

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

A. OVERARCHING PROJECT PLANS

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

(a) How the reform plan will support the state’s Theory of Action (*highly effective teachers and leaders make the difference in student achievement*)

The District School Board of Pasco County (DSBPC) has an enrollment of over 67,000 students and 90 public schools. As growth and changing demographics alter our education landscape, our schools face unprecedented challenges at the dawn of the 21st century. To meet these challenges, the DSBPC has developed a reform plan with activities that support and will help to achieve the state’s vision of a student-centered school environment where all teachers are engaged in peer collaboration around using data analysis to improve teaching and learning, and where teachers are consistently guided and supported by effective instructional leaders. Improved student performance continues to take precedence; however, new accountability systems that recognize student growth over time and school progress towards ensuring students graduate prepared are a priority. The current educational challenges require the development of new professional knowledge, new structures, and new ways of working together. The traditional educational system is not structured to respond to students with diverse learning needs nor meet the challenges facing us. The DSBPC comprehensive reform plan offers relevant and promising solutions through the strong emphasis on improving outcomes and evaluating effectiveness of efforts in relationship to desired outcomes.

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

The ultimate goal of the DSBPC reform plan is to produce substantial improvement in student learning through a more focused and coherent transformation strategy that affects student achievement with a focus on college and career readiness. Reform will require changing structures and incentives to staff to ensure the implementation of best practices, changing “business as usual” routines into “making measurable differences for children,” and changing results so ALL stakeholders will see that the changes are worth making and WILL improve outcomes for ALL students. To pursue such a strategy, the DSBPC Project/MOU Criterion Work Plans address the “strategic management” of human capital - a systematic process of aligning rigorous curriculum, development of professional learning communities, analysis and use of student data to improve teaching practice, enhanced use of teaching and assessment technologies, extra assistance for struggling students, parent involvement, and teacher and administrator instructional leadership. The centerpiece of the district’s education reform plan will be an articulated understanding of effective instructional practice anchored with measures that track student achievement and effective instruction.

Two major metric areas - teacher and principal effectiveness and student learning measures - are critical to the DSBPC reform plan. Through utilization of RTTT funds, the district will develop better ways to assess teacher and principal performance and competence and more comprehensive assessments of student learning. Qualitative and quantitative data will inform

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decisions at the classroom, school building, and district level. Performance assessment will be based on multiple factors and include student performance indicators. School leaders, principals, teachers, parents and students will be trained on how to access and use timely information from improved comprehensive data systems to drive key decisions in instruction, decision-making and overall effectiveness. With such transformative changes, the DSBPC expects to see gains in student performance over each of the four years of the reform plan, including a higher percentage of students graduating from high school ready for college and work, more students performing on grade level and a narrowed achievement gap.

(See completed Form (A)1 attached: LEA Student Goals and Measures - LEA targets to address Florida's Race to the Top student achievement goals)

The strategic actions the DSBPC will pursue to contribute to growth in student achievement are summarized below across the four assurance areas:

1) STANDARDS & ASSESSMENTS

MOU CRITERIONS (B)(3)2, (B)(3)4, (B)(3)5, (E)(2)3

- a) Provide teachers with tools and time to translate current standards into engaged instruction and measures to track student progress such as quality formative assessments, curriculum frameworks, model lesson plans/lesson study; differentiated instruction, etc.
- b) Broaden the high school career and technical program by adding a high-quality STEM Academy in a state identified lower performing high school that will merge a challenging academic curriculum with rigorous coursework in occupational skills in order to build capacity of students for both college and careers.
- c) Provide more high-level/STEM accelerated courses that will give all high school students a head start on postsecondary success; taking into consideration 2010 legislative requirements requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.

2) DATA SYSTEMS TO SUPPORT INSTRUCTION

MOU CRITERIONS (B)(3)6, (C)(2), (C)(3)(i) and (iii), (D)(2)(iv)(b)(c)(d), (D)(3), and (E)(2)4.-5.

- a) Develop local data system with formative, interim and benchmark assessment data that are linked to human resources information to better assess the impact and effectiveness of teachers and principals and provide information about which professional development opportunities are helping to improve instruction. The system will be user-relevant, providing the data needed for strategic management, as well as, user friendly and user useful to increase professional productivity.
- b) Develop a robust, personnel and performance management system. The system will enable: parents to know if their child is on track to graduate from high school prepared for college & career success and how they can help; teachers to know whether each and every student is on track and identify areas where instruction may need to be modified to meet individual and diverse student needs; principals to perform more accurate evaluations and customize teachers' professional development plans accordingly.
- c) Explore opportunities to work collaboratively with other districts to implement more flexible, web-based systems and open-source software solutions.

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3) GREAT TEACHERS AND LEADERS

MOU CRITERIONS (D)(1)(ii), (D)(2)(ii), (D)(2)(iv)(b)(c)(d), (D)(3), and (E)(2)4.-5., (D)(5), (B)(3)2.-3., (C)(3)(ii), (D)(2)(iv)(a) and (D)(3)(ii)2.

- a) Develop a comprehensive, performance-based evaluation system that accurately differentiates among higher and lower performing teachers and principals. Multi-metric performance evaluation systems will inform key decisions including assignment, induction, professional development, tenure, career advancement, compensation, and retention. Top performers will be recognized and rewarded. Low performers will be counseled and given opportunities to improve, however, if performance is consistently inadequate, they will be considered for dismissal. Fifty percent of the teacher’s evaluation performance will be attributed to student achievement or growth data as defined in the grant.
- b) Assure transparent and powerful policy and procedures through teacher and union involvement and agreement on items associated with the compensation and performance pay systems including wages, hours, and terms/conditions of bargaining unit employees.
- c) Use results of performance-based teacher and principal evaluation systems to identify on-going, targeted, and on-the-job professional development needs focused on growth opportunities identified in evaluations and career leadership opportunities. Instructional coaches/lead teachers will provide constructive feedback and support to schools/teachers in the implementation and sustainability of new practices.

4) TURNING AROUND STRUGGLING SCHOOLS

MOU CRITERIONS (B)(3)1, (E)(2)1.-2., (E)(2)3.

- a) School Intervention Model selected and plan developed to change the conditions that will best serve students, combing autonomy with accountability, in the district’s lowest achieving school.
- b) Provide school(s) sufficient operating flexibility such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- c) Provide the necessary supports, tools and capacity to drive and sustain turnaround process (expand Differentiated Accountability support; implement extended day and schedule time for lesson study and parent conferences; and, implement/expand career academies, STEM accelerated course offerings, positive behavior supports, and research-based credit-recovery programs to improve student achievement)
- d) Work collaboratively with the Differentiated Accountability (DA) Regional Team to provide professional development for the purpose of improving instruction.

(c) LEA current status with respect to the various reform elements, including strengths and challenges.

The DSBPC has successfully implemented several district-wide initiatives that reflect and support **Florida’s RTTT Theory of Reform** to “**change the culture of the profession**” and the four core education reform areas. The District has taken steps to build strong “student-centered school environments where all teachers are engaged in peer collaboration around using data analysis to improve teaching and learning, and where teachers are consistently guided and supported by effective instructional leaders.”

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During the 2009-10 school year, Pasco County curriculum specialists and expert educators worked collaboratively with CORE K12 representatives to create Next Generation Sunshine State Standard (NGSSS) online formative benchmark assessment blueprints in math and science. The goal was to develop one benchmark assessment blueprint for each grade level that prioritizes standards and aligns instruction for every grade and subject. There will be three parallel assessments (tests with the same blueprints) administered at each grade level during three testing windows in 2010-2011. These parallel tests will reflect student growth throughout the school year. Each test will address the most critical benchmarks with 3 to 4 items per benchmark. Cognitive complexity/depth of knowledge ratings for each item are specified with the intention that data-driven assessment results will inform instruction, accelerate learning and lead to higher student achievement.

The Pasco STAR v3 Data Warehouse is a DSBPC web-enabled achievement information and reporting system that is the main repository of student data made accessible to all instructional staff for use in instruction and program evaluation. The main function of STAR v3 is to house data that can be easily accessed and used to identify students' needs and strengths, and support student growth using research-based models (e.g., Problem Solving/Response to Instruction-Intervention). District and school employees are trained to use STAR V3 to review and analyze subgroup data to identify strategies that target the needs of students. Disaggregated data is used to plan, assess and improve instructional practices to promote effective and successful student performance. In the PS/RtI framework, Pasco STAR v3 provides data that can determine the degree to which a student has responded to intervention for the purpose of developing the best method of teaching and learning and for alignment of curriculum, instruction and assessment.

DSBPC is currently in the process of making upgrades to the Pasco STAR system that will allow all District educators to increase the kinds and graphic displays that can be accessed for critical analysis of ongoing formative and summative data related to student performance.

Problem Solving/Response to Instruction-Intervention (PS/RtI) is an ongoing process of using student performance and related data to guide instructional and intervention decisions for all DSBPC students. To ensure that educators understand the need for and have the skills to implement a PS/RtI model, the DSBPC has organized its goals and resources into a multi-year, professional development coaching plan. In developing the infrastructure for the PS/RtI framework, the District has established clear norms for looking at data and provided additional support to schools through PS/RtI Coaches and School-Based Leadership Teams (SBLT) who utilize guiding questions to focus conversations about student learning and provide training and guidance on using data within a problem solving format.

Establishing Early Warning Systems is another important strategy used by the DSBPC to improve efficiency and effectiveness of PS/RtI K-12 systems, particularly for programs and progress monitoring of specific interventions that focus on secondary-related issues like transitions, graduation enhancement and dropout prevention. The DSBPC developed an accountability system to ensure that middle and high schools collect and closely monitor early warning data so they could identify students at different levels of risk for dropping out. The DSBPC is in the process of developing a tired support system for at risk students such as NovaNet, which is a complete, research-based, flexible, and engaging online courseware designed to assist students in grades 6-12 recover lost credits and reach academic success at their own pace.

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In the 2010-2011 school year, PS/RtI professional development training will be continued for elementary and secondary cadres of administrators, teachers, and instructional support personnel at varying levels of PS/RtI implementation. These school cadres will continue to examine how well students, including subgroups, are responding to core instruction and engage in a systematic problem-solving process when the data suggest that changes in core instruction are needed to increase the percentage of students meeting expected benchmarks/standards.

In the DSBPC, we want our students to be the fuel of the economic engine driving our local economy. The Career Academy Initiative began in 2008-09 and is in every one of our high schools. We have 12 different Career Academies that offer rigorous and relevant career education by providing a vital link between education and industry. It is an effort to prepare students to meet the challenges of the 21st Century and for success in the global marketplace. Career Academies prepare students to meet the demands of a changing workforce while providing the opportunity for successful high school graduation, gainful employment, postsecondary education, and industry recognized certification. Research shows that academies have a positive effect on attendance, credits & GPA, graduation rates, college-entry rates. Students receive: hands on projects that teach job-related skills, Honors and Advanced Placement instruction, access to dual enrollment classes and post-secondary articulation, eligibility for all three Bright Futures scholarships, work-based learning opportunities such as internships, national-recognized industry/training certifications, and an edge in college or career. Through a strong partnership with industry, we can build a solid foundation for student success, while developing a highly skilled and motivated workforce.

