

Florida Atlantic University Schools

**Alexander D. Henderson University School
FAU High School
FAU / SLCSD Palm Point Research School**

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Submission Checklist

- Form DOE 100A – Project Application (superintendent signature required)
- Attachment I – Program-Specific Assurances (superintendent signature required)
- Attachment II – Three-Party Assurances (superintendent, school board chair, and representative of local teachers’ union signatures encouraged)
- Form DOE 101-RTTT (Budget submitted in web-based system)
- Final Scope of Work:**
 - Table of Contents
 - Section A Narrative
 - Form (A)1. *LEA Student Goals and Measures*
 - Work Plan Tables for 11 Projects
 - Appendix with Table of Contents (if applicable)

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A. OVERARCHING PROJECT PLANS

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

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.

Florida Atlantic University Schools

Florida Atlantic University Schools' (FAUS) is comprised of the Alexander D. Henderson University School (ADHUS) and FAU High School. Its charter school, FAU / SLCSO Palm Point Research School @ Tradition, is a joint endeavor with the St. Lucie County School District; It is organized as a charter school board (TCUS, Inc.) and functions by way of a charter granted by Florida Atlantic University's (FAU) Board of Trustees. Moreover, as a developmental research school district (District # 72) FAUS is an integral part of the university's College of Education and supports research and initiatives for all other FAU colleges as well.

Defined in statute, FAUS has a three-fold mission of (1) being a demonstration site for teacher education; (2) developing curricula; (3) conducting research (s.1002.33, F.S). The student population of ADHUS and Palm Pointe are selected by lottery and reflects the public school student enrollment profile of the state, which is set annually using figures provided by Florida's Department of Education for the prior year. In contrast, based on a targeted selection model, students are invited to attend FAU High School after a successful interview with members of the Steering Committee, which is composed of university administrators and lead faculty members. The committee is charged to evaluate applicants based on their academic achievement, standardized test results, writing samples, social maturity and letters of recommendation. As such, FAUS is in a unique position to support Florida's Theory of Action that *highly effective teachers and leaders make the difference in student achievement*.

FAUS and Florida's Theory of Action

FAUS' comprehensive reform plan was developed to support and is supported by Florida's Theory of Action as outlined in its application to the United States' Department of Education for RTTT funding. This plan will enhance teaching and learning by ensuring that teachers:

- Set high expectations and provide a "culture of rigor";
- Differentiate instruction through rich, data-driven learning experiences;
- Use professional development (ie. lesson study, job-embedded and data-driven activities) to improve their practice;
- Access monetary and career opportunities that reflect the value of effective teaching and leadership.

In alignment with the state's RTTT Theory of Action, the schools that comprise FAUS will have leaders who:

- Insist on a rich curriculum and balanced assessment program for all students based on internationally-benchmarked standards;
- Use a variety of student data indicators to make strategic instructional and

management decisions;

- Hire, retain, develop and promote the most effective teachers for his/her students;
- Demonstrate commitment to the continuous improvement of everyone in the school community by supporting common planning, job-embedded professional development, and attention to his/her own leadership development; and
- Are respected, supported, and included in district decision-making, and whose compensation and advancement opportunities reflect the value of his/her leadership.

FAUS' and Florida's Achievement Goals

FAUS, like Florida, has an unparalleled history of educational reform and student achievement.

- ADHUS was recognized in 2005 as a “No Child Left Behind” Blue Ribbon School and is a 2009 recipient of Florida’s School Recognition Award for innovation and commitment to achieving higher academic performance for all students;
- Palm Pointe Research School, which opened in 2008, has received an “A” rating for both years while initiating a research agenda and model autism center in collaboration with FAU’s CARD Center and its graduate students;
- FAU High School, in 2006, was featured in U.S. News & World Report among the best high schools in the nation.

An “A” rated district, the highly qualified teachers and core leadership team at FAUS possess the necessary facets to address, support, and reach *Florida’s Key Goals* for student achievement.

- *Goal 1: Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit.* Unlike other high schools, FAUS’ students (beginning in grade 9) experience college level courses in the environment of the university’s classrooms, laboratories, and support facilities. Over the past 7 years, FAUS’ stakeholders have developed an innovative curriculum and instructional delivery to strengthen student transition from grade 9 to college / university with very promising results. Students enrolled in grade 9 or “pre-collegiate” students complete two university-level Spanish courses as well as a challenging Honors curriculum in core subject areas. Students in grades 10-12 complete up to 18 university credits per semester. Graduates of FAU High School meet all curricular and service requirements for the State of Florida Bright Futures and qualify for “guaranteed admission” to other Florida public universities. FAUS’ proposed project plan will continue to advance its 9 – 12 initiative by developing strategies that encourage student enrollment and participation in STEM coursework, along with career and technical program offerings which lead to industry certifications.
- *Goal 2: Cut the achievement gap in half in 2015.* FAUS’ reform plan will contribute to the state’s student achievement goals by increasing student performance on standardized tests with the continued use of data, technology, and lesson study to drive instruction and hone best practices. Additionally, once baseline data is disaggregated based on FCAT 2.0 in 2011, FAUS will set specific goals to address the respective disparities among student populations as defined by race / ethnicity and economic factors. Collaborative efforts among all stakeholders will ensure that the gap in reading and math proficiency is cut in half in 2015.
- *Goal 3: Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.* The deliverables and activities outlined in this scope of work support and encourage highly effective teachers and school leaders. FAUS’ stakeholders acknowledge the National Assessment of Educational Progress (NAEP) as a nationally representative assessment of

what students know and can do in various subjects and that NAEP proficiency can and will predict student achievement. The use of NAEP data and the successful implementation of this plan's scope of work will increase the percentage of students scoring at or above proficient on NAEP by 2015.

