

DOE 100A Submission Checklist

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

ATTACHMENT 1

ATTACHMENT II

ATTACHMENT II

TABLE OF CONTENTS

| | |
|--|----|
| Section A Narrative..... | 6 |
| Form (A)1. LEA Student Goals and Measures..... | 17 |
| Work Plan Tables for 13 Projects | |
| Project/MOU Criterion: Expand Lesson Study – (B)(3)1..... | 19 |
| Project/MOU Criterion: Expand STEM Career and Technical Program Offerings – (B)(3)4..... | 21 |
| Project/MOU Criterion: Increase Advanced STEM Coursework – (B)(3)5..... | 24 |
| Project/MOU Criterion: Bolster Technology for Improved Instruction and Assessment – (B)(3)6..... | 27 |
| Project/MOU Criterion: Improve Access to State Data – (C)(2) | 29 |
| Project/MOU Criteria: Use Data to Improve Instruction – (C)(3)(i) and (iii)..... | 32 |
| Project/MOU Criterion: Provide Support for Educator Preparation Programs – (D)(1)(ii)..... | 36 |
| Project/MOU Criteria: Improve Teacher and Principal Evaluation Systems – (D)(2)(i)(ii)(iii)..... | 39 |
| Project/MOU Criteria: Use Data Effectively in Human Capital Decisions – (D)(3), including (D)(2)(iv)(b)(c)(d) and (E)(2)4.-5..... | 46 |
| 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)..... | 51 |
| Checklist for Professional Development System Revisions under RTTT..... | 57 |

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.

Holmes County School District

Vision: To move the district's student achievement into the top 10% in the state.

Mission: The Holmes District School Board shall provide a safe, nurturing environment and a comprehensive curriculum that will allow students to achieve their highest potential and become responsible, productive citizens.

Core Values:

We believe:

1. Students are the priority of the District.
2. Students' learning needs shall be the ultimate focus of all decisions of the District.
3. All students learn in different ways and at different rates.
4. All students shall be provided the opportunity to achieve their maximum potential.
5. Learning occurs most effectively in a nurturing and physically safe environment.
6. The district's commitment to continuous improvement and the highest of standards is essential for all students and staff to become confident, self-directed lifelong learners.
7. Students, families, teachers, support staff, administrators and the community share responsibility for the improvement of the educational process.
8. All students and employees should have respect for self and others in order to maintain individual dignity and worth.
9. Diversity is essential for the full development of the individual and society.
10. A "culture of character" must be pervasive at all levels throughout the District.
11. Technology plays an integral part in the learning process.

12. The practice of sound fiscal management is essential to the stability and success of the system.

Guided by the vision, mission and core values, Holmes County School District has developed and implemented a strategic plan that includes the following four goals:

- To increase the achievement levels of all Holmes County Public School students
- To ensure the Holmes County School District shall be financially sound
- To provide an environment conducive to teaching and learning
- To provide and maintain a safe, caring, orderly environment for all students and staff

Holmes County, located along the Alabama border in Northwest Florida, is one of the smallest rural counties in Florida. Holmes County experiences a poverty rate that is 58% higher than the state average, has an average median income ranging from 23% - 28% below the state average and an unemployment rate of 9.2%. Furthermore, according to USDA 2008, Holmes County exhibits an average illiteracy rate of 21%, which is twice the state average.

With a school population of approximately 3300, the Holmes County School District *has* nine schools/centers – one high school, one middle school, two elementary schools, one 6-12 school, two K-12 schools, one Alternative School, and one Department of Juvenile Justice (DJJ) residential center.

Holmes School District's strategic plan has emphasized student achievement as its highest priority and has devoted resources during the last five years to increasing the effectiveness of teachers and administrators as a major component of improved student achievement. The District's commitment to continuous improvement has created a culture of striving toward excellence as all stakeholders work toward the common goal of implementing a comprehensive curriculum that allows students to achieve their highest potential. We believe that effective teachers and leaders will result in higher levels of student achievement. However, we realize that in order to consistently move our students to the next level, we will need to support the state's "Theory of Action".

To that end, Holmes School District has implemented a number of professional development opportunities for teachers, administrators and support personnel. Improving reading has been the primary focus with approximately 61 teachers being reading endorsed and reading coaches assigned to each of the schools in the district. All teachers were provided in-service on lesson design by Dr. Kathy Oropallo in using high yield instructional strategies for classroom instruction. The district has participated in the Continuous Improvement Model training and FOCUS lessons were utilized throughout all schools. Additionally, Differentiated Accountability has been the major focus of instructional delivery for the past 2 years. National Board Teacher certification has been emphasized with 8 teachers in the district attaining that certification. Other areas of comprehensive staff development include differentiated instruction, data analysis training, and training in the Next Generation Sunshine State Standards.

Additional training is planned for the Next Generation Sunshine State Standards and Common Core Standards as they are adopted. School principals have been trained in Classroom Walkthroughs and Florida Principal Competencies through the William C. Golden website in addition to those listed for teachers.

Technology has been embraced extensively as an instructional and management tool for teachers including monitoring student progress. Teachers have increased their usage of data through Dashboard, Snapshot, ThinkLink, and electronic gradebooks. The capabilities for using technology for instruction and management have increased with the purchase of teacher desktop stations, eInstruction Tools, smartboards, and LCD projectors. Technology is also considered an essential skill for students. Significant progress has been made in the addition of hardware during the past 2 years with over 300 computers purchased and installed. This provides the means for increased student usage of online research tools, student assessment, and access to online instruction and distance learning both within and outside the district. **In July of 2010 the district upgraded our bandwidth by 100 times for our internal networks and by six times for our internet access. At this juncture, our IT people think that we are in excellent position to be able to administer FAIR, End-of-Course assessments and computer-based FCAT 2.0. The district also recently upgraded 80% of our computer labs with new desktops. This was done in anticipation of the upcoming End-of-Course assessments and computer-based FCAT 2.0. The district is also planning to rewire two schools using School Improvement Grant funds.**

The goals of the District Improvement and Assistance Plan, Technology Plan, Professional Development Plan, and Strategic Plan serve as the basis for the Holmes School District's comprehensive reform plan. This reform plan aligns with and supports the state's Theory of Action. The Race to the Top (RTTT) funding will assist the district in furthering its efforts in the following project areas:

- Expand STEM career and technical program offerings by adding 1 STEM certified academy to at least one high school in the district. This Academy will lead to industry certification.
- Expand advanced STEM coursework by using Florida Virtual School, continuing collaboration with Chipola College Workforce Development, Washington Holmes Technical School (as appropriate), Chipola College dual enrollment, and consideration of adding Advanced Placement (AP) courses.
- Increase access to technology for instruction and assessment.
- Improve access to state data by students, parents, teachers and administration, implementing access through a single sign-on.
- Use data to improve instruction by selecting and implementing a local instructional improvement system.

- Revise the evaluation systems to meet FS 1012.34 requirements and RTTT (Memorandum of Understanding) MOU standards.
- Use data effectively for human capital decisions by developing Differentiated Pay and Pay for Performance initiatives.
- Focus effective professional development that supports IPDPs, SIPs, and ILDPs reflected in performance evaluation systems and meets district student achievement goals.
- Initiate a Beginning Teacher Program to meet standards for effective/highly effective peer/mentor programs.

1 (b) How the reform plan will contribute to the state’s student achievement goals

Each of these projects will collectively serve to advance the state RTTT goals of

1. Doubling 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.
2. Reducing the achievement gap by half in 2015.
3. Increasing the percentage of students scoring at or above proficient on National Assessment of Educational Progress (NAEP) by 2015, to or beyond the performance levels of the highest-performing states.

In Holmes County, all stakeholders work together in supporting the mission to provide a safe, nurturing environment and a comprehensive curriculum that allow students to achieve their highest potential and become responsible, productive citizens.

1 (c): The LEA’s current status with respect to the various reform elements, including strengths and challenges

Believing that highly effective teachers and leaders make a difference in student achievement, and that any successful plan integrates a rigorous curriculum, research-based instructional strategies, robust technology, data driven decision making, professional learning communities, and professional development, every teacher and principal are trained annually to make this continuous improvement a way of work in the district. Holmes has implemented many instructional practices, including high yielding instructional strategies administratively monitored through classroom walkthroughs and periodic formative/interim district-wide tests throughout the year. This process is coordinated through professional learning communities that provide structured time for connected teacher groups to meet and discuss specific student data and afford them the opportunity to share effective instructional practices. Intensive interventions are provided at the student and/or teacher level as determined by data analysis. These assessments

are aligned to the Next Generation Sunshine State Standards and are further refined to reflect essential knowledge and skills as well as extended thinking activities.

Teachers are provided with comprehensive professional development designed to strengthen instructional strategies utilized throughout the curriculum following state protocol. The district also provides dedicated professional development in a variety of areas including reading endorsement, English for Speakers of Other Languages (ESOL), differentiated instruction, reading strategies, data analysis training, and training on the new standards as they roll out. These professional development opportunities are monitored by the district professional development department and school principals through the Individual Professional Development Plan (IPDP). The district Student Progression Plan clearly outlines district expectations for student learning in a culture of rigor. The curriculum and instructional tools are designed using scientifically research and evidence based strategies and incorporate best practices that focus on student engagement as well as meta-cognition and extended thinking skills.

Holmes School District currently has at least one career and technical academy at three of the four high schools. While these do not meet the STEM criteria, they do offer Industry Certification in areas of Microsoft Certification (MCAS Bundle) and food service certification (ProStart and SafeServ). Having experienced the process of adding these academies to the curriculum of the small high schools will provide necessary groundwork for the future addition of a STEM academy that will provide the rigorous instruction for our students. The district is exploring the possibility of adding a Building Construction Technology program at one or more of our high schools to meet the RTTT requirements. The close proximity of the coastline makes the building industry a viable employment area for our students when the housing market improves. The district Leadership Team has met with one of the CTE teachers to discuss the possibility of implementation of this program. This seems like a viable option for our district at this time.