The DSBPC has been involved in the training and implementation of *Learning Focused Strategies (LFS)*, developed by Dr. Max Thompson. LFS is a curriculum/instruction/assessment model that was originally selected as part of educational reform for Schools in Need of Improvement; however, it has expanded district-wide. LFS is a research based school improvement framework of best practices that emphasizes planning, a prioritized curriculum, instructional strategies, assessment, and school organization to maximize student achievement. The goal of LFS is to create consistency and efficacy in *universal* teaching practices in Tier I across all classrooms.

Challenges in meeting reform efforts include time constraints for intensive high quality professional development without removing the teacher from the instructional classroom; having appropriate levels of funding available for substitutes, stipends and professional development; insuring teachers meet highly qualified (HQ) requirements, particularly in core courses for which the teacher is not HQ and continuing to keep teachers highly qualified; building capacity to continue to sustain efforts staff-wise and funding-wise; maintaining a balanced budget; communicating with all stakeholders to build positive perceptions and avoid misconceptions (transparency); and negotiating the terms and conditions in any collective bargaining agreement necessary for full implementation of reforms.

As the District looks forward, it will intensify efforts to improve student achievement. Funding from RTTT will provide assistance in accomplishing strategic elements of the MOU as indicated on the thirteen submitted Work Plans through comprehensive planning and the collective bargaining process.

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

Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers' unions, business leaders, community organizations, etc.)

The District School Board of Pasco County generates input and disseminates information to stakeholders in several venues including district design teams, steering committees, and advisory councils (e.g., District Vision Committee, IDEA Steering Committee, ESE Parent Advisory Board, Family Involvement Steering Committee, Title I Steering Committee, Town Hall meetings, Communications Committee, etc.). Implications and new initiatives are shared in these meetings. Systemic changes within the district are filtered through the vision committee and design teams for each level. These committees, made up of district and school staff members, parents and students, address issues related to operational practices that result in increased student achievement. Additionally, district departments develop action plans aligned with the District's Strategic Plan and based on the goals addressed at the school level (e.g., School Improvement Plans). Taken together, this provides a mechanism aligning the work of the district office with the goals of the schools resulting in a community which works together so all Pasco County students will reach their highest potential.

The Assistant Superintendent for Curriculum and Instructional Services convened several meetings with teacher union representatives, charter school representatives, and district staff to discuss Race To The Top requirements and to elicit their concerns and suggestions in addressing Work Plan Criteria. The district will be engaged in negotiations with the union on performance pay and the development of the new evaluation system, as well as other expectations that impact the bargaining unit.

Identification of the leadership/management team(s)

The district-based RTTT leadership team includes the superintendent, assistant superintendents, chief finance officer, director and manager of finance services, instructional directors and supervisors, human resources and employee-relations staff, and professional development leaders and specialists as relevant to RTTT criterion areas and school based leaders. The team will develop, support, and facilitate the implementation of RTTT policies and procedures that will guide school-based teams with direct support systems for each school principal, and establish systems for Problem Solving and Response to Instruction/Intervention (RtI) through district-wide consensus building, infrastructure development, and implementation.

Strategies for monitoring implementation

The Superintendent and the district leadership/transformation team will meet monthly to monitor the implementation for the activities and timelines detailed in the application to insure reforms are implemented with fidelity and are having the intended impact on student achievement. Quarterly updates will be given to school board members and the public. Monthly meetings will be held with site-based administrators. Quarterly budget reporting of expenditures correlated with the Memorandum of Understanding (MOU) will be reviewed by the Superintendent's office and Department Directors to monitor transparency and accountability.

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An overall implementation timeline

Summary of Year One, Year Two, Year Three, Year Four (Detailed timelines are included in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines reflect a complete implementation for all schools before the end of the grant period).

The district will spend the second, third and fourth quarters:

- Planning
- Evaluating current policies and procedures
- Integrating RTTT goals into the District's Strategic Plan
- Evaluating and analyzing gaps in student achievement
- Beginning planning process for new academy and implementation of additional STEM coursework
- Determining staffing needs to implement RTTT goals
- Seeking collaboration with other district(s) to submit RFP to develop items for one or more of the non-FCAT tested content areas.
- Convening work groups/writing teams to begin design and implementation of the district evaluation system.
- Analyzing technology infrastructure
- Working with District Department Key Personnel to develop Training Expectation Forms outlining planning, learning, implementation, and evaluation for MOU criteria requiring Professional Development Utilization
- Completing readiness for computer-based testing and plan implement four year plan to bring all schools to a 4:1 student computer ration
- Receiving Single Sign-on Integration Readiness Certification

Year 2:

- Phasing in teacher evaluation system with targeted teachers
- Phasing in pre and post assessments to study student growth model
- Following timetable for implementing the new elements into the professional development system for teachers and principals in the district
- Integrating Single sign-on with the Department

Year 3:

- Expanding implementation of teacher evaluation system
- Expanding implementation of pre and post assessment
- Continuing to follow timetable for implementing the new elements into the professional development system for teachers and principals in the district.

Year 4:

- Implementing all RTTT Project/MOU Criteria that include teacher and principal evaluations, performance pay, and transition to enhanced standards and high quality student assessment system.

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***A summary budget for all years of the grant period (budget details are included within each reform area).**

RTTT Budget for submission 12/10/10

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$2,500.00	\$15,000.00	\$135,505.00	\$4,778.00	\$6,879.00	\$164,662.00

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$0.00	\$124,400.00	\$98,000.00	\$98,000.00	\$320,400.00

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$845,490.00	\$431,510.00	\$275,000.00	\$20,000.00	\$0.00	\$0.00	\$1,572,000.00

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$58,937.15	\$51,437.15	\$51,437.15	\$58,937.15	\$220,748.60

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$0.00	\$80,000.00	\$80,000.00	\$80,000.00	\$240,000.00

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$0.00	\$150,000.00	\$1,050,000.00	\$2,800,000.00	\$4,000,000.00

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)

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$3,000.00	\$3,000.00	\$584,000.00	\$569,760.00	\$525,326.00	\$1,685,086.00

Project/MOU Criteria: Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2.

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Project/MOU Criterion: Implement Proven Programs for School Improvement – (E)(2)3

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$0.00	\$25,626.00	\$25,626.00	\$25,626.00	\$25,626.00	\$102,504.00

Indirect Costs - 4.16%

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$0.00	\$232.00	\$3,557.00	\$43,591.40	\$78,310.00	\$150,482.00	\$276,172.40

PROJECT SUMMARIES BY QUARTER/YEAR

2010-11			2011/12	2012/13	2013/14	PROJECT TOTALS
2 nd Quarter	3 rd Quarter	4 th Quarter				
\$845,490.00	\$437,242.00	\$381,120.15	\$1,214,559.55	\$1,957,911.15	\$3,745,250.15	\$8,581,573.00

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

Program implementation fidelity will be the responsibility of the District Leadership Team, Department Directors, and Project Contacts. Departmental staff will coordinate the articulation and monitoring of evaluation needs, preparing program review of interim performance indicator data reports, monitor all feedback forms and training, and give written and oral reports to the Superintendent and School Board. The Project Coordinators will supervise the preparation of the annual reports and is responsible for the accomplishment of all project goals. Feedback from evaluations will be incorporated into ongoing planning efforts.

A formative evaluation process will provide information regarding the operation of the project in relation to the grant proposal, and focus on *internal program issues*. A summative evaluation process will provide information regarding attainment of project objectives at the end of the service delivery cycle, to *measure project effectiveness* through a comparative analysis of intended and observed results. Performance assessments will yield qualitative information and standardized indicators will yield quantitative information. Data collection will take place: 1) at baseline prior to project implementation and prior to each activity and 2) after each activity (upon its completion), and after project implementation.

The Research and Evaluation Services department of the DSBPC will assess the effectiveness of project activities in meeting program goals and objectives. The DSBPC will commit sufficient time to capture data related to project-specific performance measures. Project staff will work in collaboration to collect all required process and outcome data, implement the evaluation, and report on results. Outcome-related data associated with the RTTT evaluation will determine the extent of program implementation and effectiveness and the attainment of objectives that will be used for public reporting.

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

Factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends, as noted in the thirteen Project/MOU Criteria, include the following:

- Changes in LEA systems, programs, evaluation instruments, and course offerings will remain in place after RTTT funding ends. The LEA will absorb ongoing costs associated with supporting enhanced standards and high-quality assessments through major grants such as Title I, Title II Part A, and Title III and general revenue.
- Expanded STEM Career and Technical Programs will be sustained through ongoing staff development for teachers, a strong cohesive advisory committee, recruitment of business partners, and promotion of programs district wide. Carl D. Perkins grant funds will also be utilized to provide sustainability over time.
- Additional STEM-related acceleration courses will become available as a result of an increase in staff trained to teach advanced courses, additional funds that will be awarded due to the increase in student achievement on AP test scores, and an increase customer/community satisfaction and support for advanced coursework programs.
- Instructional Technology Specialists assigned to each school in the district will facilitate improved access to technology for teaching and learning, as well as support for computer-based assessment. A four year plan to bring all schools to a 4:1 student computer ratio will ensure that sufficient hardware is available to provide access to strategic tools for

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improved classroom instruction and computer based assessment. Funding for support and maintenance of this ongoing initiative will be identified as part of the annual budget process.

- The software to house the items will ensure that the items remain available to district staff. Regional coaches will support school teams to build capacity district-wide.
- The DSBPC Pasco STAR data warehouse system will continue to allow district and school staff access to student data that include summative and formative measures, attendance, discipline, course grades, GPA, etc. Schools use the data when discussing student needs including conversations around the Early Warning System. The system is responsive to user needs and is being upgraded for release in SY2011 to allow even more flexibility and wider range of student data necessary for the scale up of PS/RtI. The district has provided parent access to the eSember online grading system and will explore options for opening the data warehouse and testing platform to parents.
- Employee compensation systems and performance pay components will be designed to allow for continuation with general revenue funds. Due to the limited financial impact of implementing the non-compensation deliverables associated with this project, the District will be able to continue these deliverables after Race to the Top funds have been exhausted.

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.

Key district and school staff will meet to discuss the focus of major grants such as Title 1, Title II Part A, Title II Part D, Title III, and IDEA. Major priorities of each grant will be discussed and ways to collaborate with RTTT will be determined. Priorities will be set for each grant. In addition, DSBPC is partnered with the University of South Florida (USF) as a demonstration site for Problem Solving/Response to Instruction-Intervention (PS/RtI). The DSBPC also has established formal agreements with local higher education institutions to develop professional development school sites and for alternative certification programs.