FAUS' Strengths and Challenges

While FAUS generally provides exemplary educational programs, the district has both strengths and challenges. FAUS' greatest strength is its reality as a university-sponsored, innovative and autonomous developmental research school district. In this role, the district endeavors to: (1) provide students with a challenging curriculum, balanced with academic support; (2) demonstrate best practices for university teacher education; (3) innovate, develop and disseminate curricula; and (4) conduct and support emerging educational research for a variety of colleges. For example, FAU High School is currently focused on developing best practices for improving the transition from high school to college / university success, through innovative high school reforms. As such, FAUS is well positioned to reach Florida's RTTT goal of preparing students to graduate from high school and succeed in their college and career choices.

As a district, FAUS too faces challenges. There is a palpable achievement gap among the student body in all 3 school entities and FAU High School lacks an articulation of an advanced curriculum, specifically in grade 9, and as prescribed in Florida's RTTT plan. FAUS' reform plan must align with Florida's commitment to student achievement for all and, beginning in grade 9, must afford greater access to a rigorous course of study in mathematics, the sciences, technology, and engineering. Furthermore, during the first year of RTTT the district will provide feedback to the FDOE regarding single sign-on implementation and state-level data downloads. It is our hope that once the we have fully integrated (and updated) our Local Instructional Improvement System (LIIS) with the FDOE we will be better prepared to use data to not only drive instruction but to provide better instructional capabilities in our efforts to close the achievement gap among our student body.

Students Goals and Measures

Students Goals and Measures will be established by ADHUS/FAU High School and FAU / SLCSO Palm Point Research School. These goals and measures will include yearly targets along with culminating goals for 2015. See attached Form (A)1.

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 • CPT, PSAT, PLAN, SAT, and/or ACT Participation and Performance 					

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 					

FORM (A)1.

LEA Student Goals and Measures

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

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

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

Be sure to include annual targets to ensure that progress is being made toward the ultimate goals for the class of 2015.

Given the inherent time lags in these measures (i.e., two years following high school graduation and two years following college enrollment), all actual data for the class of 2015 will not be available until 2019 (2017 for the college enrollment measure and 2019 for the credit attainment measure).

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

FORM (A)1.

LEA Student Goals and Measures

STATE GOALS

State Goals for the Class of 2015:

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

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

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

LEA GOALS

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

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	NA	NA	NA	NA	100	100	100	100	100	100	100
College Going Rate	NA	NA	NA	100	100	100	100	100	100	100	100
College Credit Earning Rate	NA	100	100	100	100	100	100	100	100	100	100
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	NA	75	80	82	84	86	88	90	92	94	96

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

- Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers' unions, business leaders, community organizations, etc.)
- Identification of the leadership/management team(s)
- Strategies for monitoring implementation
- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.
- A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (submitted in web-based system). The release of funds will be contingent upon the successful progress toward completion of identified deliverables in the management plan and detailed budgets.

Enter narrative for (A)2. here:

FAUS will involve all stakeholders, in their respective capacities, in its management plan for implementing RTTT. Specific strategies for involvement are outlined in this scope of work. In addition, our union partners will have ongoing opportunities to provide input during and after the grant period.

- **Involvement of All Stakeholders.** The stakeholders cited in this scope of work along with members of the St. Lucie County School District will be invited to participate in the development and implementation of RTTT for FAUS as appropriate. Stakeholders will share their knowledge of and experience with the most effective practices to maximize student, teacher, and school leader success. For example, members of the university's science community will be invited to participate in the development and implementation of strategies related to an increase in STEM coursework and program offerings which lead to industry certifications for FAU High School's students.
- **Identification of Leadership / Management team(s).** The RTTT leadership / management teams will be based upon the needs of each respective school site. Chaired by Glenn Thomas, the Assistant Dean for PK – 12 Schools and Educational Programs for Florida Atlantic University, the RTTT leadership / management teams will include, but are not limited to, parents, university / community members, administrative staff, teachers, and school leaders who will meet in accordance with the designated timelines as defined in each plan of work.
- **Strategies for Monitoring Implementation.** FAUS will participate in the prescribed statewide processes for monitoring the implementation of RTTT. To facilitate this process, the chair of the leadership / management team, Glenn Thomas, will identify and designate key members to serve as a point of contact for each of the work plans submitted in this application. Those selected will meet with their respective teams monthly and will be required to submit quarterly reports to Mr. Thomas, who will provide feedback and disseminate FAUS' progress in the RTTT initiative to all stakeholders in a timely manner.

Implementation Timeline

Year 1:

- Include FAU / SLCSO Palm Point Research School as appropriate;
- Evaluate current programs, practices and policies;
- Integrate School Improvement Plan and RTTT plan as appropriate;
- Design STEM Career and Technical Program Offerings;
- Plan staff development for RTTT provisions as appropriate;
- Develop a 4-Year Technology Plan in accordance with RTTT provisions;
- Revise teacher evaluation system in accordance with state requirements;
- Develop a timetable for implementing the new elements into the professional development system for FAUS' teachers and school leaders;
- Collect and submit the required monitoring documents (which may include FAU / SLCSO Palm Point Research School) related to the scope of work deliverables.

Year 2:

- Phase in newly developed programs, practices, and policies to align with the SIP and RTTT plans;
- Implement STEM Career and Technical Program Offerings;
- Institute staff development initiatives in accordance with SIP and RTTT provisions;
- Monitor progress of Florida's Key Goals through quarterly reports which must include disaggregated data;
- Make adjustments to specific work plans (for the LIIS) as needed and based on data;
- Collect and submit the required monitoring documents (which may include FAU / SLCSO Palm Point Research School) related to the scope of work deliverables.

