

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number 11AT01

Please return to: Florida Department of Education Race to the Top Room 1502 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0659	A) Program Name: <p align="center">Race to the Top – Local Education Agency Application</p>	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Bradford County School District 501 W. Washington Street Starke, FL 32091		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 451,914 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1"> <tr> <td>Contact Name: Beth Moore</td> <td>Mailing Address: 501 W. Washington Street</td> </tr> <tr> <td>Telephone Number: 904-966-6807</td> <td>SunCom Number:</td> </tr> <tr> <td>Fax Number: 904-966-6030</td> <td>E-mail Address: supt0004@firn,edu</td> </tr> </table>		Contact Name: Beth Moore	Mailing Address: 501 W. Washington Street	Telephone Number: 904-966-6807	SunCom Number:	Fax Number: 904-966-6030	E-mail Address: supt0004@firn,edu
Contact Name: Beth Moore	Mailing Address: 501 W. Washington Street							
Telephone Number: 904-966-6807	SunCom Number:							
Fax Number: 904-966-6030	E-mail Address: supt0004@firn,edu							
<p align="center">CERTIFICATION</p> <p>I, <u>Beth Moore</u>, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <p>E) <u>Beth Moore</u> Signature of Agency Head</p>								



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

Instructions for Completion of DOE 100A

- A. If not pre-printed, enter name of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.

Note: This application **MUST** be signed by the superintendent or agency head. Signatures of designees will not be accepted.



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**Florida Department of Education
American Recovery and Reinvestment Act of 2009 (ARRA)
Race to the Top – Local Education Agency Applications**

**Attachment I
Program-Specific Assurances**

By submitting this application bearing the signature of the authorized official, the applicant hereby certifies adherence to the following assurances.

The applicant will work with the State to advance the education reform areas identified in the State's application for these funds:

- A. Achieving equity in teacher distribution
- B. Improving the collection and use of data
- C. Regarding standards and assessments
 - 1) Enhancing the quality of academic assessments
 - 2) Including children with disabilities and limited English proficient students
 - 3) Improving State academic content and student achievement standards
- D. Supporting struggling schools

The applicant will implement the program consistent with the principles which guide the distribution and use of these funds:

- A. Improving student achievement through school improvement and reform:
 - 1) Progress toward college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
 - 2) Establishing pre-K to college and career data systems that track progress and foster continuous improvement.
 - 3) Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
 - 4) Providing intensive support and effective interventions for the lowest performing schools.
- B. Ensuring transparency, reporting, and accountability

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Additionally, the applicant assures that:

- None of the funds received through the Race to the Top grant will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The Local Educational Agency will take steps to ensure equitable access to, and equitable participation in, the projects and activities to be conducted with assistance through the State Fiscal Stabilization Fund, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
- The Local Educational Agency shall only use Race to the Top program funds for activities authorized by the U.S. Department of Education and the Florida Department of Education in accordance with the approved project budget and related documents.
- For any project funded through the Race to the Top program funds, as applicable to the activity, the Local Educational Agency will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements).
- The Local Educational Agency will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving Race to the Top or any other ARRA funds.

Certification:

I hereby certify that Bradford County School District (Local Educational Agency) will adhere to each of the assurances specified above.

Beth Moore
Signature of Authorized Official (must be original)

11/9/10
Date

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LEA FINAL SCOPE OF WORK – EXHIBIT II**



**Florida Department of Education
American Recovery and Reinvestment Act of 2009 (ARRA)
Race to the Top – Local Education Agency Applications**

**Attachment II
Three-Party Assurances**

The undersigned agree that the Final Scope of Work is consistent with the Memorandum of Understanding submitted by the Local Education Agency as part of Florida's Race to the Top grant application and agree to negotiate the terms and conditions in any applicable collective bargaining agreement necessary for full implementation.

Beth Moore
Superintendent for the LEA

David B. Smith
Chair of the School Board for the LEA

Judy Dukes
Authorized Representative of Local Teachers' Union

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

Submission Checklist

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

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**RACE TO THE TOP
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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.

Bradford County School District Race to the Top Goals

The Bradford County School District (BCSD) is committed to Florida’s Race to the Top Theory of Reform: *Highly effective teachers and leaders make the difference*. Therefore, the focus of this grant application is to produce teachers and school leaders who are well selected, prepared, supported, and accountable for their students’ achievement. Teachers and school leaders will be responsible for fostering school cultures that are student-centered and data-driven, with high expectations for success. Bradford County’s goals, like the state’s goals, focus on student achievement and college and career readiness. They are:

1. *Double the percentage of incoming high school freshman who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit;*
2. *Cut the achievement gap in half by 2015; and*
3. *Increase the percentage of students scoring at or above proficient on Florida’s statewide assessments.*

Goal 1: Double the percentage of incoming high school freshman who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit. Most recent data shows that only 21% of Bradford High School freshmen from the graduating class of 2005 eventually earned at least a year’s worth of college credit by 2009. This is one-percentage point lower than the state’s average, which has been determined to be unsuccessfully low. With the help of the Race to the Top reforms, the BCSD will seek to double that percentage to 42% for the high school graduating class of 2015. In order to reach this goal, BCSD’s graduation rate for the class of 2015 will need to improve by 26%, college going rate by 6%, college earning rate by 16%, and 9th Graders Who Eventually Earn at Least a Year’s Worth of College Credit 21% over the baseline class of 2005. (See Table 1)

BCSD Race to the Top: Goal 1 Projections		
High School Graduating Class of:	2005 (Baseline)	2015
Graduation Rate	59	85
College Going Rate	52	68
College Credit Earning Rate	67	73
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	21	42

Table 1

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Goal 2: Cut the achievement gap in half by 2015. As with the state’s goal, the BCSD goal is specifically targeted at cutting the achievement gap in half by 2015 and cut the gap in half for the high school graduating class of 2015 in terms of graduation rate, college-going rate, and college credit earning rate. These goals will be met by utilizing the initiatives of Race to the Top, such as focusing on Common Core standards, using a data-driven curriculum, and providing only the most effective teachers to meet the instructional needs of the subgroups.

Even though the BCSD has in the past conscientiously worked to reduce the achievement gaps between whites and subgroups, the gaps have not improved consistently over the past four years. (See Table 2) From 2007 to 2010 the gap between black and white students scoring proficient on reading and math FCAT tests improved one percentage point in reading and is the same for math. The gap between economically disadvantaged students and white students in reading is the same for 2010 as it was in 2007; however, in math there is a 3% improvement. Students with disabilities have made more of an improvement in this area than the other subgroups. Their gap, when compared to white students, has improved 4% for reading and 5% for math.

Percentage of Students on Grade Level								
	Reading				Math			
	2007	2008	2009	2010	2007	2008	2009	2010
White	54	57	57	60	56	62	64	64
Black	29	32	35	36	27	35	40	35
Economically Disadvantaged	42	44	46	48	40	47	52	51
Students with Disabilities	20	24	27	30	19	28	35	32
Total	48	51	52	54	49	56	58	57

Table 2

Differences between white and subgroup NCLB graduation rates for 2008-2009 can be seen in Table 3. There was a 2.1% gap for black and white students, an 11.7% gap for economically disadvantaged and white students, and a 35.5% gap for students with disabilities and white students. State gaps were higher for every subgroup. The difference between BCSD white and black students for that same year using the NGA graduation rate was 1%, which was much smaller than the state gap of 18.2%.

	District		State	
	NCLB	NGA	NCLB	NGA
White	73	71.9	83.8	83.1
Black	70.9	70.9	63.3	64.9
Economically Disadvantaged	61.3	*	65.1	*
Students with Disabilities	37.5	*	47.2	*

Table 3

*Subgroup data not available for NGA rate.

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Goal 3: Increase the percentage of students scoring at or above proficient on Florida’s statewide assessments. Bradford County students have for the most part consistently scored below state averages in Reading and Math on the Florida Comprehensive Assessment Test (FCAT). In order for Florida to meet its third goal (*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*), Bradford County students must increase in academic performance. To provide the needed instruction, teachers and principals will use student data to focus instruction and professional development will be targeted at improving rigor based on Common Core Standards. Since Florida is transitioning to revised statewide assessments (FCAT 2.0 and end-of-course assessments) beginning this school year (2010-2011), a baseline will need to be established before the target goal can be set and improvements can be tracked.

BCSD reading and math scores from the 2009 FCAT results in table 4 show that the only grade scoring above state averages of those proficient was third-grade. Fourth-grade through tenth-grade were 14%, 11%, 12%, 8%, 8%, 19%, and 17% below the state averages, respectively, in reading and 12%, 9%, 10%, 7%, 14%, 16%, and 8%, respectively, in math. With the Race to the Top reform efforts the BCSD will strive to eliminate this unacceptable lag behind state averages.