Instructional Directors meet twice a month in order to monitor the implementation of the District PS/RtI Framework, FAIR, and other district instructional priorities and will coordinate follow up support needs of RTTT using resources from the following sources: General Revenue, PS/RtI Grant, K-12 Reading Funds, Title IIA and D Funds, IDEA Funds, state ARRA and Title I Funds.

The District PS/RtI Task Force develops and monitor plans for district-wide implementation of PS/RtI. Needs are identified and resources coordinated across departments using the following sources: general revenue, PS/RtI grant, K-12 Reading Funds, Title IIA and Title IID funds, IDEA, Title I and state ARRA funds.

A District Transformation Team meets monthly to monitor the implementation of School Improvement Plans and district support for high need schools according to the Differentiated Accountability Model using the following resources: Title I, Title IIA and Title IID, IDEA, PS/RtI Grant, ARRA Funds and General Revenue.

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

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

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

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

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

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

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

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

DISTRICT SCHOOL BOARD OF PASCO COUNTY GOALS

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

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	59	57	56	60	62	64	68	72	76	80	85
College Going Rate	57	57	58	64	65	66	67	68	69	70	71
College Credit Earning Rate	61	*	51	55	57	59	61	63	65	67	69
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	21	*	17	21	23	25	28	31	34	38	42

* UNABLE TO DETERMINE

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.

Name: Michael Cloyd
Title: Supervisor of Curriculum and Instructional Services
Phone #: (813) 794-2318
E-mail Address: mcloyd@pasco.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Differentiated Accountability (DA) Region IV Team	X	X	X	X	X	X
Principal of Ridgewood High School	X	X	X	X	X	X
Director of Staff Development	X	X	X	X	X	X

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

1. Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Principal or designee will provide a copy of the school schedule indicating time blocked for lesson study	X			X	X	X

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2. Deliverable (required): Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
A. Principal or designee will submit 5 NGSSS lessons used to teach, observe, study evidence of student learning and design improved instruction including the use of differentiated instruction.			X			
B. Principal or designee will submit 10 NGSSS lessons used to teach, observe, study evidence of student learning and design improved instruction including the use of differentiated instruction.				X	X	X

3. 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			
			X	X	X	X
A. Principal or designee will submit the roster of school administrators and teachers who participated in lesson study			X	X	X	X

4. 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			
			X	X	X	X
A. Principal or designee will submit one participating teacher’s improved lesson plan based on the NGSSS lesson study with amendments made as a result of participation in the lesson study			X	X	X	X

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Project Budget	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Summary:	\$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 changes in LEA systems, programs, evaluation instruments, and course offerings will remain in place after this funding ends. The LEA will absorb ongoing costs associated with this section of the grant. Implementation of lesson study will be done with funding from the Title I School Improvement Grant (SIG) and Title II.

Supporting Narrative (optional): We anticipate that the Region IV DA team will provide initial professional development on lesson study. Based on that initial professional development, the district Staff Development Department will design training on lesson study that meets current staff development protocols and will provide that training to professional learning communities at Ridgewood High School.

Title and Page Number of Appendices for this Project (if applicable):
 APPENDIX A: (B)(3)1 - Expand Lesson Study Indicating Time Dedicated to Lesson Study
 A-1: Ridgewood High School Teacher Schedule
 A-2: Schedule for Lesson Study at RHS

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
Work Plan Table

Project/MOU Criterion: Expand STEM Career and Technical Program Offerings – (B)(3)4. REVISED 12/10/10

Please indicate one LEA point of contact for this Project.

Name: Rob Aguis
Title: Director of Community, Career and Technical Education
Phone #: (813) 794 – 2204
E-mail Address: raguis@pasco.k12.fl.us

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

Deliverables (minimum required evidence):

1. Submission of a 4-year LEA timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.
3. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of CCTE	X	X	X	X	X	X
Supervisor of CIS	X	X	X	X	X	X
Supervisor of Mathematics	X	X	X	X	X	X
Supervisor of Science	X	X	X	X	X	X
Selected School Principal	X	X	X	X	X	X
Lead STEM Instructional Resource Teacher			X	X	X	X
Guidance Counselors/Career Specialists	X	X	X	X	X	X

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

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

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the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Needs assessment/student interest survey at targeted low performing school – Ridgewood High School (RHS).		X				
B. Review regional workforce Targeted Occupations List (TOL). Consult with Pasco Economic Development Council. Identify critical needs of workforce and build/adopt program of study.	X					
C. Begin planning process for new program/academy.		X	X			
D. Establish timeline for implementation of program. Review and update annually.	X		X	X	X	X
E. Select high school to provide new STEM initiative to include Mechanical Drafting at RHS.	X					
F. Identify STEM core courses and present courses to High School Design Team for Pasco County adoption. 8725010 Drafting 1, 8725020, Drafting 2, 8725030 Drafting 3, 8725040, Drafting 4.	X					
G. Identify student cohort schedules for each year of the program grade levels, 9-12.		X	X	X	X	X
H. Develop student recruitment process/school choice. Monitor and revise throughout four-year implementation.			X	X	X	X
I. Develop application requirements for entrance and exit criteria.			X	X	X	X
J. Develop school team to begin gathering data for 2009-2010 STEM programs as comparison baseline.	X					
K. Develop promotional materials to market program to middle school feeder students and current students at school.		X	X	X	X	X
L. Identify classroom/lab space and equipment needed.			X	X	X	X
M. Develop program advisory council to include; related business partners, regional workforce board, Pasco Economic Development Council, Pasco-Hernando		X	X			

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Community College, students, core curriculum team member.						
N. Hire Lead Teacher to assist with planning process and drive curriculum course offerings.		X	X	X		
O. Schedule discussions for post secondary articulation with community college and technical center.			X	X	X	X
P. Modify CTE job description to indicate staff development and acquisition of industry certification.	X					
Q. Provide Staff Development/Industry Certification Training for Lead Teacher .			X	X		

2. Deliverable (required): Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Collect student performance data (skill attainment, grades) to assess student readiness for industry certifications in order to budget for exams.					X	X
B. Calculate number of industry certifications per year.		X	X	X	X	X
C. Allocation of resources supported by RTTT grant funds.			X	X	X	X
D. Research and investigate alternative funding sources for ongoing program costs and sustainability.				X	X	X

3. Deliverable (required): Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Review 4 year Program of Study and determine success and/or improvement.						X
B. Establish testing site.					X	X
C. Integrate curriculum and determine core courses to support rigor, relevance and career readiness.			X	X	X	X
D. Purchase and provide industry certification exams to students.					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			
\$164,662.00	\$0	\$ 2,500.00	\$ 15,000.00	\$ 135,505.00	\$ 4,778.00	\$ 6,879.00

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)* Carl D. Perkins Grant, Professional Development Institute, (PDI), College of Central Florida, Pasco County New and Replacement Funds. A plan will be developed to identify resources for ongoing support of industry certification exams.

Supporting Narrative (optional):

The goal is to develop a challenging curriculum for an additional STEM Academy in a state identified lower performing high school. The identified school is Ridgewood High School. Ridgewood students will greatly benefit from this vigorous STEM program. It will provide a high interest, applied curriculum that will lead to many accessible post secondary pathways.

Ridgewood High School will implement the four-course (Core), project-based drafting technologies program designed to provide instruction in the following drafting skills, mathematical skills, multi-view and sectional drawings, pictorial drawing, surface development, architectural drawing. Students will demonstrate an understanding of civil drawing and electrical/electronic literacy, perform basic computer aided drafting skills, demonstrate communication, math, and basic science and how it applied to drafting, demonstrate an understanding of employability skills and entrepreneurship.

Students will prepare for the Autodesk Certified Associate Industry Certification.

The courses mentioned above include, 8725010 Drafting 1 (core), 8725020 Drafting 2 (core), 8725030 Drafting 3 (core) and 8725040 Drafting 4 (core).

Upon completion of the core, students will be encouraged to complete a planned program career pathway leading to an AS Degree in Drafting and Design at Pasco Hernando Community College and advanced Industry certifications.

Students will also possess a foundation and skills to enter into the Construction, Electricity and or Heating Ventilation and Air Conditioning programs at the neighboring technical center (MTEC).

Drafting 1 – This course is designed to provide instruction in drafting skills, mathematical skills, multi-view and sectional drawings. Students will apply drafting skills, fundamental computer skills, apply language arts and math knowledge, prepare multi-view drawings, sectional view drawings, auxiliary drawings, learn and apply basic dimensioning.

Drafting 2 - This course is designed to provide instruction in drafting skills for pictorial drawing, surface development, architectural drawing. Demonstrate an understanding of civil drawing and electrical/electronic literacy.

Drafting 3 - This course is designed to provide instruction to perform basic computer aided drafting skills. Construct geometric figures of lines, splines, circles, and arcs. Create and edit text using appropriate style and size to annotate drawings. Use and control accuracy enhancement tools for entity positioning methods such as snap and XYZ. Identify, create, store and use standard part symbols and libraries. Utilize editing commands. Control entity properties by layer, color and line type. Use viewing commands to perform zooming and panning. Plot drawings on media using layout and scale. Minimize file size. Use query commands to interrogate database for entity characteristics, distance, area and status.

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Drafting 4 - This course is designed to provide instruction on how to demonstrate communication, math, and basic science and how it applied to drafting. Demonstrate an understanding of employability skills and entrepreneurship.

Once implemented, Pasco's CTE team will continuously assess and analyze the results of this academy. Based on the data Pasco will expand upon additional options and develop other STEM or CTE programs.

