



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.



Superintendent for the LEA



Chair of the School Board for the LEA



Authorized Representative of Local Teachers' Union

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: <h2 style="margin: 0;">Race to the Top – Local Education Agency Application</h2>	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant: School District of Clay County 900 Walnut St. Green Cove Springs, FL 32043		Project Number (DOE Assigned)
C) Total Funds Requested: \$ 1,815,553.00 <hr style="width: 20%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information	
	Contact Name: Diane Kornegay	Mailing Address: 23 S. Green St., Green Cove Springs, FL 32043
	Telephone Number: (904) 284-6547	SunCom Number:
	Fax Number: (904) 529-4811	E-mail Address: dkornegay@mail.clay.k12.fl.us
CERTIFICATION I, <u>Ben H. Wortham</u> , <i>(Please Type Name)</i> 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. 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.		
E)	 _____ Signature of Agency Head	





**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:

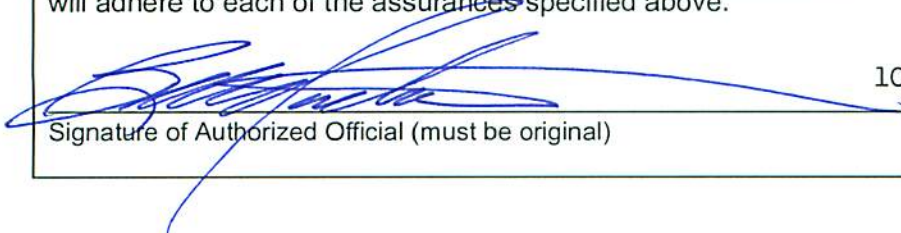
- A. Improving student achievement through school improvement and reform:
 - 1) Progress toward college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
 - 2) Establishing pre-K to 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

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 School District of Clay County (Local Educational Agency) will adhere to each of the assurances specified above.


Signature of Authorized Official (must be original)

10/12/10

Date

**RACE TO THE TOP
LEA FINAL SCOPE OF WORK**

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LEA FINAL SCOPE OF WORK**

A. OVERARCHING PROJECT PLANS

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

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

Since the inception of the state’s accountability and assessment system developed in 2002 to comply with the requirements of the No Child Left Behind Act, the School District of Clay County (SDCC) has been rated as an “A” district as determined by student performance in the areas of reading, mathematics, writing and science. The district’s annual student performance data and designation as a “high performing district”, confirms the district’s ongoing commitment to improving student achievement and ensuring that all students graduate from high school with the college and career readiness skills needed to obtain a job in a field of choice.

As indicated in Form (A)1, the student goals and measures over the next five years will continue to increase in alignment with the goals of the State of Florida. By 2015, 85% of the students will graduate from high school and 74% will enter a community college or state university. This is an increasing challenge given the new highly rigorous graduation requirements facing our high school students. As a result, the culture of schools must change and a greater sense of urgency and accountability must be placed upon our teachers and leaders if the goal to have all students prepared to enter postsecondary and/or the workforce is going to be a reality for each child.

Through the implementation of Race to the Top initiatives, the School District of Clay County will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent annually at each grade level and subgroup currently not meeting proficiency targets while increasing the percentage of students scoring at or above proficient on FCAT 2.0 by 2015, to or beyond the performance levels of the highest-performing districts. Currently, the School District of Clay County ranks in the top 10 scoring districts in most reporting categories and across most grade levels. Where this is not the case, the SDCC ranks within the top 14.

Over the course of the Race to the Top grant, the SDCC will develop and implement the following key initiatives:

- A teacher and administrator evaluation system that ensures a highly effective instructional staff at every school site as evidenced by student performance outcomes;
- A support system for teachers and administrators that provides professional development related to student need and performance practices;
- A data management system that provides relevant and timely student data from

**RACE TO THE TOP
LEA FINAL SCOPE OF WORK**

formative and benchmark assessments to teachers, administrators, parents and students;

- A data management system that provides school and district administrators with teacher performance data to support retention and evaluation decisions as well as to provide targeted support and guidance.
- A revised salary and compensation system that offers reward for teachers and leaders who demonstrate increased and sustained growth in student performance;
- A curriculum redesign that will allow students increased opportunities for career based learning opportunities and access to an advanced course of study; and
- Expansion of the district's virtual school franchise to allow for greater school choice.

Currently, the SDCC has made significant revisions to its administrative appraisal system and will evaluate its effectiveness throughout its implementation during the 2010-2011 school year. Committees are established to work on the development of a teacher evaluation system as well as the acquisition of a new data management system. Extensive training throughout the district has begun on the concept of Lesson Study and a new face of professional development is spreading within schools across the district. Lesson Studies and Professional Learning Communities are primarily focused on the implementation of the newly adopted Next Generation Sunshine State Standards and the change in instructional believes and practices required to ensure students are able to meet and exceed these new rigorous standards.

As the teacher evaluation system and increased accountability requirements are established, the SDCC will work collaboratively to ensure consensus between the district and the bargaining unit is achieved. This will continue to be a challenge as teacher performance expectations rise and funding to provide adequate compensation decreases. An additional challenge for meeting the goals of Race to the Top includes the district's ability to provide technology access to its outlying urban areas of the county as well as adequate Internet access and computer availability at school sites for conducting on-line computer-based formative and progress monitoring assessments. However, through our collaborative work with community stakeholders, it is expected that the SDCC will continue to demonstrate its commitment to ensuring that all students graduate prepared for success in the 21st century as evidenced by securing a job that includes a salary that can support living expenses and is in a career of choice.

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

- Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers' unions, business leaders, community organizations, etc.)
- Identification of the leadership/management team(s)
- Strategies for monitoring implementation
- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise

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indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.

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

Enter narrative for (A)2. here:

The School District of Clay County has formed several key work teams including parents and community members that will prepare and submit the required implementation plan including timeline and budget for the proposed plan. The District Oversight Team will manage the overall implementation of RTTT and provide regular updates to the school board and all stakeholders regarding the status of the strategies and related outcomes for each of the three key projects. The Oversight Team will meet quarterly with representatives from the three project committees to review the progress of initiatives and collect data as it relates to project goals and outcomes. A district website will be maintained to communicate progress to all stakeholders regarding established work plans.

Race to the Top District Oversight Team

- Sharon Chapman, Asst. Superintendent for Instruction, Co-Chairperson
- Diane Kornegay, Director of School Improvement, P.D. and Assessments, Co- Chairperson
- Denise Adams, Deputy Superintendent
- Toni McCabe, Asst. Superintendent for Human Resources
- Alice Paulk, Supervisor for Career and Technical Education
- Neil Sanders, Director of Instructional Personnel
- Brian Phillips, Representative, Clay County Education Association (CCEA)
- Liz Crane, President, Clay County Education Association (CCEA)
- President, Clay County Education Foundation, Community Member

Standards and Assessment

- Paul Parker, Director of Career and Technical Education
- Alice Paulk, Supervisor of Career and Technical Education
- Steve Richards, Teacher, CCEA
- Mike Wingate, Director of Secondary Education
- Trisha Holland, Teachers, Curriculum Specialist
- Kathy Schofield, Parent
- Heather Sieger, Teacher, Curriculum Specialist
- Chief Information Officer
- Carolyn Grissom, Supervisor of Information Services
- Nancy Durham Parson, Teacher, CCEA
- Kathy Barnes, Teacher (CCEA)
- Lisa Webb, Teacher (CCEA)

Data Systems to Support Instruction

- Duane Weeks, Teacher, Information Services
- Eddie Adams, Programmer, Information Services
- Alisa Jones, Supervisor of Instructional Support Services
- Diane Kornegay, Director of School Improvement, P.D. and Assessments
- Sharon Chapman, Asst. Superintendent for Instruction
- Chief Information Officer
- Bruce McGuffey, Programmer, Information Services

