) Provide PD in new common core standards prior to 2013-2014 statewide implementation. Stipends and substitutes for training during and after school will be provided. Provide funds for any incurred travel expenses as well as applicable dues and fees, to attend state sponsored conferences and workshops.					X	X
g) Provide PD in research-based instructional strategies and methods for implementing common core standards. Stipends and substitutes for training during and after school will be provided. Provide funds to cover dues and fees and travel expenses to attend conferences on Common Core Standards. Provide funds to cover cost of training DVD's for implementing PLC's.					X	X
h) Continue to provide PD in differentiated instruction. Stipends and substitutes for training during and after school will be provided. Provide funds to cover dues and fees and travel expenses to attend conferences on differentiated instruction. Provide funds to cover cost	X	X	X	X	X	X

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

of training DVD's for implementing PLC's to promote the implementation and evaluation of the differentiated instruction.						
i) Continue to provide PD in the principles of lesson study to teachers, school-based administrators and staff training specialists, and instructional coaches. Provide funds to cover dues and fees and travel expenses to attend conferences on topics such as Lesson Study, closing the achievement gap, and differentiated instruction. Provide funds to cover cost of training DVD's for implementing PLC's. Purchase two video cameras and tripods for each school to conduct Lesson Study.	X	X	X	X	X	X
j) Continue to provide web-based resources for principals and teachers regarding the principles of lesson study and helpful tips for successful implementation	X	X	X			
k) Provide ongoing support for lesson study with assigned staff training specialist(s) for Correct II-D and or F schools	X	X	X	X	X	X
l) Identify, train and create a cadre of school-based lesson study facilitators. Stipends and substitutes for training during and after school will be provided. Provide funds to cover dues and fees and travel expenses to attend conferences.				X	X	X
m) Create a district fidelity checklist for lesson study				X		
n) Implement lesson study fidelity checks at each school					X	X
o) Continue to provide PD in Quality Assessment Practices to new teachers and new administrators. Stipends and substitutes for training during and after school will be provided. Provide funds to cover cost of training DVD's for implementing PLC's.	X	X	X	X	X	X
p) Expand PD in Quality Assessment Practices that employs formative assessments to Response to Intervention (RtI) coaches, literacy coaches, instructional and staff training specialists (job-imbedded PD through a	X	X	X	X	X	X

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

coaching model) Provide funds to cover dues and fees and travel expenses to attend conferences on Quality Assessment Practices. Provide funds to cover cost of training DVD's for implementing PLC's on Quality Assessment Practices.						
q) Continue to provide PD in utilizing technology to collect assessment data and analyze student results using the local informational instructional system (LIIS). Stipends and substitutes for training during and after school will be provided.	X	X	X	X	X	X

3. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) The educators IPDP will specify the professional learning needs related to identified student achievement goals				X	X	X
b) School administrators create and implement ILDPs that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not meeting AYP.			X	X	X	X
c) Train all stakeholders in revised teacher and principal evaluation system				X	X	X
d) Analyze and report data from teacher and principal evaluations to plan professional development					X	X
e) Plan and develop professional learning activities based on results from teacher and principal evaluations					X	X

4. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

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

collective bargaining, if applicable):	Quarter	Quarter	Quarter			
a) Use applicable data to evaluate PD based on changes in practice and student learning outcomes. Purchase three mobile computer labs to increase capacity for this type of training using a web-based system.			X	X	X	X
b) Provide ongoing PD in data analysis on student learning outcomes to school-based administrators. Provide funds to cover contracted services and consultants.	X	X	X	X	X	X
c) Provide PD to utilize data systems to analyze student learning outcomes to evaluate the effectiveness of PD. Provide funds to cover contracted services and consultants.			X	X	X	X

5. Deliverable (required): A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Develop the timetable for evaluating professional development				X	X	X

6. Deliverable (required): Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Yearly analysis of results					X	X
b) Collect and report data on changes in practice from revised teacher evaluations. Funds will be used to purchase tablet PC's for each school so administrators may utilize CWT data in this element.				X	X	X
c) Collect and report student achievement data based on delivered and applied professional development					X	X

7. Deliverable (required): Submit revisions to the professional development system annually, based on the	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

district-determined timetable for implementation.				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Revise PD system annually to meet requirements of MOU and the state's Protocol Standards				X	X	X
b) Report revisions annually				X	X	X
c) Revise PD system annually to meet requirements of MOU and the state's Protocol Standards				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$85730	\$135214	\$246189	\$181746	\$178552

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)*
 RTTT funds are being used to expand the current cadre of Staff Training Specialists. Our intent is to provide additional personnel during the funding years in order to help implement the massive professional development in our plan. Once the bulk of the training has been completed, the number of Staff Training Specialists may be reduced. Title II A funds will be utilized to sustain the revised professional development system to reflect the revised protocol standards and to meet the content and requirements of the MOU.

Supporting Narrative (optional):
RTTT Panhandle Coalition:
 In this section, the goal of the Panhandle Coalition has been to create an order of operations that includes a methodology for implementing the common core standards, lesson study, formative/interim/summative assessments. While each district is unique and at different stages of implementation, this order of operations ensures that the five Panhandle districts are using the same process.