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

APPENDIX B: (B)(3)4 - Career and Technical Education STEM Program Descriptions
B-1 Mechanical Drafting

DISTRICT SCHOOL BOARD OF PASCO COUNTY
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Work Plan Table

Project/MOU Criterion: Increase Advanced STEM Coursework – (B)(3)5. REVISED 12/10/10

Please indicate one LEA point of contact for this Project.
Name: Darrell Huling
Title: Supervisor: Curriculum and Instructional Services
Phone #: 727-774-2547
E-mail Address: dhuling@pasco.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director: Curriculum and Instructional Services	X	X	X	X	X	X
Supervisor: Curriculum and Instructional Services	X	X	X	X	X	X
Lead STEM Instructional/Resource Teacher			X	X	X	X
Supervisor of Mathematics			X	X	X	X
Supervisor of Science			X	X	X	X
Selected school principal	X	X	X	X	X	X

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

1. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced	X		X	X	X	X

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Workshop for Advanced Placement Coordinators on the use of available data/systems to identify high achieving students and their placement into advanced coursework classes.			X	X	X	X
B. College Board Advanced Placement/International Baccalaureate Trainings for teachers and administrators			X	X	X	X
C. Advanced Placement/International Baccalaureate/ Dual Enrollment instructional materials			X	X	X	X
D. Vertical Teaming Training to help with the articulation between 6 – 12 grade teams on aligning curriculum, student skill development and student specific learning needs.				X	X	X
E. Offering of Advancement Via Individual Determination (AVID). courses in identified high schools.				X	X	X
F. Training and implementation of Lesson Study with advanced coursework teaching teams.				X	X	X
G. District wide marketing promotion plan targeting how students benefit from participating in advanced courses.			X	X	X	X
H. LEA will include reports comparing annual growth from 2009-2010 through 2013-2014 in International Baccalaureate, Advanced International Certificate of Education, dual enrollment or Advanced Placement courses.			X	X	X	X
I. Provide .2 allocations when class size guidelines threaten to cancel an advanced coursework offering				X	X	X
J. Full time Instructional Support staff member to help facilitate the implementation, monitoring and evaluation of activities.				X	X	X

DISTRICT SCHOOL BOARD OF PASCO COUNTY
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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		X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X		X	X	X	X
A. LEA will include reports comparing annual growth from 2009-2010 through 2013-2014 in the increase of STEM accelerated course offerings.	X		X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$320,400.00	\$0	\$0	\$124,400.00	\$98,000.00	\$98,000.00

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)*

- Trained staff.
- Increased student achievement on AP test scores will increase awarded funds.
- Increased student achievement will result in higher customer/community satisfaction and in turn increase community support for advanced coursework programs.

Supporting Narrative (optional):

Lead STEM Instructional/Resource Teacher - \$186,000.00

.2 allocations per school:
Anclote/Pasco/Hudson/Zephyrhills HS 2011 – 2013/2014: \$108,000.

Two day College Board Vertical Teaming Training:
Anclote/Pasco/Hudson/Zephyrhills HS 2011: \$26,400

The district’s only identified “lowest 5%” school, Ridgewood High School, will participate in the activities connected to this Work Plan. However, any funding required for RHS will come from School Improvement Grant funds. The activities at RHS will address all accelerated courses and not be limited to STEM.

Title and Page Number of Appendices for this Project (if applicable):
 APPENDIX C: (B)(3)5 - Increase Advanced STEM Coursework
 C-1 Number of 2009/2010 AP/IB/DE Courses by School

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – 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: Wendy Spriggs Title: Director, Instructional Media and Technology Services Phone #: 813-794-2451 E-mail Address: wspriggs@pasco.k12.fl.us</p>
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<p>Project Goal: The LEA will ensure that each school possesses the technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment.</p>

<p>Deliverable (minimum required evidence): 1. Readiness for computer-based testing (FCAT 2.0, End-of-Course Exams, Florida Assessments for Instruction in Reading) as certified through completion and submission of Florida’s online certification tool.</p>
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The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assistant Superintendent for CIS	X	X	X	X	X	X
Assistant Superintendent for Administration	X	X	X	X	X	X
Chief Financial Officer	X	X	X	X	X	X
Director, Instructional Media & Technology	X	X	X	X	X	X
Director of Finance	X	X	X	X	X	X
Director of Purchasing	X	X	X	X	X	X
Director of Research and Evaluation	X	X	X	X	X	X
Director of Information Services	X	X	X	X	X	X
Supervisor of Instructional Media & Tech	X	X	X	X	X	X
Supervisor of Research and Evaluation	X	X	X	X	X	X
Supervisor of Information Services	X	X	X	X	X	X

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

1. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Data from the Computer Based Testing (CBT) Readiness tool and a current computer inventory will be reviewed to identify areas of concern or gaps that need to be addressed to prepare for online testing	X	X				
B. Data from the computer inventory will be used to identify existing computers that will be upgraded with sufficient RAM to meet FAIR specifications. A schedule will be developed that prioritizes high schools,	X	X	X	X		

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

middle schools, then elementary schools.						
C. Data from the computer inventory and CBT readiness tool will be used to develop a computer purchase order to bring all high schools to a 4:1 student to modern computer ratio by the end of the 1 st semester	X					
D. Instructional Media and Technology will collaborate with technology specialists to deploy new computers in each school.	X	X	X	X	X	X
E. Data from the computer inventory and CBT readiness tool will be used to develop a computer purchase order to bring middle schools to a 4:1 student to modern computer ratio by the end of the 3 rd quarter	X	X				
F. A long-term plan will be developed to purchase and deploy sufficient computers in all schools to achieve and maintain a 4:1 student to modern computer ratio	X	X	X	X	X	X
G. Wireless capability will be upgraded to meet current needs, with high schools addressed by the end of the first semester and Middle Schools by the end of the year.	X	X	X	X	X	X
H. School-based testing coordinators and instructional technology specialists will collaboratively develop a plan for administering a trial run 1 st and 2 nd semester	X	X				
I. The district CBT readiness tool will be adjusted quarterly to reflect up-to-date information	X	X	X	X	X	X
J. Bandwidth capacity will be analyzed regularly to ensure sufficiency for successful CBT administration	X	X	X	X	X	X
K. Explore collaboration with other districts to submit RFP for select item development				X		
L. Explore software platform to house items					X	
M. Develop software platform to house items						X
N. Finalize platform to provide items					X	X
O. Explore ways to increase parent access to testing platform						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Wireless Upgrade	\$400,000.00	\$0	\$275,00.00	\$0	\$0	\$0
RAM Upgrades	\$65,240.00	\$51,260.00	\$0	\$0	\$0	\$0
Computer purchases	\$380,250.00	\$380,250.00	\$0	\$0	\$0	\$0
Software (testing platform)	\$0	\$0	\$0	\$20,000.00	\$0	\$0
TOTAL:	\$845,490.00	\$431,510.00	\$275,000.00	\$20,000.00	\$0	\$0
\$1,572,000.00						

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Sustainability Factors: A four-year plan has been developed that includes the purchase and deployment of new computers, and upgrading existing computers with adequate RAM, when cost effective, in order to bring all schools to a 4:1 modern student computer ratio. This will ensure that all schools have sufficient hardware to provide access to strategic tools for improved classroom instruction and computer based assessment. To further support a flexible model of teaching and learning as well as computer based testing, the wireless infrastructure at each school will be upgraded with the purchase and installation of 802.11n wireless base stations. RTTT funds identified above will address identified needs in secondary schools, with \$760,500 being spent on new computers, \$675,000 to upgrade to 802.11n wireless infrastructure, and \$116,500 to upgrade the RAM in existing computers. The identified RTTT funds will be combined with \$3,000,000 in capital outlay over the next five years to complete this project system-wide. Once the initial objectives have been achieved, funding for maintenance of the 4:1 modern student computer ratio and sufficient wireless infrastructure will be identified as part of the annual budget process. Instructional Technology Specialists are assigned to each school in the district to facilitate improved access to technology for teaching and learning, as well as support for computer-based assessment.

Supporting Narrative (optional):

The district has conducted a system-wide asset inventory, including all computers and other instructional technology, in order to assess the status of all schools in preparing for computer-based testing, including End-of-Course Exams, FAIR, as well as CORE-K12 currently being used for benchmark testing. While the Computer-Based Assessment Certification Tool only identified a 16% deficiency in Pasco secondary schools, the majority of computers in the secondary schools do not currently meet the minimum specifications for the Florida Assessment in Reading, which has been identified as the Pasco model for “modern student computer”. Nor will the current wireless infrastructure in most secondary schools adequately support online testing, as well as the flexibility needed for teaching and learning in the 21st century. Therefore, the initial stages of this project, funded through this grant, have targeted secondary schools, which have to support FCAT Math, End of Course exams, and the Florida Assessment In Reading. In addition to developing capacity for computer based assessment, the district is committed to providing improved access to technology, which will allow teachers and students to have sufficient access to information communication technology tools for teaching and learning, and this project will help to achieve that goal.

A multi-level technology professional development plan has also been developed to build capacity within the district to ensure that teachers integrate technology into their curriculum, instruction, and assessment, so that students have adequate opportunities to use technology tools to gain the skills needed to access, evaluate, and use information, as well as effective use of creative communication tools.

The district will explore working with other districts to submit an RFP to the state to develop items for one or more of the non-FCAT tested content areas. The district will use the state-provided assessments and the state-provided value added formula to develop its pay for performance system. An R&E supervisor will work closely with the state to ensure that the process is implemented with validity. This R&E supervisor will also be responsible for evaluating the RTTT2 district process.

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

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Work Plan Table

Project/MOU Criterion: Improve Access to State Data – (C)(2) REVISED 12/10/10

Please indicate one LEA point of contact for this Project.
Name: Ken Brown
Title: Supervisor
Phone #: (813) 794-2913
E-mail Address: kwbrown@pasco.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supervisor of Information Services	X	X	X	X	X	X
Supervisor of Information Services	X	X	X	X	X	X
Programmer			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.

DISTRICT SCHOOL BOARD OF PASCO COUNTY

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

1. Deliverable (required): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X

2. Deliverable (required): Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X		
A. Provide feedback to the Department.			X	X		
B. Prepare technical environment.			X	X		
C. Complete and submit Single Sign-on Integrations Readiness Certification to the Department.				X		

3. Deliverable (required): Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
A. Analyze DOE single sign on technical requirements				X		
B. Research, evaluate, and purchase enterprise-level Identity Management system to provide single sign-on capability				X		
C. Implement single sign-on system and integrate with State and local systems				X	X	
D. Integrate single sign-on capability with additional systems identified by the state and other locally developed/purchased systems.				X	X	X

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4. Deliverable (required): For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
A. Incorporate state data downloads into Local Instructional Improvement System (LIIS).				X	X	X
B. Provide reports of dates of most recent Department downloads per Department report template.				X	X	X

Project Budget Summary: \$ 220,748.60	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 0	\$ 0	\$ 58,937.15	\$ 51,437.15	\$ 51,437.15	\$ 58,937.15

Sustainability Factors

One of the goals of the District School Board of Pasco County Information Services (IS) Department is to provide accurate and timely data for good decision making for all district, school, and community end users. To this end, the IS Department provides data to other applications in the system such as Palm Scheduler, Palm Demographics, Cayan, Core K-12, Pasco Star, and Avatar, to name a few. The IS Department also hosts the eSembler application, which is the district’s electronic teacher attendance and grade book application, as well as the portal for parents to access their students’ information.

Next year, two of our schools will be piloting “cloud computing” for the first time as the District moves to increase capacity for centralized storage, memory, processing and bandwidth.

The integration of the RTTT SSO application into the District’s system supports present efforts that focus on reducing costs of IT hardware, software, and services while improving availability and scalability, all of which will be maintained by the District beyond the years of the grant funding.