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- Trish Holland, Teacher, Curriculum Specialist
- Bill Ralls, District Technology Integration Specialist
- Linda Schriver, Parent
- Ruth Paine, Distance Learning Specialists
- Renna Lee Paiva, Teacher, CCEA
- Saryn Hatcher, Principal
- Jr. Nesi, Teacher (CCEA)

Great Teachers and Leaders:

Educator Preparation Programs

- Neil Sanders, Director of Instructional Personnel
- Karen Smith, SPRINT, University of North Florida
- Denise Cihlar, SPRINT, University of North Florida
- Terry Stanilonis, Instructional Personnel Specialist
- Samantha Wright, Instructional Personnel Specialist
- Lea Rhoden, Teacher (CCEA)

Teacher and Leader Evaluation System

- Toni McCabe, Asst. Superintendent for Human Resources
- David Nix, Principal
- David McDonald, Principal
- David Broskie, Principal
- Janet Keskinen, Teacher (CCEA)
- Fran Harvey, Teacher (CCEA)
- Christy Fowler, Teacher (CCEA)
- Dylan Fagan, Teacher (CCEA)
- Jamie Howell, Teacher (CCEA)
- Mike Ford, Teacher (CCEA)
- Parent
- Community Partner

Salary and Compensation

- Denise Adams, Deputy Superintendent
- Patrick Capriola, Asst. Principal
- Pete McCabe, Principal
- Joyce Orsi, Principal
- Jeff Umbaugh, Principal
- Lynda Schmierer, Teacher (CCEA)
- Ray Fisher, Teacher (CCEA)
- Rick Eason, Teacher (CCEA)
- Cheryl Brown, Teacher (CCEA)
- Parent
- Community Partner

Professional Development

- Diane Kornegay, Director of School Improvement, P.D. and Assessment
- Hilda Manning, Professional Development Admin. Assistant
- Ilah Breen, Teacher (CCEA)
- Laura Magnasco, Teacher (CCEA)
- Sherry Walsh, Teacher (CCEA)
- Sharon Rodatz, Teacher (CCEA)
- Anne Slater, Teacher (CCEA)

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- Anne Miller, Principal
- Angela Johnson, Asst. Principal
- Tommy Pittman, Parent
- Coleen Stoffa, School Psychologist

Standards and Assessment

Year 1

- Provide ongoing training for school administrators and teachers on the NGSSS and Common Core standards
- Provide district-wide training on the principles of lesson study.
- Provide training for school administrators on the analysis of formative and progress monitoring assessment data
- Revise the Student Progression Plan to increase number of STEM-related courses.
- Complete Technology Readiness Tools as requested by DOE to ensure preparedness for computer-based assessments.
- Institute a new CTE Aviation Academy at OLH.

Year 2

- Implement Mathematics K-3 Formative Assessments as provided by DOE

Year 3-4

- Through collaboration with other districts, develop/acquire formative, summative and benchmark assessments for all STEM related courses to which a state assessments is not provided.

Year 2-4

- Ensure that data meetings exist at all school sites following each assessment window to analyze formative and progress monitoring data and develop related lesson study groups by grade levels/departments
- Implement Aviation STEM Academy at OLH.
- Increase number of assessment labs/computers as needed at all schools to increase availability of technology for computer-based testing.

Initiative	Total Budget	Funding Source
District Formative/ Progress Monitoring Assessments for STEM Courses	\$41,000	RTTT
OLH Aviation Academy	\$161,606	Perkins/Work Source Grants, Industry Certification Funds, Capital Improvement
Lesson Study and Standards Training	\$5,000	RTTT

Data Systems to Support Instruction

Year 1

- Identify criteria for new instructional improvement/data system
- Complete vendor presentations and select new instructional improvement/data system
- Employ transition/data project manager

Year 2

- Pilot instructional improvement/data system at one elementary, middle and high school
- Begin data conversion

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LEA FINAL SCOPE OF WORK**

<p>Year 3</p> <ul style="list-style-type: none"> • Full implementation of instructional improvement/data system • Launch student/parent portal with single sign-on as developed by DOE • Conduct data system evaluation 									
<p>Years 1-4</p> <ul style="list-style-type: none"> • Provide data as requested to the DOE 									
<p>Years 2-4</p> <ul style="list-style-type: none"> • Provide extensive training opportunities on the use of the data system and the use of data to guide instructional decisions 									
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">Initiative</th> <th style="padding: 5px;">Total Budget</th> <th style="padding: 5px;">Funding Source</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; text-align: left;">Instructional Improvement/data System to include Single Sign-on, Interface</td> <td style="padding: 5px;">\$867,582.00 \$205,781.00 (Annual Maintenance.) \$322,000.00 (Cont. Services)</td> <td style="padding: 5px;">RTTT District Funds</td> </tr> <tr> <td style="padding: 5px; text-align: left;">Data Project Manager</td> <td style="padding: 5px;">\$227,190.00</td> <td style="padding: 5px;">RTTT</td> </tr> </tbody> </table>	Initiative	Total Budget	Funding Source	Instructional Improvement/data System to include Single Sign-on, Interface	\$867,582.00 \$205,781.00 (Annual Maintenance.) \$322,000.00 (Cont. Services)	RTTT District Funds	Data Project Manager	\$227,190.00	RTTT
Initiative	Total Budget	Funding Source							
Instructional Improvement/data System to include Single Sign-on, Interface	\$867,582.00 \$205,781.00 (Annual Maintenance.) \$322,000.00 (Cont. Services)	RTTT District Funds							
Data Project Manager	\$227,190.00	RTTT							
<p>Great Teachers and Leaders</p>									
<p>Year 1</p> <ul style="list-style-type: none"> • Develop and negotiate new teacher evaluation instrument with weighting of each indicator • Pilot new school-based administrator annual evaluation system • Negotiate salary schedule to comply with M.O.U. requirements • Develop staffing plan to comply with M.O.U. requirements • Submit re-developed administrator and teacher evaluation system to DOE • Explore the implementation of a teacher residency program 									
<p>Year 2</p> <ul style="list-style-type: none"> • Train all evaluation personnel • Pilot teacher evaluation instrument and evaluation process • Identify measures of student growth with assistance from DOE in determining models for use with non-FCAT standardized assessments and existing district assessments • Implement new salary/compensation system with clearly defined salary differential • Develop district-wide walkthrough instrument in alignment with revised Educator Accomplished Practices and new evaluation system indicators • Collect feedback from teachers and evaluators 									
<p>Year 3</p> <ul style="list-style-type: none"> • Full implementation of teacher evaluation for all teachers • Pilot student performance/ growth model system using identified growth measures • Provide an avenue for ongoing feedback from teachers and evaluators • Employ single sign-on integration with DOE 									
<p>Year 2-4</p> <ul style="list-style-type: none"> • Develop a system for determining student performance/growth measures and identify and acquire assessments formative and summative assessments for each grade level/content area 									
<p>Year 2-4</p> <ul style="list-style-type: none"> • Recruitment, selection and training of peer mentors • Submit data as requested to the DOE including teacher and principal evaluation data via Survey 5 									

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Initiative	Total Budget	Funding Source
Differential/Incentive Pay System/Development	\$34,000	RTTT
Evaluation System Development and Implementation	\$5,000	RTTT
Assessment Development and Acquisition	\$72,000	RTTT
Teacher Recruitment and Training	\$36,000	RTTT
Peer Mentor Training	\$8,000	Shultz Center Contract

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

The district’s Instructional Leadership Team will provide the RTTT Oversight Team baseline, mid-year and end-of-year assessment data from district-wide formative and benchmark assessments. Additionally, annual data will be collected from the state regarding the high school accountability measures and data will be evaluated to measure progress toward reaching the established LEA targets. Implementation of the project’s initiatives will be monitored through quarterly meetings with the district’s RTTT Oversight Team. Work groups for the three categories; Standards and Assessment, Data Systems to Support Instruction and Great Teachers and Leaders will report on the implementation status of each deliverable. This information will be collected and shared with the school board and school superintendent. The district will maintain a RTTT project website where the status of each deliverable will be updated quarterly. This website will be available to the public via the district website.