- B)(3)2: Professional development focusing on the Common Core Standards, to include assisting students with learning challenges to meet the standards. PD will focus on formative assessment and the principals of lesson study.
- 2010-2011: Professional development provided to school-base administrators, instructional coaches, instructional specialists, staff training specialists on principles of lesson study. Web-based resources have been provided to all administrators and teachers on the district website. Provide ongoing support for lesson study with assigned staff training specialists for Correct II D and or F schools.
- 2011-2012: Identify, train and create a cadre of school-based lesson study facilitators to lead lesson study in each school. Create a district fidelity checklist for lesson study.
- 2012-2014: Implement lesson study fidelity checks at each school.
- 2010-2014: BDS will continue to provide PD in Quality Assessment Practices to all new teachers and new administrators. Provide ongoing support and PD in Classroom Assessment Guidelines through coaching model.
- 2010-2014: Provide PD in utilizing technology to collect assessment data and analyze student results using the local informational instructional system (LIIS).
- 2011-2014: Train all stakeholders in revised teacher and principal evaluation system.
- 2012-2014: Analyze and report data from teacher and principal evaluations to plan professional

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

development. Plan and develop professional learning activities based on results from teacher and principal evaluations.

- 2012-2014: Use applicable data to evaluate PD based on changes in practice and student learning outcomes.
- 2010-2014: Continue to provide PD in data analysis on student learning outcomes to school-based administrators. May use tools such as Discovery Education, Snapshot, DOE reports, etc.
- 2012-2014: Provide PD to utilize data systems to analyze student learning outcomes in order to evaluate the effectiveness of PD

Bay District Schools:

Bay District Schools will revise its professional development plan each year based on data from student learning outcomes and teacher and principal evaluations. PD will be offered to help teachers and principals learn to use the new data systems once developed or purchased. Other methods of collecting data may include teacher observations, Classroom Walk-through data, peer observation data, etc.

Bay District Schools will revise its Master In-service Plan based on the requirements of Florida’s Protocol Standards for Professional Development. RTTT funds will also be used to implement a data management tool that will be used to evaluate the professional development based on teacher and principal evaluations.

Bay District Schools will implement a revised New Teacher Induction Program 2010-2011 that includes a peer mentor component. School-based peer mentors will be assigned to beginning teachers and teacher identified as “in need of assistance.” Peer mentors will be trained using Paula Rutherford’s *21st Century Mentor’s Handbook*. Peer mentors will receive a supplement and will serve up to 5 new teachers. Additionally, the New Teacher Induction program includes online mini courses in the professional competencies, classroom management professional development using Fred Jones *Tools for Teaching*, and an introduction to district initiatives such as CRISS-Creating Independence through Student-owned Strategies, reading frameworks, Quality Assessment Practices, RtI and the newly developed district digital gradebook. New teachers will also visit district demonstration classrooms and receive mentoring and professional development from Staff Training Specialists certified in core content areas. RTTT funds will be used to expand the cadre of Staff Training Specialists to provide job-imbedded onsite professional development.

Bay District Schools will provide professional development to assist teachers and principals in high poverty hard to staff schools. The professional development may include but is not limited to assigning academic coaches, instructional coaches to assist in the facilitation of lesson study, differentiated instruction, managing the learning environment, Boys in Crisis and Ruby Payne.

Finally, we will use the RTTT funds to purchase technology in the form of mobile computer labs and PC tablets for administrators. The mobile labs will enable us to provide training to educators without compromising currently overcrowded labs. The PC tablets will enable administrators to input evaluation data directly into current PD systems and the future PD and LIIS systems.

Charter Schools Statement

We have five Charter Schools that are participating in Bay District Schools Race to the Top efforts. They have elected to be included in some of our professional development. Professional development that aligns to evaluation systems and using data to make human capital decisions rests with the Charter School. Please **look to the Project 13 Work Plan Table on pages 94-110 for the Charter School efforts in this area.**

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

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

Item from RTTT MOU and corresponding <i>Protocol</i> standards	Page shown in Final Scope of Work
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)	Pg. 77
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)	Pg. 77
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Pg. 77
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)	Pg. 78
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)	N/A because we are not in lowest 5%
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)	Pg. 79
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)	Pg. 79
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)	Pg. 76
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Pg. 77
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)	Pg. 79-80
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)	Pg. 79
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	N/A

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

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Bay District Schools does not have any schools identified as lowest –achieving; therefore we will not be completing this work table.

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

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

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.

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).

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

Work Plan Table

Bay District Schools does not have any schools identified as lowest –achieving; therefore we will not be completing this work table.

Project 11/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.

Please indicate one LEA point of contact for this Project.

Name:

Title:

Phone #:

E-mail Address:

Project Goal: LEAs will select one of the four school intervention models in all schools identified 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.