Supporting Narrative (optional):
A programmer will be hired to maintain the Single sign-on application for the District. Also, a new server will be purchased to house the interface to the Single sign-on application with a replacement cycle of every four years.

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

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
Work Plan Table

Project/MOU Criteria: Use Data to Improve Instruction – (C)(3)(i) and (iii) REVISED 12/10/10

Please indicate one LEA point of contact for this Project.
Name: Peggy Jones
Title: Director, Research and Evaluation Services Department
Phone #: 813-794-2343
E-mail Address: pejones@pasco.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Research and Evaluation Director	X	X	X	X	X	X
Research and Evaluation Supervisor (Test Coordinator)	X	X	X	X	X	X
Research and Evaluation Supervisor (Test Development; Benchmark assessment platform)	X	X	X	X	X	X
Information Services Director			X	X	X	X
Information Services Supervisor			X	X	X	X
Instructional Media and Technology Director	X	X	X	X	X	X

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Instructional Media and Technology Supervisor	X	X	X	X	X	X
Research and Evaluation Instructional Technology Specialist	X	X	X			
Research and Evaluation Programmer (1.0)				X	X	X
Research and Evaluation Supervisor (Performance pay)				X	X	X
Regional Coaches (PS/RTI; Data)				X	X	X

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

1. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. For local instructional improvement systems, provide a report that includes the following: <ul style="list-style-type: none"> a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system 	X			X	X	X

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Examine the current Pasco STAR platform standards to determine the alignment to the State’s published minimum standards			X	X		
B. Convene a work group to formulate a comprehensive plan for the delivery of professional development on how to access local instructional improvement and state level data systems for the purpose of improving instruction (See (D)(5), Deliverable 1, Activity R).				X		

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2.The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Data will be used to identify infrastructure needs			X	X	X	X
B. The district will participate in state sponsored surveys.	X	X				
C. Research and Evaluation supervisor/test coordinator will be the contact for all state assessments (ph: 813-794-2343).	X	X	X	X	X	X

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Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. The Instructional Services Director or the Research and Evaluation Director (depending on State request) will be the contact for data requests.	X	X	X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
R&E supervisor (pay for performance)	\$0	\$0	\$0	\$80,000.00	\$80,000.00	\$80,000.00
Total \$240,000.00	\$0	\$0	\$0	\$80,000.00	\$80,000.00	\$80,000.00

Sustainability Factors:
 The software to house the items will ensure that the items remain available to district staff. The addition of a programmer (funded with Title II-A, Title I and IDEA) will provide the knowledge to maintain the software and provide future enhancements (test items and Pasco STAR). Regional coaches will support school teams to build capacity district-wide (see (D)(5), Deliverable 3. Supporting Activity D)

Pasco has created a data warehouse to allow district and school staff to access to student data that include summative and formative measures, attendance, discipline, course grades, GPA, etc. Schools use the data when discussing student needs including conversations around the Early Warning System. The warehouse, Pasco STAR, is an in-house system that is responsive to user needs (a complete overhaul is being released SY2011 allowing even more flexibility and includes a wider range of student data necessary for the scale up of PS/RtI). The district has provided parent accessed to the online grade system, eSember and will explore the options for opening the data warehouse and testing platform to parents.

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Supporting Narrative (optional):

Pasco is working to develop a system that puts data immediately in the hands of each stakeholder. One component is to develop as few platforms and logins as possible. To this end, the district is exploring the single sign on so that once a stakeholder logs in to the portal, all appropriate access is available to that user.

A secondary component is to provide a single platform for data access and assessment administration. The district has customized a data warehouse, Pasco STAR, which serves as the data access for all staff. The district will explore ways to permit access to parents. As the district scales up the implementation of PS/RtI, Pasco STAR has been overhauled to allow even more types of data (e.g., discipline, attendance, etc.). Further, the district has created benchmark assessments for students in grades 2-11 in mathematics and science aligned to the NGSSS. These assessments can be administered online for immediate results to the student and teacher for informed instructional decisions. The district is adding other assessments to the platform so students and teachers will have all assessments in a single place. Further, all district assessment results will be imported in Pasco STAR. The assessment platform allows teachers to create assessments from a bank of items or by developing their own. The district will develop a platform that is within the data warehouse to provide direct access to assessments and the assessment data. Software costs are included in the RTTT budget (see (B)(3)6 Project Budget) to implement this feature as an enhancement to Pasco STAR and to further support the single sign-on portal.

These strategies reflect the district’s commitment to work together efficiently to help students reach their highest potential. The use of data to drive instructional decisions will result in more effective instructional planning and increased student achievement helping the district to achieve an increase in the percentage of incoming freshmen cohort who graduate from high school, go to college, and complete at least one year’s worth of college credit, to cut the district achievement gap by half by 2015, and to increase the percentage of student scoring at or above proficient by 2015.

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

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RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Renee Sedlack, Ed.D
Title: Director of Human Resources
Phone #: 813-794-2355
E-mail Address: rsedlack@pasco.k12.fl.us

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Staff Development	X	X	X	X	X	X
Director of Human Resources	X	X	X	X	X	X
USEP Representatives	X	X	X	X	X	X
School Based Administrators	X	X	X	X	X	X
College and University Representatives	X	X	X	X	X	X
District ACP Contact	X	X	X	X	X	X

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

1. Deliverable (required): Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. The Department of Human Resources will collaborate with local colleges and	X	X	X	X	X	X

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universities and online institutions to recruit and place students in their final internships with emphasis on STEM areas. Universities include: Florida State University, Nova, Pasco-Hernando Community College, St. Leo, St. Pete College, Southeastern University, Trinity College, University of Central Florida, University of Tampa, University of South Florida, Western Governor’s University, University of Phoenix, Argosy University.						
B. The District will also prioritize the placement of interns in schools identified as needing improvement.	X		X	X	X	X
C. The District will work with university and college representatives to develop criteria for identifying qualified supervising teachers.			X	X	X	X
D. The Department of Human Resources and the Department of Staff Development will train supervising teachers who meet identified criteria.				X	X	X
E. The Assistant Superintendent for Curriculum and Instructional Services and the Director of Human Resources will collaborate with St. Pete College as members of the advisory board.	X	X	X	X	X	X

2. Deliverable (required): Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X		X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Review and update clinical educator database of trained teachers.			X	X	X	X
B. Identify underrepresented subject areas and recruit potential supervising teachers who meet the required criteria.			X	X	X	X
C. Schedule Clinical Education training based on the needs of the District.			X	X	X	X
D. Maintain and update a District database of National Board of Professional Teaching Standards certified teachers to identify potential supervising teachers.			X	X	X	X
E. Survey mentees on the effectiveness of their mentorship program.			X	X	X	X

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3. Deliverable (required): Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Analysis of mentorship program survey and individual effectiveness results; review of data reported to FLDOE.				X		
B. Targets set for effectiveness of selected supervisors and mentors.				X		
C. Based on current targets, make adjustments based on data analysis and set targets for effectiveness levels for newly assigned/hired supervisors and mentors.					X	

4. Deliverable (required): Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Inform principals and assistant principals on qualifications for selecting and assigning intern supervisors and peer mentors.				X	X	X
B. Disseminate to schools the process for collecting data from school sites on assignment of effective intern supervisors and peer mentors.				X		
C. Meet with IS to establish internal process to review and report accurate data on mentors and cooperating teachers.				X		

5. Deliverable (required): Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Surveys given to Alternative Certification Program completers regarding effectiveness of assigned mentors.				X	X	X
B. Review results of surveys and include in analysis for DPEP (District Program						

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

Evaluation Plan).				X	X	X
C. Survey results and performance appraisals of the program completers will inform the assignment of peer mentors.					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: Due to the limited financial impact of implementing this project, the District will be able to continue to implement these deliverables after the Race to the Top funding period has ended, as no Race to the Top dollars are being allocated for this project. The annual costs of teacher and principal clinical educator trainings will be funded in part by District funds and will be supplemented using Title IIA funds.

Supporting Narrative (optional):
 The District will improve the support of candidates in teacher preparation programs by collaborating with local colleges and universities as well as online institutions in assigning effective personnel as mentors and supervising teachers. Mentor and supervising teachers will meet requirements for the assignment by their training, experience and effectiveness as determined by their annual evaluations. In addition, a plan will be developed for determining qualifications for selecting effective administrators as mentors for principal leadership candidates. The plan will include a measure for determining the effectiveness of both teacher and principal mentors. Results of performance appraisals will determine selection of supervising teachers and principals.

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

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
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: Renee Sedlack, Ed.D.
Title: Director of Human Resources
Phone #: 727-774-2355
E-mail Address: rsedlack@pasco.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Employee Relations	X	X	X	X	X	X
Director of Human Resources	X	X	X	X	X	X
Director of Leadership Development	X	X	X	X	X	X
Director of Staff Development	X	X	X	X	X	X
USEP Representatives	X	X	X	X	X	X
School Based Administrators	X	X	X	X	X	X
District Content Administrators	X	X	X	X	X	X

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

1. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii).			No later than May 1			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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A. Establish an assessment writing and revision team that will develop a teacher appraisal system that meets the above requirements and timelines.	X	X	X	X	X	X
B. Research best practices and collect samples of other teacher assessment instruments.	X	X				
C. Meet with the work group as needed to implement a new teacher assessment process.	X	X	X			
D. Develop a teacher appraisal system that is based on the state deliverable for measurement of academic gain (see also (D)(5), Deliverable 3, Activity A), the core effective teaching practices, the requirements of F.S. 1012.34, and a comprehensive range of ratings to include effective and highly effective ratings.			X			
E. Utilize the teacher appraisal system to support District, school, and individual improvement/professional development plans.				X	X	X
F. District will apply value added measures of teacher level student growth in the assessment calculations.				X	X	X
G. Workgroup will define career milestone event and at least one additional metric to include in revised teacher appraisal system for teachers approaching career milestone.	X	X	X			
H. Train all impacted employees on the new appraisal system.				X	X	X
I. Participate in collective bargaining each year relative to any mandatory subjects of collective bargaining appropriate to this project.	X	X	X	X	X	X

2. Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
A. The RTTT Steering Committee will establish and revise the timetable for implementation of the teacher evaluation system.	X	X	X	X	X	X

3. Deliverable (required): A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Establish an assessment writing and revision team that will develop a principal appraisal system that meets the above requirements and timelines.	X	X	X	X	X	X
B. Research best practices and collect samples of other principal assessment instruments.	X	X				
C. Meet with the work group as needed to implement a new principal assessment process.	X	X	X			
D. Develop a principal appraisal system that incorporates student growth measures, leadership standards, emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, removing ineffective teachers, and include a comprehensive range of ratings to include effective and highly effective ratings.			X			
E. Utilize the principal appraisal system to support District, school, and individual improvement/professional development plans.				X	X	X
F. District will apply value added measures of school level student growth in the assessment calculations.				X	X	X
H. Train all impacted employees on the new appraisal system.				X	X	X

4. Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. The RTTT Steering Committee will establish and revise the timetable for implementation of the principal evaluation system.	X	X	X	X	X	X

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

Deliverable (required): 5. Annually, report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
A. Report evaluation results for teachers and principals based on current evaluation system.			X			
B. Modify existing evaluation reporting fields to reflect new evaluation ratings developed for the 2011/2012 school year and beyond.				X	X	X

6. Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
A. The assessment writing team will collect and analyze evaluation results, and create a report for the RTTT Steering Committee, which will include suggested revisions.				X	X	X
B. The assessment writing team will submit revisions each year as directed by the RTTT Steering Committee.				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: Due to the limited financial impact of implementing this project, the District will be able to continue to implement these deliverables after the Race to the Top funding period has ended, as no Race to the Top dollars are being allocated for this project.