With the district vision of moving its students' achievement levels into the state top 10% driving all its endeavors, constant attention is given to analyzing student assessment data. Evidence clearly indicates improvement in science for the past four years. We are presented with challenges in reading and math. Despite the fact that intensive staff development and curricular changes have been made in those areas, scores continually remain on a plateau, not decreasing but also, not showing the desired improvement. Writing scores have remained above the state average with a slight dip evidenced for the 2009-2010 year. Further analysis of the achievement data will determine specific grade levels and curriculum gaps that will be addressed to bring about the desired improvement in student achievement. The focus of the RTTT grant and the move to Common Core Standards, along with professional development and STEM related highly rigorous instruction, should help move our district off this plateau into the top 10% in the State.

Holmes School District's strengths will enable us to move forward with the implementation of RTTT. Strong parent and community support and involvement, strong staff development with a focus on literacy including the reading initiative, the number of reading endorsed teachers, and low student/teacher ratio are among these. One of the

most critical indicators of student success, the Graduation Rate, is a strength for Holmes District with the district's rate at 87.3% compared to the state rate at 78.6% and national rate at 70%. We will, however, continue to improve in this area.

The past 15 months has seen the largest technology improvements in district history. Over 300 computers and laptops, and over 100, 21st Century Classroom teaching components have been added during this time. Network infrastructure upgrades inside the schools have seen performance improvements of up to 100 times. The recent District Internet upgrades have increased bandwidth five times faster than previously available, virtually eliminating bottlenecks that have been restricting the full use of the Internet as a powerful teaching tool – including the use of streaming audio and video from the Internet. Also, all district schools are in the process of installing campus-wide wireless Internet access.

In addition to the physical improvements, the district was chosen to pilot a distance learning project sponsored by Lockheed Martin Corporation. During this pilot, students were provided with netbooks which connected to virtual classrooms where teachers were streaming interactive lessons live and in real-time. Students were able to ask questions and write on an interactive whiteboard that the instructor and other students could see just as if they were in the classroom. This project was a success and has become a tool for distance learning in our district.

Our challenges are many. It is clear from a review of the district demographic information that the high poverty rate, the high illiteracy rate, and the declining economic conditions pose continual hurdles for the educational system. Declining enrollment and high unemployment, in an era of unrelenting budget constraints and class size mandates, have made staffing a challenge. Attracting qualified teachers to a rural setting with limited affordable housing is always difficult, but especially when budgets are tight and unpredictable. Current contract language is a barrier to some of the RTTT requirements but we have a good working relationship with our union and will involve them throughout this process. Parental involvement among low socio-economic students needs to be improved. A small administrative staff makes many of the requirements of the grant difficult, but not impossible to implement.

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 (eg., 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.

INVOLVEMENT OF ALL STAKEHOLDERS

Informing the public and building stakeholder support and communication are ongoing priorities for the district. Each School Advisory Council's (SAC) chair, the district's advisory committees, including the parent advisory council, Career and Technical Education (CTE) advisory committee, the Exceptional Student Education (ESE) advisory committee and the Holmes County Teachers' Association (HCTA) bargaining unit, along with other representatives from the community and school organizations will be invited to an informational and question/answer workshop concerning RTTT. Recruitment for specific areas of the grant will take place during the implementation phases to ensure fair and appropriate representation. We will communicate with Chipola College, the Chipola Regional Workforce Board and other institutions of higher learning and incorporate their input. All School Board meetings are publicized and open to the public with agendas posted to the district website one week prior to the meeting. One meeting is held during the day and one at night to encourage involvement and support. Standing agenda items are on the school board agenda to receive input from the teachers' collective bargaining unit and the public.

The district's website presents a calendar of upcoming district and school events including location, times, and short descriptions and invites the public to attend. Race To The Top activities will be posted on the website. Holmes School District involves the community, business partners, and parents in several major committees including the Wellness Plan Committee, the 2007-2012 Strategic Planning Committee, the District Southern Association of Colleges and Schools (SACS) Committee, and the Critical Incidents Response Team. Staff members serve in various community groups such as Emergency Management, School Health Advisory, Countywide AntiSubstance Abuse Efforts (C.A.S.E.), Florida Law Advisory Group, Chamber of Commerce, Healthy Holmes Task Force, (Department of Children and Families (DCF)/Circuit 14 Community Alliance, Kiwanis International, Early Learning Coalition of Northwest Florida, Chipola Regional Workforce Board, and the Holmes County Interagency Council.

Holmes County Schools has a strong alliance with Chipola College and district staff meets periodically with them to discuss articulation ideas and issues between the college and our district such as dual enrollment, intern placement, and career and technical education.

This demonstrated collaboration solidifies an understanding of and commitment to our vision statement "To move the district's student achievement into the top 10% in the state." The district's mission statement is the focal point when members of the previously mentioned committees set their goals and strategies.

Leadership/Management Team:

The Leadership/Management Team will consist of

- Superintendent
- Supervisor of Curriculum/School Improvement
- Supervisor of Federal Programs
- Supervisor of Human Resources
- Director of Finance
- Holmes County Teachers Association (HCTA) President
- Management Information Systems (MIS) Director
- Supervisor of Facilities
- High School Principal

Supervisor of Curriculum and Instruction, Sheri Brooks, will lead the District Leadership Team. As in most small districts, each member of the district administrative team will be involved with subcommittee assignments and will be involved with stakeholder groups in those portions of the grant. The District Leadership Team ensures the vision and mission statements guide the work of the district and its schools. These are monitored through classroom walkthroughs, which, along with an analysis of student achievement data determine the staff development needs providing a means for program analysis and evaluation. The District Leadership Team meets at least weekly and bi-monthly with principals to collaborate and check progress of school initiatives. RTTT will be incorporated into the Strategic Plan which provides strategies, desired results and action steps. It encompasses and addresses all aspects of the school district and provides a process to meet, plan and budget for the district's priorities.

Monitoring Implementation:

The Superintendent and the District Leadership Team will meet monthly to monitor the implementation of the activities and timelines detailed in the application. Updates will be given to the School Board and the public. Monthly meetings will be held with site based administrators. Semi-annual updates will be given to School Advisory Councils and other collaborating groups.

Anticipated Implementation Timeline:

Quarters 2, 3, and 4

- Planning
- Evaluate current policies and procedures
- Integrate the RTTT goals into the District's Strategic Plan
- Evaluate and analyzing gaps in student achievement data
- Inventory district assessments
- Determine staffing needs to implement RTTT
- Determine bargaining issues and guidelines
- Analyze technology infrastructure

- Provide staff development for RTTT
- Provide staff development for Common Core Standards, Lesson Study and other required components of the MOU
- Revise teacher and principal evaluations
- Provide effective and highly effective teachers and principals to serve as supervising teachers and peer mentors

Year 2:

- Implement teacher evaluation system for FCAT teachers
- Revise Principal evaluation system
- Provide staff development for teacher evaluation systems and Common Core Standards
- Increase the number of accelerated STEM courses

Year 3:

- Expand the implementation of pre and post assessments
- Provide staff development for Common Core Standards, Teacher and administrator evaluation systems, single sign-on data systems
- Implement Phase 1 of the Principal evaluation system
- Implement STEM-related CTE program
- Submit Single Sign-on Certificate
- Implement an Instructional Improvement System that will include a teacher grade book and student/parent portal
- Make staffing decisions based on evaluation data

Year 4:

- Fully Implement all Race To The Top requirements including teacher evaluations for all teachers, performance pay, principal evaluations, and student assessment system

Budget Summary:

The district will use the RTTT funds for STEM implementation, Great Teachers and Leaders, Standards and Assessments, enhancing technology support and Data Systems. Funds will be needed to enhance the district's current data analysis tools and front end system to provide the requested data to meet single sign-on and state reporting needs. Increased professional development will require an allocation of funds to implement the data analysis, teacher evaluation system, administrative evaluation system, STEM instructional strategies for the additional STEM academy. Title II part A

and Title I funds will be used to supplement the RTTT funds to assist in providing the staff development and curriculum needs of the district.

| Summary Budget | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------------------|---------------------|---------------------------|
| Work plan area: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| B.3.4 Expand STEM Career Programs and Offerings | | | \$5,000.00 | \$5,000.00 | \$5,000.00 | \$0 |
| B.3.5 Increase Advanced STEM Coursework | | \$1,000.00 | \$6,000.00 | \$6,900.00 | \$4,000.00 | \$600.00 |
| B.3.6 Bolster Technology | | \$41,153.00 | \$15,000.00 | \$60,000.00 | \$60,000.00 | \$0 |
| C.2 Improve access to State data | | | | \$100,000.00 | \$0 | \$0 |
| C.3 Use Data to Improve Instruction | | | | \$30,000.00 | \$20,799.00 | \$0 |
| D.1 Provide support for Educator Preparation Programs | | \$10,000.00 | \$13,000.00 | \$45,000.00 | \$45,000.00 | \$10,000.00 |
| D.2 Improve Teacher and Principal Evaluation Systems | | \$5,000.00 | \$5,000.00 | \$2,000.00 | \$0 | \$0 |
| F Indirect Costs | | | \$3,462.00 | \$3,462.00 | \$3,462.00 | \$3,461.00 |
| Totals by quarter/year | | \$57,153.00 | \$47,462.00 | \$252,362.00 | \$138,261.00 | \$14,061.00 |
| | | | | | | Total \$509,299.00 |

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

Progress evaluation will be conducted on a quarterly basis by the Leadership Management Team. The district currently assists schools in facilitating and evaluating programs and student achievement improvement by providing instructional support, staff development, analysis of student data, modeling instructional strategies, fidelity reviews and setting goals to improve student academic success. The RTTT goals, strategies for implementation, data, and budget will be reviewed concurrently with these activities.