Deliverables (minimum required evidence):

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

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

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 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

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): LEA will select Intervention Model from list of four options (see Appendix A of MOU).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable (required): LEA will provide documentation <u>annually</u> that supports the selection of the	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

intervention model to include: <ul style="list-style-type: none"> • Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. • Documentation relating to staff turnover/replacement. • Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. 	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

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

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)*

Supportive Narrative (optional):
Bay District Schools does not have any schools identified as lowest –achieving; therefore we will not be completing this work table.

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

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

Work Plan Table

Bay District Schools does not have any schools identified as lowest –achieving; therefore we will not be completing this work table.

Project 12/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:

Title:

Phone #:

E-mail Address:

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,

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

- 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 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 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

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 nd Quarter	3 rd Quarter	4 th Quarter			
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 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Submission of developed full day Pre-K model for students in attendance zones for identified schools.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable:	2010-11			2011/12	2012/13	2013/14
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**RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II**

Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: 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 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

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

Deliverable: Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: 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 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

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

Deliverable: 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: Submission of other research based program that demonstrates a strong record of improving student achievement.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

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

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)*

Supportive Narrative (optional):
Bay District Schools does not have any schools identified as lowest –achieving; therefore we will not be completing this work table.

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

RACE TO THE TOP
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 13
MOU Criterion: Include Charter Schools in LEA Planning – (F)(2)

Please indicate one LEA point of contact for this Project.
Name: Nancy G. Boyd
Title: Assistant Superintendent, Bay District Schools
Phone #: (850) 872-4317
E-mail Address: boydng@bay.k12.fl.us

Name: Dr. Tim Kitts
Title: CEO for Bay Haven Charter Academy, Inc
Phone #: 850/248-3500
E-mail Address: kittsts@bay.k12.fl.us

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.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assistant Superintendent	X	X	X	X	X	X
Director, Student Services	X	X	X	X	X	X
Instructional Specialist, Charter Schools	X	X	X	X	X	X
Charter Schools	X	X	X	X	X	X

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

Chief Education Officer	x	x	x	x	x	x
Professional Development Team Leader	x	x	x	x	x	x
Selected Teachers and Principals	x	x	x	x	x	x
Team Leaders	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.

1. Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Bay District Schools: Contact Log for Charter Schools (2010-2014)	X	X	X	X	X	X

2. Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Charter School Intent to Participate memo (2010)	X					

3. Deliverable (required): The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	--	X	X	X	X	X
Dependent upon activities charter opts for within District Plan such as copies of emails and copies of District Professional Development calendar. (2010-2014)	--	X	X	X	X	X

4. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
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RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II

The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A proportional share adjustment will occur based on the activities the charters choose to participate in independent of the District. Charters will develop their own deliverables for site-based activities. (2011-2014)	--	--	X	X	X	X

5. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Budget reports with line items to identify commensurate share. (2011-2014)	--	--	X	X	X	X

6. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Line item in initial Intent to Participate memo (2010-2014)	X	X	X	X	X	X

7. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Copy of written and log contact with charter school. (2011-2014)			X	X	X	X

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

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

1. Deliverable (required): A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			<i>No later than May 1</i>			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Establish a committee of principals, professional development team leaders, Chief Education Officer and classroom teachers and charge the committee with the development of a draft teacher appraisal system	x	x				
b) Submit the draft teacher appraisal system to stakeholders for review and input.		x				
c) In consultation with the FLDOE and based upon stakeholder input, revise the draft teacher evaluation system and the 2011-12 implementation plan		x	x			
d) Revisit and revise the teacher appraisal system on an annual basis to ensure compliance with RTTT Final Scope of Work requirements				x	x	x

2. Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Direct the teacher appraisal system development committee to establish and maintain a timeline to ensure that the required deliverables are completed according to the mandated schedule.	x	x	x	x	x	x
b) Implement the revised teacher evaluation system on an annual basis to include additional teachers as FLDOE develops/adopts other student growth measures.				x	x	
c) Extend and revise the teacher evaluation system on an annual basis to include additional teachers as FLDOE develops/adopts other student growth					x	x

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

measures.						
d) Fully implement all components of the teacher appraisal system						x

3. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	x	x	x	x	x	x
a) Establish a committee of principals, chief education officer and teaches and charge them with the development of a draft principal appraisal system (may consider consulting with NASSP or other professional experts)				x	x	
b) Submit draft principal appraisal system to stakeholders for review and input				x	x	
c) Revise the draft principal evaluation system based on consultation with FLDOE contracted principal evaluation experts and based on stakeholder input.					x	x
d) Revisit and revise the principal appraisal system on annual basis to ensure compliance with RTTT Final Scope of Work requirements.						x

4. Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	x	x	x	x	x	x
a) Direct the principal appraisal system development committee to establish and maintain a timeline to ensure that the required deliverables are completed according to the mandated schedule				x	x	
b) Implement the revised principal evaluation system.				x	x	
c) Extend and revise the principal evaluation system on an annual basis.					x	x
d) Fully implement all components of the principal appraisal system						x

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

5. Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) In partnership with FLDOE, MIS and Beacon Educator, develop and revise the data collection processes, formats and procedure so as to facilitate the required annual report of teacher and principal evaluation results.	x	x	x	x	x	x
b) Report evaluation results of teachers and principals as directed by FLDOE (survey 5)				x	x	x

6. Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			x	x	x	x
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Submit the revised teacher evaluation systems as they are finalized and approved by Bay Haven Charter Academy, Inc Board of Directors.			x	x	x	x
b) Submit the revised principal evaluation systems as they are finalized and approved by the Bay Haven Charter Academy, Inc Board of Directors.				x	x	x

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

1. Deliverable (required): 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 charter determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Establish a committee of teachers, principals, and administrators and charge the committee with developing a				x	x	

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

draft teacher compensation system that ties the most significant gains in salary to effectiveness demonstrated by the adopted evaluation structure						
b) Establish a committee of principals, administrators and teachers and charge the committee with developing a principal compensation system and implementation plan that ties the most significant gains in salary to effectiveness on annual evaluations (performance pay) and implements the statutory requirements of differentiated pay through bonuses or supplements				x	x	x
c) Submit the Board approved teacher and principal salary schedules as directed by FLDOE			x	x	x	x

2. Deliverable (required): 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).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				x	x	x
a) Establish a committee of teachers, principals and administrators and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for teachers as set forth in the MOU				x	x	x
b) Establish a committee of principals, administrators and teachers and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for principals as set forth in the MOU and submit for Board approval				x	x	x
c) Submit the revised teacher and principal evaluation systems as directed by FLDOE					x	x

3. Deliverable (required): Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X

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

grant notice to the charter schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Establish a committee of teachers, principals and administrators and charge the committee with developing recommendations for a staffing plan that reflects differentiated pay for effective and highly effective teachers and principals assigned to schools having the highest percentage of low income and minority students			x	x	x	x
b) Obtain CEO and Board approval for the initial staffing plan and as revised			x	x	x	x
c) Submit the staffing plan annually as revised and as directed by FLDOE			x	x	x	x

4. Deliverable (required): 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).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Develop the accountability formats, data collection systems, timelines and procedures required to document the utilization of teacher and principal evaluation results in human capital decisions				x	x	x
b) Submit the documentation of the accountability processes as directed by FLDOE				x	x	x

5. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Develop the necessary formats, data			x	x	x	x

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

collection systems, procedures and timelines required to report the requested information about individual teacher bonuses and salary augmentations to FLDOE						
b) Submit the report of all bonuses and salary augmentations by teacher and as directed by the FLDOE			x	x	x	x

6. Deliverable (required): Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			x	x	x	x

7. Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			x	x	x	x
a) Develop the necessary formats, data collection systems, procedures and timelines required to report and update the requested information concerning assignment of teachers and principals			x	x	x	x
b) Submit the reports regarding teacher and principal assignments as directed by the FLDOE			x	x	x	x

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)

1. Deliverable (required): A revised charter school professional development system that meets the 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year	2010-11			2011/12	2012/13	2013/14

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

activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Revise Master In-service Plan	x					
b) Provide training for selected charter school staff and school-based administrators to review the <i>Florida Protocol Standards for Professional Development</i>	x					
c) Participate in State led Professional Development Protocol Review		x				
d) Revise Master In-service Plan based on State Protocol Review Team’s recommendations and reports			x	x		
e) Elect to implement, evaluate and revise the Master In-service Plan to ensure professional development activities are aligned to the <i>Florida Protocol Standards for Professional Development</i> and includes each of the content and design requirements of the MOU					x	X

2. Deliverable (required): A timetable for implementing the new elements into the professional development system for teachers and principals in the charter schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Plan professional development based on the elements of the MOU and results of teacher and principal evaluation systems						x
b) Implement the revised New Teacher Induction Program	x	x	x	x	x	x
c) Expand cadre of Staff Training Specialists (STS) to provide job-embedded onsite support and professional development to new teachers or teachers identified as “in need of assistance”				x	x	x
d) Continue to train school-based peer teachers to mentor new teachers annually	x	x	x	x	x	x
e) Provide PD specifically designed to help teachers and principals in hard to staff high minority, high poverty school. May include but not limited to: assigning academic coaches, instructional coaches, PD in how to implement Lesson Study, differentiated	x	x	x	x	x	x

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

instruction, managing the learning environment, Boys in Crisis, and Ruby Payne.						
f) Provide PD in new common core standards prior to 2013-2014 statewide implementation					X	X
g) Provide PD in research-based instructional strategies and methods for implementing common core standards					X	X
h) Continue to provide PD in differentiated instruction	X	X	X	X	X	X
i) Continue to provide PD in the principles of lesson study to teachers, school-based administrators and staff training specialists, and instructional coaches	X	X	X	X	X	X
j) Continue to provide web-based resources for principals and teachers regarding the principles of lesson study and helpful tips for successful implementation	X	X	X			
k) Identify, train and create a cadre of school-based lesson study facilitators				X	X	X
l) Create a school based fidelity checklist for lesson study					X	X
m) Continue to provide PD in Quality Assessment Practices to new teachers and new administrators	X	X	X	X	X	X
n) Expand PD in Quality Assessment Practices that employs formative assessments to Response to Intervention (RtI) coaches, literacy coaches, instructional and staff training specialists (job-imbedded PD through a coaching model)	X	X	X	X	X	X
o) Continue to provide PD in utilizing technology to collect assessment data and analyze student results using the local informational instructional system (LIIS)	X	X	X	X	X	X