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

Initiatives and programs developed and implemented over the length of the RTTT grant period will be sustained based upon success as determined by ongoing program evaluations and related student outcomes. The District RTTT Oversight Committee will collect data to be reviewed quarterly by the School Board and district administration to establish priorities as identified in the district’s annual Strategic Plan.

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.

Additional funding sources to support the implementation of RTTT strategies include; Title II, School Improvement Grant, ERATE, Work Source Grant, Perkins Grant, Crown Consortium, Shultz Center contract, available competitive funding grants and available district funding sources.

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B. STANDARDS AND ASSESSMENTS

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

1. Persistently lowest-achieving schools (schools in the [state's] lowest 5%) must modify the school schedules to accommodate lesson study. The LEA may modify school schedules for other schools to allow for common planning time by grade level (elementary) or subject area (secondary). Such planning time may be dedicated to lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. Where lesson study is implemented, the LEA will devote a minimum of one lesson study per month for each grade level or subject area.

Complete Work Plan Table for (B)(3)1.

2. The LEA will ensure that professional development programs in all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of lesson study.

Include Work Plan in Table for (D)(5).

3. The LEA will implement a system to evaluate the fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessments.

Include Work Plan in Table for (D)(5).

4. The LEA will implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM). The LEA will pay, or secure payment for the industry certification examination for graduates of such programs. These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The LEA will ensure that these programs will include at least one Career and Technical Education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related end-of-course exam.

Complete Work Plan Table for (B)(3)4.

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

Complete Work Plan Table for (B)(3)5.

6. The LEA will ensure that each school possesses the technology, including hardware, connectivity, and other necessary infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment.

Complete Work Plan Table for (B)(3)6.

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Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.

Name: Diane Kornegay
Title: Director of School Improvement, Professional Development and Assessments
Phone #: 904-284-6547
E-mail Address: dkornegay@mail.clay.k12.fl.us

Project Goal: An LEA with a persistently lowest-achieving school will modify these schools’ schedules to devote a minimum of one lesson study per month for each grade level or subject area.

Deliverables (minimum required evidence):

1. Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.
2. Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.
3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study
4. Submission of one participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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			
Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	X	X		X	X	X
Supporting Activities (indicate each year 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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Deliverable (required): Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

Deliverable (required): Submission of <u>one</u> participating teacher's improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

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

Supporting Narrative (optional):
While the SDCC does not have any persistently low achieving schools, the district has initiated training and school support to develop professional learning communities with embedded Lesson Study at each school site. District-wide training began in June 2010 and continues through coaching and support from district curriculum specialists, reading coaches, and intervention coaches on the topics of lesson study, common core standards, and the process of implementation and resources available to support student need(s) through Response to Intervention. Lesson Study has been adopted as part of the district's school and district improvement process. Training will continue throughout the 2010-2011 school year (aligns with Protocol 1.2.3; 2.2.3; 3.3.3).

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

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LEA FINAL SCOPE OF WORK**

Work Plan Table

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

<p>Please indicate one LEA point of contact for this Project. Name: Paul Parker Title: Director of Career and Technical Education Phone #:904-272-8100 E-mail Address: peparker@mail.clay.k12.fl.us</p>
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<p>Project Goal: The LEA will implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM). The LEA will pay, or secure payment for the industry certification, and/or examination for graduates of such programs. These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The LEA will ensure that these programs will include at least one Career and Technical Education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related end-of-course exam.</p>
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- | |
|---|
| <p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 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. |
|---|

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			
CTE Director	X	X	X	X	X	X
CTE Supervisor		X	X	X	X	X
Career Specialist		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			
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.	X			X	X	X

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Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.						
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			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union		X		X	X	X
Initiate planning for STEM related career and technical (CTE) education program by working with community members to analyze employer needs	X					
In conjunction with the regional workforce board and regional industry, district identifies CTE program(s) for STEM occupation	X	X				
Collect and analyze data of current enrollment in STEM CTE programs	X	X	X	X	X	X
Form an advisory committee and hold an initial advisory meeting for the STEM CTE program		X				
Identify STEM CTE teacher(s) and provide professional development for integration of math and science into curriculum		X	X	X	X	X
Identify additional business partners for advisory committee members, mentors, career shadowing locations, and internship locations			X	X	X	X
Continue advisory meetings			X	X	X	X
Perform recruiting and awareness programs for parents, students, and the community to						

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increase student enrollment in STEM CTE program(s)			X	X	X	X
Analyze student performance on program EOCs to determine additional student support needs			X	X	X	X
Analyze student performance on STEM CTE program(s) on industry certification tests				X	X	X
Invest in lab/shop equipment and technology to incorporate rigorous project based learning experiences				X	X	X
Build capacity at the junior high level by incorporating rigorous project based learning experiences				X	X	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	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				
Analyze current district budget allocations and costs related to industry certification exams		X				
Determine projected number of exams to be taken annually		X		X	X	X
Identify funding sources for exams			X	X	X	X
Allocate funds for exams				X	X	X

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	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
Quarterly advisory committee meetings			X	X	X	X
Annual review of STEM program activities, EOC success, and industry certifications earned			X	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	\$0	See Narrative \$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)*
 The STEM program will be sustained through Perkins funds, district funds, and Industry Certification funds. The program will leverage funds through the Employ Florida Banner Center for Aviation and Aerospace and grant opportunities.

Supporting Narrative (optional):
 Clay County School District opened a new high school, Oakleaf High School, for school year 2010-11. Capital Improvement funds used to build and equip the school were used to purchase the initial equipment and supplies for the Aerospace Academy that will follow the Aerospace Technologies curriculum. Clay County School District has partnered with Florida State College at Jacksonville and the Aviation and Aerospace Banner Center as well as other government and private entities. FSCJ and the Banner Center have assisted and continue to assist in finding resources and grant opportunities for high end equipment for the academy and for increased learning opportunities in the academy. CCSD will not use Race to the Top funding for this academy; CCSD will use county budget funds, Perkins funds, industry certification funds, and grant sources to fund the program. CCSD spent approximately \$100,000 purchasing specialized equipment and supplies for start-up of the program from Capital funds during the 2009-10 school year. FSCJ donated \$60,000 worth of equipment that was written into a Department of Labor grant for equipment for feeder programs into the Aerospace programs at the college. CCSD spent approximately \$500.00 for Professional Development and Travel in the 1st quarter of 2010-11 and has spent approximately \$5,000.00 for equipment and supplies from Perkins funds in the 2nd quarter of 2010-11.

The new academy for Clay County School District will use the Aerospace Technologies curriculum for the career program the first three years with dual enrollment courses at Florida State College at Jacksonville the fourth year. Students will have the opportunity to enroll in A.S. classes in aviation programs or in career certificate classes in FSCJ certificated aviation programs. The 4 Year Program of Study is attached.