Supporting Narrative (optional):
 The District School Board of Pasco County will develop a teacher and principal assessment system that reflects the inclusion of an implementation process for each of the content and design requirements listed in s.1012.34, F.S. and the MOU in (D)(2)(i)-(iii). During the 2010-2011 school year we will develop a teacher assessment system based on the state deliverable for measurement of academic gain and the core effective teaching standards, negotiating any components that require negotiations. The principal assessment system will be developed and mirror the teacher system deadlines and implementation timelines during 2011-2012 school year. We will annually report evaluation results for teachers and principals through regular student and staff surveys. We will submit any needed revisions, as needed.

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

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – 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. REVISED 12/10/10

Please indicate one LEA point of contact for this Project.
Name: Renee Sedlack, Ed. D.
Title: Director of Human Resources
Phone #: 813-794-2355
E-mail Address: rsedlack@pasco.k12.fl.us

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Human Resources	X	X	X	X	X	X
Director of Employee Relations	X	X	X	X	X	X
Director of Leadership Development	X	X	X	X	X	X
Director of Information Services	X	X	X	X	X	X
USEP Representatives	X	X	X	X	X	X
School Based Administrators	X	X	X	X	X	X
District Compensation Specialist	X	X	X	X	X	X
Director of Finance	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.

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

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
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Report evaluation results for teachers and principals based on current evaluation system.			X			
B. Modify existing evaluation reporting fields to reflect new evaluation ratings developed for the 2011/2012 school year and beyond.				X	X	X
C. The District will assemble a teacher workgroup/bargaining team to develop and negotiate a compensation system that meets the requirements of the MOU.		X	X	X	X	X
D. Teacher workgroup will seek input from all stakeholders and will meet, as required, to develop a compensation system for teachers and principals.		X	X	X	X	X
E. Teacher workgroup will evaluate current salary schedules and develop an alternative compensation system that ties the most significant gains in salary to effectiveness based on the state deliverable for measurement of academic gain/student growth and determined by annual evaluations. The evaluation system will include differentiated pay as required by F.S. 1012.22, and will include promotional opportunities for teachers to remain in the classroom.		X	X	X	X	X
F. A principal workgroup will be formed to focus on developing a compensation system for principals. This workgroup will also seek input from all stakeholders and will meet, as required, to develop a compensation system that will tie the most significant gains in salary to effectiveness as based on the state deliverable for measurement of academic gain/student growth and demonstrated by annual evaluations.		X	X	X	X	X
G. Pilot the alternative compensation system at selected schools (see Supporting Narrative) , increasing the number of participating schools. By 2013/2014, the				X	X	X

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

alternative compensation system will be available to all schools. The District’s current plan is to allow existing teachers to opt-in to the alternative compensation system. New teachers to the District will be placed on the alternative salary schedule.						
H. Participate in collective bargaining each year relative to any mandatory subjects of collective bargaining appropriate to this project.		X	X	X	X	X
I. District will develop and annually submit salary schedules that reflect the use of evaluation results.				X	X	X

2. Deliverable (required): Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X				
A. The District will assemble a workgroup to develop and revise the plan/processes needed to make the human capital decisions required by the MOU.		X	X	X		
B. Work collaboratively with key stakeholders to create and implement a process to use evaluation data to drive the assignment and placement of teachers and principals.		X	X	X		
B. Participate in collective bargaining relative to any mandatory subjects of collective bargaining appropriate to this project.		X	X	X	X	X

3. Deliverable (required): Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district’s schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
A. The District will assemble a workgroup to develop and revise the plan/processes		X	X	X	X	X

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

needed to make the human capital decisions required by the MOU.						
B. District will review teacher and principal evaluation results to identify high performing teachers and principals.				X	X	X
C. District will examine data to identify schools in need of improvement.				X	X	X
D. District leadership will develop a staffing plan to realign human resources to better meet the needs of students at low performing schools. This plan will include the provisions needed to assign and/or transfers teachers and principals.				X	X	X
B. Participate in collective bargaining relative to any mandatory subjects of collective bargaining appropriate to this project.		X	X	X	X	X

4. Deliverable (required): Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
A. Participate in collective bargaining relative to any mandatory subjects of collective bargaining appropriate to this project, including the use of the teacher evaluation system to make informed human capital decisions as required by the MOU.		X	X	X	X	X
B. The negotiated collective bargaining agreements and required supporting documentation will be submitted annually as required.		X	X	X	X	X

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	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
A. The District will assemble a workgroup to develop and revise the plan/processes needed to make and document the human		X	X	X	X	X

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

capital decisions required by the MOU.						
B. Administrators will be trained and held accountable for utilizing evaluation results for teachers and principals in human capital decisions.				X	X	X
C. Participate in collective bargaining relative to any mandatory subjects of collective bargaining appropriate to this project.		X	X	X	X	X

6. Deliverable (required): Report all bonuses and salary augmentations by teacher through the regularly scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
A. Modify existing reporting fields to include required salary components listed in the MOU and report as required.			X	X	X	X

7. Deliverable (required): Annually report terminations through the regularly scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
A. Utilize existing reporting fields to indicate employee terminations.			X	X	X	X
B. Review and revise existing reporting fields to ensure accuracy of employee termination data.			X	X	X	X

8. Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly scheduled student and staff surveys.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
A. Review and revise existing reporting fields to ensure accuracy of teacher and principal assignment data.			X	X	X	X
B. Submit reports and updates as necessary through regularly scheduled student and staff surveys.			X	X	X	X

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$0	\$150,000.00	\$1,050,000.00	\$2,800,000.00

Sustainability Factors: Employee compensation systems and performance pay components will be designed to allow for continuation with other funding sources. Due to the limited financial impact of implementing the non-compensation deliverables associated with this project, the District will be able to continue these deliverables after Race to the Top funds have been exhausted.

Supporting Narrative (optional):

The District intends to utilize almost half of its Race to the Top funds to support a new compensation system that includes a pay for performance component. In addition to Race to the Top funds, the District also intends to utilize School Improvement Grant funds in years one, two, and three. The District also expects to utilize general operating dollars for this project in year four and beyond.

The District currently envisions creating an alternative salary schedule where increases to teacher and principal compensation are based on evaluation results rather than years of service. Existing employees would be permitted to choose to remain on the existing salary schedule or move to the newly created alternative salary schedule. All new employees would be placed on the newly created alternative salary schedule. The utilization of the alternative salary schedules will allow the District to transfer money that would ordinarily be utilized for year-of-service-based salary increases and use it for performance-based salary increases as specified in the Race to the Top MOU, thus enabling the District to assume financial responsibility for the alternative salary schedules after grant funds have been expended.

Because many of the items associated with this project impact the wages, hours, and terms/conditions of bargaining unit employees, union involvement and agreement will be essential. While no collective bargaining has occurred as of yet, the District has discussed the idea of a gradual roll out of the deliverables associated with this project.

In the initial planning year, 2010/2011, any agreed upon components would be focused on our “lowest 5%” school, Ridgewood High School. Funding for any of the deliverables associated with this project, currently estimated at \$150,000 per school per year, would come exclusively from the School Improvement Grant for Ridgewood High School for this year.

In the second year of the grant, the District intends to add an additional school, Anclote High School, into the implementation plan. This would require \$150,000 of Race to the Top funds to be used for Anclote High School, and \$300,000 (an additional \$150,000) of School Improvement Grant funds for Ridgewood High School.

In the third year of the grant, the District intends to add five additional schools, to be determined at a later date. Adding these additional schools would mean the District would be expending \$1,050,000 (\$300,000 for Anclote High School, and \$150,000 for each of the other five schools) of Race to the Top funds, and \$450,000 of School Improvement Grant funds in this third year.

The District would then work toward implementation at all schools for the final year of the grant, using the remaining \$2,800,000 of Race to the Top funds, supplemented with the District operating funds needed to support full implementation. Beyond this year, operating funds will be expended to support the continuation of performance-based compensation increases for teachers covered by the alternative compensation systems.

The District also intends to engage the union relative to the non-compensation, human capital decision requirements associated with this project during the planning year, and would utilize the same roll out schedule identified for the compensation and performance pay systems.

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

DISTRICT SCHOOL BOARD OF PASCO COUNTY
RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
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). REVISED 12/10/10

Please indicate one LEA point of contact for this Project.
Name: Aimee Boltze
Title: Supervisor of Staff Development
Phone #: 813-794-2796
E-mail Address: aboltze@pasco.k12.fl.us

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Staff Development	X	X	X	X	X	X
Director of Human Resources	X	X	X	X	X	X
Supervisor of Curriculum and Instructional Services	X	X	X	X	X	X
Director of Employee Relations	X	X	X	X	X	X
Director of Leadership Development	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.