3. Deliverable (required): 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 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
a) Train all stakeholders in revised teacher and principal evaluation system				X	X	X

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

b) Analyze and report data from teacher and principal evaluations to plan professional development					x	x
c) Plan and develop professional learning activities based on results from teacher and principal evaluations					x	x

4. Deliverable (required): A component of the school’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 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Use applicable data to evaluate PD based on changes in practice and student learning outcomes					x	x
b) Provide ongoing PD in data analysis on student learning outcomes to school-based administrators	x	x	x	x	x	x
c) Provide PD to utilize data systems to analyze student learning outcomes to evaluate the effectiveness of PD					x	x

5. Deliverable (required): A timetable for implementing the evaluation of professional development in the school.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Develop the timetable for evaluating professional development				x	x	x

6. Deliverable (required): Annually report evaluation results of the professional development for teachers and principals as part of the review of the school’s professional development plan.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a) Yearly analysis of results				x	x	x
b) Collect and report data on changes in practice from revised teacher evaluations.				x	x	x

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

c) Collect and report student achievement data based on delivered and applied professional development				x	x	x
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7. Deliverable (required): Submit revisions to the professional development system annually, based on the school-determined timetable for implementation.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	a) Revise PD system annually to meet requirements of MOU and the state’s Protocol Standards			x	x	x
b) Report revisions annually			x	x	x	
c) Revise PD system annually to meet requirements of MOU and the state’s Protocol Standards			x	x	x	

Project Budget Summary by Year:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$18820	\$27500	\$25000	\$25000

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)*

Since the development of the major components of this project will be completed by the end of the RTTT timeline, it is not expected that additional funding will be required. Implementing human capital reforms in the current economic downturn will be challenging. If the intent of this project comes to fruition, it will be that Bay Haven was successful in redistributing the district salary allocation according to the parameters of the RTTT Great Teachers and Leaders reform framework.

Supportive Narrative (optional):

RTTT Panhandle Coalition:
Bay District has been an integral member of the Panhandle Coalition. By having dialogue with neighboring districts regarding charter schools, there is a multiplicative factor of the effectiveness of planning and expending resources for the common goals of student achievement and innovation.

Bay District Schools:
As a district with 5 charter schools, the goals and demographic served by our charters is cross-sectional. Two of our charter schools, Bay Haven Charter Academy and North Bay Haven Charter Academy under the auspices of Bay Haven Charter Academy, Inc. will participate in the RTTT grant. The three remaining charter schools: NewPoint Bay Academy, NewPoint Bay Charter High School under the sponsorship of Bay/Newpoint Bay, Inc., and Chautauqua Learn and Serve Charter School have opted out of participation in the RTTT grant. (See Appendix for signed letters.)

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

Bay District Schools intends to support the 2010-2014 Race To The Top (RTTT) timeline by partnering with our high-performing charter schools to provide instructional models for existing public schools in high need neighborhoods. Additionally, Bay District’s participation in RTTT allows our charter schools the opportunity to access funding for initiatives in their school that they wish to pursue through receipt of their commensurate share.

Through the support of the Panhandle Coalition, Florida’s Charter School Alliance and the Florida Consortium of Public Charter Schools paired with local charter schools and our district public schools, it is our goal that RTTT funded activities will help expand student options within schools that currently and continue to display educational excellence

The Charter School has elected to participate in a number of our project plans. They will be using the flexibility provided them through the MOU in projects 8, 9 and 10.

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

RTTT Bay Haven representatives met on several occasions to review and discuss the required deliverables of Project 8. It was found that the charter school varied significantly from the district in teacher and principal evaluation forms and procedures. With the specific requirements of State Reform Plans to be addressed in each district’s teacher and principal evaluation systems, it is believed that the similarities will become increasingly more apparent. Bay Haven will be mandated to complete “Teacher and Principal Evaluation Systems Review” and submit the checklist along with their revised appraisal systems to FLDOE for review and approval. With that in mind, it will behoove Bay Haven to continue an ongoing, supportive and sharing relationship so as to maximize human and financial resources.

In concordance with the idea that teachers and leaders must be well-selected, well-prepared, well-supported, well-respected, and held accountable, Bay Haven is committed to the development of appraisal systems that meet the MOU requirements and ensure success for every student. Appropriate stakeholders will be involved throughout the design process, so as to promote the best climate for the successful collective bargaining of the teacher evaluation protocols and acceptance of the principal evaluation design.

The committees charged with the development of the teacher and principal evaluation system will be required to incorporate the Florida Educator Accomplished Practices, Florida Principal Leadership Standards, Educator and Administrator Protocol Standards for Professional Development, and applicable research. Student growth and performance will serve as a primary factor of the evaluation systems. The “Teacher and Principal Evaluation Systems Review” found in the RTTT LEA Final Scope of Work will serve as the checkpoint to ensure that all RTTT elements are included and that the evaluation systems comply with Florida Statutes and State Board Rule.