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Career Cluster:	<u>Science, Technology, Engineering, & Mathematics</u>	CTE Program:	Aerospace Technologies #8600080					
Career Cluster Pathway:	Aerospace Technologies	Eligible Recipient:	OLHS Students					
	16 CORE CURRICULUM CREDITS				8 ADDITIONAL CREDITS			
	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)	
	4 credits	4 credits	3 credits, 2 w lab	3 credits	FINE ARTS (1 cdt) (8600580 fulfills)	Major Area of Interest:		
				PHYSICAL EDUCATION (1 cdt)				
HIGH SCHOOL	Career Cluster of interest identified by students enrolled in mandatory middle school career education course that includes interest inventory through Choices and ePersonal Education Planner through FACTS.org.							
	9	Academy English I	Academy Algebra I	Academy Physical Science	World Geography or Elective	Personal Fitness (.5) and Physical Education (.5)	Aerospace Technologies 1 8600580	Elective/Foreign Language
	10	Academy English II	Academy Geometry	Academy Biology	World History	Elective	Aerospace Technologies II 8600680	Elective/Foreign Language
	11	Academy English III	Academy Algebra II	Academy Chemistry	American History	Elective	Aerospace Technologies III 8601780	Elective/Foreign Language
	12	Academy English IV	Pre-Calculus	Academy Physics	Government (.5) and Economics (.5)	Elective	Dual Enrollment	Academic Elective/Foreign Language
Dual enrollment courses may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements - see the Articulation Coordinating Committee's Dual Enrollment Equivalency List and the Bright Futures Comprehensive Course Table.								
POSTSECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.							
	TECHNICAL CENTER PROGRAM(S) Workforce certificates in Aircraft Airframe Mechanics; Aircraft Powerplant Mechanics Avionics Aircraft Coating Technician			COMMUNITY COLLEGE PROGRAM(S) Aviation Maintenance Management (A.S.) Air Traffic Control (A.S.) Aviation Operations (A.S.) Professional Pilot Technology (A.S.)			UNIVERSITY PROGRAM(S) Aeronautical Sciences (B.S.) Aeronautics, Aerospace Engineering Aviation Management and Flight Operations (B.S.) Air Traffic Management (B.S.)	
CAREER	SAMPLE CAREER SPECIALTIES							
	(TOL signifies occupation identified on the Agency for Workforce Innovation's Targeted Occupation Listing)							
	Airframe Mechanic, airframe & Powerplant Mechanics, Avionics, Aircraft Coating Technician			Pilot; Air Traffic Controller; Accident Investigator; Radar / Navigation Specialist; Safety Inspector			Engineers, Airport Architects, Information Systems Specialist, Astronaut, Aviation Medical Examiner	

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Mike Wingate
Title: Director of Secondary Education
Phone #: 904-272-8100
E-mail Address: mwingate@mail.clay.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Secondary Education	X	X	X	X	X	X
Director of CTE	X	X	X	X	X	X
Curriculum Specialists	X	X	X	X	X	X
Guidance Counselors	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	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					

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union		X		X	X	X
Analyze data and enrollment numbers to determine growth of accelerated courses.			X	X	X	X
Expand offerings of STEM related courses through Clay Virtual and Florida Virtual educational programs.			X	X	X	X
Develop/acquire assessments for STEM courses to monitor student progress and determine program effectiveness.				X	X	X
Continue exploring course offerings by post-secondary institutions.		X	X	X	X	X
Increase STEM accelerated courses at new school (Oakleaf High School) as school population increases and appropriate allocations are made.			X	X	X	X
Develop STEM related clubs at junior and senior high schools.		X	X	X	X	X

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			
District has revised the student progression plan whereby fewer low level mathematics courses are offered. (Appendix A)	X	X	X	X	X	X
District has revised the student progression plan whereby higher level science classes will be required to meet district and state requirements.				X	X	X
Increase offerings of STEM related courses at junior high level.	X	X	X	X	X	X
Develop a network of local scientific professionals to advise the district on future trends and professions.				X	X	X
Involve all schools in National Lab Day initiative.				X	X	X

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Invest in probe ware and motion sensor, GIS equipment to enhance cross curricular lessons for math and science.				X	X	X	X
Provide ongoing STEM professional development including training on the NGSSS and Common Core Standards.					X	X	X
Project Budget Summary:	2010-11			2011/12	2012/13	2013/14	
	2 nd Quarter	3 rd Quarter	4 th Quarter				
	\$0	\$0	\$0	\$18,000	\$18,000	\$10,000	

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)*
 The proposal for the School District of Clay County to increase advanced STEM coursework is sustainable due to the development of a district core of STEM teachers. This core of STEM teachers will include both junior high and high school teachers. This strategy has been selected so that the junior high students will be exposed to the rigor of STEM coursework prior to their attendance at high school. Title II funds will be used to support on-going training as we move towards full implementation of the Common Core Standards. EOC implementation will be supported and sustained through district funding sources as needed to ensure that the district meets all requirements in regards to assessment and accountability.

Supporting Narrative (optional):
 The selected cohort of STEM teachers will be provided with intense professional development early in the grant. Training plan includes PLCs and Lesson Study to engage teachers in collaborative learning as we transition to the NGSSS and Common Core Standards. With each subsequent year of the grant, the hours of projected professional development will be reduced, with all core training completed by the end of the 2013/2014 school year. The program will be sustainable and the core of teachers will be maintained through the utilization of district provided in-service days for on-going follow up and monitoring. Since the majority of the training will be completed up front, Clay County will have a solid core of STEM teachers. In addition, Clay County will work collaboratively with other districts to develop assessments for STEM courses that are currently not in the state’s plan for CBT. Courses will need formative, summative as well as progress monitoring assessments to drive instruction and determine student progress toward mastery of the NGSSS and Common Core Assessments.

Title and Page Number of Appendices for this Project (if applicable):
 Appendix A, Page 65: High School Course Directory

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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: Carolyn Grissom Title: Supervisor of Information Services Phone #: 904-272-8100 E-mail Address: cgrissom@mail.clay.k12.fl.us</p>

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Chief Information Officer	X	X	X	X	X	X
Supervisor of Information Services	X	X	X	X	X	X
Director of Assessment	X	X	X	X	X	X
Director of Secondary Education	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	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			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union		X		X	X	X
Phase I readiness certification tool was submitted via the online reporting system as required by DOE.	X					
Conduct school site review to ensure all schools have adequate access to computers for instruction and CBT.		X		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	\$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)*
 District funds will be allocated to ensure that all school sites have the infrastructure and computers available to ensure all students have adequate access to instructional technology and computer-based testing. Funding sources include district general funds, FEFP Technology Funds, Title II, School Improvement, E-rate, Work Force Education and CTE funds for academy labs.

Supporting Narrative (optional):

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

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C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

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

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

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

(i) Use of local instructional improvement systems

1. The LEA will use customer-friendly front end systems that are easy for students, teachers, parents, and principals to use and that show growth of students, teachers, schools, and districts disaggregated by subject and demographics.
2. An LEA that has an instructional improvement system will ensure that the system is being fully utilized; an LEA that does not have an instructional improvement system will acquire one.

(iii) Availability and accessibility of data to researchers

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

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

(ii) Professional development on use of data

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

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Duane Weeks
Title: .5 Technology Specialist – Information Services
Phone #: 904-213-2304
E-mail Address: dcweeks@mail.clay.k12.fl.us

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

Deliverables (minimum required evidence):

1. For teachers, principals, and other LEA staff, provide a report on the following:
 - a. Number of each type of staff in the district
 - b. Number of each type of staff accessing state resources via single sign-on
 Baseline report based on 2009-10 is due by December 31, 2010. Reports based on the prior two quarters completed are due by September 30 and March 31 of each year. Bi-annual reporting shall begin the first applicable period after single sign-on integration with the Department. The Department will provide a report template.
2. Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.
3. Single sign-on integration with the Department.
4. For state-level data downloads, provide a report of the following:
 - a. Name of the download
 - b. Date of most recent download
 Reports are due by September 30 and March 31 of each year and based on the prior two quarters completed. Reporting shall begin the first applicable period after receipt and incorporation of state-level data into local instructional improvement systems. The Department will provide a report template.