2009 FCAT Results by Grade: Students Scoring Proficient				
	Reading		Math	
	BCSD	State	BCSD	State
Grade 3	79	72	80	78
Grade 4	61	75	64	76
Grade 5	61	72	54	63
Grade 6	55	67	46	56
Grade 7	60	68	54	61
Grade 8	47	55	53	67
Grade 9	29	48	53	69
Grade 10	20	37	61	69

Table 4

Bradford County School District’s Plan of Action

Technology. To meet the BCSD’s RTTT goals, the district must ensure that its data systems are adequate to track progress and foster continuous improvement. This is a major concern for the district due to the antiquated equipment and lack of personnel available to help in this area. As a part of the RTTT grant, a computer technician will be hired to help with the massive amount of work involved to prepare and update computers for testing and instruction. A data management person will be hired to oversee data collection and reporting. The district also plans to hire a Network Administrator with general funds who will work with the MIS Director to improve the capabilities for the single sign-on, which in turn will improve access to state data. Recent receipt of EETT funds has provided additional laptop carts. They will be utilized not only for instruction; but, also for assessments, as needed.

Once the revised data system is up and going, usage by students, parents, teachers, and administrators will be reviewed and revisions will be made, if needed, to make access to data more easily accessible, timely, and accurate. Careful consideration will be given to how data delivery can be modified for the purposes of

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improving the decision-making process with respect to instruction and the use of human capital.

STEM. After reviewing STEM career and technical programs that meet the requirements of RTTT and comparing that list with employer needs in the Bradford County area, it has been determined that the best new STEM career and technical program to implement at Bradford High School is Industrial Biotechnology. Two Bradford High School teachers have already been trained at the University of Florida to teach this program. Santa Fe College (SFC) has agreed to help with this implementation since they already have similar programs in other districts. Our articulation agreement with SFC for this program will be similar to the current Alachua County agreement. Year one will be used for planning, with program implementation to begin in 2011.

The BCSD will also collaborate with SFC to increase advanced STEM coursework. SFC will offer college science credits for courses taken in the new Industrial Biotechnology program. Students who complete Biotechnology 1 (3027010) and 2 (3027020) at Bradford High School, earn at least a minimum of a “B” average and pass the comprehensive examinations approved by the Health Sciences and Natural Sciences programs coordinators with a minimum score of 80%, will be awarded college credits for Introduction to Biotechnology Methods (BSC 1404C) and Introduction to Biotechnology (BSC 1421). Also, students who take Chemistry (2003340) or Chemistry Honors (2003350) at the high school, earn at least a “B” average in the class, and score a minimum of 80% on the comprehensive examination approved by the Health Sciences and Natural Sciences programs coordinators, will be awarded college credit for Elements of Chemistry I (CHM 1030) and Elements of Chemistry I Lab (CHM 1030L). Representatives of SFC’s Health Sciences and Natural Sciences will review, at least annually, the content of the high school curriculum to ensure standardization and attainment of goals.

Instruction. The key to meeting the BCSD RTTT goals is to provide highly effective teachers in every classroom and highly effective principals at every school. A major reform will be undertaken to provide these and reflect the initiatives of the state. According to FLDOE, “Teachers and school leaders must be well-selected, well-respected, well-prepared, well-supported and held accountable.” This reform will include new evaluations, new pay scales, and a new basis for making human capital decisions.

The BCSD will collaborate with the teachers, principals, the Bradford Education Association (BEA) and other stakeholders to develop a new evaluation for teachers. The evaluation criteria will be phased in over the 4-year grant period, reflecting 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). (The teacher evaluation plan will be completed and sent to FLDOE by May 1, 2011.) The new principal evaluation will be developed with input from principals, teachers, and other stakeholders and will also be phased in over the 4-year grant period, reflecting 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). A stakeholder advisory group will provide annual feedback on the evaluation systems.

New salary schedules will be developed by the end of the 4-year grant period to reflect bonuses and/or salary supplements based on evaluations and assignments. Promotions, or milestone career events, will require a prior multi-metric evaluation. (A differentiated pay scale is being used in the BCSD; but, it has never been based on evaluations.)

The district will develop a plan to distinguish qualifications of highly effective teachers and administrators. Teachers’ qualifications will be based on a newly revised evaluation. Those who qualify will be considered

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“Master Teachers” and will be trained and paid a stipend to mentor struggling teachers. (The district has been doing this; but, Master Teacher selections were based on seniority, not evaluation results.) Administrators’ qualifications will be determined using Principal Leadership Standards. Those selected will be trained to mentor less effective principals.

The BCSD will revise its Professional Development Plan (PDP) system to reflect the new Florida protocol standards for professional development. The Checklist for Professional Development System Revisions under RTTT will be used as a guide. PDPs will be based on needs which will be determined from data. Quality professional development will be provided teachers, principals, and administrators based on their individual needs and their students’ needs. Annual review and evaluation of the PDP system will be made.

The BCSD will also collaborate with the Northeast Florida Educational Consortium’s College and Career Readiness Task Force (which includes members from St. Johns River Community College, Florida Gateway College, Santa Fe College, Central Florida Community College, Florida State College at Jacksonville, Daytona State College, North Florida Community College, Putnam County School District, Gilchrist County School District, Dixie County School District, Bradford County School District, Levy County School District, Nassau County School District, Flagler County School District, and PK Yonge School) to provide support for university’s educator preparation programs by determining minimum standards for the selection of supervising teachers. Those teachers meeting the criteria will be trained to supervise aspiring teachers.

2. Provide a detailed LEA-wide management plan for implementing Race to the Top.

TEAMS

Leadership teams will be confirmed during the first year, with key leadership functions and job role assignments made to facilitate the overall implementation. Team members will work together to collaborate and create timelines for implementation deadlines. BCSD Directors will serve as team leaders and will be responsible for making sure deadlines are met and keeping stakeholders informed of the overall progress throughout this endeavor. Beginning in year 2 and thereafter, a newly hired Data Manager, will play a key role in facilitating the management of data, reporting, and timelines being met. Initial team members will consist of the following:

- I. Additional STEM Career and Technical Program
 - Bradford High School Principal
 - Bradford Union Area Career Technical Center Director
 - Director of Curriculum and Instruction
 - SFC Andrews Center Director or Designee

- II. Increase Advanced STEM Coursework
 - Bradford High School Principal
 - Bradford Union Area Career Technical Center Director
 - Director of Curriculum and Instruction
 - SFC Andrews Center Director, or Designee

- III. Bolster Technology for Improved Instruction and Assessment
 - Director of Information Services

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- Director of Accountability & Special Programs
- Network Administrator
- IV. Improve Access to State Data
 - Director of Information Services
 - Network Administrator
- VI. Use Data to Improve Instruction
 - Director of Information Services
 - Director of Accountability & Special Programs
 - Data Manager (New Hire)
- VI. Support for Educator Preparation Programs
 - Director of Human Resources
 - Assistant Superintendent
- VII. Improve Teacher and Principal Evaluation Systems
 - Director of Human Resources
 - Assistant Superintendent
- VIII. Use Data Effectively in Human Capital Decisions
 - Assistant Superintendent
 - Finance Director
- IX. Criteria: Focus Professional Development
 - Assistant Superintendent
 - Director of ESE & Student Services
 - Director or Accountability & Special Programs

BUDGET

Initial budget requests are based on anticipated needs. Budgets will be tweaked as the details of needs unfold so that resources will be used most appropriately. The first year’s budget is divided by quarters in Table 5 and all four years’ budget requests are summarized in Table 6.

2010-2011 Race to the Top Budget Requests by Quarter				
Purpose	2nd Quarter	3rd Quarter	4th Quarter	Total
Expand STEM Career & Technical Offerings	0	\$8,500	0	\$8,500
Bolster Technology for Improved Instruction and Assessment	0	11,000	11,000	22,000
Improve Teacher & Principal Evaluation Systems	0	0	2,000	2,000

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Totals	0	19,500	13,000	32,500
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Table 5

Race to the Top Budget Requests					
Purpose	Year 1	Year 2	Year 3	Year 4	Total
Expand STEM Career & Technical Offerings	\$8,500	0	0	0	\$8,500
Increase Advanced STEM Coursework	0	500	500	500	1,500
Bolster Technology for Improved Instruction and Assessment	22,000	45,000	45,000	45,000	157,000
Improve Access to State Data	0	0	25,000	0	25,000
Use Data to Improve Instruction	0	65,000	65,000	65,000	195,000
Improve Teacher & Principal Evaluation Systems	2,000	1,000	1,000	0	4,000
Use Data Effectively in Human Capital Decisions	0	2,000	2,000	55,914	59,914
Criteria: Focus on Professional Development	0	1,000	0	0	1,000
Totals	32,500	114,500	138,500	166,414	451,914

Table 6

TIMELINE

Year 1: 2010-2011. The first year of the Race to the Top grant will be spent reviewing baseline data, planning, and preparing for the next three years. Much time and effort will be devoted to ensure effective communication with parents, teachers, administrators, the teachers’ union, business leaders, and community organizations. Methods such as the district website, school websites, board meetings, community meetings, newspaper articles, etc. will serve as tools to keep our community involved and informed.