It is anticipated that Bay Haven will access the expertise of the contracted FLDOE experts throughout the teacher evaluation redevelopment process and as revisions are made. Although this effort will be a “work in progress” for four years, Bay Haven expects to have all aspects of the teacher and principal appraisal systems fully implemented at the conclusion of the RTTT timeline.

Bay Haven will also provide through RTTT funding the ability to host quality in-service for faculty through trained leaders. These leaders will meet to craft the system through which others will be nurtured and trained. The cost will be stipends for development of teacher evaluation systems. 10 selected teachers will meet a total of 5 days each year for 2011, 2012 and 2013 at a rate of \$100.00/day.

Use Data Effectively in Human Capital Decisions – (D)(3),

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

including (D)(2)(iv)(b)(c)(d) and (E)(2)4.-5.

Florida’s RTTT Theory of Action states, “A strategic and sustained investment in human capital will improve student achievement.” With that mantra, Bay Haven will move forward with the development of systems for school based teachers and principals that align the human capital decisions with student growth and effective practices. The use of evaluation results to improve how teachers and principals are hired, placed/assigned, promoted, compensated, retained, or dismissed has been considered often and even partially implemented. Albeit a challenge, Bay Haven plans to successfully develop a system that effectively uses data to determine human capital decisions and to involve teachers and principals throughout the RTTT process.

Bay Haven may elect to access the expertise of the FLDOE contracted evaluation experts throughout the development phase and the FLDOE financial consultants to assist with the implementation component of the human capital reform. It is also anticipated that Bay District will participate in the Community of Practice meetings to share successful practices and products, as well as implementation challenges and solutions. The school plans to spend \$26,250 over 4 years as stipends to foster collegial work on the project. The cost will be \$100/day for 15 teachers for 5 days each during the 2010, 2011, 2012 and 2013 school years.

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)

In this section, the goal of the school is to create an order of operations that includes a methodology for implementing the common core standards, lesson study, formative/interim/summative assessments.

B)(3)2: Professional development focusing on the Common Core Standards, to include assisting students with learning challenges to meet the standards. PD will focus on formative assessment and the principals of lesson study.

- 2010-2011: Professional development provided to school-base administrators, instructional coaches, instructional specialists, staff training specialists on principles of lesson study. Web-based resources have been provided to all administrators and teachers on the district website
- 2011-2012: Identify, train and create a cadre of school-based lesson study facilitators to lead lesson study in each school. Create a district fidelity checklist for lesson study.
- 2012-2014: Implement lesson study fidelity checks at each school.
- 2010-2014: Bay Haven will continue to provide PD in Quality Assessment Practices to all new teachers and new administrators. Provide ongoing support and PD in Classroom Assessment Guidelines through coaching model.
- 2010-2014: Provide PD in utilizing technology to collect assessment data and analyze student results using the local informational instructional system (LIIS).
- 2011-2014: Train all stakeholders in revised teacher and principal evaluation system.
- 2012-2014: Analyze and report data from teacher and principal evaluations to plan professional development. Plan and develop professional learning activities based on results from teacher and principal evaluations.
- 2012-2014: Use applicable data to evaluate PD based on changes in practice and student learning outcomes.
- 2010-2014: Continue to provide PD in data analysis on student learning outcomes to school-based administrators. May use tools such as Discovery Education, Snapshot, DOE reports, etc.
- 2012-2014: Provide PD to utilize data systems to analyze student learning outcomes in order to evaluate the effectiveness of PD

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

Bay Haven:

Bay Haven Charter Academy, Inc will revise its professional development plan each year based on data from student learning outcomes and teacher and principal evaluations. PD will be offered to help teachers and principals learn to use the new data systems once developed or purchased. Other methods of collecting data may include teacher observations, Classroom Walk-through data, peer observation data, etc.

Bay Haven will revise its Master In-service Plan based on the requirements of Florida's Protocol Standards for Professional Development. RTTT funds will also be used to implement a data management tool that will be used to evaluate the professional development based on teacher and principal evaluations.

Bay Haven will implement a revised New Teacher Induction Program 2010-2011 that includes a peer mentor component. School-based peer mentors will be assigned to beginning teachers and teacher identified as "in need of assistance." Peer mentors will be trained using Paula Rutherford's *21st Century Mentor's Handbook*. Peer mentors will receive a supplement and will serve up to 15 new teachers. Additionally, the New Teacher Induction program includes online mini courses in the professional competencies, classroom management professional development using Fred Jones *Tools for Teaching*, and an introduction to district initiatives such as CRISS-Creating Independence through Student-owned Strategies, reading frameworks, Quality Assessment Practices & RtI. New teachers will also visit district demonstration classrooms and receive mentoring and professional development from Staff Training Specialists certified in core content areas. RTTT funds will be used to expand the cadre of Staff Training Specialists to provide job-imbedded onsite professional development.