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
TBD – CIO	X	X	X	X	X	X
Duane Weeks - .5 Instructional Technology	X	X	X	X	X	X
Juan Diaz – Network Coordinator	X	X	X	X	X	X
Eddie Adams – Networking Specialist	X	X	X	X	X	X
Wayne Osteen – Networking Specialist	X	X	X	X	X	X
Bruce McGuffey – Programmer		X	X	X	X	X
New Personnel Project Manager - TBD (See Section (C) (3) (i) and (iii) for details)		X	X	X	X	X
New Personnel Networking Specialist			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 will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1. Note: Deliverables will be dependent on an LEA's current status with respect to technology and data systems. During Year 1, LEAs will provide feedback to the Department regarding single sign-on implementation and state-level data downloads. Work should be completed by Year 4.

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	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 as defined by Florida Department of Education Report Template				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Single Sign-on Integration Readiness Certification					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			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union		X		X	X	X
Receive technical requirements from the FLDOE regarding the implementation of the Single Sign-on Initiative.				X		
Plan for resources needed for technical requirements from the State of Florida in order to implement the single sign on initiative.				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			
Provide training to key staff for the implementation of the Single Sign-on Initiative.					X	
Implement technical changes prescribed by the Florida Department of Education in regards to the Single Sign-on Initiative.					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 local instructional improvement system.				X	X	X
Provide a report of state-level data downloads incorporated into local instructional improvement systems.				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: <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> The key factors in sustaining the Single Sign-on Initiative are as follows: <ul style="list-style-type: none"> Professional development for Information Services Staff in order to ensure meeting the requirements set by the FLDOE. Availability of human resources to maintain the single sign on program. Selection of the local instructional improvement system.
Supporting Narrative (optional): The School District of Clay County will begin the process of selecting a new local instructional improvement system during the 2010-11 school year. The selection of this system will allow for greater access to date for teachers, administration, parents and students. The selection of this system will also be key in implementing single sign-on for FACTS.org, eIPEP, PEER and other state resources. User access will be managed locally. The local interface will be designed once the requirements from the state are communicated to the district.

Title and Page Number of Appendices for this Project (if applicable):
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**RACE TO THE TOP
LEA FINAL SCOPE OF WORK**

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: Alisa Jones
Title: Supervisor
Phone #: 903.284.6508
E-mail Address: ajones@mail.clay.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supervisor of Instructional Support Services	X	X	X	X	X	X
Director of School Imp. and Assessment	X	X	X	X	X	X
Data Base Specialist	X	X	X	X	X	X
Programmer/Analyst	X	X	X	X	X	X
Project Manager - TBD		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			
<p>For local instructional improvement systems, provide a report that includes the following:</p> <ul 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			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union.		X		X	X	X

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Identify criteria and investigate system	X					
Identify plan and procure new system		X				
Employ transition/project manager (Appendix B)		X	X	X	X	X
Convert existing data			X	X		
Identify related Professional Development including how to use the data obtained from the system to make instructional decisions (aligns with Protocol 1.4.4; 2.4.4; 3.4.4).			X	X		
Identify curricular assessment, staff development, HR and learning resource needs				X		
Implement system pilot at one elementary, junior high, and high school				X		
Provide training in the use of system and data analysis (aligns with Protocol 1.2.5; 2.2.5; 3.2.5)				X		
Create Student Schedules for 2012/13				X		
Utilize system at all schools					X	
Launch student/parent portal					X	
Collect usage data, etc.				X	X	X

Deliverable (required): The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	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 staff information to DOE: Bruce McGuffey, Data Programmer Information Services 904-272-8100 ext. 5900835 bmcguffey@mail.clay.k12.fl.us	X	X	X	X	X	X

**RACE TO THE TOP
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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	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 staff information to DOE: Bruce McGuffey, Data Programmer Information Services 904-272-8100 ext. 5900835 bmcguffey@mail.clay.k12.fl.us	X	X	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	\$412,388.26	\$36,500	\$413,888.25	\$453,491.25	\$306,285.24

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)*
 After the purchase and implementation of a comprehensive and integrated Instructional Improvement system, yearly renewal fees will be much less than the fees currently paid by the District for the multiple systems now in place; therefore District funds will pay for the yearly maintenance fees. A portion of these savings will also continuous funding for the transition manager as he/she moves from project management to a support role in maintaining reliable functionality of the system.

Supporting Narrative (optional):
 The multiple systems that Clay County currently uses to manage, assess, and track student learning, provide teachers with standards based materials, provides administrators with limited data to ensure quality of instruction, and provides a parental portal for communication with parents. However, the current system requires teachers, administrators and parents to search multiple sources that may or may not provide adequate data.

It is the goal of this project to replace an outdated student information system with a single comprehensive and integrated Instructional Improvement System that generates accurate and easy to access data for DOE and all stakeholders, empowers staff to improve student achievement and productivity, and connects to professional development, instructional resources, and assessments.

As the state clearly defines an Instructional Improvement System, a committee will identify the new student information system that meets the criteria. Components of the IIS will include a teacher/student/parent portal that allows appropriate access to

- Census
- Demographics
- Scheduling
- Attendance

**RACE TO THE TOP
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- Grading
- Discipline
- Report Cards
- Transportation
- Athletic Eligibility
- Special Education
- State and Federal Reports
- Performance Data
- Transcripts
- SMS - mobile
- Graduation Tracking
- Integration with curriculum, lesson plans, content, textbook tracking, RTI

The system will have components that also can expand the IIS with links to Professional Development, HR, and finance. Maintenance fees include unlimited 24/7 support, product updates, training sessions specific to district needs, development of any new directed state report, and integration assistance to continually develop a system that provides a seamless interface that allows all users to access data to improve student achievement.

Software license to include student information system and source codes for; attendance, grades, letters communication, discipline, demographics, scheduling, reporting, special education, calendaring, notifications and user management. The base program allows all users including parents and students to access information.

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

Appendix B, Page 68: Data Project Manager Job Description

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D. GREAT TEACHERS AND LEADERS

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

(ii) Alternative routes to certification that are in use

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

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

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

(i) Measure student growth

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

(ii) Design and implement evaluation systems

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

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

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

By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation. The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems beginning in the 2011-12 school years applies, at a minimum, to teachers in grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in (D)(2)(i).

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

However, an LEA that completed renegotiation of its collective bargaining agreement between July 1, 2009, and December 1, 2009, for the purpose of determining a weight for student growth as the primary component of its teacher and principal evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.

- b. Includes the core of effective practices, developed in collaboration with stakeholders that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation. The principal, direct supervisor and any other individual performing observation will use, at a minimum, this same core of effective practices.

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- c. Includes at least one additional metric to combine with the student performance and principal observation components to develop a “multi-metric” evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input.
 - d. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”
2. The LEA will design and implement a principal evaluation system with teacher and principal involvement that:
 - a. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems.

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

By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation. The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems applies, at a minimum, to grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in (D)(2)(i).

The 2010-11 school year will be considered a development year for the evaluation systems.
 - b. Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers.
 - c. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”
3. The LEA will submit teacher and principal evaluation systems to the Department for review and approval.
4. The LEA will utilize student performance data on statewide assessments as a significant factor in the annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.

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5. The LEA will report the results of evaluations of each teacher, principal, and district-level supervisor [as described in (D)(2)(ii)] to the Department during Survey 5.