DISTRICT SCHOOL BOARD OF PASCO COUNTY

RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

1. Deliverable (required): A revised district professional development system that meets the requirements of <i>Florida's Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. The District will create a Professional Development Steering Committee to revise the District professional development system to meet the Florida Protocol Standards.			X			
B. District Department personnel will develop Training Expectation Forms outlining the planning, learning, implementation, and evaluation of professional learning provided throughout the District.	X	X	X	X	X	X
C. A Master Inservice Plan will be approved by the School Board and submitted to the state annually.				X	X	X
D. A revision will be made to the Individual Professional Development Plan to include Florida Protocol Standards.	X					
E. The District's professional learning supports implementing state-adopted content standards for student outcomes.			X	X	X	X
F. The District will provide professional learning focusing on developing content knowledge in the common core state standards. (Checklist #1)			X	X	X	X
G. The District will provide professional learning focusing on the transition from NGSSS to common core state standards. (Checklist #2)			X	X	X	X
H. The District creates and provides professional learning in the area of differentiated instruction. (Checklist #3)	X	X	X	X	X	X
I. The District provides professional learning in the area of instructional best practices that target high-needs students identified through RtI. (Checklist #9)	X	X	X	X	X	X
J. The District creates and provides professional learning in the area of formative and summative assessments. (Checklist #4)	X	X	X	X	X	X
K. The District creates and provides professional learning in the area of lesson	X	X	X	X	X	X

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study and implements the process first at school identified in the lowest 5% (see (B)(3)1) and Appendix A-2), second at targeted lowest performing pilot schools, and third at remaining schools (See Sustainability Factors).						
L. The District will provide lesson study as the structure to use during common planning time o focus on teaching and learning improvements. (Checklist #5)			X	X	X	X
M. The District creates and provides professional learning on the use of data systems involving assessment information on student learning to target high-needs students. (Checklist #6)	X	X	X	X	X	X
N. Teachers utilize student learning data to formulate goals for IPDPs. (Checklist #7)				X	X	X
O. Principals utilize student learning data to formulate goals for ILPDPs. (Checklist #7)				X	X	X
P. The District provides mentoring/coaching for all educators to ensure high-fidelity classroom implementation of professional learning. (Checklist #8)	X	X	X	X	X	X
Q. The District provides administrators and other school leaders with professional learning to improve instructional and assessment practices. (Checklist #10)	X	X	X	X	X	X
R. The District provides administrators with professional learning on the use of lesson study.			X	X	X	X

2. Deliverable (required): A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. June-July Analysis of disaggregated student achievement by content area and skills.			X	X	X	X
B. August-September Align professional learning with data, Florida Protocol Standards, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, DSBPC Strategic Plan, etc.				X	X	X
C. September-May Develop and complete IPDPs and ILPDPs.				X	X	X
D. July-May Deliver professional learning focused				X	X	X

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primarily on developing content knowledge. Perform evaluation of professional learning programs.						
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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		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
A. The District will develop a system to ensure that employee evaluations, primarily based on the state deliverable for measurement of academic gain, are used to inform professional development plans for teachers and principals. (See also D(2), Deliverable 1, D)				X		
B. The District will utilize the evaluation system to inform professional development plans for teachers and principals.					X	X
C. Convene a workgroup to identify a comprehensive plan to deliver professional development to teachers and administrators on how to access data systems for the purpose of improving instruction. (Checklist #11)						X
D. Hire regional coaches to support schools in their continued scaled up use of data to inform instruction, PS/RtI, and implementation of Lesson Study.				X	X	X

4. Deliverable (required): A component of the district’s professional development system reflecting a revised process for evaluating the district’s professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
A. Establish a workgroup to evaluate the District’s professional development in accordance with Protocol Standards and the MOU.				X		
B. The District will establish a workgroup to evaluate the District’s professional development in accordance with Protocol Standards and the MOU.			X			

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C. The District evaluates at least 10% of the professional learning to identify the level of high-fidelity implementation in the workplace.			X	X	X	X
D. The District evaluates teacher implementation of professional learning.			X	X	X	X
E. The District evaluates student achievement based on implementation of professional learning by teachers.			X	X	X	X

5. Deliverable (required): A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
A. May-June The District will convene a committee to identify the 10% of the district-based professional learning that will be evaluated for the upcoming year.				X	X	X
B. July-August The District will collect samples of IPDPs to evaluate the success of the professional learning on student achievement.				X	X	X
C. September-April The District will collect evidence of evaluation for identified 10% of professional learning.				X	X	X
D. May-June The District will create a report to identify evaluation results for professional learning and make recommendations for continued professional learning offerings.				X	X	X

6. Deliverable (required): Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
A. Establish a work group to review the District's professional development plan.						
B. Annually report evaluation results of the professional development for teachers and principals.				X	X	X
C. The District reviews/reports evaluation data as part of the needs assessment process for the next year's professional learning				X	X	X

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planning.						
D. The District will annually report evaluation results of the professional development for teachers and principals.				X	X	X

7. Deliverable (required): Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Annually submit revisions to the professional development system to FDOE.				X	X	X
B. The School Board annually reviews/approves the District professional learning plan.				X	X	X
C. The District annually submits revisions to the professional development system to the FLDOE.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Substitute Coverage for Teachers Participating in Lesson Study Professional Learning		\$3,000.00	\$3,000.00	\$84,000.00	\$39,102.00	\$10,000.00
Regional Coaches (PS/RtI; Data Coaches)				\$500,000.00	\$500,000.00	\$500,000.00
Total \$1,685,086.00	\$0	\$3,000.00	\$3,000.00	\$584,000.00	\$569,760.00	\$525,326.00

Sustainability Factors: *Due to the limited financial impact of implementing this project, the District will continue to provide funding for the majority of the required deliverables. The District will provide professional learning related to lesson study at Ridgewood High School in the 2010-2011 school year that will be funded through RTTT grant funds. In the 2011-2012 school year, the District will pilot lesson study targeted for 2 lowest performing elementary schools, 2 lowest performing middle schools, and 3 lowest performing high schools utilizing funds from the RTTT grant. In the years 2012-2013 and 2013-2014, the District will continue professional learning related to lesson study by providing a “training of trainers” structure to allow remaining schools to send personnel to become facilitators for their school site. RTTT grant funds will be utilized for this process with additional District funds being provided for sustainability after the grant.*

Supporting Narrative (optional): The District will provide a professional development system that meets the requirements of the Florida Protocol Standards for Professional Development. A workgroup will be established to evaluate the District’s professional development system in accordance with the Protocol Standards with revisions

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provided to the state on an annual basis. Utilization of a Training Expectation Form will provide further evidence of evaluation by providing an outline of each training which will include planning, learning, implementing, and evaluating as stated in the Protocol Standards. A Master Inservice Plan will be submitted annually, to the State, to identify changes in professional development activities as a result of evaluating the District’s professional development system. The District will develop a system to ensure that employee evaluations, primarily based on student performance, are used to inform professional development plans for teachers and principals, in turn providing the District with additional means of evaluating effective professional development opportunities. An assessments and data warehouse (noted in section (C)(3)(i) and (iii)), will be used to make instructional decisions for each student using the problem-solving framework. As schools embark on this endeavor, the use of a coach to work with individual schools for the early years is essential. Therefore, the district will hire coaches to support PS/RtI and the use of the assessment data in lesson study implementation. These coaches will be district-based, working with regional school feeder patterns. The District will also provide professional learning for each teacher/administrator in the area of lesson study beginning with our lowest 5% schools and expanding to include 8 pilot schools. Gradually the District will include all remaining schools through a training of trainers model.

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

See Appendix page A-2: Schedule for Lesson Study at RHS

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RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – 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)	Section (D)(5), Deliverable 1-F p. 50
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)	Section (D)(5), Deliverable 1-G p. 50
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Section (D)(5), Deliverable 1-H p. 50
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)	Section (D)(5), Deliverable 1-J p. 50
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)	Section (D)(5), Deliverable 1-L p. 51
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)	Section (D)(5), Deliverable 1-M p. 51
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)	Section (D)(5), Deliverable 1-N&O p. 51
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)	Section (D)(5), Deliverable 1-P p. 51
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	Section (D)(5), Deliverable 1-I p. 50
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)	Section (D)(5), Deliverable 1-Q p. 51
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)	Section (D)(5), Deliverable 1-R p. 51 Section (C)(3)(i) and (iii), Deliverable 1-B p. 32
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].	Section (E)(2)1.-2., Deliverable 2-D p. 58

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RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
Work Plan Table

Project/MOU Criteria: Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2.

Note: This Work Plan Table is applicable only to LEAs with a persistently lowest-achieving school.

<p>Please indicate one LEA point of contact for this Project. Name: Michael Cloyd Title: Supervisor of Curriculum and Instructional Services Phone #: (813) 794-2318 E-mail Address: mcloyd@pasco.k12.fl.us</p>
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<p>Project Goal: LEAs will select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. LEAs with more than nine persistently lowest-achieving schools will not select the transformation model option for more than one-half of the schools. All actions must be in accordance with Differentiated Accountability.</p>
<p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 1. LEA will select School Intervention Model from list of four options (see Appendix A of MOU). 2. LEA will provide documentation that supports the selection of the intervention model to include: <ul style="list-style-type: none"> - Teacher performance data regarding student learning gains in reading and mathematics. - Documentation that reflects the placement of the Principal and his/her record of “turn around” success. - Documentation relating to staff turnover/replacement.
<p><i>Note: Please attach relevant parts of your School Improvement Grant in the Final Scope of Work Appendix.</i></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			
James Davis, District Turnaround Leader and Assistant Superintendent for High, Adult, and Alternative Schools	X	X	X	X	X	X
Andrew Frelick, Principal of Ridgewood High School (RHS)	X	X	X	X	X	X
Supervisors of Curriculum and Instructional Services	X	X	X	X	X	X
Director of Human Resources	X			X	X	X
Director of Research and Evaluation	X			X	X	X

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

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

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RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

for the School Improvement Grant for RHS, the district met with key stakeholders and determined that the transformation model was most appropriate for RHS.						
B. Collective Bargaining regarding the impact of the School Improvement Grant	X	X	X	X	X	X

2. Deliverable (required): LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
<ul style="list-style-type: none"> Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. Documentation relating to staff turnover/replacement. Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. 	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter	2011/12	2012/13	2013/14
A. The Director of Research and Evaluation will provide the data requested on student achievement.	X			X	X	X
B. The Director of Human Resources will provide the data requested on staff turnover/replacement.	X			X	X	X
C. The entire administrative team at RHS has been replaced within the past 15 months. The new principal’s qualifications are described in the narrative portion of this work plan.			X	X	X	X
D. Leadership personnel from RHS will take part in a Leadership Academy (See (D)(5), including (B)(3)(2). and 3.,	X	X	X			

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RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

(C)(3)(ii), Checklist for Professional Development)						
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Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$0	\$0	\$0	\$0

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends).* The changes in LEA systems, programs, evaluation instruments, and course offerings will remain in place after this funding ends. The LEA will absorb ongoing costs associated with this section of the grant.

Supporting Narrative (optional): Existing employees and departments will compile the data requested above, so no budget requests accompany this section. The LEA plans regular meetings with the union (approximately monthly) to monitor the implementation of the transformation model identified in the School Improvement Grant for Ridgewood High School. The superintendent replaced the principal of Ridgewood High School (RHS) shortly before the start of the 2009-2010 school year. The new RHS principal, Andrew Frelick, is an experienced principal with knowledge of middle schools and high schools. His middle school principal experience will help with developing the program supporting transition of students from middle school to high school. After his middle school principalship, Mr. Frelick was the principal responsible for opening a new high school in the district, thereby giving him the experience of establishing a culture and climate supportive of student learning. That high school earned school grades of B and C until the year of his transfer to RHS. More impressive than his previous experience is what he has done at RHS since being transferred there. During his first year at RHS, he initiated an instructional review with his RtI leadership team. The team compiled data and identified three areas on which to focus: the instructional routine, professional learning communities, and the learning environment/student engagement. Mr. Frelick’s strong performance in his first year at RHS warrants continuing his leadership to turn RHS around, as is evidenced by the following gains in student achievement: increased percentage of students meeting high standards in reading, grade 9 up 5% and grade 10 up 2%; increased percentage of students meeting high standards in math, grade 9 up 1% and grade 10 up 4%; and increased percentages of students making learning gains in reading, grade 9 up 7% and grade 10 up 1%.