Revisions will be made as necessary to adjust implementation plans.

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

The process for allocating financial resources is managed and maintained through School Board policy. The Strategic Plan, adopted by the School Board, has goals and student outcome objectives that direct the expenditure of the financial resources of the district. The RTTT will be integrated into the district's strategic plan. Stemming from the plan, the annual school budget is developed by the Superintendent and presented to the School Board for approval (SB Rule 7.10+). Needs are prioritized, goals analyzed and formulated, and objectives revisited to ensure the resources necessary for meeting expected or estimated needs. Reliant upon the State of Florida's System of School Improvement and Accountability, the district adjusts funding priorities to adequately and successfully impact overall student achievement. The School Board, based upon recommendations provided by the finance department, supports a budgeting process that links the districts' goals and objectives established in the five-year strategic plan with appropriate resources. The finance department continues to evaluate and review the district budget. Yearly audits support and confirm effective budget management. The Board is further committed to maintaining a 3 – 5% fund balance level as a "rainy day" reserve. Budget recommendations are developed annually and involve various departments to ensure fairness and balance.

The District has been able to reallocate resources during these uncertain economic times to ensure that student achievement and needs have not been adversely affected. It is the district's goal to have the infrastructure for the goals outlined in the RTTT reform initiative to be in place so that when RTTT funding is exhausted, the District's resources along with proper planning will sustain the reform efforts.

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.

Funding from Title IIA and School Improvement Grants will be used during the four year period for professional development needs and/or other allowable expenditures needed to complete each project as planned. Other funding sources that will be accessed are Title I, Title II, Carl Perkins, Supplemental Academic Instruction, IDEA, general fund and competitive grants to support the reform efforts that increase student achievement and provide professional development to support great teachers and leaders.

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 | 71 | 63 | 66 | 76 | 79 | 80 | 82 | 83 | 84 | 86 | 88 |
| College Going Rate | 42 | 42 | 46 | 48 | 50 | 52 | 54 | 55 | 56 | 58 | 60 |
| College Credit Earning Rate | 66 | 66 | 67 | 68 | 68 | 69 | 69 | 69 | 70 | 70 | 70 |
| Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit | 20 | 17 | 22 | 25 | 27 | 29 | 31 | 31 | 33 | 35 | 37 |

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

| STUDENT ACHIEVEMENT | | | | | |
|--|--|----------------|----------------|----------------|----------------|
| 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. | | | | | |
| | 2010-11 (Baseline) | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| (OPTIONAL) Other District-Determined Student Achievement Goals <ul style="list-style-type: none"> 80% of students eligible to take End-of-Course Assessments will achieve a passing score on the first attempt. | To Be Decided When the Algebra I EOC data is received after Spring 2011 administration. | TBD | TBD | TBD | TBD |
| <ul style="list-style-type: none"> 50% of 26 credit standard diploma incoming 9th grade for the 2010 – 2011 school year students will complete one or more AP, Dual Enrollment, and/or Industry Certification Course | TBD based on 2010 – 2011 data. | TBD | TBD | TBD | TBD |

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: Sheri Brooks Title: General Support Administrator Phone #: 850-547-9341 ext. 261 E-mail Address: brookss@hdsb.org</p> |
|--|

| |
|---|
| <p>Project Goal: An LEA with a persistently lowest-achieving school will modify these schools’ schedules to devote a minimum of one lesson study per month for each grade level or subject area.</p> |
| <p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area. 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. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study 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 | | | |
| The District is not required to complete. See supporting narrative. | | | | | | |

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

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

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

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

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

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

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

Supporting Narrative (optional):
While we currently have no persistently low achieving schools and are not required to implement Lesson Study as a part of this proposal, the district sees the benefit that lesson study could bring to our schools. One school in the district, Holmes County High School, implemented this process on a limited basis during the 2009-2010 school year. Seven teachers in multiple curriculum areas were involved and used lesson study for one advanced science lesson. One school level person and one district level person were trained in school level implementation. Since Lesson Study is new to the District, support will be needed as we move forward to ensure it will be implemented with fidelity and consistency throughout the district. The Lesson Study will be facilitated by mentor teachers who have received training in Professional Learning Communities and Lesson Study facilitation. Lesson Study will become one of the “change catalysts” that will provide structure for teachers as we change the teaching and learning process to incorporate 21st century STEM skills into Common Core Standards.

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

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

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

Please indicate one LEA point of contact for this Project.
Name: Sheri Brooks
Title: General Support Administrator
Phone #: 850-547-9341 ext. 261
E-mail Address: brookss@hdsb.org

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):
(B)(3)4 -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.
(B)(3)4-2 Evidence of funding allocated to provide for the costs associated with student candidates’ industry certification exams.
(B)(3)4-3 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 | | | |
| Supervisor of Curriculum/School Improvement | X | X | X | X | X | X |
| Supervisor of CTE | X | X | X | X | X | X |
| School Curriculum Coordinators | X | X | X | X | X | X |
| MIS Director | X | X | X | X | X | X |
| School Guidance Counselors | X | X | X | X | X | X |
| Technology Director | X | X | X | X | X | X |
| High School Principals | X | X | X | X | X | X |
| | | | | | | |

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

| (B)(3)4 -1 Deliverable (required): | 2010-11 | 2011/12 | 2012/13 | 2013/14 |
|---|---------|---------|---------|---------|
| | | | | |

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

| Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications. | 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 | | | |
| (B)(3)4-1a Initiate planning for implementation of an additional STEM-related career and technical program by working with the school, community and Chipola Regional Workforce Board to analyze employer needs. | X | X | X | | | |
| (B)(3)4-1b Work with career and technical community/school advisory board as partners in implementation of the program. | X | X | X | X | X | X |
| (B)(3)4-1c Identify one additional career and technical program for STEM occupations and complete all necessary actions to facilitate the program | X | X | X | X | X | X |
| (B)(3)4-1d Facilitate planning between STEM career and technical teachers and academic area teachers | | | | X | X | X |
| (B)(3)4-1e Advertise for and enroll students in career and technical program for STEM occupations | | | | | X | X |
| (B)(3)4-1f Maintain STEM program offerings and assure that instructors meet certification requirements for all courses in program. | | | | | | X |
| (B)(3)4-1g Offer professional development in STEM implementation to teachers by SREB, FLDOE and PAEC. | | | X | X | X | X |
| (B)(3)4-1h Gather and analyze student performance on industry certification exams to determine additional support needed for students and teachers. | | | | | | X |

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

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|--|-------------------------|-------------------------|-------------------------|---------|---------|----------|
| (B)(3)4-2 Deliverable (required): Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| (B)(3)4-2a Analyze costs related to industry certification exams and review budget that will be allocated for them. | X | | | X | X | X |
| (B)(3)4-2b Determine projected number of industry certification exams taken annually. | X | | | X | X | X |
| (B)(3)4-2c Allocate annual funds for projected industry certification exams and related costs. | | | X | X | X | X |

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|----------|
| (B)(3)4-3 Deliverable (required): Documentation of implementation of a complete program that results in industry certification. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| (B)(3)4-3a Annual review of four-year plan with amendments made as needed to meet four-year goals. | | | X | X | X | X |

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|--------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$0 | \$5,000 | \$5,000 | \$5,000 | \$0 |

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

Factors that will contribute to the sustainability of the STEM program after the Race to the Top funding ends include incorporating the STEM costs into the annual district and school staffing plan, curriculum, and instructional materials funding allocations; allocating career and technical grant funding dollars (Carl Perkins); general revenue, weighted funding for industry certification and expanding partnerships with supportive businesses and industry partners that stand to benefit from hiring industry certified students.

The district will explore Business Partnerships to help defray the cost of equipment in industry certification, and collaborate with Chipola College and other postsecondary CTE institutions and Workforce Development.

Concerns for sustainability are adding STEM without additional staff, software costs, equipment purchases and maintenance, scheduling, additional professional development, and teacher certification.

Supporting Narrative (optional):

The district is exploring the possibility of adding a Building Construction Technology program at one or more of our high schools. The close proximity of the coastline makes the building industry a viable employment area for our students when the housing market improves. The district Leadership Team

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

has met with one of the CTE teachers to discuss the possibility of implementation of this program. This seems like a viable option for our district at this time. Dollars will be needed to provide STEM related curriculum materials and industry certification exams. Funds will also be provided for teacher planning and travel for professional development.