Finally, we will use the RTTT funds to purchase technology in the form of mobile computer labs and iPads for administrators. The mobile labs will enable us to provide training to educators without compromising currently overcrowded labs. The iPads will enable administrators to input evaluation data directly into current PD systems and the future PD and LIIS systems. The cost for the capitalized and non-capitalized hardware is \$18,820 for 12 3G (32 GB) iPads and \$1100 each for 10 PC's for Professional Development work by teachers. In addition, the school plans to provide quality new teacher training using peer mentors. The cost will be \$33,750 for 15 teachers at a rate of \$75.00/day for 10 days per year for 3 years.

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

See pages 14-15 of the appendix for Charter Schools' who decided to opt out of the Bay District School RTTT efforts.

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

Item from RTTT MOU and corresponding Protocol standards	Page shown in Final Scope of Work
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)	Pg. 104
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)	Pg. 104
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Pg. 104
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)	Pg. 104
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)	N/A because we are not in lowest 5%
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)	Pg. 104
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)	Pg. 105
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)	Pg. 103
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Pg. 104
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)	Pg. 96
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)	Pg. 104
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	N/A

RACE TO THE TOP
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.

STUDENT ACHIEVEMENT					
<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 th Grade Reading (STATE GOAL: 50% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Mathematics (STATE GOAL: 60% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Reading (STATE GOAL: 45% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Mathematics (STATE GOAL: 55% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
(OPTIONAL) Other District-Determined Student Achievement Goals Examples: • Please see chart below.	Please see chart below.				

District-wide Target goals for Proficiency	2009-2010 Baseline Data	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1) AP- Score of 3 or ^	56%	58%	59%	60%	61%	62%
2) DE- Final Grade C or ^	94%	95%	96%	97%	98%	99%
3) AICE- A,B,C,D, or E score	96%	97%	97%	98%	98%	99%
4) IB- Score of 4 or ^	80%	82%	84%	85%	87%	89%

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

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

CLOSING THE ACHIEVEMENT GAP					
<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>					
	2010-11 (Baseline)	2011- 12	2012- 13	2013- 14	2014-15
<p>% Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</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 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</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				
(OPTIONAL) Other District-Determined Closing the Achievement Gap Goals Examples:	Please see charts below.				
<ul style="list-style-type: none"> Please see charts below. 					

1) To reduce the achievement gap, we will increase the participation of African American students in Advanced Placement (AP), AICE, IB and dual enrollment (DE) programs.

Enrollment African American	2009-2010 Baseline Data	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
AP	4%	5%	5%	6%	7%	8%
DE	15%	17%	20%	23%	26%	30%
AICE	2%	2%	3%	3%	3%	4%
IB	4%	5%	5%	6%	7%	8%

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

2) To reduce the achievement gap, we will increase the participation of Hispanic students in Advanced Placement (AP), AICE, IB and dual enrollment (DE) programs.

Enrollment Hispanic	2009-2010 Baseline Data	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
AP	3%	3%	4%	5%	5%	6%
DE	20%	23%	26%	30%	35%	40%
AICE	2%	2%	3%	3%	3%	4%
IB	10%	12%	13%	15%	17%	20%

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

TEACHER AND PRINCIPAL EVALUATION SYSTEMS REVIEW
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DISTRICT: BAY DISTRICT SCHOOLS

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 1012.34, F.S.	Page # in Documentation
TEACHER EVALUATION SYSTEM		
Part 1: System Development		
Involvement: The LEA has designed and committed to implement an evaluation system with teacher and principal involvement.	<ul style="list-style-type: none"> MOU D(2)(ii) 	
Phase-in Option: 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	<ul style="list-style-type: none"> MOU D(2)(ii)(1) 	

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

Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
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).		
Development year: The 2010-11 school year will be considered a development year for the evaluation system.	<ul style="list-style-type: none"> • MOU (D)(ii) 	
Determines need for special procedures and criteria for other teaching fields	<ul style="list-style-type: none"> • 1012.34(2)(d) 	
Supports district and school level improvement plans	<ul style="list-style-type: none"> • 1012.34(2)(a) 	
Supports continuous quality improvement of the professional skills of instructional personnel	<ul style="list-style-type: none"> • 1012.34(2)(b) 	
Provides for district's annual review of instructional personnel assessment systems	<ul style="list-style-type: none"> • 1012.34(7) 	
Part 2: Evaluation Criteria		Page #
Student Growth Measure: The teacher evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the evaluation system.	<ul style="list-style-type: none"> • MOU (D)(2)(ii)(1) 	
Student achievement or growth data as evaluation element, as defined in the grant, must account for at least 50% of the teacher's evaluation as follows: By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student	<ul style="list-style-type: none"> • MOU (D)(2)(i) and (ii) • 1012.34(3)(a) Primarily uses data and indicators of improvement in student performance • 1012.34(3)(a) Student performance must be measured by 	