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

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RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
Work Plan Table

Project/MOU Criterion: Implement Proven Programs for School Improvement – (E)(2)3.

Note: This Work Plan Table is applicable only to LEAs with a persistently lowest-achieving school.

Please indicate one LEA point of contact for this Project.

Name: Michael Cloyd

Title: Supervisor of Curriculum and Instructional Services

Phone #: (813) 794-2318

E-mail Address: mcloyd@pasco.k12.fl.us

Project Goal:

The LEA will submit a plan that implements one or more of the following programs in each persistently lowest-achieving school and within the feeder pattern of each persistently lowest-achieving high school:

- In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day, beyond the current hours of instruction.
- The LEA will offer prekindergarten on a full day basis using the Department’s Title I Full Day Pre-K model, for children residing in the attendance zone of such schools.
- The LEA will expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S.
- The LEA will expand or introduce proven programs to encourage advanced classes, positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready, career-ready, or other postsecondary skills.
- The Department may approve other programs that demonstrate a strong record of improving student achievement in these district schools.

Deliverables (minimum required evidence): *Note: will vary based on the program(s) implemented*

1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.
2. Submission of developed full day Pre-K model for students in attendance zones for identified schools.
3. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.
4. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
5. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
6. Evidence of funding allocated to provide for the costs associated with student candidates’ industry certification exams.
7. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
8. Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan

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RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II

- should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.
9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
 10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.
 11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.
 12. Documentation of “other” research based programs that demonstrate a strong record of improving student achievement in these district schools.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assistant Superintendents for Curriculum and Instruction and for High, Adult, and Alternative Schools	X	X	X	X	X	X
Principal of Ridgewood High School (RHS)	X	X	X	X	X	X
Director of Career, Community, and Technical Education	X	X	X	X	X	X
Supervisors of Curriculum and Instructional Services	X	X	X	X	X	X
Director of Information Services	X			X	X	X

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

1. Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Not Applicable because Pasco has no intervene schools.	NA					

2. Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Submission of developed full day Pre-K model for students in attendance zones for identified schools.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Not Applicable because the identified school is a high school.	NA					

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3. Deliverable: 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
A. This deliverable is addressed in Work Plan (B)(3)5, Deliverable 1. The identified high school is addressed in the Supporting Narrative of (B)(3)5.						

4. Deliverable: Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X		X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X		X	X	X	X
A. This deliverable is addressed in Work Plan (B)(3)5, Deliverable 2. The identified high school is addressed in the Supporting Narrative of (B)(3)5.						

5. Deliverable: Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X

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2010 who were awarded industry certifications.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. This deliverable is addressed in Work Plan (B)(3)4, Deliverable 1. The identified high school is the school addressed in that section.	X	X	X	X	X	X

6. Deliverable: Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. This deliverable is addressed in Work Plan (B)(3)4, Deliverable 2. RHS is the targeted high school addressed in that Work Plan.	X			X	X	X

7. Deliverable: Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. This deliverable is addressed in Work Plan (B)(3)4, Deliverable 3. RHS is the targeted high school addressed in that Work Plan.	X			X	X	X

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

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. This deliverable is addressed in Work Plan (B)(3)5, Deliverable 1, because that Work Plan’s activities are not limited to STEM. The identified high school is addressed in the Supporting Narrative of (B)(3)5.	X		X	X	X	X

9. Deliverable: Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X		X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. LEA will include reports comparing annual growth from 2009-2010 through 2013-2014 in the increase of accelerated course offerings.	X		X	X	X	X

10. Deliverable: Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. A positive behavior support program is in place at RHS. The LEA will provide documentation of behavioral/disciplinary data for RHS in 2009-2010 school year and subsequent school years.	X			X	X	X

11. Deliverable: Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. A positive behavior support program is in place at RHS. The LEA will provide documentation of behavioral/disciplinary data for RHS in 2009-2010 school year and subsequent school years.	X			X	X	X

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12. Deliverable: Submission of other research based program that demonstrates a strong record of improving student achievement.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
A. RHS will implement Fast For Word during the 2010-2011 school year.		X	X	X	X	X
B. RHS will plan for the implementation of Advancement Via Individual Determination (AVID).		X	X			
C. RHS will implement AVID.				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 changes in LEA systems, programs, evaluation instruments, and course offerings will remain in place after this funding ends. The LEA will absorb ongoing costs associated with this section of the grant.

Supporting Narrative (optional): Because the activities required in this section overlap with School Improvement Grant initiatives and with other sections of this application, no budget requests are attached to this section of the application.

Title and Page Number of Appendices for this Project (if applicable):
 APPENDIX D: (E)(2)3 - Implement Proven Programs for School Improvement
 D-1 PBS Race to the Top
 D-4 Race to the Top Discipline Data
 D-5 PBS Scoring Results

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RACE TO THE TOP - LEA FINAL SCOPE OF WORK FOR SUBMISSION 12/10/10 – EXHIBIT II
Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Nancy Scowcroft
Title: Supervisor of Charter Schools
Phone #: (813) 794 - 2408
E-mail Address: nscowcro@pasco.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supervisor of Charter Schools	X	X	X	X	X	X
Director of Finance	X	X	X	X	X	X
Director of Information Services	X	X	X	X	X	X
Supervisor of Research & Evaluation	X	X	X	X	X	X
Director of Instructional Media & Technology	X	X	X	X	X	X
Director of Staff Development	X	X	X	X	X	X
Director of Human Resources	X	X	X	X	X	X
Director of Curriculum & Instructional Services	X	X	X	X	X	X

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

1. Deliverable (required): The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Notify charter schools of FDOE’s TA Conference Call.	X					
B. Notify charter schools of the district’s scheduled informational meeting regarding RTTT and charter school participation/ requirements.	X			X	X	X
C. Hold charter school informational meeting on RTTT. Provide a call-in number. Provide copies of all related documents; provide explanation of RTTT, options for charter school participation, details on requirements. Seek charter school input.	X			X	X	X
D. Hold second meeting with charter schools to review the district’s draft plan. Provide explanation of process, deliverables, sustainability requirements and assurances. Seek charter school input.	X					
E. Require charter school governing board review and vote to participate or opt-out between Oct. 14 and Oct. 27.	X					
F. Provide support and information to charter schools and charter school governing boards during their decision-making process.	X					

2. Deliverable (required): The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A. Meet with charter schools to review and discuss required deliverables.	X					
B. Support charter schools during the						

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decision making process with on-going technical assistance.	X					
C. Provide charter schools with a Letter to Participate or Opt-out for signature. For charter schools planning to participate, require assurances of all areas for which the charter school will be responsible. Signatures are required.	X					

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

4. Deliverable (required): The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
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

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

6. Deliverable (required): The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
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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participating charter schools using the 13 sections of the Pasco County RTTT plan.	X			X	X	X
B. Identify the district’s responsibilities to the charter schools using the 13 sections of the Pasco County RTTT plan.	X			X	X	X
C. Identify the deliverables that must be provided or implemented by participating charter schools.	X			X	X	X
D. Develop a reporting timeline for charter schools based on required data and reports.	X			X	X	X

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

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$ 25,626.00	\$ 25,626.00	\$ 25,626.00	\$ 25,626.00

Sustainability Factors: Charter schools that elect to participate in RTTT will develop an individual sustainability plan for the areas for which they will receive dollars rather than services. The district will include charter school sustainability plans, as appropriate.

The Charter Schools Department will work with the evaluator to monitor charter school progress and compliance.

At the end of the grant, the Charter Schools Department will continue to regularly monitor participating charter schools.

Supporting Narrative (optional): The District School Board of Pasco County has five (5) charter schools serving students in Kindergarten through grade 8. None of the charter schools are low performing or Title I schools.

The district held two meetings (September 29 and October 18, 2010) with the charter schools to provide information regarding the RTTT grant process and requirements, shared documents and gained input. Key district staff made presentations and fielded questions. Charter schools received all RTTT documents and were invited to provide input and suggestions. The Supervisor of Charter Schools met individually with charter schools when necessary to offer additional clarification.

To assist charter schools in making their decision to participate, the Charter Schools Department provided an outline of all RTTT deliverables, indentifying those deliverables outlined in the district’s plan for which the charter school may elect to follow or develop/implement its own plan. Information regarding services and estimated funding available for each area has been identified and reviewed with the charter schools. Adjustments will be based on each charter school’s actual FTE enrollment.

Charter schools received all RTTT documents via email on October 16, 2010. Each charter school has had an

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opportunity to review the documents and encouraged to provide input during the development process.

Charter schools had from October 18th through October 29, 2010 to determine if they will participate in the RTTT proposal. Each school's governing board reviewed the proposal and, at a public meeting, voted to participate or opt-out.

Upon final notification from each charter school of its decision to opt-in or opt-out, the district will determine the final calculations and final the budget. The charter school budget will appear as a line item in the district's overall budget.

The district considers the charter schools as partners in the RTTT grant process, implementation and activities and is committed to providing on-going support, guidance and technical assistance during the decision making process and throughout the grant period.

The district will ensure that participating charter schools receive a commensurate share of funds and/or services available through the RTTT grant. Charter schools' implementation of the grant will be regularly monitored for compliance by a team of district staff.

The charter school budget will be a line item in the district's overall budget.

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

APPENDIX E: (F)(2) Include Charter Schools in LEA Planning

E-1 September 17, 2010 Charter School Principals Meeting Agenda which notes RTTT discussion.

E-2 September 29, 2010 Charter School RTTT Informational Meeting Agenda, list of handouts provided at the meeting, list of attendees, and confirmation of delivery of information to charter schools not in attendance at the September 29th meeting.

E-7 Emails to charter school administrators, including information on upcoming RTTT meetings and RTTT documents.

E-10 October 18, 2010 RTTT Charter School RTTT Informational Meeting Agenda, list of handouts provided at the meeting, and list of attendees.

RTTT Participation/Non-Participation Forms for each Pasco County Charter School. Each is signed by the charter schools' board president. The participation form provides assurances that each Pasco County charter school has been fully informed of their opportunity to participate in the RTTT grant, has been invited to participate in RTTT-funded activities and, will provide all necessary data and reports.

E-13 Academy At The Farm

E-14 Athenian Academy of Pasco

E-15 Countryside Montessori

E-16 Dayspring Academy

E-17 Imagine School at Land O' Lakes