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Sheri Brooks
Title: General Support Administrator
Phone #: 850-547-9341 ext. 261
E-mail Address: brookss@hdsb.org

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

Deliverables (minimum required evidence):
(B)(3)5-1 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.
(B)(3)5-2 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 | | | |
| Supervisor of Curriculum/School Improvement | X | X | X | X | X | X |
| High School Principals | X | X | X | X | X | X |
| High School Curriculum Coordinators | X | X | X | X | X | X |
| High School Guidance Counselors | X | X | X | X | X | X |
| Chipola Career Pathway 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.

| (B)(3)5-1 Deliverable (required): 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 | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | X | X | X | X |

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

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|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 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. | | | | | | |
| 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 | | | |
| (B)(3)5-1a Analyze current status of course offerings to see what courses can be replaced by STEM Advanced Placement or dual enrollment courses; or what additional accelerated STEM courses can be offered. | X | | | X | X | X |
| (B)(3)5-1b Schools will conduct an analysis of their staff and scheduling capacity to offer STEM courses. | | | X | X | | |
| (B)(3)5-1c Middle and high school counselors will receive training specific for the encouragement of student enrollment in STEM courses. | | | X | X | X | X |
| (B)(3)5-1d The district will maximize training and assessment options available through participation in the College Board Florida Partnership. | | X | X | X | X | X |
| (B)(3)5-1e The District and high schools will evaluate the efficacy of adding AICE, IB, AP and/or dual enrollment courses to our curricular options. | | X | X | X | | |
| (B)(3)5-1f Both the District and schools will develop plans to maximize their STEM offerings including the use technology to deliver instruction. | | | X | X | X | X |
| (B)(3)5-1g Provide professional development for teachers through partnership with The College Board Florida Partnership and PAEC to effectively teach accelerated STEM courses. | | | X | X | X | X |
| (B)(3)5-1h Assure that teachers are certified in the areas of accelerated STEM courses or are actively working toward certification. | | | X | X | X | X |
| (B)(3)5-1i The district will develop a plan of support to pay for teacher training and certification tests in STEM and industry classes. | | | X | X | X | X |

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

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|--|-------------------------|-------------------------|-------------------------|---------|---------|----------|
| (B)(3)5-2 Deliverable (required): Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| (B)(3)5-2a Analyze current status of accelerated STEM courses offered to use as baseline data. | X | | | | | |
| (B)(3)5-2b Document implementation of additional accelerated STEM courses. | | | | X | X | X |
| (B)(3)5-2c Chart over time of grant enrollment in accelerated STEM classes, and also attainment of college credit earned through accelerated STEM classes from beginning of grant period until the end. | | | | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$1,000 | \$6,000 | \$6,900 | \$4,000 | \$600 |

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)*
 Additional accelerated STEM courses should be sustainable if weighted funding continues for passing scores on Advanced Placement exams, plus FTE earned for dual enrollment courses.

Explore business partnerships to help defray the cost of equipment and industry certification and collaborate with Chipola Pathways Consortium, Chipola College, and other post secondary institutions and Workforce Development.

Concerns are adding STEM without additional staff, software costs and equipment purchases and maintenance, scheduling, additional professional development, and teacher certification.

Supporting Narrative (optional):
 The Holmes County School District currently serves approximately 3300 students with the largest high school's enrollment being 460, the smallest 86 and the overall average of the four high schools 240. One of our challenges is to develop an adequate enrollment in our Advanced/STEM classes to make their inclusion fiscally-responsible under the current class size restrictions. We simply cannot include the entire STEM options encouraged by SB 4 and may have to limit the number of options available to ensure adequate enrollment in those that we offer. Consequently, our plan requires each school to pick and choose between the various STEM delivery models and to develop plans to offer those options most suited to their community needs/expectations and schedule them in a way so they will not conflict with other required, but offered once a day, courses. The start-up costs of training teachers and purchasing tests is also a challenge that we have partially addressed by recently joining the College Board Florida Partnership.

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

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

Work Plan Table

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

| |
|--|
| <p>Please indicate one LEA point of contact for this Project. Name: Christy English Title: Director of Media Phone #: 850-547-9341 ext. 252 E-mail Address: englishc@hdsb.org</p> |
|--|

| |
|---|
| <p>Project Goal: The LEA will ensure that each school possesses the technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment.</p> |
| <p>(B)(3)6-1 Deliverable (minimum required evidence): Readiness for computer-based testing (FCAT 2.0, End-of-Course Exams, Florida Assessments for Instruction in Reading) as certified through completion and submission of Florida’s online certification tool.</p> |

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| District Assessment Supervisor | X | X | X | X | X | X |
| District Director of Technology | X | X | X | X | X | X |
| School Technology Coordinators | X | X | X | X | X | X |
| School Assessment 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.

| (B)(3)6-1 Deliverable (required): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Completion and submission of computer-based testing readiness certification through Florida’s online tool. | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| (B)(3)6-1a Submit readiness information as required by online certification tool. | X | | X | X | X | X |
| (B)(3)6-1b Increase number of computer technicians to ensure consistent and optimal use of technology for instructional and assessment purposes. | | X | X | X | X | X |

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

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|---|---|---|---|---|---|---|
| (B)(3)6-1c Analyze technology needs of the district to meet minimum requirements for FCAT, FAIR and EOC testing. | X | | | X | X | X |
| (B)(3)6-1d Analyze available technology for FCAT, FAIR and EOC testing as determined by technology needs analysis. | X | | | X | X | X |
| (B)(3)6-1e Purchase computers that meet minimum requirements for all schools including Second Chance and Alternative School. | | | X | X | X | X |
| (B)(3)6-1f Attend DOE offered professional development and tutorials. | X | X | X | | | |
| (B)(3)6-1g Participate in statewide infrastructure trial | X | | | | | |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--------------------------------|-------------------------|-------------------------|-------------------------|----------|----------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$41,153 | \$15,000 | \$60,000 | \$60,000 | \$0 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
The district will dedicate other state and local funding to support implementation of computer-based testing and will utilize PAEC IT services. The district plans to sustain the cost of computer technicians during year 4 and thereafter utilizing district funds. With the retirement in the 2011-2012 school year of a topped out teacher who currently handles technology needs at one of our schools we should easily be able to sustain two entry level computer technicians.

Supporting Narrative (optional):
Holmes County concurs with the supporting activities aligned to the required deliverable of preparedness for online testing. Our district goal is to make sure that all of our schools (elementary included) have sufficient hardware resources in adequate lab situations to provide timely, online formative assessments that will give our teachers the tools they need to deliver prescriptive differentiated instruction that maximizes our student performance. Meeting this goal will assure us of being able to comply with all online testing requirements as they are added to the system.

In July of 2010 the district upgraded our bandwidth by 100 times for our internal networks and by six times for our internet access. At this juncture, our IT people think that we are in excellent position to be able to administer FAIR, End-of-Course assessments and computer-based FCAT 2.0. The district also recently upgraded 80% of our computer labs with new desktops. This was done in anticipation of the upcoming End-of-Course assessments and computer-based FCAT 2.0. The district is also planning to rewire two schools using School Improvement Grant funds.

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

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

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

Please indicate one LEA point of contact for this Project.

Name: Marcia Jernigan
Title: Director of MIS
Phone #: 850-547-9341 ext. 237
E-mail Address: jerniganm@hdsb.org

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. **(C)(2)-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. **(C)(2)-2** Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.
3. **(C)(2)-3** Single sign-on integration with the Department.
4. **(C)(2)-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 | | | |
| Assessment Coordinator | X | X | X | X | X | X |
| Director of Technology | X | X | X | X | X | X |
| Director of MIS | X | X | X | X | X | X |

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

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

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.

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (C)(2)-1 Deliverable (required): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| (C)(2)-1a Provide report of staff accessing state resources via single sign-on per department report template. | | | X | X | X | X |
| (C)(2)-2 Deliverable (required): Single Sign-on Integration Readiness Certification | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | X | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| (C)(2)-2a Prepare District technical environment to enable single-sign on. Once state provides resources, a script will be written to pull data into our system. District will connect state resources to district active directory. | | | | X | | |
| (C)(2)-2b Complete and submit Single Sign-on Integration Readiness certification to FLDOE. | | | | | X | |
| (C)(2)-3 Deliverable (required): Single sign-on integration with the Department | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | X | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | X | |
| (C)(2)-3a Integrate with FLDOE to provide single-sign-on | | | | | X | |

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

| (C)(2)-4 Deliverable (required): For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | 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 | | | |
| (C)(2)-4a Obtain state-level data download when available. | | | | | X | X |
| (C)(2)-4b Incorporate downloaded data into our local instructional improvement system. | | | | | X | X |
| (C)(2)-4c Provide a report of state-level data downloads incorporated into local instructional improvements systems. | | | | | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|-----------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$0 | \$0 | \$100,000 | \$0 | \$0 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 Current district staff will coordinate and maintain the planning and implementation to all aspects of the DOE/district single sign-on project. The district will survey school staff on the effects of data received from each state level data download. Professional development for staff using this system will be implemented using Title II-Part A funds. After the initial purchase of the single-sign-on district expects to be able to maintain the system using district funds to pay the annual costs.

Supporting Narrative (optional):
RTTT funds will be used to purchase a system that will support single sign-on capability and download state data. The district is looking at purchasing FOCUS data system with the other PAEC Consortium districts. The system should have the capability of a single sign-on for teachers, parents and students. Full implementation should occur in year 3.

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

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

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

Please indicate one LEA point of contact for this Project.
Name: Carmen Bush
Title: General Support Administrator
Phone #: 850-547-9341 ext. 253
E-mail Address: bushc@hdsb.org

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):
(C)(3)(i) and (iii)-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.

(C)(3)(i) and (iii)-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.