Year 3:

- Implement STEM Career and Technical Program Offerings as needed;
- Continued provision of professional development in specified areas as needed;
- Monitor progress of Florida's Key Goals through quarterly reports which must include disaggregated data;
- Make adjustments to specific work plans (for the LIIS) as needed and based on data;
- Collect and submit the required monitoring documents (which may include FAU / SLCSO Palm Point Research School) related to the scope of work deliverables.

Year 4:

- Award STEM related Technology Certification;
- Full implementation of the teacher evaluation system;
- Full implementation of the principal evaluation system;
- Full implementation of the integration data systems (LIIS) in data warehouse structure;
- Monitor progress of Florida's Key Goals through quarterly reports which must include disaggregated data;
- Make adjustments to specific work plans as needed and based on data;
- Collect and submit the required monitoring documents (which may include FAU / SLCSO Palm Point Research School) related to the scope of work deliverables.

Summary Budget:

Year 1: \$75,663

Year 2: \$76,179

Year 3: \$65,923

Year 4: \$52,905

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

Enter narrative for (A)3. here:

FAUS is committed to participating in the statewide evaluation efforts, in addition to adhering to the proposed implementation and evaluative components outlined in this scope of work. Identified key team leaders will meet with their respective groups in accordance with established timelines to review the status of each work plan and progress made in implementation. At these monthly meetings team leaders will assess whether the respective plan is on track and will work with the team to eliminate barriers and propose solutions as needed. Based on these evaluations, stakeholders will meet quarterly to review each work plan and to determine whether the project plan needs revision(s). If so, such revisions will be submitted to the state as mandated. The respective team leaders and the chair will also monitor RTTT expenditures for compliance and fidelity. Last, as stated, quarterly reports will include disaggregated school level data and will be disseminated by Glenn Thomas, the chair of the Leadership / Management teams, in a timely manner to all stakeholders.

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

Enter narrative for (A)4. here:

FAUS will ensure the sustainability of RTTT reforms outlined in the scope of work beyond the grant-funding period as many of the work plans consist of efforts that are already in place and / or require minimal funding once initiated. For instance, the work plan to Expand STEM Career and Technical Program Offerings calls upon the utilization of the university's course offerings, science laboratories, and faculty members which/who are already in place and funded. Hence, FAUS' efforts, in compliance with RTTT mandates, will serve to articulate and streamline the relationship between the university and FAUS. Second, the integration of data systems required by RTTT will too be crucial in sustaining the district's reform efforts. For once a central and statewide data system is in place, FAUS will have access to real-time data to better inform decisions regarding student achievement, professional development, teacher development and effectiveness, and school leader / principal effectiveness long after the RTTT grant period will have ended.

5. Describe how other funding sources will be integrated with Race to the Top funds during the four-year grant period (e.g., Title II-A, School Improvement Grant). Amounts are not necessary in this description.

Enter narrative for (A)5. here:

Integration of other funding sources, as applicable, will vary for each school site. Federal and state funding allocations that align to the reform initiatives outlined in the application will be used to further enhance and expand the district's efforts. Possible funding sources that may be integrated with RTTT grant funds may include, but are not limited to, Title I / Title II/ IDEA / FEFP and AP add-on funding. The district may also pursue additional funds from legislative as well as corporate and private sectors to further enhance this grant period.

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.

Work Plan Table

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

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

<p>Please indicate one LEA point of contact for this Project. Name: Tammy Bresnahan Title: Staff Development Coordinator Phone #: 561-297-3970 E-mail Address: tbresnah@fau.edu</p>
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<p>Project Goal: Schedules will accommodate a minimum of one lesson study per month for each grade level or subject area.</p>
<p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 1. Submission of school schedule 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 <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.

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			
Teacher Professional Development Coordinator	X	X	X	X	X	X
Assistant Principal/ Supervisor of Curriculum & Instruction	X	X	X	X	X	X
Lead Lesson Study Coordinators (LLSC)	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 school schedule 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			
Research and analyze school schedules that support teacher collaborations		X		X	X	X
Provide master schedule for common planning to accommodate Lesson Study				X	X	X

Deliverable (required): Annual submission of monthly grade level and content area Next Generation Sunshine State Standard (NGSSS) lesson used to teach, observe, study evidence of student learning and design improved instruction; as common core curriculum standards are implemented Math and Language Arts Standards will replace NGSSS.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Analyze school level student performance data to identify prioritized grade level and content area benchmarks		X		X	X	X
Develop a lesson study calendar based on analyzed data		X		X	X	X
Provide lesson plans identifying Lesson Study activities				X	X	X

Deliverable (required): Rosters of school administrator(s), 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:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Provide school staff PD on Lesson Study through modeling of NGSSS lessons including: teaching, observing, analyzing student learning, and designing improved instruction with classroom follow-up		X	X	X	X	X
Submit a sign-in sheet for teacher attendance in PD		X	X	X	X	X

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
Supporting Activities:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Maintain video and lesson material that support improved instruction and student performance through lesson study				X	X	X
Submit one teacher's improved lesson based on Lesson Study data				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$	\$1,507	\$ 1,507	\$ 2,028	\$ 1,016	\$ 1,016

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)*

- Train-the-Trainer
- Beginning teacher program
- Common Planning
- Title II Funding

Supporting Narrative (optional):

While this goal is optional, FAUS considers lesson study a best practice, which will lead to increased student achievement, narrowing the achievement gap.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Terri N. Watson