During the first year of the grant there will be a 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 will include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in the BCSD 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. An inventory will be made of BHS science labs to determine what equipment is available to use in the program. An articulation

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agreement between SFC and the BCSD will be written and approved in the first year. This agreement will give high school students the capability of earning high school and college credits in STEM courses.

To bolster technology for improved instruction and assessment, a review of the district's capacity and infrastructure for online test administration will be compared to the anticipated demand. The computer-based testing readiness certification through Florida's online tool will be submitted. A new position, Tech Support, will be created and a person hired to help meet the growing technology needs, particularly at the secondary level.

In an effort to improve access to state data, the BCSD Director of Information Services and a new hire, Network Administrator, will establish the software development life cycle process for enhancing existing functionality and developing new applications. They will also participate in the data management system user group and provide feedback to FLDOE regarding single sign-on implementation.

For instructional improvement using data, a baseline report will be made by December 31, 2010 providing information about the local instructional improvement system meeting requirements of MOU (C) (3)(i) and (iii). A template will be developed that details: *a) name of 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, e) a description of the student growth data available to users on the system, and f) how frequently students, teachers, parents, and principals are accessing the system.* A contact person will be established to receive requests from FLDOE and report back with needed data.

A committee of internal and external stakeholders will be established to revise the teacher evaluation process. The committee will seek assistance from the Northeast Educational Consortium (NEFEC). 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), will be submitted to the FLDOE by May 1, 2010. At least 50% of the evaluation will be based on student growth. Student growth will be measured by performance on state assessments for 35% of the evaluation and 15% will be determined by the district during the first year of the grant. (By the end of the grant period, student growth will be measured by performance on state assessments for 40% of the evaluation and 10% will be determined by the district.) The BCSD will develop a plan to identify effective and highly effective teachers based on the new appraisal system. The district, working with NEFEC as the facilitator, will then collaborate with institutions to assign supervising teachers, using the predetermined minimum qualifications. Collective bargaining will be done to negotiate implementation of the new appraisal system in 2011-2012.

A committee of internal and external stakeholders will also be established to revise the principal evaluation process. The committee, with assistance from NEFEC and the FLDOE contracted consultant will establish a principal evaluation to include an effective and highly effective rating based on evaluation criteria of the Florida Principal Leadership Standards. At least 50% of the evaluation will be based on student growth. Student growth will be measured by performance on state assessments for 35% of the evaluation and 15% will be determined by the district during the first year of the grant. By the end of the grant period student growth will be measured by performance on state assessments for 40% of the evaluation and 10% will be determined by the district.

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During the first year of Race to the Top the following things will be done in order to begin the transition to using data effectively in human capital decisions:

- Salary schedules of teachers and principals reflecting the results of evaluations will be submitted.
- A committee of stakeholders will meet with NEFEC for assistance in developing the teacher and principal salary schedules.
- District and school-based administrators will receive training on interview skills and how to identify and select highly effective teachers and principals.
- A staffing plan will be developed that reflects the assignment of effective and highly effective teachers and principals as defined to the district's schools that are persistently low performing.
- AYP data will be monitored for all schools to be prepared to implement the staffing plan if a school falls into the persistently low-performing schools category.
- Recruitment of highly qualified, effective minority teachers and principals will continue through participation in the FI Fund for Minority Teachers Recruitment Fair and/or the NEFEC Recruitment Fair and the Principal Leadership Academy.
- Reporting of salary schedules, along with bonuses and salary augmentations, will occur in an accurate, timely manner through the student and staff surveys.
- Terminations of principals and teachers will be reported annually through the student and staff survey.
- Employee data reflecting current assignments will continue to be collected from Personnel Action Forms and reported during the survey periods.
- A collective bargaining agreement will be submitted that reflects the use of evaluation data for teachers in grades and subjects for which student growth measures have been developed by FLDOE.

The BCSD will work with NEFEC to revise its professional development system, based on Florida's Professional Development Protocol Standards, so that it aligns with the new evaluation, compensation, and assessment systems. Professional development will reflect the use of evaluation results and will target high-need students. Common planning time will continue to be used to focus on teaching and learning improvements. The district will also work with NEFEC to revise its professional development system's evaluation process in accordance with Protocol Standards. An evaluation timetable will be established for monitoring the effectiveness of the professional development system.

Year 2: 2011-2012. The first year of the new STEM Career and Technical Program, Industrial Biotechnology, will be implemented. Key personnel will continue working with SFC and community members to ensure the success of the program. While enrolled in Biotechnology I, students will be working toward earning STEM accelerated course credits. College professors and high school teachers will evaluate and coordinate curriculum. Course exams will be administered and students' performance will be used to determine additional supports for students and professional development for teachers. An annual review of the four-year plan will be conducted and adjustments made, as needed.

To continue efforts to bolster technology for improved instruction and assessment, a review of the district's capacity and infrastructure for online test administration will be compared to the demand and the computer-based testing readiness certification through Florida's online tool will be submitted. The Tech Support person will help meet technology needs.

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In an effort to provide single sign-on, the BCSD will continue to participate in the data management user group. A gap analysis and needs assessment report will be done during the second year. A plan with specifications and a timetable to implement will be developed. State-level data will be downloaded when available and incorporated into the district's instructional improvement system. A report will be made of the incorporated state-level data downloads.

Reports concerning local instructional improvement systems will be made, to include the following information: *a) name of 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, e) a description of the student growth data available to users on the system, and f) how frequently students, teachers, parents, and principals are accessing the system.* A new position, Data Manager, will be hired to be responsible for helping to plan and manage all aspects of the instructional improvement system. This will include: providing required data to DOE, retrieving data downloads from DOE, completing surveys and managing the instructional improvement system. This individual will also be responsible for providing support needed to ensure that schools can access the instructional improvement system successfully.

In order to provide support for educator preparation programs, the BCSD will analyze teacher individual effectiveness results. Accomplished Professional Educator Practices (APEP) will be used to set targets for eligible teachers to gain supervisory and mentoring responsibilities. Master teachers who are selected to be supervising teachers and mentors will receive training, such as the Clinical Educator Training or another similar approved mentor training. The clinical educator database will be updated for use in determining internship placements and a database will be developed for use in determining beginning teachers' mentors. Data will be collected and reports required in MOU (D)(1)(ii) will be made in a timely manner. Data pertaining to alternate certification teachers will be evaluated and used to make professional development decisions.

Administrator individual effectiveness will be analyzed and used to determine effective and highly effective administrators to be chosen as supervising administrators and mentors. Those selected will participate in training by Bradford's Principal Leadership Academy, Professional Partners, or other similar approved mentor training. A database will be developed to use in determining principal mentors. Data will be collected and reports made of the success rate of those mentored, based on student performance data, other multi-metric measures, and the participants' perception of the district's leadership development program. A review of the evaluation data will be used to determine professional development and support needs.

The BCSD will implement the revised teacher appraisal system for teachers of grades and subjects assessed by state assessments. The district will collaborate with those developing EOCs for courses not measured by state or national assessments to be used in evaluations beginning 2013-2014. Evaluation results will be reported annually through the student and staff surveys.

During the second year of Race to the Top the following things will be done to continue the transitioning process to using data effectively in human capital decisions:

- Salary schedules of teachers and principals reflecting the results of evaluations will be submitted.

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- A committee of stakeholders will meet with NEFEC and the FLDOE contracted consultant for assistance in developing the teacher and principal salary schedules. This committee will review the current placement procedures and will create a process to use a data driven decision-making process for teacher and principal placements.
- District and school-based administrators will receive training on interview skills and how to identify and select highly effective teachers and principals.
- Recruitment of highly qualified, effective minority teachers and principals will continue through participation in the FI Fund for Minority Teachers Recruitment Fair and/or the NEFEC Recruitment Fair and the Principal Leadership Academy.
- Reporting of salary schedules, along with bonuses and salary augmentations, will occur in an accurate, timely manner through the student and staff surveys.
- Terminations of principals and teachers will be reported annually through the student and staff survey.
- Employee data reflecting current assignments will continue to be collected from Personnel Action Forms and reported during the survey periods.
- A collective bargaining agreement will be submitted that reflects the use of evaluation data for teachers in grades and subjects for which student growth measures have been developed by FLDOE.