(C)(3)(i) and (iii)-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 | | | |
| Assessment Administrator | X | X | X | X | X | X |
| Technology Director | X | X | X | X | X | X |
| Supervisor of Curriculum | X | X | X | X | X | X |
| MIS Director | X | X | X | X | X | X |
| School Principals | X | X | X | X | X | X |
| Supervisor of Human Resources | X | X | X | X | X | X |

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

| <i>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.</i> | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| (C)(3)(i) and (iii)-1 Deliverable (required): For local instructional improvement systems, provide a report that includes the following: a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system | X | | | X | 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 | | | |
| (C)(3)(i) and (iii)-1a Evaluate multiple instructional improvement systems to ascertain their effectiveness in meeting state and federal RTTT criteria. | X | X | X | X | | |
| (C)(3)(i) and (iii)-1b Teachers will participate in “data day” staff development during pre-service days each year. Trainers will provide presentations on updates made to the adopted instructional improvement system. Teachers analyze data from the previous year to see possible weakness in instruction. Current student scores by subtest are analyzed to guide instruction for the | | | | X | X | X |

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

| | | | | | | |
|--|---|---|---|---|---|---|
| current year. | | | | | | |
| (C)(3)(i) and (iii)-1c District level administrators utilize data to develop the District Intervention and Assistance Plan. | X | | | X | X | X |
| (C)(3)(i) and (iii)-1d District level administrators have the ability to see how many times a teacher accesses the instructional improvement system. Access is available to all users 24/7. | X | X | X | X | X | X |
| (C)(3)(i) and (iii)-1e Integrate PMRN data into the instructional improvement system for easy access for teachers. | | | | X | X | X |
| (C)(3)(i) and (iii)-1f Implement a instructional improvement system that will include a teacher grade book and a student/parent portal. | | | | | X | X |

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| (C)(3)(i) and (iii)-2 Deliverable (required): The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | 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 | | | |
| (C)(3)(i) and (iii)-2a The District will complete FLDOE required assessment and surveys in order to verify minimum requirements. | | | | X | X | X |
| (C)(3)(i) and (iii)-2b The District will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department. | | X | X | X | X | X |
| (C)(3)(i) and (iii)-3 Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |

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

| activity will be conducted and include collective bargaining, if applicable): | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
|--|----------------------------|----------------------------|----------------------------|---|---|---|
| (C)(3)(i) and (iii)-3a The District will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. | | | | X | X | X |
| (C)(3)(i) and (iii)-3b The district will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department. | | | | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--------------------------------|-------------------------|-------------------------|-------------------------|----------|----------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$0 | \$0 | \$30,000 | \$20,799 | \$0 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 Current district staff will coordinate and maintain the planning and implementation of all aspects of the DOE/District single sign-on project. The district will survey school staff on the effectiveness of data received from each state level data download. Professional development for staff using this system will be implemented. We currently envision that the system purchased for student data with single sign-on will interface with the LIIS. This system will cost approximately \$30,000.00 annually. The additional costs associated with this deliverable will be funded with state and local funds.

Supporting Narrative (optional):

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

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

Work Plan Table

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

| |
|--|
| <p>Please indicate one LEA point of contact for this Project. Name: Sheri Brooks Title: General Support Administrator Phone #: 850-547-9341 ext. 261 E-mail Address: brookss@hdsb.org</p> |
|--|

| |
|---|
| <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): (D)(1)(ii)-1 Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers. (D)(1)(ii)-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. (D)(1)(ii)-3 Description of qualifications to supervise program interns or serve as a peer mentor. (D)(1)(ii)-4 Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose). (D)(1)(ii)-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).</p> |

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Supervisor of Curriculum/Intern Placement Coordinator | X | X | X | X | X | X |
| Supervisor of Human Resources/ School Leadership Development Coordinator | X | X | X | X | X | X |
| Supervisor of Certification | X | X | X | X | X | X |
| HCTA Bargaining Representative | X | X | X | X | X | X |
| Principals | X | X | X | X | X | X |

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

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

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

| activity will be conducted and include collective bargaining, if applicable): | 2 nd | 3 rd | 4 th | | | |
|---|-----------------|-----------------|-----------------|---|---|---|
| | Quarter | Quarter | Quarter | | | |
| (D)(1)(ii)-1a Members of the District Leadership team will meet with college and university supervisors and plan for collaboration to assign supervising teachers. | X | X | X | X | X | X |
| (D)(1)(ii)-1b The district will provide training to teachers eligible to supervise pre-service interns. | X | X | X | X | X | X |
| (D)(1)(ii)-1c Maintain an updated list of partnering institutions for intern placement. | X | X | X | X | X | X |

| (D)(1)(ii)-2a Deliverable (required): Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | | | |
| 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 | | | |
| (D)(1)(ii)-2a The District Leadership Team will meet to determine qualifications for selecting effective and highly effective teachers and administrators to serve as supervising teachers and peer mentors for teacher and principal leadership candidates. | X | X | X | | | |
| (D)(1)(ii)-2b Effective and highly effective instructional staff identified and selected as supervising teachers and mentors will participate in clinical educator training or other similar approved mentor training. | | X | | | | |
| (D)(1)(ii)-2c Effective and highly effective administrators selected as supervising administrators and peer mentors will participate in mentor training. | | | X | | | |
| (D)(1)(ii)-2d Plan updated as needed. | | | X | X | X | X |

| (D)(1)(ii)-3 Deliverable (required): Description of qualifications to supervise program interns or serve as a peer mentor. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | x | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| (D)(1)(ii)-3a The District Leadership team will meet to identify effective and highly effective teachers and principals to supervise program interns or serve as a peer mentor based on teacher and principal | | | X | X | X | X |

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

| | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| evaluation data. | | | | | | |
| (D)(1)(ii)-3a b Obtain feedback from previous interns and beginning teachers to identify needed professional development and support. | X | X | X | X | X | X |
| (D)(1)(ii)-3a c Use data collected from the revised Holmes County Instructional Performance Assessment system to identify effective and highly effective supervising and peer teachers. | | | | X | X | X |

| | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|-------------------------|-------------------------|-------------------------|----------|----------|----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| (D)(1)(ii)-4 Deliverable (required): Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose). | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | | | | | | |
| (D)(1)(ii)-4a Train principals and assistant principals on qualifications for selecting and assigning intern supervisors and peer mentors (continue training for newly assigned administrators) | | | | X | X | X |
| (D)(1)(ii)-4b The District will develop and/or review a process for using the updated state database to accurately report selection of pre-service and peer mentors. | | | X | X | X | X |
| (D)(1)(ii)-4c Disseminate to schools the process for collecting data from school sites on selection of effective intern supervisors and peer mentors | | | | X | X | X |
| (D)(1)(ii)-4d Meet with MIS to establish internal process to review and report accurate data on mentors and cooperating teachers. | | | | X | X | X |
| (D)(1)(ii)-5 Deliverable (required): Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors). | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | | | | | | |
| (D)(1)(ii)-5a The District Leadership Team will review state ACP survey results in order to improve program implementation. | | | | X | X | X |
| (D)(1)(ii)-5a Collect and review student | | | | X | X | X |

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

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|----------|----------|----------|
| performance data of ACP teachers for the purpose of making professional development decisions. | | | | | | |
| (D)(1)(ii)-5a Review School Leadership Program report data in order to identify professional development needs. | | | | | | |
| (D)(1)(ii)-5a Develop training for supervising and peer mentors based upon survey results. | | | | | | |
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$10,000 | \$13,000 | \$45,000 | \$45,000 | \$10,000 |
| Sustainability Factors: <i>(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)</i> The district will use Title II, Part A funds combined with Title I funds to provide professional development trainings. The district will cover the costs of printing data to be used. | | | | | | |
| Supporting Narrative (optional): The District will ensure that teachers and administrators are well prepared. The District will enter into articulation agreements with institutions of higher learning including, but not limited to, the University of West Florida, Chipola College, Baptist College of Florida, Florida State University, North West Florida State College, Troy University, and other universities to provide highly qualified teachers who have been specifically trained to mentor practicum students and student teachers. Furthermore, the District will work with institutions of higher learning to furnish highly effective leaders who have been specifically trained to mentor new and aspiring administrators. | | | | | | |

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: Larry Zorn
Title: General Support Administrator
Phone #: 850-547-9341 ext. 234
E-mail Address: zornl@hdsb.org

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):**
- (D)(2)(i)(ii)(iii)-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.
 - (D)(2)(i)(ii)(iii)-2** A timetable for implementing the teacher evaluation system.
 - (D)(2)(i)(ii)(iii)-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.
 - (D)(2)(i)(ii)(iii)-4** A timetable for implementing the principal evaluation system.
 - (D)(2)(i)(ii)(iii)-5** Annually report evaluation results for teachers and principals through the regular student

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

and staff survey.
6. **(D)(2)(i)(ii)(iii)-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 | | | |
| Supervisor of Human Resources | X | X | X | X | X | X |
| Superintendent | X | X | X | X | X | X |
| Supervisor of Instruction | X | X | X | X | X | X |
| Selected Teachers and Principals | X | X | X | X | X | X |
| Collective Bargaining Unit (HCTA) | 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.

| (D)(2)(i)(ii)(iii)-1 Deliverable (required): A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|------------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | 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 | | | |
| (D)(2)(i)(ii)(iii)-1a Establish collaboration with FLDOE assigned contracted consultant and advisory team representing all stakeholders. | X | X | X | | | |
| (D)(2)(i)(ii)(iii)-1b Establish a committee of principals, district level administrators, and teachers (union and non-union representatives). | X | X | | | | |
| (D)(2)(i)(ii)(iii)-1c Develop a draft teacher appraisal system that will include special procedures and criteria for subjects and fields not measured by the state assessment program. | | X | | | | |
| (D)(2)(i)(ii)(iii)-1d 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 the LEA for 15% as the teacher evaluation system is phased in. | | X | | | | |

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

| | | | | | | |
|--|--|----------|----------|----------|----------|----------|
| (D)(2)(i)(ii)(iii)-1e Revise teacher appraisal system to reflect student growth based on performance of all students either on state, national or district selected assessments for at least 40% of the evaluation and 10% determined by the LEA. | | | X | X | | |
| (D)(2)(i)(ii)(iii)-1f Develop 50% of teacher appraisal system incorporating core of effective practices as defined in F. S. 1012.34, and a comprehensive range of ratings to include effective and highly effective. | | X | X | | | |
| (D)(2)(i)(ii)(iii)-1g Implement newly revised teacher appraisal system for classroom FCAT teachers. | | | | X | | |
| (D)(2)(i)(ii)(iii)-1h Utilizing state resources, the LEA will begin the development of EOC exams for all courses not measure by state or national assessments. | | | | X | X | |
| (D)(2)(i)(ii)(iii)-1i Through work groups, define milestone event as at least one additional metric to include revised teacher appraisal system. | | | | | X | |
| (D)(2)(i)(ii)(iii)-1j Applications of value added measures of teacher-level student growth will be included in calculations as they are piloted and approved by DOE. | | | | X | X | |
| (D)(2)(i)(ii)(iii)-1k Implement multi-metric evaluations for teachers in the year prior to a milestone event. | | | | | | X |
| (D)(2)(i)(ii)(iii)-1l Submit draft teacher appraisal system to stakeholders for review and input. | | X | X | | | |
| (D)(2)(i)(ii)(iii)-1m Revise the draft teacher evaluation system and 2011-12 implementation plan based on stakeholder input and in consultation with the FLDOE experts. | | X | X | | | |
| (D)(2)(i)(ii)(iii)-1n Design a section of the teacher evaluation system that includes multiple evaluations for beginning teachers as part of the teacher induction program individualizing support provided to first and second year teachers through coaching and mentoring. | | | X | X | X | X |
| (D)(2)(i)(ii)(iii)-1o Revisit and/or revise the teacher appraisal system on an annual basis. | | | | X | X | X |
| (D)(2)(i)(ii)(iii)-1p Evaluate all teachers a minimum of annually as described in the | | | X | X | X | X |