Title: Dean of Students / High School Coordinator

Phone #:561.297.0638

E-mail Address: TWatson@fau.edu

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

Deliverables (minimum required evidence):

1. Submission of a 4-year LEA timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.
3. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 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			
High School Science Teachers	X	X	X	X	X	X
High School Guidance Counselor	X	X	X	X	X	X
University Teaching Assistant					X	X
Faculty from the College of Science				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-	X			X	X	X

approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.						
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 2009-2010 curriculum and baseline data from the School District of Palm Beach County re: STEM career and technical programs.	X					
Survey the university's course offerings for a program of study that leads to industry certification along with an occupation(s) requiring STEM and is supported by one of the eight targeted sectors identified by Enterprise Florida.	X					
Identify a 9th grade curriculum to support and frame a Biotechnology Academy at FAU High School.	X					
Survey incoming freshmen for interest / participation in Biotechnology Academy.			X			
Determine a Steering Committee consisting of university and high school faculty / administrators, and industry and community leaders.	X					
Define the course of study, programs, activities, and faculty members who will frame a Biotechnology Academy at FAU High School (Revise as needed).	X	X	X			
Provide a University-based Teaching Assistant to facilitate student success in FAU High's Biotechnology Academy.				X	X	X
Provide professional development for teachers of new STEM courses.			X			

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

FAU High School (Review and revise as needed).						
Determine Fees for Biotechnology Certification Exams			X	X	X	X
Determine cost for University-based Teaching Assistant				X	X	X
Allocate funds for Biotechnology Certification Exams					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
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
Annual review of the Biotechnology Academy at FAU High School (Revise as needed).				X	X	X
Survey of Biotechnology Certificate Recipients						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		\$507	\$11,015	\$	\$10,000	\$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)*

There is no additional cost factor for University courses.
 Articulation agreement with Florida Atlantic University.
 FAU's medical program is set to begin in fall 2011.

Supporting Narrative (optional):

As an integral part of FAU, FAUS is in a unique position to develop and implement a STEM-based course of study, which leads to industry certification(s). The impetus to articulate and streamline STEM related programs, beginning in grade 9, is in strong support of our mission as a developmental research school / district and builds toward college and career readiness, a facet of Florida's first Key Goal.

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

Work Plan Table

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

<p>Please indicate one LEA point of contact for this Project. Name: Terri N. Watson Title: Dean of Students / High School Coordinator Phone #: 561.297.0638 E-mail Address: TWatson@fau.edu</p>

<p>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.</p>
<p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 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			
High School Principal	X	X	X	X	X	X
High School Guidance Counselor	X	X	X	X	X	X
Dean of Students / High School Coordinator	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,	X					

mathematics, science, and social studies.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Investigate possible STEM /AP courses to add to FAU High School's course offerings	X	X	X			
Investigate and decide the use of AVID program to support student participation and achievement in STEM / AP course offerings		X	X			
Identify teachers for new STEM / AP course offerings		X	X			
Provide professional development for teachers of new STEM / AP course offerings		X	X	X		
Implement new STEM / AP course offerings				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			
Provide current master schedule	X					
Provide master schedule detailing new STEM / AP course offerings				X	X	X
Provide a report detailing student participation in STEM courses offered at FAU which may lead to industry certification					X	X
Provide a report detailing student receipt of industry certification						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			\$10,438	\$5,160	\$5,160	\$5,160

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 initial training of staff to provide STEM / AP courses, there is no need for additional training.
 After the initial acquisition of textbooks, there is a 5 – 7 year adoption cycle.
 State-provided incentives for student success in STEM / AP courses will encourage FAUS' participation.

Supporting Narrative (optional):

As a district, one of FAUS' challenges is its lack of an advanced curriculum, particularly for students in grade 9, which leads to increased access to a rigorous course of study in mathematics, the sciences, technology and engineering. In addition, the opportunity to increase STEM courses is encouraged by Senate Bill 4 and is in support of our endeavor, as a district, to improve student transition from grade 9 or "pre-collegiate" to grade 10 or "collegiate."

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Brenda Cummings

Title: Assistant Principal

Phone #: 561.297.3970

E-mail Address: BSharke1@fau.edu

Project Goal: The LEA will ensure that each school possesses the technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment.

Deliverable (minimum required evidence):

1. Readiness for computer-based testing (FCAT 2.0, End-of-Course Exams, Florida Assessments for Instruction in Reading) as certified through completion and submission of Florida's online certification tool.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Technology Coordinator	X	X	X	X	X	X
Student Data Specialist	X	X	X	X	X	X
Technology Teacher Leaders	X	X	X	X	X	X

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

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	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			
Readiness certification for Spring 2011 completed with Florida's online tool	X					
Needs assessment of technology required for administration of online testing for 2012		X				
Acquire hardware to meet requirements for online testing for 2012			X			
Acquire bandwidth to support online testing for 2012			X			
Needs assessment of technology required for administration of online testing for 2013				X		
Acquire hardware to meet requirements for online testing for 2013				X		
Acquire bandwidth to support online testing for 2013				X		

Needs assessment of technology required for administration of online testing beyond 2014					X	
Acquire hardware to meet requirements for online testing beyond 2014					X	
Acquire bandwidth to support online testing beyond 2014					X	
Provide Training for Technology Coordinator, Student Data Specialist, and 2 Teacher Leaders			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		\$	\$ 6,406	\$ 6,406	\$ 6,206	\$ 6,206

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)*
 Faculty training / workshops / release time
 Highly qualified / effective personnel
 Equipment/software attrition cycle / replacement costs