The BCSD will work with NEFEC and the FLDOE contracted consultant to revise its professional development system, based on Florida's Professional Development Protocol Standards, so that it aligns with the new evaluation, compensation, and assessment systems. Professional development will reflect the use of evaluation results and will target high-need students. Common planning time will continue to be used to focus on teaching and learning improvements. The district will also work with NEFEC and the FLDOE contracted consultant to revise its professional development system's evaluation process in accordance with Protocol Standards. An evaluation timetable will be established for monitoring the effectiveness of the professional development system. Findings will be reported along with appropriate revisions.

Beginning in the second year of the Race to the Top, the BCSD will use evaluation results to: a) plan and implement professional development activities that align with staff needs, b) inform teachers' individual professional development plans (IPDP) and principals' individual leadership development plans (ILDLP) development, and c) revise and monitor the Beginning Teacher Program for effectiveness. Professional learning will focus on developing content knowledge in the Common Core Standards and instructional strategies for teaching the Common Core Standards. Professional development will also be provided on the use of differentiated instruction, formative assessment, and the principles of lesson study to support the Common Core Standards.

Year 3: 2012-2013. The second year of the new STEM Career and Technical Program, Industrial Biotechnology, will be implemented. Key personnel will continue working with SFC and community members to ensure the success of the program. While enrolled in Biotechnology II, students will be working toward earning STEM accelerated course credits. College professors and high school teachers will continue to evaluate and coordinate curriculum. Course exams will be administered and students' performance will be used to determine additional supports for students and professional development for teachers. An annual review of the four-year plan will be conducted and adjustments made, as needed.

To continue efforts to bolster technology for improved instruction and assessment, a review of the district's capacity and infrastructure for online test administration will be compared to the demand and the computer-

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based testing readiness certification through Florida's online tool will be submitted. The Tech Support person will help meet technology needs.

In an effort to provide single sign-on, the BCSD will continue to participate in the data management user group. Feedback will continue to be provided to FLDOE regarding single sign-on implementation.

Necessary purchases will be made. State-level data will be downloaded when available and incorporated into the district's instructional improvement system. A report will be made of the incorporated state-level data downloads.

Reports concerning local instructional improvement systems will be made, to include the following information: *a) name of 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, e) a description of the student growth data available to users on the system, and f) how frequently students, teachers, parents, and principals are accessing the system.* The Data Manager will continue to be responsible for helping to plan and manage all aspects of the instructional improvement system. This will include: providing required data to DOE, retrieving data downloads from DOE, completing surveys and managing the instructional improvement system. This individual will also be responsible for providing support needed to ensure that schools can access the instructional improvement system successfully.

In order to provide support for educator preparation programs, the BCSD will continue to analyze teacher individual effectiveness results. Accomplished Professional Educator Practices (APEP) will be used to set targets for eligible teachers to gain supervisory and mentoring responsibilities. Master teachers who are selected to be supervising teachers and mentors will receive training, such as the Clinical Educator Training or another similar approved mentor training. The clinical educator database will be updated for use in determining internship placements and the database developed for use in determining beginning teachers' mentors will be maintained. Data will be collected and reports required in MOU (D)(1)(ii) will be made in a timely manner. Data of alternate certification teachers will be evaluated and used to make professional development decisions.

Administrator individual effectiveness will be analyzed and used to determine effective and highly effective administrators to be chosen as supervising administrators and mentors. Those selected will participate in training by Bradford's Principal Leadership Academy, Professional Partners, or another similar approved mentor training. The database developed to use in determining principal mentors will be maintained. Data will be collected and reports made of the success rate of those mentored, based on student performance data, other multi-metric measures, and the participants' perception of the district's leadership development program. A review of the evaluation data will be used to determine professional development and support needs.

In year three, work will continue to prepare EOC exams for courses not measured by state and national assessments. A stakeholder group will help define milestone events and additional multi-metric evaluation measures. They will also help to determine needs for special procedures and criteria for teachers of subjects and fields not measured by state or national assessments. Collective bargaining will take place to negotiate the 2013-2014 implementation of the revised teacher appraisal system for teachers of grades and courses not

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assessed by state assessments, those who are about to reach a milestone event, and the use of additional multi-metrics. Also, an annual review of evaluations will be made by the stakeholder committee to determine possible revisions. Evaluation results will be reported annually through the student and staff surveys.

During the third year of Race to the Top the following things will be done in order to begin the transition to using data effectively in human capital decisions:

- Salary schedules of teachers and principals reflecting the results of evaluations will be submitted.
- A committee of stakeholders will continue to meet with NEFEC, as needed, for assistance in developing the teacher and principal salary schedules.
- Recruitment of highly qualified, effective minority teachers and principals will continue through participation in the FI Fund for Minority Teachers Recruitment Fair and/or the NEFEC Recruitment Fair and the Principal Leadership Academy.
- Reporting of salary schedules, along with bonuses and salary augmentations, will occur in an accurate, timely manner.
- Terminations of principals and teachers will be reported annually through the student and staff survey.
- Employee data reflecting current assignments will continue to be collected from Personnel Action Forms and reported during the survey periods.
- A collective bargaining agreement will be submitted that reflects the use of evaluation data for teachers in grades and subjects for which student growth measures have been developed by FLDOE.
- An accountability system will be devised for collecting multiple artifacts and documentation for administrators to base decisions related to staffing and compensation. Administrators will be trained to use the system.
- Revisions to the collective bargaining agreement will be negotiated to include the use of teacher evaluation data to make informed human capital decisions which will be implemented in 2013-2014.

The BCSD will work with NEFEC to develop Race to the Top required professional development offerings that will be aligned with Florida's Professional Development Protocol Standards. Professional development will reflect the use of evaluation results and will target high-need students. Common planning time will continue to be used to focus on teaching and learning improvements. The district will also work with NEFEC to revise its professional development system's evaluation process in accordance with Protocol Standards. An evaluation timetable will be established for monitoring the effectiveness of the professional development system. Findings will be reported along with appropriate revisions.

The BCSD will continue to use evaluation results to: a) plan and implement professional development activities that align with staff needs, b) inform the development of teachers' individual professional development plans (IPDP) and principals' individual leadership development plans (ILDLP), and c) revise and monitor the Beginning Teacher Program for effectiveness. Professional learning will focus on developing content knowledge in the Common Core Standards and instructional strategies for teaching the Common Core Standards. Professional development will also be provided on the use of differentiated instruction, formative assessment, and the principles of lesson study to support the Common Core Standards.

Year 4: 2013-2014. The third year course offering for Industrial Biotechnology will be Biotechnology III. Key personnel will continue working with SFC and community members to ensure the success of the program. College professors and high school teachers will continue to evaluate and coordinate curriculum.

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Course exams will be administered and students' performance will be used to determine additional supports for students and professional development for teachers. Students who have a "B" average in Biotechnology I and II will be given the comprehensive examination approved by SFC Health Sciences and Natural Sciences program coordinators. Those students who score 80% or better on the comprehensive exam will be awarded college credits for Introduction to Biotechnology Methods (BSC 1404C) and Introduction to Biotechnology (BSC 1421). Also, students who take Chemistry (2003340) or Chemistry Honors (2003350) at the high school and earn at least a "B" average in the class will be given a comprehensive examination approved by SFC Health Sciences and Natural Sciences program coordinators. Those students who score a minimum of 80% on the examination will be awarded college credit in Elements of Chemistry I (CHM 1030) and Elements of Chemistry Lab (CHM 1030L). An annual review of the four-year plan will be conducted and adjustments made, as needed.

To continue efforts to bolster technology for improved instruction and assessment, a review of the district's capacity and infrastructure for online test administration will be compared to the demand and the computer-based testing readiness certification through Florida's online tool will be submitted. The Tech Support person will help meet technology needs.

Reports concerning local instructional improvement systems and single sign-on will be made, to include the following information: *a) name of 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, e) a description of the student growth data available to users on the system, and f) how frequently students, teachers, parents, and principals are accessing the system.* The BCSD will continue to participate in the data management user group. State-level data will be downloaded when available and incorporated into the district's instructional improvement system. A report will be made of the incorporated state-level data downloads.

The Data Manager will continue to be responsible for helping to plan and manage all aspects of the instructional improvement system. This will include: providing required data to DOE, retrieving data downloads from DOE, completing surveys and managing the instructional improvement system. This individual will also be responsible for providing support needed to ensure that schools can access the instructional improvement system successfully. Integration for single sign-on will be completed and the Single Sign-On Integration Readiness Certification will be submitted to FLDOE.