(iii) Conduct annual evaluations

For Teachers:

1. The LEA will conduct multiple evaluations for each first-year teacher that are integrated with the district's beginning teacher support program and include observations on the core effective practices described in (D)(2)(ii)2. and reviews of student performance data.
2. The LEA will conduct "multi-metric" evaluations as described in (D)(2)(ii) for teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. The LEA plan will include a definition of milestone career event.
3. The LEA will conduct evaluations as described in (D)(2)(ii)1, 2, and 4. for all other teachers at least once per year.

For Principals:

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

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

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

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

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For Teachers:

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

For Principals:

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

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

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

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

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

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

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

(iv)(d) Use evaluations to inform removal

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

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

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

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

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

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

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

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

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

(i) Quality professional development

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

For Teachers:

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

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

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

For Principals:

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

(ii) Measure effectiveness of professional development

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

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

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Toward the absolute priority of comprehensive education reform:

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

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

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Work Plan Table

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

<p>Please indicate one LEA point of contact for this Project. Name: Neil Sanders Title: Director of Instructional Personnel Services Phone #: 904-529-4916 E-mail Address: nsanders@mail.clay.K12.fl.us</p>
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<p>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.</p> <p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 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			
Sprint Specialists	X	X	X	X	X	X
Director of Instructional Personnel Services	X	X	X	X	X	X
HRMD Coordinator	X	X	X	X	X	X
Crown Consortium 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.

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.	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			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective		X		X	X	X

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bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union						
The Shultz Center for Teaching and Leadership and the SDCC will review and revise the district's current teacher and leader mentoring program including the guidelines for the assigning supervising teachers and leaders as determined through collective bargaining.	X	X	X	X	X	X
The Shultz Center for Teaching and Leadership meets quarterly with Shultz Leadership Committee which is represented by local colleges and UNF to establish teacher and leadership training and recruitment programs.	X	X	X	X	X	X
HRMD Coordinator will notify administrators of selection to serve as a peer administrator				X	X	X
Sprint teachers from UNF will assist HR Director in selection of qualified peer mentors	X	X	X	X	X	X
Crown Consortium assists in providing training as needed for mentors and educational leaders	X	X	X	X	X	X
Clay County District Leadership Team will meet to approve mentors needed for administrators				X	X	X
Clay County District Leadership Team which includes representatives from the University of N. FL will meet to approve principal leadership candidate's portfolios and selection of candidates.			X	X	X	X
Annual Leadership DOE data reporting reviewed				X	X	X
Annual Executive Report from Shultz Center reviewed			X	X	X	X

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			

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Clinical Educator Training Conducted			X	X	X	X
Administrator recommendations for teacher mentors reviewed based upon results of evaluations primarily based upon student learning outcomes and FL Educator Accomplished Practices.				X	X	X
Peer mentors for principal leadership candidates selected based upon evaluations primarily based upon student learning outcomes and FL Principal Leadership Standards.				X	X	X
District Peer Teacher Training Conducted	X	X	X	X	X	X
Database of trained possible mentors prepared and provided to staff	X			X	X	X
Effective and Highly Effective Peer Mentors will be assigned after review of qualifications (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2).	X	X	X	X	X	X
An evaluation of the effectiveness of mentoring activities will be conducted after a review is conducted of performance data and satisfaction surveys			X	X	X	X

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			
Review survey results and data reported to the DOE related to mentoring			X	X	X	X
Review the qualifications and selection process for selecting and assigning intern supervisors and peer mentors to recommend changes and improvements				X	X	X
Communicate with school/dept. sites any changes in the qualifications/process of assigning effective intern/peer mentors				X	X	X

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

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Meet with MIS dept. to establish an efficient system for reporting data to the DOE on mentors			X	X	X	X
Train administrators on the qualifications and process for selection of effective mentors			X	X	X	X

Deliverable (required): Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Present district-offered Alternative Certification Program has not being offered for the past 2 years due to budgetary issues and smaller number of hires- if reinstated program surveys of effectiveness will be sent and reviewed which will include mentoring				X	X	X
If the district reinstates offering the District –offered Alternative Certification Program revisions will be made to conform to Continued Approval Standard Three				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	\$16,000	\$10,000	\$10,000

Sustainability Factors: The district mentoring program with the Shultz Center is sustained through funding from the Crown Consortium and district funding. Training funding is supported through Title II. The acquisition of a new student/data management will allow the district to better track teacher performance and support teacher development through the integration of the district’s professional development management system, Navigator Plus, into the newly acquired data management system.

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Supporting Narrative (optional):

The School District of Clay County collaborates with a number of both public and private institutions as supervising teachers are assigned. Some of these institutions are the University of North Florida, University of West Florida, Florida State College, St. Johns River State College, Nova University, Webster's University, University of Phoenix, Grand Canyon University and others.

In addition to university collaboration Clay County has entered into agreements with the Schultz Center For Teaching and Leadership to provide mentoring services by highly qualified retired Clay County teachers to new inexperienced teachers, many of whom are career changers. These retired mentors provide classroom coaching and support in a non-evaluative manner for new teachers who need assistance to help assure their success in the classroom and ensure the retention of talented new teachers.

The Crown Consortium also provides support to our school leaders and prospective mentors in the form of leadership and training in a variety of observation tools. The Crown funding has been used to provide consultants for training of our prospective peer teachers in Clinical Educator Training (CET). This funding has also provided training for current and potential school leaders as required by our district Human Resources Management Development Program (HRMD).

The University of North Florida and Clay County School Board have approved a Memorandum of Agreement each year to support the cooperative hiring of two Sprint Specialists. Fifty percent of the Sprint Specialists salary is paid by the University. The acronym "Sprint" stands for "Supervisors of Pre-Intern Teachers." These two Clay County teachers are selected on a rotating basis (every 3-4 years) to teach pre-internship level education classes at the University of North Florida three (3) days a week. During the other two days of the typical week these teachers assist in the selection of Clay teachers who serve as directing teachers for interns/pre-interns and peer teachers for identified beginning teachers. Beginning teachers need mentoring when they are required by the Department of Education to complete a Professional Education Competence (PEC) program. The Sprint teachers make placement decisions so the pre-intern, and/or beginning teacher is assigned to a qualified supervising teacher. Clay County also provides financial supplements to teachers supervising beginning teachers and provides inservice points to all teachers who provide these services.

Clay County requires that directing teachers of interns and peer teachers of beginning teachers be recommended by their Principal as an effective teacher to provide this supervision and that the teachers so nominated must have Clinical Educator Training (CET). Peer teachers must also have completed a "Peer Teacher Training" session. Teachers selected by the Principal to supervise pre-interns must have Clinical Educator training and be recommended by their Principal. It is the district's intent to review the content of the supplement jobs descriptions adding language requiring that the supervising teacher have either an "effective" or "highly effective" performance evaluation from their most current Principal/supervisor. If necessary, the Clay County Education Association will be contacted to enter into discussion about the nature of these changes to the supplement job description.

The Clay County School Board will cooperatively consult with the Clay County Education Association in an effort to redesign our instructional evaluation systems to conform to new overall evaluation ratings. Such revisions will allow teachers to achieve ratings other than just "satisfactory" or "unsatisfactory". Principals and other supervisors will be trained in following a district-approved process for nomination and selection of effective teachers to supervise pre-interns, interns and beginning teachers. The training required will specify what training and or qualifications are required for teachers to serve in these supervisory mentor roles.

The Clay County School Board has approved a Human Resources Management Development (HRMD) program which contains separate sections related to selection, training and appraisal of school-based administrators. The Leadership Development section of the plan provides training leading to School Principal certification which was recently state-approved through a formal state review process. Clay County is committed to a review of the present HRMD plan to be in compliance with Race to the Top requirements related to the qualification and

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selection of effective or highly effective administrators. The formal appraisal instruments have been revised to meet the Race to the Top requirements. The Clay County District Leadership Team meets to review our HRMD plan and to approve recommendations for administrators to gain School Principal certification. This District Leadership Team has representation from the University of North Florida School of Education and other stakeholders in regularly scheduled meetings.