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

Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
<p>growth or achievement as determined by the LEA for 10% of the evaluation.</p>	<p>state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program</p> <ul style="list-style-type: none"> • 1012.34(3)(a)(1) performance of students assigned to their classrooms or schools, as appropriate 	
<p>Early Bargaining Provision: 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.</p>	<ul style="list-style-type: none"> • MOU D (2)(ii) 	
<p>Core of Effective Practices – Florida Educator Accomplished Practices: Includes the core of effective practices, developed in collaboration with stakeholders that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices Incorporates the newly-adopted Florida Educator Accomplished Practices (scheduled for adoption by the State Board of Education in December 2010) into the evaluation system.</p>	<ul style="list-style-type: none"> • MOU (D)(2)(ii) • 1012.34(2)(d): addressing generic teaching competencies • 1012.34(3)(a): basing assessment on contemporary research in effective educational practices • 1012.34(3)(a)(2,4-7): Ability to maintain appropriate discipline; Knowledge of subject matter, including; Ability to plan and deliver instruction and the use of technology in the classroom; Ability to evaluate instructional needs; Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement; Other professional competencies and requirements in State Board of Education rules and local school board policies 	
<p>Special provisions for evaluating subject knowledge for out-of-field teachers</p>	<ul style="list-style-type: none"> • 1012.34(3)(a)(3) 	

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

Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
<p>Additional Metric Evaluation Element: Includes at least one additional metric to combine with the student performance and principal observation components to develop a “multi-metric” evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input.</p>	<ul style="list-style-type: none"> • MOU (D)(2)(ii)(3) • 1012.34(2)(c) Provides a mechanism for parental input, when appropriate 	
<p>Evaluation ratings: 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"> • MOU (D)(2)(ii)(4) • State board rule 6B-4.010(1)(c)2: providing for determination of satisfactory, unsatisfactory and outstanding performance levels 	
Part 3: Conducting Evaluations		Page #
<p>First Year Teachers: 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"> • MOU (D)(3) 	

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

Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
Other Teachers' Evaluations: 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"> • MOU (D)(2)(iii) • 1012.34(3) (a) to provide for an assessment conducted for each employee at least once a year 	
Milestone career event(s) evaluations: The LEA will conduct “multi-metric” evaluations as described in MOU (D)(2)(ii) for teachers who are in the year prior to <u>a 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"> • MOU (D)(2)(iii) 	
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"> • 1012.34(2)(b) 	
Provides training in the proper use of assessment criteria and procedures to all personnel with appraisal responsibilities.	<ul style="list-style-type: none"> • 1012.34(2)(f) 	
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"> • 1012.34(3)(b) 	

PRINCIPAL EVALUATION SYSTEM		
Part 1: System Development		Page #
Involvement: The LEA has designed and committed to implement a principal evaluation system with teacher and principal involvement	<ul style="list-style-type: none"> • MOU D(2)(ii) 	

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

<p>Phase in option: 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)</p>	<ul style="list-style-type: none"> • MOU D(2)(ii) 	
<p>Development year: The 2010-11 school year will be considered a development year for the evaluation systems.</p>	<ul style="list-style-type: none"> • MOU (D)(ii) 	
<p>Supports district and school level improvement plans</p>	<ul style="list-style-type: none"> • 1012.34(2)(a) 	
<p>Supports continuous quality improvement of the professional skills of instructional personnel</p>	<ul style="list-style-type: none"> • 1012.34(2)(b) 	
<p>Provides a mechanism for parental input, when appropriate</p>	<ul style="list-style-type: none"> • 1012.34(2)(c) 	
<p>Provides for district’s annual review of instructional personnel assessment systems</p>	<ul style="list-style-type: none"> • 1012.34(7) 	
<p>Part 2: Evaluation Criteria</p>		Page #
<p>Student growth measure: The principal evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D) (2) (i) as the primary factor of the principal evaluation system.</p>	<ul style="list-style-type: none"> • MOU (D)(2)(ii)(1) 	
<p>Leadership Standards evaluation component: Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards, with an emphasis on recruiting and retaining effective teachers, improving the effectiveness of teachers, and removing ineffective teachers.</p>	<ul style="list-style-type: none"> • MOU D(2)(ii) 	

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

<p>Student achievement or growth data evaluation component as defined in the grant must account for at least 50% of the principal’s evaluation as follows: By the end of the grant, the LEA 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.</p>	<ul style="list-style-type: none"> • MOU D(20)(ii) • 1012.34(3)(a): primarily use data and indicators of improvement in student performance • 1012.34(3)(a): student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program , • 1012.34(3)(a)(1: performance of students assigned to their classrooms or schools, as appropriate 	
<p>Range of ratings: 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"> • MOU D(2)(ii) 	
<p>Part 3: Conducting Evaluations</p>		Page #
<p>Annual evaluation: The LEA will conduct evaluations as described in MOU (D)(2)(ii) for principals at least once per year.</p>	<ul style="list-style-type: none"> • MOU D(2)(ii) • 1012.34(3)(a) to provide for an assessment conducted for each employee at least once a year 	
<p>Provides training in use of assessment criteria and procedures</p>	<ul style="list-style-type: none"> • 1012.34(2)(f) 	
<p>Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.</p>	<ul style="list-style-type: none"> • 1012.34(3)(b) 	