In order to provide support for educator preparation programs, the BCSD will continue to analyze teacher individual effectiveness results. Eligible teachers, determined by APEP, will gain additional supervisory and mentoring responsibilities. Master teachers who are selected to be supervising teachers and mentors will receive training, such as the Clinical Educator Training or another similar approved mentor training. The clinical educator database will be updated for use in determining internship placements and the database developed for use in determining beginning teachers' mentors will be maintained. Data will be collected and reports required in MOU (D)(1)(ii) will be made in a timely manner. Data of participating teachers will be evaluated and used to make professional development decisions.

Administrator individual effectiveness will continue to be analyzed and used to determine effective and highly effective administrators to be chosen as supervising administrators and mentors. Those selected will participate in training by Bradford's Principal Leadership Academy, Professional Partners, or another similar

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approved mentor training. The database developed to use in determining principal mentors will be maintained. Data will be collected and reports made of the success rate of those mentored, based on student performance data, other multi-metric measures, and the participants' perception of the district's leadership development program. A review of the evaluation data will be used to determine professional development and support needs.

In year four, the revised teacher appraisal system will be used. This system will utilize state and national assessments, as well as EOCs developed for other courses, to determine teacher effectiveness. It will include additional multi-metrics for those who are about to reach a milestone event. An annual review of the evaluation will continue to be made by the stakeholder committee to determine possible revisions. Evaluation results will be reported annually through the student and staff surveys.

During the fourth year of Race to the Top, the BCSD will use data effectively in human capital decisions. A compensation system will be implemented that ties the most significant gains in salary to effectiveness as described in D(2)(ii) and will include differentiated pay through bonuses and/or salary supplements. Promotions will be based on effectiveness as demonstrated on annual evaluations, including a multi-metric evaluation in the year prior to promotion. Also, evaluation data will be used to make human capital decisions related to the awarding of employment contracts, reductions in staff, compensation incentives, and staff assignments. A collective bargaining agreement with these changes will be submitted. Reporting of employee assignments, salary schedules, and terminations will continue to be made to FLDOE.

A revised staffing plan will be submitted that reflects the assignment of effective and highly effective teachers and principals to the district's schools that have the highest percentages of low income students and minority students. AYP data will be monitored for all schools. If a school falls into the persistently low-performing schools category, the revised staffing plan will be implemented. Recruitment of highly qualified, effective minority teachers and principals will continue through participation in the FI Fund for Minority Teachers Recruitment Fair and/or the NEFEC Recruitment Fair and the Principal Leadership Academy.

The BCSD will work with NEFEC to develop Race to the Top required professional development offerings that will be aligned with Florida's Professional Development Protocol Standards. Professional development will reflect the use of evaluation results and will target high-need students. Common planning time will continue to be used to focus on teaching and learning improvements. The district will also work with NEFEC to revise its professional development system's evaluation process in accordance with Protocol Standards. An evaluation timetable will be established for monitoring the effectiveness of the professional development system. Findings will be reported along with appropriate revisions.

The BCSD will continue to use evaluation results to: a) plan and implement professional development activities that align with staff needs, b) inform the development of teachers' individual professional development plans (IPDP) and principals' individual leadership development plans (ILDLP), and c) revise and monitor the Beginning Teacher Program for effectiveness. Professional learning will focus on developing content knowledge in the Common Core Standards and instructional strategies for teaching the Common Core Standards. Professional development will also be provided on the use of differentiated instruction, formative assessment, and the principles of lesson study to support the Common Core Standards.

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

Leadership teams will evaluate progress of this initiative. The role of the key players identified for each task will be to monitor, report, revise, and complete each work plan strategy or goal. Implementation will include timelines with specific target dates and specific strategies for evaluation. Data will serve as the gauge for monitoring progress for student achievement based on the strategy within each work plan table.

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

The Bradford County District Schools will continue to utilize funding from General Funds and from grants (such as Perkins, Title I, II, VI, etc). We will continue to seek funding and support from our local community, business partners, and foundations. We will continue to work with the North East Florida Education Consortium (NEFEC) for bulk purchasing, grant-writing, professional development, and support.

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.

Title I funds can be utilized to provide professional development. This includes stipends for teachers and consultants. Title I funds also support the purchase the tools that will be incorporated into the single sign on system - Think Gate, Nav Plus, Ed Line. IDEA should also support these same areas as well as curriculum's funds. School Improvement Grant provides funds for CRT's to support the areas of math and science in the elementary schools. Their role is to provide data analysis to identify and address student needs and classroom support through small group instruction. Title IIA will also support recruitment, retention, and professional development of highly qualified instructional staff and principals.

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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: <ul style="list-style-type: none"> • Other FCAT 2.0 Grade Levels and Subjects • End-of-Course Assessments • AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation • PSAT, PLAN, SAT, and/or ACT Participation and Performance 					

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CLOSING THE ACHIEVEMENT GAP

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.

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.

	2010-11 (Baseline)	2011- 12	2012- 13	2013- 14	2014-15
% Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)					
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				
% Reduction in White/Hispanic achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)					
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:					
<ul style="list-style-type: none"> • Other FCAT 2.0 Grade Levels and Subjects • End-of-Course Assessments • AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation • PSAT, PLAN, SAT, and/or ACT Participation and Performance 					

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

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

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

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

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

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

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FORM (A)1.

LEA Student Goals and Measures

STATE GOALS

State Goals for the Class of 2015:

For the every 100 incoming high school freshmen in 2011-12,

- 85 will graduate from high school in 2015.
- Of the 85 students who graduate, 63 (or 74%) will go on to college by 2017.
- Of the 63 students who went on to college, 44 (or 70%) will earn at least a year’s worth of college credit by 2019

High School Graduating Class of:	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

LEA GOALS

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

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	59	51	55	57	59	63	68	72	76	80	85
College Going Rate	52	50	47	49	51	53	56	59	62	65	68
College Credit Earning Rate	67	67	67	68	68	69	69	70	71	72	73
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	21	17	17	19	20	23	26	30	33	37	42

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Work Plan Table

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

Please indicate one LEA point of contact for this project.

Name: Randy Starling

Title: Bradford Union Area Career Technical Center

Phone #: 904-966-6760

E-mail Address: starling_k@firn.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 and science that will satisfy core credit requirements with the passing of the course and related end-of-course exam.

Deliverables (minimum evidence required):

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 2013-2014 who were awarded industry certifications.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Bradford Union Area Career Technical Center Director	X	X	X	X	X	X
Director of Curriculum and Instruction	X	X	X	X	X	X
Bradford High School Principal	X	X	X	X	X	X
SFC Andrews Center Dir., or Designee	X	X	X	X	X	X

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Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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 2013-2014 who were awarded industry certifications.	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			
Initiate planning for STEM-related career and technical programs(s) by reviewing in area needs to identify gaps in existing programs.	X					
Biotechnology identified as the additional career and technical program for STEM occupations and report on actions implemented to date.	X					
Work with community members and Santa Fe College as partners in the implementation of the program.		X	X	X	X	X
Inventory current lab facilities at Bradford High School		X				
Purchase needed equipment for first course of Biotechnology sequence		X				
Purchase textbooks for Biotechnology		X				
Work with Coordinator of Perkins Grants at SFC to establish articulation agreement to model that of Alachua County			X			
Continue professional development activities, as needed, for new instructor		X	X	X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

Offer and enroll students in career and technical program for STEM occupations.					X	X	X
Maintain STEM program course offerings.						X	X
Administer Industry certification exams to all eligible participating students, costs to be covered through Perkins Grant							X
Analyze student performance on program related Comprehensive College Exam to determine additional student support needs in core areas for teachers and students.							X
Analyze student performance on related industry certification exams to determine additional support needs to teachers and students.							X
Based on data outcome, additional professional development will be provided to instructors, changes in instructional materials, and equipment, as needed							X

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			
Analyze current districts budget allocations and costs related to industry certification exams.	X					
Determine projected numbers of exams taken annually.	X					
Allocate funds for industry certification costs from Perkins						X

**RACE TO THE TOP
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Grant for students completing program.						
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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			
			X	X	X	X
Annual review of 4-year plan with amendments as necessary to reach 4-year goals.			X	X	X	X

Budget Summary By Year:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$ 8,500	\$0	\$0	\$0	\$0

Sustainability Factors: <i>(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)</i>
<ul style="list-style-type: none"> ▪ SFC Center for Industrial Biotechnology will help provide equipment for lab ▪ SFC Center for Industrial Biotechnology will loan BCSD expensive lab equipment, when needed ▪ Perkins funds to pay for Industry Certifications