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

| MOU. | | | | | | |
|--|----------------------------|----------------------------|----------------------------|-----------|---------|---------|
| | 2010-2011 | | | 2011/2012 | 2012/13 | 2013/14 |
| (D)(2)(i)(ii)(iii)-2 Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually). | 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 | | | |
| (D)(2)(i)(ii)(iii)-2a Direct the teacher appraisal system development committee, including collective bargaining representation, to establish and maintain a compliance timeline. | X | X | X | X | X | X |
| (D)(2)(i)(ii)(iii)-2b Extend and revise the teacher evaluation system on an annual basis to include additional teachers as FLDOE/LEA develops/adopts other student growth measures. | | | | | X | X |
| (D)(2)(i)(ii)(iii)-2c Evaluation results will be used to plan Individual Professional Development Plans for teachers. | | | | X | X | X |
| (D)(2)(i)(ii)(iii)-2cd Fully implement all components of the teacher appraisal system. | | | | | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(2)(i)(ii)(iii)-3 Deliverable (required): A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| 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 | | | |
| (D)(2)(i)(ii)(iii)-3a Establish a committee of principals, district level administrators, and teachers and charge the committee with the development of a draft principal appraisal system (may consider consulting with professional experts). | X | X | X | X | | |
| (D)(2)(i)(ii)(iii)-3b 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% and that incorporates a | | | | X | | |

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

| | | | | | | |
|--|--|--|---|---|---|---|
| comprehensive range of ratings including effective and highly effective. | | | | | | |
| (D)(2)(i)(ii)(iii)-3c Implement phase I of the principal appraisal system. | | | | X | | |
| (D)(2)(i)(ii)(iii)-3d Revise principal appraisal system to reflect student growth based on performance of all students either on state, national or district selected assessments for at least 40% of the evaluation and 10% determined by the LEA. | | | | | X | |
| (D)(2)(i)(ii)(iii)-3e Fully implement principal appraisal system that reflects the inclusion of statutory and MOU requirements. | | | | | | X |
| (D)(2)(i)(ii)(iii)-3f Submit the draft principal appraisal system to stakeholders for review and input. | | | X | | | |
| (D)(2)(i)(ii)(iii)-3g Revise the draft principal evaluation system based on stakeholder input and in consultation with FLDOE principal evaluation experts. | | | | X | | |
| (D)(2)(i)(ii)(iii)-3h Revisit and revise the principal appraisal system on an annual basis to ensure compliance. | | | | | | |
| (D)(2)(i)(ii)(iii)-3i Evaluation results will be used to plan Leadership Development Plans for Principals. | | | X | X | X | X |
| (D)(2)(i)(ii)(iii)-3j Conduct evaluations of all principals a minimum of annually as described in the MOU. | | | X | X | X | X |

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| (D)(2)(i)(ii)(iii)-4 Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| (D)(2)(i)(ii)(iii)-4a Direct the principal appraisal system development committee to establish and maintain a compliance timeline. | | | | X | X | X |
| (D)(2)(i)(ii)(iii)-4b Implement the revised principal evaluation system. | | | | X | X | |
| (D)(2)(i)(ii)(iii)-4c Extend and revise the principal evaluation system on an annual basis. | | | | | X | X |

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

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|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| (D)(2)(i)(ii)(iii)-4d Fully implement all components of the principal appraisal system. | | | | | | X |
| (D)(2)(i)(ii)(iii)-5 Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| (D)(2)(i)(ii)(iii)-5a Develop and revise the data collection processes, formats and procedures in partnership with FLDOE and MIS to facilitate the required annual report of teacher and principal evaluation results. | X | X | X | X | X | X |
| (D)(2)(i)(ii)(iii)-5b Report evaluation results of teachers and principals as directed by FLDOE (Survey 5) | X | | | X | X | X |
| (D)(2)(i)(ii)(iii)-6 Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| (D)(2)(i)(ii)(iii)-6a Submit revised teacher evaluation systems as they are finalized annually using the phase-in option. | | | X | X | X | X |
| (D)(2)(i)(ii)(iii)-6b Submit the revised principal evaluation systems as they are revised and approved by the School Board. | | | | X | X | X |
| (D)(2)(i)(ii)(iii)-6c Provide opportunities each year for teachers/principals to give input regarding evaluation systems and classroom observation tools. | | | X | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$5,000 | \$5,000 | \$2,000 | \$0 | \$0 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 The assessments and evaluation system will be completed and fully implemented by 2013-2014. Revisions and updates to the assessments developed by the LEA will be covered by Title I. Upon completion of redesigned

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

assessment instruments, school/site administrators will offer training to faculty systematically at the start of each school year. This will be covered by Title II, Part A. School principals/assistant principals will receive training prior to the beginning of each school year during leadership training.

Supporting Narrative (optional):

The district is committed to the development of appraisal systems that meet the MOU requirements and ensures success for every student. Appropriate stakeholders will be involved throughout the design process, to promote the best climate for the successful collective bargaining of the teacher evaluation protocols and acceptance of the principal evaluation design.

The committees charged with the development of the teacher and principal evaluation system will be required to incorporate the Florida Educator Accomplished Practices, Florida Principal Leadership Standards, Educator and Administrator Protocol Standards for Professional Development, and applicable research. Student growth and performance will serve as a primary factor of the evaluation systems. The “Teacher and Principal Evaluation Systems Review” found in the RTTT District Final Scope of Work will serve as the checkpoint to ensure that all RTTT elements are included and that the evaluation systems comply with Florida Statutes and State Board Rule. Although the teacher and principal evaluations will be phased in during the course of the grant, beginning in the 2011-2012 school year, the evaluation results will be used to determine professional development needs and become a factor in decisions regarding human capital. Ex. 1st criteria will be 35% state, national or district selected assessments and 10% determined by the LEA the first year and then moving to 40%/10% in the following years.

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

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

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

Project/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: Jean West
Title: General Support Administrator
Phone #: 850-547-0470
E-mail Address: westj@hdsb.org

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

(D)(3) Deliverables (minimum required evidence):
(D)(3)-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.
(D)(3)-2 MOU based on the district-determined implementation timeline.
(D)(3)-3 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.)
(D)(3)-4 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.
(D)(3)-5 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.
(D)(3)-6 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).
(D)(3)-7 Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.
(D)(3)-8 Annually report terminations through the regularly-scheduled student and staff survey.
(D)(3)-9 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 | | | |
| Supervisor of Curriculum/Instruction | X | X | X | X | X | X |
| Supervisor of Human Resources | X | X | X | X | X | X |
| Board Chief Negotiator for Collective Bargaining | X | X | X | X | X | X |
| Collective Bargaining Unit (HCTA) | X | X | X | X | X | X |

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

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

| (D)(3)-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 | 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 | | | |
| (D)(3)-1a Establish collaboration with FLDOE contracted consultant and teachers' union bargaining team. | X | X | X | | | |
| (D)(3)-1b Establish a committee of teachers (union and non-union representatives), principals, and district level administrators to develop a draft teacher compensation system that ties the most significant gains in salary to effectiveness demonstrated by annual evaluations. The compensation system will include differentiated pay as required by F.S. 1012.22 through bonuses, salary supplements, etc. | | | X | X | | |
| (D)(3)-1c Negotiate a teacher compensation system and implementation timeline that includes base pay, performance pay, supplements, differentiated pay and other requirements set forth in the MOU. | | | | | X | X |
| (D)(3)-1d Establish a committee of principals, district level administrators and teachers to develop a principal compensation system and implementation plan that ties the most significant gains in salary to effectiveness on annual evaluations (performance pay) and implements the statutory requirements of differentiated pay through bonuses or supplements. | | | X | X | X | X |
| (D)(3)-1e Submit the Board approved teacher and principal salary schedules as directed by FLDOE. | | | | | | X |

| (D)(3)-2 Deliverable (required): Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |

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

| | | | | | | |
|--|--|--|--|---|---|---|
| (D)(3)-2a Establish a committee of teachers (union representatives and non-union), principals and district level administrators to develop a plan, process and timeline for using evaluation data to make human capital decisions for teachers as set forth in the MOU. | | | | X | X | X |
| (D)(3)-2b Establish a committee of principals, district level administrators and teachers and charge the committee with developing a plan, process and timeline for using evaluation data to make human capital decisions for principals as set forth in the MOU. | | | | X | X | X |
| (D)(3)-2c Submit the revised teacher and principal evaluation systems as directed by FLDOE | | | | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(3)-3 Deliverable (required): Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district’s schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| 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 | | | |
| (D)(3)-3a Establish a committee of teachers (union and non-union representatives), principals and district level administrators to develop recommendations for a staffing plan that reflects differentiated pay for effective and highly effective teachers and principals assigned to schools having the highest percentage of low income and minority students. | | | | X | X | X |
| (D)(3)-3b Collectively bargain the teacher component of the staffing plan and differentiated pay incentives with the teachers’ union. | | | | X | X | X |
| (D)(3)-3c Obtain Superintendent and Board approval for the initial staffing plan and as revised. | | | | | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(3)-4 Deliverable (required): Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |

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

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|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| MOU will be submitted based on the 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 | | | |
| (D)(3)-4a Submit the collective bargaining agreement annually to FLDOE to include how teacher evaluation data will be used to determine salary gains according to the implementation timeline. | | | X | X | X | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(3)-5 Deliverable (required): Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | X | 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 | | | |
| (D)(3)-5a Review and revise the current accountability process for administrators matching it to the new teachers' and principals' evaluation process to ensure effective human capital decisions. | | | X | X | | |
| (D)(3)-5b Administrators will be trained in, held accountable to and monitored regarding utilizing evaluation results for teachers and principals in human capital decisions. | | | | X | X | X |
| (D)(3)-5c Data will be reviewed by each site based administrator that reflects the effectiveness ratings of teachers based on student data. | | | | | X | X |
| (D)(3)-5d District staff and Principals will make staffing decisions based on this data. | | | | | X | X |
| (D)(3)-5d District will establish a timeline for collection and submission of accountability data. | | | | | | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(3)-6 Deliverable (required): Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| (D)(3)-6a Develop the necessary formats, data collection systems, procedures and | | | X | X | X | X |

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

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|--|--|--|---|---|---|---|
| timelines required to report the requested information about individual teacher bonuses and salary supplements to FLDOE. | | | | | | |
| (D)(3)-6b Submit the report of all bonuses and salary supplements by teacher and as directed by the FLDOE. | | | X | X | X | X |

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| (D)(3)-7 Deliverable (required): Annually report terminations through the regularly-scheduled student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| (D)(3)-7a Submit an annual report regarding terminations as directed by FLDOE. | | | X | X | X | X |

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| (D)(3)-8 Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| (D)(3)-8a Complete required annual report for assignment of teachers and principals through the regularly scheduled student and staff surveys. | | | X | X | X | X |

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

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends. The annual cost will be funded in part using local funds and federal Title II-Part A funds.*

Supporting Narrative (optional):
Florida’s RTTT Theory of Action states, “A strategic and sustained investment in human capital will improve student achievement.” With that precept, the District will move forward with the development of systems for school based teachers and principals that align the human capital decisions with student growth and effective practices. The District plans to successfully develop a system that effectively uses data to determine human capital decisions and to involve teachers and principals throughout the RTTT process.

The District will access the expertise of the FLDOE evaluation experts throughout the development phase and the FLDOE financial consultants to assist with the implementation component of the human capital reform.

Redesigning compensation systems will pose the most significant hurdle for the success of this project. The

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

District is committed to working in partnership with teachers and principals and to bargain in good faith in order to achieve a fair and transparent system for using evaluation results to inform human capital decisions.

2013-2014 – New salary schedule in place that includes performance pay for teachers and principals.

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: Sheri Brooks
Title: General Support Administrator
Phone #: 850-547-9341 ext. 261
E-mail Address: brookss@hdsb.org

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:

- (D)(5)-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.
- (D)(5)-2** A timetable for implementing the new elements into the professional development system for teachers and principals in the district.
- (D)(5)-3** A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.
- (D)(5)-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.
- (D)(5)-5** A timetable for implementing the evaluation of professional development in the district.
- (D)(5)-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.
- (D)(5)-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 | | | |
| Supervisor of Professional Development | X | X | X | X | X | X |
| Supervisor of Instruction | X | X | X | X | X | X |
| Supervisor of Human Resources | X | X | X | X | X | X |
| Professional Development Coordinators | X | X | X | X | X | X |

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

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

| (D)(5)-1 Deliverable (required): 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. | 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 | | | |
| (D)(5)-1a As the Panhandle Area Educational Consortium works with the 14 member districts to develop the districts’ Master Inservice Plan the district will collaborate with PAEC to revise the master in-service plan to align with new Florida Protocol Standards and to include each of the content and design requirements in the MOU(D)(5), including (B)(3)2, and 3, (C)(3)(ii), (D)(3)(ii)2. | | X | X | X | X | X |
| (D)(5)-1b Provide training on the new system for administrators and members of the Professional Development Council. | | | X | X | X | X |
| (D)(5)-1c Provide professional development on utilizing formative assessment data to improve instruction. | | | X | X | X | X |
| (D)(5)-1d Introduce concept of Lesson study at all schools. | | | X | | | |
| (D)(5)-1e Beginning level of implementation of Lesson Study at all schools. | | | X | X | | |
| (D)(5)-1f Core teachers at all schools will participate in Lesson Study with peers monthly. | | | | X | X | X |
| (D)(5)-1g Assess methods of creating schedules that ensure common planning to focus on teaching and learning. | | | X | | | |
| (D)(5)-1h District and school administrators will work with teachers and the teacher union representatives will participate in researching school schedules that support teacher collaboration. | | | X | X | X | X |
| (D)(5)-1i Implement schedules that ensure common planning to focus on teaching and learning. | | | | X | X | X |
| (D)(5)-1j Provide professional development | | | X | X | X | X |

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

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|---|--|--|---|---|---|---|
| in instructional strategies and methods for implementation of the common core standards (NGSSS). | | | | | | |
| (D)(5)-1k Provide professional development on content knowledge with a focus on the common core state standards. | | | X | X | X | X |
| (D)(5)-1l Prepare and implement pacing guides for core classes created by teachers and aligned to the common core standards. | | | X | X | X | X |
| (D)(5)-1m Provide professional development for teachers and administrators in obtaining and analyzing student achievement data to target and improve instruction to include: state level data systems and local data systems. | | | X | X | X | X |
| (D)(5)-1n Provide professional development on Differentiated Instruction to include high yield strategies that target high risk students. | | | X | X | X | X |
| (D)(5)-1o Develop and implement a Mentor Training program based on evaluation data of student learning and teacher performance which is designed to increase the number of highly trained mentor teachers with the knowledge and skill necessary to support novice teachers. | | | X | X | X | X |
| (D)(5)-1p Effective and highly effective instructional staff selected as supervising teachers and mentors will participate in clinical educator training or other similar approved mentor training. | | | X | X | X | X |
| (D)(5)-1q Effective and highly effective administrators selected as supervising administrators and mentors will participate in mentor training. | | | X | X | X | X |
| (D)(5)-1q Provide professional development for 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 assessment and instructional practices. | | | X | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(5)-2 Deliverable (required): A timetable for implementing the new elements into the professional development system for teachers and principals in the | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |

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

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| district. | | | | | | |
| 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 | | | |
| (D)(5)-2a Collaborate with stakeholders to establish priorities within RTTT elements, to develop timelines for implementation of the professional development system for teachers and principals in the district. | | | X | X | X | X |
| (D)(5)-2b Create a timetable for implementing the new elements into the professional development system for teachers and principals in the district. | | | X | X | X | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(5)-3 Deliverable (required): A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| (D)(5)-3a The District will develop a professional development system that systematically reflects the use of evaluation results. | | | X | X | X | X |
| (D)(5)-3b The District will develop an Individualized Professional Development Plan (IPDP) and Individualized Leadership Plan (ILDP) that will be aligned with evaluation results based on student learning. | | | | X | X | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(5)-4 Deliverable (required): A component of the district’s professional development system reflecting a revised process for evaluating the district’s professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| (D)(5)-4a Review present evaluation system. | | | X | | | |
| (D)(5)-4b In conjunction with PAEC staff, the district will revise evaluation system to reflect adherence to the requirements of the new Florida Protocol Standards, the requirements of the MOU, and as described in the grant. | | | X | X | X | X |

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

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

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(5)-6 Deliverable (required): Annually report evaluation results of the professional development for teachers and principals as part of the review of the district’s professional development plan. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| (D)(5)-6a Annually gather data and report evaluation results of professional development for teachers and principals as part of the review of the district’s professional development plan. | | | | X | X | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| (D)(5)-7 Deliverable (required): Submit revisions to the professional development system annually, based on the district-determined timetable for implementation. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| (D)(5)-7a Through collaboration with PAEC, annually revise and submit revisions to the professional development system. | | | | X | X | X |
| (D)(5)-7b Revisions to the Professional Development System will be determined by changes in teaching/leadership practices and/or learning outcomes. | | | | X | X | X |

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

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results)*

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

of this Project after Race to the Top funding ends) Holmes County's Professional Development System is sustainable after the project expires because the current professional development staff will be able to continue with the implementation costs after the initial costs are paid through RTTT using Title II, Part A funds and Title I professional development funds.

Supporting Narrative (optional):

Teachers' IPDP and Principals' ILDP plans will be developed from the student achievement data. The district's professional development plan shall be evaluated annually according to the timelines provided by the state protocol. The District will follow the general time frames already reflected in the state's protocol for professional development. As Holmes District is part of the PAEC Consortium, PAEC will support the district in the revision of the Master Inservice Plan, assisting in providing professional development, training on Common Core Standards and Leadership training.

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

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

**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) | 53 |
| 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) | 52 |
| 3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) | 53 |
| 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) | 52 |
| 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) | 52 |
| 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) | 53 |
| 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) | 54 |
| 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) | 53 |
| 9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) | 53 |
| 10. Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6) | 53 |
| 11. A comprehensive plan to deliver professional development to teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5) | 53 |
| 12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools]. | N/A |

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

FORM (A)1.