Supporting Narrative (optional):

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

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

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

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

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

(i) Use of local instructional improvement systems

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

(iii) Availability and accessibility of data to researchers

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

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

(ii) Professional development on use of data

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

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Marian Strohmeyer

Title: Student Data Specialist

Phone #: 561.297.3970

E-mail Address: MStrohme@fau.edu

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

Deliverables (minimum required evidence):

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

a. Number of each type of staff in the district

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

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

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

3. Single sign-on integration with the Department.

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

a. Name of the download

b. Date of most recent download

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Technology Coordinator	X	X	X	X	X	X
Student Data Specialist	X	X	X	X	X	X
Technology Teacher Leaders	X	X	X	X	X	X

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

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): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					X
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			
Report number of each type of staff in the district to the FDOE	X					
Report each type of staff accessing state resources via single sign-on the FDOE						X

Deliverable (required): Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	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			
Survey the State's Single Sign-on Integration Readiness Certification and determine whether FAUS has the necessary technical resources to successfully integrate single sign-on requirements.			X	X	X	X
Submit Integration Readiness document to FDOE				X		

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			
Key personnel will attend district level training for use of single sign-on				X	X	X
Implement single sign-on system and integrate with FDOE and local systems				X	X	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
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			
Incorporate FDOE data downloads into Local Instructional Improvement System				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			\$22,462	\$16,462	\$ 6,462	\$ 6,462

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>
Training of Staff and Teacher Leaders Operating expenses (cost of software and system maintenance)

Supporting Narrative (optional):
Timely and accurate data is needed to develop, implement, and sustain Florida's 3 Key Goals outlined in its application for RTTT funding. Accordingly, FAUS in collaboration with Florida's Department of Education endeavors to develop a single sign-on access point for state-level data sets and applications in order to improve student achievement.

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

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: Brenda Cummings

Title: Assistant Principal

Phone #:561.297.3970

E-mail Address: BSharke1@fau.edu

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Technology Coordinator		X	X	X	X	X
Student Data Specialist		X	X	X	X	X
Teacher Leaders (4)		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): For local instructional improvement systems, provide a report that includes the following:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Name of the system	X			X	X	X
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						
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 FDOE minimum standards for LIIS.			X	X		
Survey current system (Pinnacle) and compare it FDOE's minimum standards for a LIIS.			X	X	X	X
Identify both state and local data systems which must be integrated into FAUS' LIIS				X	X	X
Implementation of LIIS. Integrate Parent, Student, and Teacher Portal along with DataDirector and other LCS systems into LISS				X	X	X
Describe how the LIIS is used in the classroom, by school-level support staff and administrators, and at the district level to support instruction in the classroom, operations at the school and district level, and educational research					X	X
Describe how the LIIS is used by all stakeholders (students, parents, teachers, district-level support staff, and researchers)					X	X
Evaluate state-level downloads and determine how they are utilized and which are used in the classrooms, at the district level (to improve student achievement) and by researchers.					X	X
Describe how student growth data is available to users on the LIIS					X	X
Provide the FDOE with timely reports detailing the frequency of use of FAUS' LISS by students, teachers, parents, and the principal of FAUS					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
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
FAUS will provide timely, accurate, and complete data to the FDOE to ensure the FAUS' LIIS meets the minimum standards				X	X	X
FAUS will provide a point of contact for receiving requests from the FDOE regarding sponsored technology assessments and surveys				X	X	X

Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
FAUS will provide data from its local instructional improvement and longitudinal data systems to the FDOE as requested				X	X	X
FAUS will provide a point of contact for receiving requests from the FDOE regarding data from its local instructional improvement and longitudinal data systems				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$	\$	\$	\$12,462	\$ 12,462	\$

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)*

Ongoing funding for all resources
Allotted training
Allocated technology

Supporting Narrative (optional):

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

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).

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

(i) Measure student growth

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

(ii) Design and implement evaluation systems

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

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

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

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

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

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

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

principal observation components to develop a “multi-metric” evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input.

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

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

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

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

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

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

b. Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers.

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

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

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

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

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:

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 (ILDP) 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).

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.

(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

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

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

For Principals:

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

(ii) Measure effectiveness of professional development

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

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

Toward the absolute priority of comprehensive education reform:

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

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

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: Tammy Bresnahan Title: Staff Development Coordinator Phone #: 561-297-3970 E-mail Address: tbresnah@fau.edu</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			
FAUS Administrators	X	X	X	X	X	X
Director of School Programs and Initiatives (alternative certification, internships)	X	X	X	X	X	X
Internship Placement Coordinators	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			
Maintain collaborative relationship with Florida Atlantic University's College of Education to assign supervising teachers and /or program interns at FAUS (A. D. Henderson University School / FAU High School)	X	X	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					
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 and update clinical educator database of trained teachers and administrators at FAUS	X	X	X	X	X	X
Provide teachers and administrators with Clinical Educator Training (as needed)		X	X	X	X	X
Use the FAUS Annual Appraisal system to identify effective and highly effective teachers and administrators		X	X	X	X	X
Develop and implement a survey to identify peer mentors		X	X	X	X	X
Develop and implement a survey of peer teachers to identify needed professional development and support		X	X	X	X	X
Continue to survey new and/or beginning teachers annually to determine needed professional development and support		X	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			
Develop criteria / rubric to evaluate program interns and peer mentors		X	X			
Survey program interns, new teachers, and alternative certification participants to provide feedback to peer mentors and supervisors			X	X	X	X
Obtain feedback from previous interns, beginning teachers and alternative certification teachers to identify needed professional development and support			X	X	X	X
Use data collected from the FAUS Appraisal system to identify effective and highly effective peer mentors, supervising teachers, and teachers who support alternative certification (AC) participants			X	X	X	X
Review the results of the surveys to identify				X	X	X