Supporting Narrative (optional):
<p>After reviewing STEM career and technical programs that meet the requirements of RTTT and comparing that list with employer needs in the Bradford County area, it has been determined that the best new STEM career and technical program to implement at Bradford High School is Industrial Biotechnology. Two Bradford High School teachers have already been trained at the University of Florida to teach this program. Santa Fe College (SFC) has agreed to help with this implementation since they already have similar programs in other districts. Our articulation agreement with SFC for this program will be similar to the current Alachua County agreement. Year one will be used for planning, with program implementation to begin in 2011.</p>

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Doug Thoburn
Title: Bradford High School Principal
Phone #: 904-966-6070
E-mail Address: thoburn_d@firn.edu

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			
Bradford High School Principal	X	X	X	X	X	X
Bradford Union Area Career Tech Director	X	X	X	X	X	X
SFC Andrews Center Director	X	X	X	X	X	X

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

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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 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.	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			
Attend NEFEC's STEM/Senate Bill 4 Summit to initiate collaboration with higher education, The College Board, and other LEAs.	X					
Provide time for college professor and high school teacher to evaluate and coordinate curriculum				X	X	X
Offer and enroll students in STEM related accelerated courses.				X	X	X
Maintain STEM program course offerings, ensuring all courses that are part of the program have qualified instructors.				X	X	X
Administer applicable course exams.				X	X	X
Analyze student performance applicable summative STEM course exams to determine additional support to students and teachers.				X	X	X
SFC will administer articulated exams for college credit.						X
Representatives of SFC's Health Sciences and Natural Sciences will review, at least annually, the content of the high school curriculum to ensure standardization and attainment of goals.				X	X	X
Based on data outcome, additional professional development will be provided to instructors, changes in instructional materials, and equipment,				X	X	X

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

as needed						
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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			
Gather baseline data of currently offered STEM accelerated course offerings.	X					
Annually review four year plan with amendments as necessary to reach the four year goals.				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	\$500	\$500	\$500

Sustainability Factors: Articulation agreements with SFC SFC provides exams
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Supporting Narrative (optional): The BCSD will also collaborate with SFC to increase advanced STEM coursework. SFC will offer college science credits for courses taken in the new Industrial Biotechnology program. Students who complete Biotechnology 1 (3027010) and 2 (3027020) at Bradford High School, earn at least a minimum of a “B” average and pass the comprehensive examinations approved by the Health Sciences and Natural Sciences programs coordinators with a minimum score of 80%, will be awarded college credits for Introduction to Biotechnology Methods (BSC 1404C) and Introduction to Biotechnology (BSC 1421). Also, students who take Chemistry (2003340) or Chemistry Honors (2003350) at the high school, earn at least a “B” average in the class, and score a minimum of 80% on the comprehensive examination approved by the Health Sciences and Natural Sciences programs coordinators, will be awarded college credit for Elements of Chemistry I (CHM 1030) and Elements of Chemistry I Lab (CHM 1030L). Representatives of SFC’s Health Sciences and Natural Sciences will review, at least annually, the content of the high school curriculum to ensure standardization and attainment of goals.
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Title and Page Number of Appendices for this Project (if applicable):
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Work Plan Table

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

<p>Please indicate one LEA point of contact for this Project. Name: Dr. Steve Miller Title: Director of Information Services Phone #: 904.966.6003 E-mail Address: miller_sf@firn.edu</p>
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<p>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.</p>
<p>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.</p>

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Information Services	X	X	X	X	X	X
Director of Accountability & Special Programs	X	X	X	X	X	X
Network Administrator		X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Submit readiness information as required by online certification tool.	X	X	X	X	X	X
Review current district capacity and infrastructure for online test administration in comparison to anticipated demand and feedback .	X	X	X	X	X	X
Attend DOE offered professional learning and tutorials.	X	X	X			
Participate in statewide infrastructure trial.	X					
Create and hire Tech Support Position to support physical and network needs.		X				

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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	\$11,000	\$11,000	\$45,000	\$45,000	\$45,000

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)*
 1. Personnel to support the physical and network needs related to the project.

Supporting Narrative (optional):
 Currently, Bradford County has limited support on the secondary level for physical and network needs. It is vital that this capacity is increased to support the changes in technology. With the increase in classroom technology and the new requirements from computer based testing, it is necessary to have an individual who is available to help maintain current technology and oversee the demands of computer based testing.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this project.
Name: Dr. Steve Miller
Title: Director of Information Services
Phone #: 904.966.6003
E-mail Address: miller_sf@firn.edu

Project Goal: LEAs will integrate with the Department to provide single sign-on access to state-level applications and data by their users. The LEA will incorporate state-level data into local instructional improvement systems to improve instruction in the classroom, 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 should be 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).

Key Personnel (indicate each year of involvement):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Information Services	X	X	X	X	X	X
Network Administrator		X	X	X	X	X

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The Deliverable box below should list each deliverable and its supporting activities. Indicate the year each Deliverable and Supporting Activity will be accomplished 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 support student achievement targets in Form (A)1.

Note: Deliverables beyond what is required by the Department 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 status of LEA’s preparedness for single sign-on implementation and state-level data downloads. Work should be completed by Year 4.

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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						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			
Provide reports of staff accessing state resources via single sign-on per Department report template.						X

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Gap Analysis/Needs Assessment Report for providing single sign-on				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			
Establish Software Development Life Cycle Process for enhancing existing functionality and developing new applications	X					
Participate in the data management system user group	X	X	X	X	X	X
Provide feedback to the Department regarding single sign-on implementation	X	X	X	X	X	X

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Deliverable: Detailed timeline and implementation plan that addresses the tasks, timing, and resources required to provide single sign-on access to state resources.	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			
Develop a plan to implement single sign-on access to state resources by school and LEA staff				X		
Create Timeline for implementation				X		
Review available resources for implementation			X			

Deliverable: Development Specifications	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			
Create specifications for development enabling single sign-on access through District				X		
Evaluate & purchase necessary resources to meet specifications				X		

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			
Prepare technical environments (details dependent upon BCSD's current environment)				X		
Complete and submit Single Sign-on Integration Readiness Certification to the Department						X

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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			
Integrate with the department to provide single sign-on through District Interface						X

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	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			
Obtain state-level data download when available				X	X	X
Incorporate downloaded data into District's instructional improvement system				X	X	X
Provide a report of state-level data downloads incorporated into District's Interface				X	X	X

Budget Summary	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
By Year:	\$0	\$0	\$0	\$ 0	\$25,000	\$ 0

<p>Sustainability Factors: <i>(short description or list of factors that will contribute to the sustainability of the results of the Project after Race to the Top funding ends)</i></p> <p>1. The district will annually survey school staff on the effectiveness of receiving data from each state-level data download and will report its findings to the School Board.</p>
<p>Supporting Narrative: Specifications will be developed for enabling the single sign-on system. At this time it is unknown what cost will be incurred due to the specifications. \$25,000 is being set aside in anticipation of the resources and maintenance cost that will be necessary to implement the single sign-on system. Resources may include hardware and software.</p>

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Carol Clyatt
Title: Director of Accountability & Special Programs
Phone #: 904.966.6816
E-mail Address: Clyatt_c@firn.edu

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Information Services	X	X	X	X	X	X
Director of Accountability & Special Programs	X	X	X	X	X	X
Data Manager (New Hire)				X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
For local instructional improvement systems, provide a report that includes the following: <ol style="list-style-type: none"> 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	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			
Provide reports of staff accessing state resources via single sign on per department report template	X			X	X	X
Develop a report template that details: <ol style="list-style-type: none"> 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 	X			X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

<p>classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research.</p> <p>e. A description of the student growth data available to users on the system</p> <p>f. How frequently students, teachers, parents, and principals are accessing the system</p>						

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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.		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			
Hire district person who will be responsible for reporting timely, complete and accurate information through department technology assessments and surveys				X		
Collect data necessary to report to the DOE on the technology surveys.				X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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	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			
Identify district person who will report timely, accurate and complete information from instructional and longitudinal data systems.		X				
Provide additional data requested by DOE as identified.				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	\$65,000	\$65,000	\$65,000

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)*

1. The district will permanently allocate a staff member to manage the local instructional improvement system
2. Professional development will be provided to support access at all levels.

Supporting Narrative (optional):
Once LIIS requirements are adequately defined by DOE, we will begin development of our LIIS. The LIIS will require a data manager to oversee the implementation and provide sustainability. This individual will be responsible for helping to plan and manage all aspects of the system. This will include: providing required data to DOE, retrieving data downloads from DOE, completing surveys and managing the instructional improvement system. This individual will also be responsible for providing support needed to ensure that schools can access the instructional improvement system successfully.