LEA Student Goals and Measures

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

| STUDENT ACHIEVEMENT | | | | | |
|---|--|---------|---------|---------|---------|
| <p>Florida set goals for student achievement on National Assessment of Educational Progress (NAEP). Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals on FCAT 2.0 at this time. However, when standards are set and scores are available, districts will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p> <p>LEAs may provide additional student achievement goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p> | | | | | |
| | 2010-11 (Baseline) | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| % Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Reading (STATE GOAL: 50% AT OR ABOVE PROFICIENT ON NAEP BY 2015) | TBD, when standards are set in the Fall of 2011 | | | | |
| % Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Mathematics (STATE GOAL: 60% AT OR ABOVE PROFICIENT ON NAEP BY 2015) | TBD, when standards are set in the Fall of 2011 | | | | |
| % Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Reading (STATE GOAL: 45% AT OR ABOVE PROFICIENT ON NAEP BY 2015) | TBD, when standards are set in the Fall of 2011 | | | | |
| % Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Mathematics (STATE GOAL: 55% AT OR ABOVE PROFICIENT ON NAEP BY 2015) | TBD, when standards are set in the Fall of 2011 | | | | |
| (OPTIONAL) Other District-Determined Student Achievement Goals Examples: <ul style="list-style-type: none"> • Other FCAT 2.0 Grade Levels and Subjects • End-of-Course Assessments • AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation • PSAT, PLAN, SAT, and/or ACT Participation and Performance | | | | | |

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

FORM (A)1.

LEA Student Goals and Measures

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

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

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|--|
| TEACHER AND PRINCIPAL EVALUATION SYSTEMS REVIEW |
|--|

DISTRICT: **HOLMES**

MOU section D(2)(ii) requires that “the LEA will submit teacher and principal evaluation systems to the department for review and approval”. SBE rule 6B-4.010 requires that where a district “...makes substantive modifications to an approved school district instructional personnel assessment system, the modified system shall be submitted to the department of education for review and approval.”

The following checklist combines the Race to the Top (RTTT) requirements for developing and conducting teacher and principal evaluation systems with those required in section 1012.34, Florida Statutes, and Rule 6B-4.010, F.A.C. This checklist will assist LEAs in ensuring that they have met the requirements for the RTTT grant in this area, while also satisfying requirements for Florida Statutes and State Board Rule. The checklist will also speed the review process so that LEA feedback can be returned quicker.

Instructions. To complete the checklist, provide the page number in your evaluation system documentation where the criterion or element is addressed. **NOTE: This checklist is NOT due with the Final Scope of Work. It should be submitted with the district’s evaluation system documentation in spring 2011. It is provided now with the Final Scope of Work template as a tool and reference for district planning and completing the Final Scope of Work.**

| Elements of State Reform Plans to be addressed in LEAs’ Teacher and Principal Evaluation Systems | Citation in RTTT MOU and/or Section 1012.34, F.S. | Page # in Documentation |
|--|---|-------------------------|
| TEACHER EVALUATION SYSTEM | | |
| Part 1: System Development | | |
| Involvement: The LEA has designed and committed to implement an evaluation system with teacher and principal involvement. | <ul style="list-style-type: none"> • MOU D(2)(ii) | |
| Phase-in Option: The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and | <ul style="list-style-type: none"> • MOU D(2)(ii)(1) | |

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

| Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems | Citation in RTTT MOU and/or Section 1012.34, F.S. | Page # in Documentation |
|--|--|-------------------------|
| student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems beginning in the 2011-12 school years applies, at a minimum, to teachers in grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in MOU (D)(2)(i). | | |
| Development year: The 2010-11 school year will be considered a development year for the evaluation system. | <ul style="list-style-type: none"> • MOU (D)(ii) | |
| Determines need for special procedures and criteria for other teaching fields | <ul style="list-style-type: none"> • 1012.34(2)(d) | |
| Supports district and school level improvement plans | <ul style="list-style-type: none"> • 1012.34(2)(a) | |
| Supports continuous quality improvement of the professional skills of instructional personnel | <ul style="list-style-type: none"> • 1012.34(2)(b) | |
| Provides for district's annual review of instructional personnel assessment systems | <ul style="list-style-type: none"> • 1012.34(7) | |
| Part 2: Evaluation Criteria | | Page # |
| Student Growth Measure: The teacher evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the evaluation system. | <ul style="list-style-type: none"> • MOU (D)(2)(ii)(1) | |
| Student achievement or growth data as evaluation element, as defined in the grant, must account for at least 50% of the teacher's evaluation as follows: By the end of the grant, the LEA shall include student growth as defined in (D)(2)(i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% | <ul style="list-style-type: none"> • MOU (D)(2)(i) and (ii) • 1012.34(3)(a) Primarily uses data and indicators of improvement in student performance • 1012.34(3)(a) Student performance must be measured by state assessments required under s. 1008.22 and by local | |

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

| Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems | Citation in RTTT MOU and/or Section 1012.34, F.S. | Page # in Documentation |
|---|---|--------------------------------|
| of the evaluation. | assessments for subjects and grade levels not measured by the state assessment program <ul style="list-style-type: none"> • 1012.34(3)(a)(1) performance of students assigned to their classrooms or schools, as appropriate | |
| Early Bargaining Provision: An LEA that completed renegotiation of its collective bargaining agreement between 7/1/09 and 12/1/09 for the purpose of determining a weight for student growth as the primary component of its teacher evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation. | <ul style="list-style-type: none"> • MOU D (2)(ii) | |
| Core of Effective Practices – Florida Educator Accomplished Practices: Includes the core of effective practices, developed in collaboration with stakeholders that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices Incorporates the newly-adopted Florida Educator Accomplished Practices (scheduled for adoption by the State Board of Education in December 2010) into the evaluation system. | <ul style="list-style-type: none"> • MOU (D)(2)(ii) • 1012.34(2)(d): addressing generic teaching competencies • 1012.34(3)(a): basing assessment on contemporary research in effective educational practices • 1012.34(3)(a)(2,4-7): Ability to maintain appropriate discipline; Knowledge of subject matter, including; Ability to plan and deliver instruction and the use of technology in the classroom; Ability to evaluate instructional needs; Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement; Other professional competencies and requirements in State Board of Education rules and local school board policies | |
| Special provisions for evaluating subject knowledge for out-of-field teachers | <ul style="list-style-type: none"> • 1012.34(3)(a)(3) | |
| Additional Metric Evaluation Element: Includes at least one additional metric to combine with the student | <ul style="list-style-type: none"> • MOU (D)(2)(ii)(3) | |

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

| Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems | Citation in RTTT MOU and/or Section 1012.34, F.S. | Page # in Documentation |
|--|---|--------------------------------|
| <p>performance and principal observation components to develop a “multi-metric” evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input.</p> | <ul style="list-style-type: none"> • 1012.34(2)(c) Provides a mechanism for parental input, when appropriate | |
| <p>Evaluation ratings: Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”</p> | <ul style="list-style-type: none"> • MOU (D)(2)(ii)(4) • State board rule 6B-4.010(1)(c)2: providing for determination of satisfactory, unsatisfactory and outstanding performance levels | |
| Part 3: Conducting Evaluations | | Page # |
| <p>First Year Teachers: The LEA will conduct multiple evaluations for each <u>first-year teacher</u> that are integrated with the district’s beginning teacher support program and include observations on the core effective practices described in MOU (D)(2)(ii)2. and reviews of student performance data.</p> | <ul style="list-style-type: none"> • MOU (D)(3) | |

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

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

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

| PRINCIPAL EVALUATION SYSTEM | | |
|--|---|---------------|
| Part 1: System Development | | Page # |
| Involvement: The LEA has designed and committed to implement a principal evaluation system with teacher and principal involvement | <ul style="list-style-type: none"> • MOU D(2)(ii) | |
| Phase in option: The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems applies, at a minimum, to grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in MOU (D)(2)(i) | <ul style="list-style-type: none"> • MOU D(2)(ii) | |
| Development year: The 2010-11 school year will be considered a development year for the evaluation systems. | <ul style="list-style-type: none"> • MOU (D)(ii) | |
| Supports district and school level improvement plans | <ul style="list-style-type: none"> • 1012.34(2)(a) | |
| Supports continuous quality improvement of the professional skills of instructional personnel | <ul style="list-style-type: none"> • 1012.34(2)(b) | |
| Provides a mechanism for parental input, when appropriate | <ul style="list-style-type: none"> • 1012.34(2)(c) | |

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

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|---|---|--------|
| Provides for district’s annual review of instructional personnel assessment systems | <ul style="list-style-type: none"> • 1012.34(7) | |
| Part 2: Evaluation Criteria | | Page # |
| Student growth measure: The principal evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D) (2) (i) as the primary factor of the principal evaluation system. | <ul style="list-style-type: none"> • MOU (D)(2)(ii)(1) | |
| Leadership Standards evaluation component: Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards, with an emphasis on recruiting and retaining effective teachers, improving the effectiveness of teachers, and removing ineffective teachers. | <ul style="list-style-type: none"> • MOU D(2)(ii) | |
| Student achievement or growth data evaluation component as defined in the grant must account for at least 50% of the principal’s evaluation as follows: By the end of the grant, the LEA shall include student growth as defined in MOU (D) (2) (i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation. | <ul style="list-style-type: none"> • MOU D(20)(ii) • 1012.34(3)(a): primarily use data and indicators of improvement in student performance • 1012.34(3)(a): student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program , • 1012.34(3)(a)(1: performance of students assigned to their classrooms or schools, as appropriate | |
| Range of ratings: Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective | <ul style="list-style-type: none"> • MOU D(2)(ii) | |
| Part 3: Conducting Evaluations | | Page # |
| Annual evaluation: The LEA will conduct evaluations as | <ul style="list-style-type: none"> • MOU D(2)(ii) | |

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

| | | |
|--|---|--|
| described in MOU (D)(2)(ii) for principals at least once per year. | <ul style="list-style-type: none"> • 1012.34(3)(a) to provide for an assessment conducted for each employee at least once a year | |
| Provides training in use of assessment criteria and procedures | <ul style="list-style-type: none"> • 1012.34(2)(f) | |
| Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place. | <ul style="list-style-type: none"> • 1012.34(3)(b) | |

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

APPENDIX

List of Acronyms.....1