effective and highly effective peer mentors and supervisors (Revise as needed)						
Include peer mentor identification system and training in the FAUS Professional Development Plan			X	X	X	X
Identify a cadre of mentors			X	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
Supporting Activities:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
Maintain and update clinical educator database in order to determine professional development and internship placement decisions		X	X	X	X	X
Create, maintain, and update peer teacher database in order to determine beginning teacher mentors			X	X	X	X
Create, maintain, and update database of assigned supervising teachers and principals			X	X	X	X
Review the survey results to design effective professional development for AC participants			X	X	X	X
Provide disaggregated data from surveys to FDOE				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	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
Use data to develop / improve training programs for peer mentors and supervisors based on survey results			X	X	X	X
Collect and review student performance data of AC participants for the purpose of making professional development decisions			X	X	X	X
Collaborate with the College of Education's department of Educational Leadership to develop a School Leadership Program			X	X	X	X
Develop a School Leadership Program and incorporate in the FAUS Professional			X	X	X	X

Development Plan in accordance with the requirements of Florida's Protocol Standards for Professional Development						
Review School Leadership Program and report data in order to identify professional development and support needs				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$	\$	\$ 2,154	\$ 2,154	\$ 2,154	\$ 2,154

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)*

- FAU Liaisons (placement personnel)
- Faculty support from the College of Education
- Train-the-Trainer (Faculty members who are Clinical Education trainers)

Supporting Narrative (optional):

FAUS already has a strong relationship with Florida Atlantic University College of Education and serves as a site for student field experiences and provides an excellent opportunity for teacher trainees to work with highly qualified master teachers in a model school environment. The district will continue to work with the faculty of the University's College of Education to provide highly qualified teachers and school leaders for its respective school sites as well as the surrounding school district.

As employees of FAUS, AC participants utilize Florida Atlantic University's Employee Educational Scholarship Program to acquire necessary coursework leading to certification. In addition, AC participants take part in the Beginning Teacher Program and are provided with a peer mentor.

The work done in response to RTTT will strengthen the district's beginning teacher support program and enable more effective educators to become qualified to assist and mentor beginning teachers, early career teachers, and aspiring school leaders.

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

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: Dr. Patricia Hodge

Title: Principal/Director

Phone #: 561-297-3970

E-mail Address: phodget@fau.edu

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Appraisal Chair	X	X	X	X	X	X
Teacher Representatives	X	X	X	X	X	X
FAUS Administration Team	X	X	X	X	X	X
Collective Bargaining Representative	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			
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			
Organize committee made up of key personnel to review and revise the teacher appraisal system.	X					
The committee will research best practices	X	X				

and review teacher portfolios.						
Revise current teacher appraisal system that incorporates core of effective practices, requirements of F.S. 1012.34, and a comprehensive range of ratings to include effective and highly effective as needed.		X	X			
Incorporate student growth measure based on performance of students on state-required assessment for 35% of the evaluation and student growth or achievement as determined by LEA for 15%.			X			
Revise the teacher appraisal system to support district and school level improvement plans and continuous quality improvement of professional skills of instructional personnel.			X			
Inform all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.			X	X	X	X
Implement newly revised teacher appraisal system for all classroom teachers subject to any pertinent collective bargaining.				X		
Utilizing state resources, LEA will develop EOC exams for all courses not measured by state or national assessments.				X	X	
As per established timelines, make necessary yearly revisions.				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			
	X					
Work with the stakeholders to develop a timetable.						
Conduct annual reviews of teacher evaluation system.				X	X	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			
		X				
Organize committee including key personnel to revise principal appraisal system.		X				

Committee will meet as often as needed during developmental stage.		X	X			
Revise principal appraisal system to include recruiting and retaining effective teachers, improving effectiveness of teachers, removing ineffective teachers, and including a comprehensive range of ratings.			X			
Incorporate student growth measure based on performance of students on state-required assessments for 35% of the evaluation and student growth or achievement as determined by LEA for 15%.			X			
As per established timelines, make necessary yearly revisions to principal appraisal system.				X	X	X
Inform principals of the criteria and procedures associated with the appraisal process before the appraisal takes place.			X	X	X	X
Conduct evaluations at least once a year for all principals.			X	X	X	X
Conduct annual reviews of principal evaluation system.				X	X	x

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					
Work with committee and stakeholders to develop timetable.						

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				
Create timelines and a system for gathering results in order to report accurately to DOE.			X			
Depending upon timely receipt of state assessments, submit reports.			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			
	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			

As per established timelines, make necessary yearly revisions.				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			
			\$2,154	\$2,154	\$2,154	\$2,154

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)*
 FAUS has a previously developed and implemented teacher evaluation system that measures key effective teaching practices. It will be revised to incorporate student performance data as described above. Aside from annual revisions, evaluation instruments and reporting processes will be self-sustaining. After initial creation of instruments and reporting process training, appraisal committee members will conduct annual reviews and revisions within their contract day, on a voluntary basis, or during summer work as funded by Title II funds and redirecting funds from current budgets.

Supporting Narrative (optional):
 FAUS' Teacher and Principal Evaluation Systems will be proactive in regards to legislative mandates. Moreover, these systems will comply with the state's RTTT initiative, Florida Statutes and State Board Rule.