The district MIS department will be consulted to assist in the development of an efficient system for reporting to the DOE those teachers and principals selected to serve in the role of mentor, peer teacher or peer administrator. Data entry staff will be provided with clear district-developed guidelines so that the required data is submitted accurately.

The School District of Clay County previously had a state-approved district inservice model available for Alternative Certification Program (ACP) teachers. This ACP program has been inactive since the 2009-10 school year due to financial issues at the district level. If the ACP program is activated in the future it will be required that revisions be made to the program content and delivery to comply with Continued Approval Standard Three.

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

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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:	Toni A. McCabe
Title:	Assistant Superintendent for Human Resources
Phone #:	(904) 529-2618
E-mail Address:	tamccabe@mail.clay.k12.fl.us

Project Goal: The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.
Deliverables (minimum required evidence):
<ol style="list-style-type: none"> 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			
Assistant Superintendent for Human Resources – Co-Chief Negotiator	X	X	X	X	X	X
Deputy Superintendent – Co-Chief Negotiator	X	X	X	X	X	X
Director of Instructional Personnel Services	X	X	X	X	X	X
Clay County Education Association President	X	X	X	X	X	X

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

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

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union		X		X	X	X
In accordance with union contract, Clay Assessment System Committee will be formed to begin work on revisions to the teacher appraisal system.	X					
Review committee draft		X				
Review and revise as needed committee recommendations to address requirements of M.O.U.		X				
Work collaborative with CCEA to ensure agreement of all parties as to the components and processes described in the revised teacher appraisal			X			
Complete final draft of revised teacher appraisal system and submit for approval to School Board and DOE.			X			
Work collaboratively with CCEA as to the system for using a student growth model for measuring teacher performance.				X	X	X

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			
Review of Florida Educator Accomplished Practices by CAS Committee.		X				
Design work on competencies to be included in evaluation instrument. (subject to collective bargaining)		X				
Pilot year for revised CAS to be implemented county wide (subject to collective bargaining)				X		

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Review of School Board Policy for applicable revisions. (subject to collective bargaining)			X			
Identify and acquired formative and summative assessments for which student growth models will apply for performance appraisal				X	X	X
Provide training for teachers and evaluators on the new teacher appraisal system.			X	X	X	X
Through the negotiations process, develop a support system that links evaluation results with professional development as identified in the ILDP or IPDP. (aligns with Protocol 1.1.3; 2.1.5)				X	X	X
Full implementation of new teacher evaluation system with all teachers					X	

Deliverable (required): A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Revisions to the principal appraisal system completed including two components of the evaluation system: <ul style="list-style-type: none"> • Student Growth • Florida Leadership Standards 	X					
Review of School Board Policy for applicable revisions and Board approval.	X					
Provide training for all school administrators on the new appraisal system	X					
Conduct survey of selected stakeholders to gather performance data on school administrators regarding evidence of practices and procedures related to the Florida Leadership Standards.		X				
Superintendent conducts school visits and on-site data chats.	X		X			
Superintendent conducts final appraisal and gathers feedback from participants.			X			

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Appraisal system committee meets to evaluate the overall effectiveness and pilot appraisal cycle and makes revisions as indicated.			X			
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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					
Pilot year for revised Principal/School-Based Evaluation Instrument. (See attached Principal and School-Based Administrator Performance Appraisal Instrument, ILDP, and additional forms required.)						
Full implementation of revised Principal/School-Based Evaluation Instrument with ongoing feedback from administrators and evaluators.				X	X	X

Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Teacher and principal evaluation results will be submitted annually to the DOE through Survey 5 reporting.			X	X	X	X

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			
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					
Pilot year for revised Principal/School-Based Evaluation Instrument. (See attached Principal and School-Based Administrator Performance Appraisal Instrument, ILDP, and additional forms required.)						

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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	\$2,500	\$2,500	\$25,000	\$25,000	\$22,000

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)*
 Race to the Top will allow for a new district improvement management system that will provide formative and summative student data and related teacher performance data to allow for the continuance of an evaluation process where student performance accounts for the majority of the evaluation designation. Funding for the acquisition of assessments will be sustained through district funding sources.

Supporting Narrative (optional):
 The School District of Clay County, in collaboration with district stakeholders, will design and implement a new Clay Assessment System Appraisal Instrument for a district-wide pilot in school year 2011-2012. This project work requires close attention to the current collective bargaining agreement. The CAS Committee, as defined in the collective bargaining agreement, will be the primary steering committee to guide the design phase of the teacher competencies. Coordination, beyond the first year of the pilot, with the office of School Improvement/Professional Development and Assessment, will be vital as student achievement/growth measures are quantitatively tied to teacher evaluation. School principals and school-based administrators will be evaluated in 2010-2011 with a “pilot evaluation” system which will be refined in 2011-2012 as student achievement and growth measures are more fully defined.

The teachers’ union, Clay County Education Association, will be involved through contract negotiations as language is crafted which will impact appraisal as it currently exists. Particular focus in collective bargaining work through the CAS Committee will center on student growth measures, multi-metric systems, and comprehensive ratings to include effective and highly effective ratings. While both the district and CCEA are in agreement to work toward project completion, negotiations will be required throughout the process to ensure fidelity to wages, hours, and terms and conditions of employment.

Title and Page Number of Appendices for this Project (if applicable):
 Appendix C, Page 69 :

- Article XVIII
- CAS Committee/Timeline
- Current School Board Policy on Teacher Evaluation
- 2010-2011 Principal & School-Based Administrator Evaluation Documents

 Appendix D, Page 82: Individual Leadership Development Plan

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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: Denise Adams
Title: Deputy Superintendent, School District of Clay County
Phone #: 904-529-4840
E-mail Address: dadams@mail.clay.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Deputy Superintendent –Co-Chief Negotiator	X	X	X	X	X	X
Assistant Superintendent for Human Resources – Co-Chief Negotiator	X	X	X	X	X	X
Director of School Improvement & Accountability	X	X	X	X	X	X
CCEA President	X	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 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			
Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union		X		X	X	X
A committee will focus on developing a compensation system for teachers. Committee members will seek input from parents, teachers, district staff, and representatives of the business community.			X	X	X	X
Salary schedules will be negotiated in compliance with our collective bargaining agreement and the M.O.U. requirements including the use of teacher evaluation results in relation to the salary schedule.						
The negotiated compensation system will include differentiated pay as required by F.S. 1012.22(1)©4 through bonuses, salary supplements, etc,						
A simulation will be run using the piloted new appraisal system that will compare to the present salary schedule to the newly developed compensation system to determine the monetary impact, including differentiated pay.						
The teacher compensation committee will also identify schools from each level for a pilot program of the new system.						