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

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Work Plan Table

Project/MOU Criterion: Provide Support for Educator Preparation Programs – (D)(1)(ii)

Please indicate one LEA point of contact for this Project.
Name: Randy Whytsell
Title: Director of Human Resources
Phone #: 904-966-6810
E-mail Address: Whytsell_r@firn.edu **Please indicate one LEA point of contact for this Project. Please indicate one LEA point of contact for this Project.**

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			
Director of Human Resources	X	X	X	X	X	X
Assistant Superintendent	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): 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
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			
The NEFEC College/Career Readiness Task Force, which includes members		X				

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from St. Johns River Community College, Florida Gateway College, Santa Fe College, Central Florida Community College, Florida State College @ Jacksonville, Daytona State College, and North Florida Community College, will facilitate collaboration between the LEA and institution preparation programs to determine minimum qualifications for instructional staff to serve as supervising teachers for pre-service interns.						
In conjunction with NEFEC staff, provide training to teachers who are eligible to supervise pre-service interns.		X		X	X	X

2. Deliverable (required): 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.	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			
a. Develop a plan using the new teacher appraisal system as the basis for identifying effective and highly effective teachers for recognition as Master Teachers		X				
b. Master Teachers selected as supervising teachers and mentors will participate in Clinical Educator Training or other similar approved mentor training.				X	X	X
c. Develop a plan using the Florida Principal Leadership Standards as the basis for identifying effective and highly effective administrators.		X				
d. Effective and highly effective administrators selected as supervising administrators & mentors will participate in mentor training by Bradford’s Principal Leadership Academy, Professional Partners or other similar approved mentor training.			X	X	X	X

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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. Analyze teacher and administrator individual effectiveness results (student growth, multi-metric measures)				X		
b. Use the Accomplished Professional Educator Practices (APEP) to set targets for effectiveness and eligibility for additional supervisory/mentoring responsibilities.				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			
a. Maintain and update clinical educator database for use in determining internship placements.				X	X	X
b. Develop and maintain Master Teacher and Principal Mentor database for use in determining beginning teacher and principal mentors.				X	X	X
c. Designate staff to be responsible for reporting data related to pre-service intern/peer mentors				X	X	X
d. Develop and/or review a process for using the updated state database to accurately report qualifications of pre-service and peer mentors.				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	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X

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assignment and training of peer mentors). 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. Collect and report district leadership plan data related to placement of participants in administrative positions, success rate of those placed (based on student performance data and other multi-metric measures) and the perception of participants of the value of the district leadership development program.				X	X	X
b. Collect and report district alternative certification programs data related to success of mentored participants in teaching positions, success rate of those placed (based on student performance data and other multi-metric measures) and the perception of participants of the value of the alternative certification program.				X	X	X
c. LEA will conduct a review of evaluation data of Principal Leadership Academy data to identify professional development and support needs.				X	X	X
d. Conduct a review of evaluation data of Alternative Certification Program (ACP) teachers for the purpose of making professional development decisions.				X	X	X
e. Share ACP evaluation results with the NEFEC College Readiness Task Force to facilitate program improvements.				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: *(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)*

- 1) Use of Title IIA funds to provide incentives to Master Teacher to become mentors after participating in required training.**
- 2) Periodic meetings with internal and external stakeholders, such as the College Readiness Task Force, will be conducted to review and update the program.**
- 3) FLDOE Reporting**

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Randy Whytsell
Title: Director of Human Resources
Phone #: 904-966-6810
E-mail Address: Whytsell_r@firn.edu Please indicate one LEA point of contact for this Project.

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			
Director of Human Resources	X	X	X	X	X	X
Assistant Superintendent	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			
	X	X	No later	X	X	X

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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			
The LEA has designed and committed to implement an evaluation system with teacher and principal involvement.				X		
a. Establish a committee including internal and external stakeholders to revise teacher appraisal system	X					
b. Committee to review evaluation criteria: Student Growth Measure, Core of Effective Practices, Additional Metric Evaluation Measures, and Evaluation Rating.	X	X				
c. Committee to meet with NEFEC and DOE contracted consultant for assistance in revising teacher appraisal.				X		
d. Committee to meet with NEFEC for assistance in revising teacher appraisal.		X	X	X	X	
e. Establish evaluation criteria: Student Growth Measure, Core of Effective Practices, Additional Metric Evaluation Measures, and Evaluation Rating.			X	X	X	
f. Determine need for special procedures and criteria for teachers of subjects and fields not measured by the state assessment program (FCAT).				X	X	
g. Include in evaluation criteria a student growth component based on state assessments that accounts for at least 40% of the total evaluation and 10% as determined by the district, by the end of the grant, with a phase-in of 35% of total evaluation and 15% as determined by the district during 2011-2013 school years.				X	X	
h. Revise the teacher appraisal system to support school improvement plan processes.			X			
i. Integrate continuous quality improvement of the skills of instructional personnel into the evaluation system.			X			

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j. Collective bargaining to negotiate 2011-2012 implementation of the revised teacher appraisal system for teachers with 50% based on performance of students assigned to their classes.			X			
k. Train staff on the use of the revised teacher appraisal system.			X			
l. Will begin implementation of revised teacher appraisal system for teachers, including a student growth factor for teachers of grades and subjects assessed by FCAT and state assessments.				X		
m. The District will work with NEFEC and state resources to review for use EOC exams for all courses not measured by state or national assessments.				X	X	
n. Milestone event and additional multi-metric will be defined in collaboration with stakeholders.					X	
o. Collective bargaining to negotiate 2013-2014 implementation of the revised teacher appraisal system including student growth for teachers of grades and subjects not assessed by FCAT or state assessments, for milestone events and use of additional multi-metrics.					X	
p. Will begin implementation of multi-metric evaluation for teachers in the year prior to a milestone event and revised teacher appraisal system for teachers of grades and subjects not assessed by FCAT or state assessments.						X
q. Convene and engage a stakeholder committee to conduct annual review of evaluation system for possible revisions.				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			

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a. The District will work with stakeholders to develop an implementation timetable for the teacher evaluation system and will review annually to make adjustments as necessary.		X				
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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	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 including internal and external stakeholders to revise principal appraisal system		X				
b. Committee to meet with NEFEC and DOE contracted consultant for assistance in revising the principal appraisal system.			X			
c. Committee to meet with NEFEC for assistance in revising the principal appraisal system.		X	X	X	X	
g. Include in evaluation criteria a student growth component based on state assessments that accounts for at least 40% of the total evaluation and 10% as determined by the district, by the end of the grant, with a phase-in of 35% of total evaluation and 15% as determined by the district during 2011-2013 school years.			X			
e. Establish evaluation criteria using the Principal Leadership Standards based on a comprehensive range of evaluation ratings to include “effective” and “highly effective.”			X			
f. Include evaluation of recruiting and retention of effective teachers, and removal of ineffective teachers.			X			
g. Support existing school improvement plans in development and implementation of evaluation system.			X			

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h. Integrate continuous quality improvement of the skills of instructional and administrative personnel into the evaluation system.			X			
i. Train staff on the use of the revised principal appraisal system.			X			
j. Implement the revised principal appraisal system.				X		
k. Convene and engage a stakeholder committee to conduct annual review of evaluation system for possible revisions.				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	X
a. LEA will develop a timetable for implementing the principal evaluation system, and will make adjustments as necessary.		X		X	X	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	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. Designate staff responsible for reporting data from evaluation results within the student and staff survey		X		X	X	X
b. Report evaluation results for teachers and principals through the student and staff survey			X	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
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			

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a. Designate staff to evaluate need for system changes, and submit necessary evaluation system revisions annually, if needed.				X	X	X
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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	\$0	\$2,000	\$1,000	\$1,000	\$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)*

- 1) Contracted services with NEFEC**
- 2) The district negotiates new teacher appraisal system revisions**
- 3) The district conducts annual internal and external stakeholder committee reviews**
- 4) FLDOE reporting analysis**

Supporting Narrative (optional):

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Lisa Prevatt
Title: Assistant Superintendent
Phone #: 904-966-6032
E-mail Address: Prevatt_l01@firn.edu

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assistant Superintendent	X	X	X	X	X	X
Finance Director	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):	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			
Annually submit the teacher and principal						

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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.	Quarter	Quarter	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			
a. Committee to meet with NEFEC and DOE contracted consultant for assistance in developing teacher and principal salary schedules.				X		
b. Committee to meet with NEFEC for assistance in developing teacher and principal salary schedules.		X	X	X	X	
c. Negotiations with the BEA to finalize compensation system in accordance with the collective bargaining requirements.					X	
d. Implement a compensation system that ties the most significant gains in salary to effectiveness as described in D(2)(ii)						X
e. Implement a compensation system that includes differentiated pay through bonuses and/or salary supplements.						X
f. Base promotions on effectiveness as demonstrated on annual evaluations, including a multi-metric evaluation in the year prior to promotion.						X
g. Base salary increases for milestone career events on the result of multi-metric evaluation one year prior to the event.						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	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. Conduct a comprehensive review of the current evaluation system and placement procedures of teachers and			X	X		