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

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: Dr. Patricia Hodge

Title: Principal/Director

Phone #: 561-297-3970

E-mail Address: phodget@fau.edu

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Appraisal Chair	X	X	X	X	X	X
Appraisal Committee Members	X	X	X	X	X	X
Administration	X	X	X	X	X	X
Collective Bargaining Representative			X	X	X	X
United Faculty of Florida			X	X	X	X
Superintendent		X	X	X	X	X
Director of Business and Financial Services, FAU College of Education			X	X	X	X
Grants Coordinator, FAU College of Education			X	X	X	X
School Advisory Body			X	X	X	X
Florida Atlantic University Board of Trustees			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): 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.	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			
Seek professional resources to assist in the research, development and implementation of a comprehensive performance pay compensation system that reflects the use of the appraisal system.				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		
The United Faculty of Florida (UFF) union and the district will negotiate the final compensation system in accordance with the collective bargaining requirements.					X	
Obtain board approval and implement the new salary schedule for instructional staff.					X	X
The committee will focus on developing a compensation system for principals. Committee members will seek input from parents, teachers, district staff, and representatives of the business community.					X	X
Obtain board approval and full implement new salary schedules for principals.					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			
Conduct a comprehensive review of the current principal evaluation system.		X	X			
Work collaboratively with key stakeholders			X	X		

to create a process to use data driven decision for the placement of teachers and principals.						
The UFF union and the district will negotiate any aspects of the process for the replacement of teachers that impact the collective bargaining agreement.			X	X		
Implement, monitor, and evaluate the process for teacher and principal placement based on evaluation data.					X	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		
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			
Conduct a comprehensive review of current recruitment of highly effective teachers and principals: -Explore current practices, both inside and outside the field of education. -Identify effective recruitment practices based on review. -Solicit input from stakeholders. -Determine financial impact.		X	X			
Revise the recruitment plan and procedures to include an emphasis on highly effective minority teachers in collaboration with school based and district level personnel.				X		
The UFF union and the district will negotiate any aspects of the recruitment plan and procedures that impact the collective bargaining agreement.				X		
Implement the revisions to the recruitment plan and procedures.				X	X	
Create/purchase a HR module that is accessible to administrators which reflects HR data necessary to make effective human capital decisions.				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	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X

district-determined implementation timeline.						
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			
Negotiate revisions to the district's collective bargaining agreement to include the use of teacher evaluation data to make informed human capital decisions as described above.					X	
FAUS collective bargaining agreement will be submitted annually.				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	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			
Conduct a comprehensive review of our current accountability process for administrators and revise according to the new teachers' and principals' evaluation process to ensure effective human capital decisions.					X	
Administrators will be trained in, held accountable to, and monitored regarding utilizing evaluation results for teachers and principals in human capital decisions.					X	X

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			
Continue to report bonuses and salary augmentations for teachers through the regularly scheduled student and staff surveys.		X	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	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

collective bargaining, if applicable):	Quarter	Quarter	Quarter			
Continue to report terminations of teachers as presented on Personnel Action form.	X	X	X	X	X	X
Monitor data during survey periods 2-5.	X	X	X	X	X	X
Submit annual termination data through Survey's 2, 3, & 5.			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			
Continue to capture employee data as presented on Personnel Action forms which merge with existing assignments of teachers and principals.	X	X	X	X	X	X
Monitor the assignments of teachers' and principals' data during the survey periods 2-5.	X	X	X	X	X	X
Submit annual assignment of teachers' and principals' data through Survey 5.			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			\$7,539	\$12,924	\$7,539	\$7,539

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)*
 Deliverable products including evaluation instruments and reporting processes will be self-sustaining. After initial creation of instruments and reporting process training, appraisal committee members will conduct annual reviews and revisions within their contract day, on a voluntary basis, or during summer work as funded by Title II funds and redirecting funds from current budgets.

Supporting Narrative (optional):

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

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: Tammy Bresnahan

Title: Staff Development Coordinator

Phone #: 561-297-3970

E-mail Address: tbresnah@fau.edu

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

Evidence:

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
School Administrators (principal/assistant principal)	X	X	X	X	X	X
Staff Development Coordinator	X	X	X	X	X	X
District Grant Coordinator	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 revised district professional development system that meets the requirements of <i>Florida's Protocol Standards for Professional Development</i> and reflects the			X	X	X	X

inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Continue the beginning teacher program for first year teachers and develop a plan to include second year teachers.			X	X	X	X
Develop a plan for implementing common core standards in all curricular areas through curriculum teams and PLCs.			X	X	X	X
Provide technological access to NSDC, Florida Professional Development Protocol Standards, and other PD sites for the purpose of improving instruction.		X	X	X	X	X
Continue to conduct an annual professional development needs assessment based on disaggregated student achievement data and develop PD annual goals.			X	X	X	X
Provide school staff PD on Lesson Study through modeling of NGSSS lessons including: teaching, observing, analyzing student learning, and designing improved instruction with classroom follow-up.			X	X	X	X
Develop a plan for teachers and administrators to use data systems for improving teacher instruction and student learning.					X	X
Use student data to target high-needs students and provide professional development for teachers with a focus on differentiated instruction and interventions.	X	X	X	X	X	X
Develop an evaluation process and tool for Professional Development			X	X	X	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	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			
Create a plan for inclusion of year 2 teachers in the beginning teacher PD program			X			
Develop a timeframe for training teachers to use Lesson Study			X	X		
Develop an annual calendar for Lesson Study implementation to include common planning				X	X	X
Create an annual calendar for administrative				X	X	X

walk-through observation for implementation of Common Core Standards						
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Deliverable (required): A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X			
Begin revision of existing teacher evaluation document				X	X	X
Review the evaluation system and revise as required by results						
Create and implement administrative evaluation system	X	X	X			
Review the administrative evaluation system and revise as required by results				X	X	X
Create an annual professional development plan based on teacher and administrative evaluation results				X	X	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	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
Develop an instrument to evaluate the effects of PD training on student achievement			X	X	X	X
Develop a method for using student learning data to formulate targets for improvement			X	X	X	X
Evaluate instruments each year to determine effectiveness and revise as needed				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			
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
Develop an annual evaluation system that documents the extent to which planned professional development was implemented			X	X	X	X
Utilize data from teacher and principal			X	X	X	X