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Once negotiated board approval will be obtained for the new salary schedule for instructional staff.						
A salary schedule for principals will be developed to reflect the use of evaluation data and the requirements of the M.O.U. including the use of principal evaluation results in relation to the salary schedule.			X	X	X	X
Submit salary schedules that reflect the use of evaluation results for teachers and principals to the School Board for approval.			X	X	X	X

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		
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			
Submit a revised principal evaluation system that complies with the requirements listed in the M.O.U.			X			
Pilot revised principal evaluation system	X	X	X			
Collect feedback from principals and evaluators on the new evaluation system and make revisions as needed.		X	X			
Develop through collaboration in compliance with the Clay Assessment System a revised teacher evaluation system and submit to the DOE as required by the M.O.U.			X			

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
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			
The Deputy Superintendent in collaboration with Human Resources will develop and			X			

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submit a staffing plan to meet the requirements of RTTT.						
Stakeholders will review the district staffing plan and make recommendations for revisions to the process for assigning effective and highly effective teachers and principals as defined in the grant notice for schools that have the highest percentages of low income and minority students.				X		
Complete collective bargaining of the language that defines the assignment of teachers as effective and highly effective.				X		

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			
Engage in collective bargaining process with CCEA as to language to ensure the use of teacher evaluation data to inform human capital decisions as listed in the M.O.U.			X	X	X	X
Develop through collective bargaining an implementation timeline.			X	X	X	X

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			
Gather input from stakeholder groups on the accountability process for administrators use of evaluation results when making human capital decisions. Evaluation will include student growth measures and evidence of indicators of the FL Leadership Standards as the primary components.			X	X	X	X

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Determine through collective bargaining the accountability process for use of evaluation results of teachers in human capital decisions and submit as required. Process will include the use of student growth indicators and FL Educator Accomplished Practices as the evaluation components.				X	X	X
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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			
			X	X	X	X
Coordinate project work between Human Resources and Information Services to ensure accurate reporting as required.			X	X	X	X

Deliverable (required): Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Coordinate project work between Human Resources and Information Services to ensure accurate reporting as required.			X	X	X	X

Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Coordinate project work between Human Resources and Information Services to ensure accurate reporting as required.			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	\$12,000	\$12,000	\$10,000

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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)*

Florida Statute requires school districts to prepare annually, a balanced budget for their board's approval. Sustainability will be met through that process in tandem with the negotiated terms of our collective bargaining agreement. The district plans to continue reforms after the grant period through the use of district and state funding sources based on the redesigned salary schedule based upon collective bargaining.

Supporting Narrative (optional):

The School District of Clay County, in accordance with our current collective bargaining agreement, will work together to develop salary schedules that reflect the use of student data and the Florida Leadership Standards or Florida Educator Accomplished Practices as the key components.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Diane Kornegay

Title: Director of School Improvement, Professional Development and Assessment

Phone #: 904-284-6547

E-mail Address: dkornegay@mail.clay.k12.fl.us

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

Evidence:

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of S.I., Pro. Development and Assessment	X	X	X	X	X	X
P.D. Admin. Support	X	X	X	X	X	X
District Curriculum Specialists	X	X	X	X	X	X
District Professional Development Advisory Committee (PDAC)	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): 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				
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			
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union		X		X	X	X
A revise district professional development system will be developed in coordination with the Professional Development Advisory Council (PDAC) to include the state approved protocol standards for professional development and aligned project objectives. (Appendix F)	X					
Present revised professional development system to the district School Board for approval.		X				
Submit revised, Board approved professional development system to the Bureau of Educator Recruitment, Development and Retention.		X				

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				
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			
Meet with Professional Development Advisory Committee to develop a timeline for the implementation of the new district professional development system including the protocol standards identified on page 59.	X					

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Timetable completed and submitted to DOE.		X				
All instructional and administrative staff will be trained in the new elements included in the revised professional development system.			X			
All school administrative and instructional personnel will receive an introduction/orientation to the techniques and methods for conducting collaborative learning teams, such as lesson study groups and professional learning communities (aligns with Protocol 3.1.6).		X				
Instructional staff and administrators will continue the established process for developing and monitoring individual learning plans to design effective training programs and to determine the effectiveness of revised teaching practices and the impact on student learning.	X	X	X	X	X	X

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		
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 new principal evaluation is being utilized for the 10-11 school year with a required Leadership Development Plan that reflects the need for PD based upon student performance outcomes and performance levels identified in each of the Florida Leadership Standards.						
A committee of stakeholder representatives will be meeting to develop a new teacher evaluation system with aligned PD support as evidenced through the district's new PD Management System (ILDLP).			X			

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				
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			
The revised process for evaluating school and district wide training initiatives will be incorporated into the revised professional development system.	X					
A newly designed professional development evaluation form will be included in the revised professional development system to document, report, and support the impact of professional learning on teaching practices, student performance, and school improvement. (See Appendix D)			X	X	X	X

Deliverable (required): A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	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
School Inservice Coordinators and training facilitators will receive training in the ways in which professional development can be evaluated and the types of evaluation data required to document student change and improved instructional practices.		X		X	X	X

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			
			X	X	X	X
A Professional Development Evaluation form will be submitted by each school that records and documents the evaluation results of the school-wide training initiative.			X	X	X	X
The district department responsible for the district-wide training initiative will submit a Professional Development Evaluation form recording and documenting the evaluation results from the training.			X	X	X	X
Evaluation results will be submitted to the district instructional leadership team for professional development planning purposes.			X	X	X	X

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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			
		X		X	X	X
Annual revisions to the district's professional development system in collaboration with the Professional Development Advisory Council will be submitted to the School Board for approval prior to submission to the Department of Education.						

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)*
 The implementation and evaluation of the District's Professional Development System is sustained through Title II, Title III, and the contract with the Shultz Center for Teaching and Leadership. Training for NGSSS and Common Core Standards is reflected on Page 16 of the SOW.

Supporting Narrative (optional):

Title and Page Number of Appendices for this Project (if applicable):
 Appendix E, Page 84: Professional Development Evaluation Form
 Appendix F, Page 89: Draft 2010 PD System (Pending Board Approval)

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**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)	11
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)	11
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	11
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)	11
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)	16
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)	26
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)	45
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)	39
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	11
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)	53
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)	26
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

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LEA FINAL SCOPE OF WORK**

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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FORM (A)1.

LEA Student Goals and Measures

CLOSING THE ACHIEVEMENT GAP					
<p>Florida set goals for closing the achievement gap on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets for closing the achievement gap on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals for closing the achievement gap on FCAT 2.0 at this time. However, when standards are set and scores are available, LEAs will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p>					
<p>LEAs may provide additional closing the achievement gap goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p>					
	2010-11 (Baseline)	2011- 12	2012- 13	2013- 14	2014-15
<p>% Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</p>					
FCAT 2.0 Grade 4 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 4 Mathematics	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Mathematics	TBD, when standards are set in the Fall of 2011				
<p>% Reduction in White/Hispanic achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</p>					
FCAT 2.0 Grade 4 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 4 Mathematics	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Mathematics	TBD, when standards are set in the Fall of 2011				
<p>(OPTIONAL) Other District-Determined Closing the Achievement Gap Goals Examples:</p> <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 					

The School District of Clay County will reduce the percentage of students scoring non-proficient (Level 1, 2) by 10% (as calculated by Safe Harbor) annually on the FCAT 2.0 for subgroups consistently not meeting proficiency targets for reading and mathematics.

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LEA FINAL SCOPE OF WORK**

Reading

Subgroup	2009-2010 Baseline	2010 – 2011	2011-2012	2012-2013	2013-2014	2014-2015
Black	45	40	36	32	29	26
Hispanic	34	31	28	25	22	20
ELL	57	51	46	41	37	33
Free/Reduced Lunch	39	35	31	28	25	22
SWD	50	45	40	36	32	29

Mathematics

Subgroup	2009-2010 Baseline	2010 – 2011	2011-2012	2012-2013	2013-2014	2014-2015
Black	41	37	33	30	27	24
Hispanic	29	26	23	21	19	17
ELL	44	40	36	32	29	26
Free/Reduced Lunch	35	31	28	25	22	20
SWD	46	42	38	34	31	28

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LEA FINAL SCOPE OF WORK**

**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	21	23	25	27	28	30	33	35	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	60	62	64	67	69	72	74	76	80	85
College Going Rate	60	56	59	60	62	63	65	67	69	71	74
College Credit Earning Rate	62	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	36	40	44