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principals.						
b. Work collaboratively with NEFEC and key stakeholders to create a process to use data driven decisions for the placement of teachers and principals.			X	X	X	
c. Use of available evaluation data to make human capital decisions related to the awarding of employment contracts, reductions in staff, compensation incentives, and staff assignment.					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 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	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. Continue to emphasize the recruitment of highly qualified, effective minority teachers and principals through participation in the FI Fund for Minority Teachers Recruitment Fair and/or the NEFEC Recruitment Fair and the Principal Leadership Academy.		X	X	X	X	X
b. Deliver training to district and school-based administrators on interviewing skills on how to identify and select highly effective teachers and principals.	X			X		
c. Continue to monitor AYP data for all schools to be prepared to implement staffing plan if a school falls into the persistently low-performing schools category.			X	X	X	X
d. Develop a staffing plan for high minority, high poverty and persistently low-performing schools that reflects equitable distribution of teachers and principals based on measures of effectiveness as determined by performance appraisal.					X	

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e. The staffing plan will include compensation incentives for staff placed in high minority, high poverty and persistently low-performing schools.					X	X
f. The staffing plan will include recruitment strategies and selection of teacher from high-performing teacher preparation programs (when data becomes available).					X	X
g. Staffing plan for high minority, high poverty and persistently low-performing schools based on measures of effectiveness will include a professional development component that supports the effective implementation of the plan.					X	X
h. Negotiate staffing plan compensation					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. Submit a collective bargaining agreement that reflects the use of evaluation data for teachers in grades and subjects for which student growth measures have been developed by the Department.			X	X	X	
b. Negotiate revisions to the collective bargaining agreement to include the use of teacher evaluation data to make informed human capital decisions.					X	
c. Submit a collective bargaining agreement that reflects the use of teacher evaluation data in the awarding of bonuses and other performance-related incentives.						X
d. Implement the use evaluation data to make human capital decisions related to the awarding of employment contracts, reductions in staff, compensation						X

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incentives, and staff assignment.						
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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	
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. Devise a system for collecting multiple artifacts (i.e. FCAT, Progress Monitoring, EOC) and forms of documentation to support decisions related to staffing and compensation.					X	
b. Train administrators on the use and accountability for the system in making human capital decisions.					X	
c. Assign duties related to collecting and reporting accountability data.					X	
d. Establish a timeline for collection and submission of accountability data.					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	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. Assign personnel responsible for reporting bonuses and salary augmentations through the regularly-scheduled student and staff surveys.			X	X	X	X
b. Report bonuses and salary augmentations in an accurate and timely fashion as required through the regularly-scheduled student and staff surveys.			X	X	X	X

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	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

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collective bargaining, if applicable):	Quarter	Quarter	Quarter			
a. Assign personnel responsible for the annual reporting of terminations.			X	X	X	X
b. Monitor data during the survey periods.			X	X	X	X
c. Accurately report terminations of principals and teachers through the regularly-scheduled student and staff survey.			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	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. Continue to collect employee data from Personnel Actions Forms (PAF) which reflects the current assignments of teachers and principals.			X	X	X	X
b. Designate personnel to report the assignment of teachers and principals, through the staff and student surveys.			X	X	X	X
c. Monitor data during the survey periods.			X	X	X	X
d. Submit the annual assignments of teacher’s and principal’s data during the survey periods.			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	\$0	\$2,000	\$2,000	\$55,914

Sustainability Factors: <i>(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)</i>
<ul style="list-style-type: none"> • New salary schedule that includes grant requirements successfully negotiated • Incentives based on performance successfully negotiated • Awarding incentives for milestone events successfully negotiated • Annual cost of recruitment and retention of highly effect/qualified staff funded though Title IIA • Bonuses for recruitment of highly effective staff for persistently low performing schools (if needed) and/or critical shortage and/or principal mentoring incentives funded through Title IIA. • FLDOE reporting data analysis

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Work Plan Table

Project/MOU Criteria: Focus Professional Development – (D)(5), including (B)(3)2. and 3., (C)(3)(ii), (D)(2)(iv)(a), (D)(3)(ii)2., and, if applicable, (E).

Please indicate one LEA point of contact for this Project.
Name: Lisa Prevatt
Title: Assistant Superintendent
Phone #: 904-966-6032
E-mail Address: Prevatt_l01@firn.edu

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

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

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

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 of ESE and Student Services	X	X	X	X	X	X
Director of Accountability & Special Pro.	X	X	X	X	X	X

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

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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 requirements in the MOU sections listed above. See combined checklist attached.	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			
a. Work with NEFEC and FLDOE consultant to revise its professional development system so that it aligns with the evaluation, compensation, and assessment systems.			X	X		
b. Work with NEFEC to develop RTT required professional development offerings that will be aligned with Florida's Professional Development Protocol Standards.			X	X	X	X
c. Use evaluation information to plan and implement professional development activities that align with staff needs.				X	X	X
d. Staff IPDP and ILDP development will be informed by evaluation results.				X	X	X
e. Evaluation data of teachers in the revised Beginning Teacher Program will be monitored for effectiveness.				X	X	X
f. Effective use of common planning time to focus on teaching and learning improvements will be monitored.	X	X		X	X	X
g. Professional learning will focus on developing content knowledge in Common Core Standards.				X	X	X
h. Professional learning will focus on instructional strategies and methods for implementing Common Core Standards.				X	X	X
i. Provide training on the use of data from the local instructional improvement system and student growth results to improve student instruction, including targeting high-needs students.	X			X	X	X
j. Provide professional development on the use of differentiated instruction, formative assessment and the principles of lesson study to support the Common				X	X	X

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Core Standards.						
k. Provide professional development on the principles of lesson study required in persistently lowest performing schools as needed.				X	X	X
l. Review the Beginning Teacher Program to align with requirements of RTT.				X	X	
m. Implement revisions to the Beginning Teacher Program.						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			
			X	X	X	X
a. Work with stakeholders, including NEFEC, to establish priorities within RTTT elements, for the purpose of timeline development.			X	X	X	X
b. Collaborate with stakeholders, including NEFEC, to develop a timetable for implementing the elements described in RTTT grant into the Professional Development System for teachers and principals.			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	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. Plan a professional development system that reflects the use of evaluation results and targets high-need students.			X	X	X	X
b. Train administrators and other instructional leaders on the methods of classroom observation, feedback and coaching for improvement, and using lesson study and other protocols to				X	X	X

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support teacher work on improving instructional and assessment practices.						
c. Development of IPDP and ILDP will target high-need students and will be aligned with evaluation results.				X	X	X
d. Provide professional development components that contain measures for implementation and accountability.				X	X	X
e. Provide professional development components that are targeted to the needs of individuals and groups, as indicated by evaluation results.					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	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. Work with NEFEC and FLDOE consultant to revise its professional development system’s evaluation process in accordance with Protocol Standards.			X	X	X	X
b. Include a component within the professional development system that evaluates its effectiveness based on changes in practice and student learning outcomes.				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			
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			
a. Establish an evaluation timetable for monitoring the effectiveness of the professional development system.			X			

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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. Assign personnel responsible for collecting and reporting data related to the evaluation results of the professional development system.				X	X	X
b. Annually report evaluation results of the professional development system to the district’s stakeholders.				X	X	X
c. Annually report evaluation results as a part of the review of the district’s professional development plan.				X	X	X

7. Deliverable (required): Submit revisions to the professional development system annually, based on the district-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. Annually submit revisions to the professional development system based on a timetable for implementation.				X	X	X
b. Revisions to the professional development system will be determined by changes in teaching/leadership practice and/or learning outcomes.						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$0	\$1,000	\$0	\$0

Sustainability Factors: <i>(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)</i>
<ul style="list-style-type: none"> • Continued contracted consultation on professional development with NEFEC • Successful implementation of a revised Professional Development System • System processes will be in place to support sustained professional development and ongoing work in improving instruction, including targeting high need students

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Supporting Narrative (optional):

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

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)	57 (1g)
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)	57 (1h)
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	57 (1j)
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)	57 (1j)
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)	57 (1f)
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)	57 (1i)
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)	59 (3c)
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)	57 (1c)
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	57 (1i-1j)
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)	58 (3b)
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)	57 (1a-1c, 1i)
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