IPDPs to plan and evaluate the effectiveness of professional development based on changes in practice and student outcomes						
Use the results of the evaluation as part of the needs assessment process for the next school years' district professional development planning process.			X	X	X	X
Professional development evaluation reports are published and shared with various groups			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	
Assign personnel responsible for collecting and reporting data relating to the evaluation results of the professional development system.			X	X		
Report evaluation results of professional development to the faculty and School Advisory Body			X	X	X	X

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	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
Using the evaluation tool, submit revisions to the professional development system annually, based on the district-determined timetable for implementation.		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			
	\$	\$	\$ 5,385	\$ 10,770	\$ 7,539	\$ 7,539

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)
<ul style="list-style-type: none"> • Train-the-Trainer • Employee Educational Scholarship Program (FAU) • Annual evaluation and plan revisions • Data system in place once developed

Supporting Narrative (optional):

FAUS is committed to the state's Theory of Action, which supports investing in human capital in order to improve student achievement. With this said, the district will successfully incorporate a professional development system that effectively uses data to foster best practices and increase student achievement.

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

F. GENERAL

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

1. The LEA will offer charter schools located within their district the opportunity to participate in the grant on the same terms as any other district school.
2. Consistent with federal requirements, the LEA will ensure that participating charter schools receive a commensurate share of any grant funds and services funded by the grant.
3. The LEA will provide data and reports necessary for the evaluation of the grant conducted by the Department's evaluation team and will require charter schools to provide the LEA with the data necessary for such evaluations.

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

Work Plan Table

Project/MOU Criterion: Include Charter Schools in LEA Planning – (F)(2)

Please indicate one LEA point of contact for this Project.

Name: Glenn Thoomas

Title: CEO / President of TCUS, Inc.

Phone #:561.297.3977

E-mail Address: GThomas@fau.edu

Project Goal: The LEA will offer charter schools located within their district the opportunity to participate in the grant on the same terms as any other district school. Consistent with federal requirements, the LEA will ensure that participating charter schools receive a commensurate share of any grant funds or services funded by the grant. The LEA will provide data and reports necessary for the evaluation of the grant conducted by the Department’s evaluation team and will require charter schools to provide the LEA with the data necessary for such evaluations.

Deliverables (minimum required evidence):

1. The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools. (Quarterly as appropriate – whenever discussions are held)
2. The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out. (Quarterly as appropriate)
3. The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities. (Quarterly as appropriate)
4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools. (Quarter 1)
5. The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services. (Quarter 4)
6. The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports. (Quarter 1)
7. The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports. (Quarterly as appropriate)

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Glenn Thomas, CEO/Pres. of TCUS, Inc.	X	X	X	X	X	X
Debbie Hawley, Chair of TCUS Board	X	X	X	X	X	X
Debbie Snyder, Principal of Palm Pointe	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): The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.						
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			
Electronic correspondence	X	X	X	X	X	X
Monthly Board Meetings	X	X	X	X	X	X
Annual Review of Progress			X	X	X	X

Deliverable (required): The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X		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			
Electronic correspondence	X	X	X	X	X	X
Written communication signed by CEO / Pres of TCUS Inc., Chair of TCUS Board, and Principal of Palm Pointe involving charter school participation	X	X	X	X	X	X

Deliverable (required): The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	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			
Electronic and written correspondence	X	X	X	X	X	X
Provide ongoing activity schedule	X	X	X	X	X	X

Deliverable (required): The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	2010-11			2011/12	2012/13	2013/14
	2 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 commensurate funds for commensurate activities	X	X	X	X	X	X

Deliverable (required): The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Annual expenditure reports segregating the Palm Pointe from ADHUS and FAU High School						

Deliverable (required): The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
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			
	Agreement between Palm Pointe and FAUS	X	X	X	X	X

Deliverable (required): The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	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			
	Letter to FLDOE if needed	X	X	X	X	X

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

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)

Palm Pointe currently receives commensurate Title I, Title II, IDEA, ARRA and related funding. These funds, in particular, Title II, and the state FEFP allocation will be used to sustain these RTTT initiatives after the RTTT funding ends.

Supporting Narrative (optional):

The charter school board has not taken formal action at this time, but is expected to express its intent to participate before November 9, 2010.

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

Letter from FAUS Charter School p.66



Palm Pointe Educational Research School @ Tradition

10680 Academic Way, Port Saint Lucie, FL 34987
(772) 345-3245

A Visionary Partnership between Florida Atlantic University and Saint Lucie County School District

Debra Snyder
Principal

D'Jion Jackson
Asst. Principal

Kathleen Perez
Asst. Principal

November 8, 2010

To Whom It May Concern:

Please be advised that the Treasure Coast University Schools, Inc. Board of Directors has decided to opt Palm Pointe Educational Research School @ Tradition out of contention for Race to the Top funds. Thank you.

Sincerely,

Deborah A. Hawley

Chairperson, Board of Directors
Treasure Coast University Schools, Inc.

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

