

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

General

This Final Scope of Work template provides a format for LEAs to provide quarterly detail for FY 2010/11 work plans, and strategic plans for years 2011/12, 2012/13, and 2013/14. As with all grants, it is envisioned that the strategic elements in the last three years of the work plan may be amended as LEAs work through initial implementation, more comprehensive planning, and the collective bargaining process. While collective bargaining should be a Supporting Activity in the Final Scope of Work where applicable, the bargaining does not have to be completed before the Final Scope of Work is submitted to or approved by the state. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.

Template Overview

The Final Scope of Work is divided into sections A through F. Section A asks LEAs to describe their overarching project plans and complete Form (A)1. *LEA Student Goals and Measures* (attached to this template). Sections B through F correspond to the MOU and require completion of Work Plan Tables. Please provide a Table of Contents for the Final Scope of Work.

The budget will be completed using the same web-based system for ARRA money that LEAs should be familiar with. Specific instructions as well as the website link will be available at www.fldoe.org/arra/racetothetop.asp.

An Appendix is allowed, and must include a Table of Contents. Appendices and page numbers must be referenced in the appropriate box of the Work Plan Table.

Participating LEAs must address all applicable criteria of the MOU, now grouped into 13 Projects. A Work Plan Table is required for each of the following Projects:

1. Expand Lesson Study – (B)(3)1.*
2. Expand STEM Career and Technical Program Offerings – (B)(3)4.
3. Increase Advanced STEM Coursework – (B)(3)5.
4. Bolster Technology for Improved Instruction and Assessment – (B)(3)6.
5. Improve Access to State Data – (C)(2)
6. Use Data to Improve Instruction – (C)(3)(i) and (iii)
7. Provide Support for Educator Preparation Programs – (D)(1)(ii)
8. Improve Teacher and Principal Evaluation Systems – (D)(2)(ii)-(iii)
9. Use Data Effectively for Human Capital Decisions – (D)(2)(iv)(b)(c)(d), (D)(3), and (E)(2)4.-5.
10. Focus Effective Professional Development – (D)(5), (B)(3)2.-3., (C)(3)(ii), (D)(2)(iv)(a) and (D)(3)(ii)2.
11. Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2.**
12. Implement Proven Programs for School Improvement – (E)(2)3.**
13. Include Charter Schools in LEA Planning– (F)(2)

*Required for LEAs with a persistently lowest-achieving school; optional for other LEAs.

**Applicable only to LEAs with a persistently lowest-achieving school.

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

If an LEA can provide evidence that it has already satisfied an element, it must provide narrative as to how it was satisfied and attach evidence in the Appendix.

Florida's MOU was numbered to correspond to sections of the grant application required by USDOE (letters and numbers in parentheses) and FLDOE used bullets under each to indicate what would be required. Those bullets have now been changed to numbers or lowercase letters not in parentheses for easier reference, for example (B)(3)4. and (D)(2)(iv)(b)1.a.

LEAs must describe their plan to address implementation of the criteria through the following items in the provided Work Plan Table:

- Project Goal (MOU requirement; prepopulated)
- Deliverables (minimum required evidence; prepopulated but LEAs are encouraged to add their own; intended to support Florida's student achievement goals)
- Key Personnel
- Supporting Activities (be very specific for Year One)
- Timelines (i.e., Year One - quarterly, Year Two, Year Three, Year Four)
- Budget Summary (Budget detail must also be provided in Section G)
- Sustainability Factors
- Supporting Narrative (optional)
- Appendices (optional)

Receipt of Funds

Funds will be available on a cash advance basis; however, the amounts available will be limited to those funds identified in the budgets (or amended budgets) needed for each quarter's operation. FLDOE monitoring staff will track the submission of deliverables and coordinate the review of each deliverable. Should an LEA miss target dates for submitting deliverables and/or submit substandard deliverables, fiscal staff will review the district's status and implement appropriate actions which could include further restrictions on the availability of funds, adjusted timelines, more frequent monitoring, etc.

Submission Instructions

- Return the information listed on the "Submission Checklist" electronically by 11:59 pm EDT on October 13, 2010. Earlier submissions are encouraged.
- A signed, electronic copy in PDF format (excluding budget) must be sent to RaceToTheTop@fldoe.org. The budget must be completed in the web-based system.
- A hard copy with original signatures (excluding budget) must be sent to Holly Edenfield, 325 West Gaines Street, Room 1502, Tallahassee, Florida, 32399. The hard copy must be received by October 15, 2010.

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

Submission Checklist

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

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

A. OVERARCHING PROJECT PLANS

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

Pinellas County is a peninsula located on Florida’s west coast, with Tampa Bay to the east and the Gulf of Mexico to the west. The largest municipalities are St. Petersburg (pop. 208,029) and Clearwater (pop. 107,742). The Pinellas County School District (PCS) currently operates 126 schools housing 102,788 PK-12 students in 24 municipalities. It is the seventh largest school district in the state and 23rd largest in the nation.

The district is divided into six administrative regions with feeder patterns of elementary, middle and high schools. This arrangement facilitates articulation across grade levels, supports alignment of resources, and provides an efficient service delivery model for schools. Directors and content supervisors provide curriculum expertise through the district’s Office of Curriculum and Instruction and the Office of Career Technical Adult Education. Region Administrators support principals and school staff with day-to-day operational issues and monitor instruction.

The Differentiated Accountability status of the district’s schools is as follows: 16 schools are in Prevent I; 33 are in Correct I; two are in Prevent II; 42 are in Correct II; and one is in Intervene. Four schools are on the list of the state’s lowest 5 percent. Superintendent Julie M. Janssen, Ed.D., recently appointed a Chief Turnaround Officer to oversee implementation of initiatives embedded in the district’s School Improvement Plan at those schools.

The state of Florida has set ambitious goals in its plan for student achievement: doubling the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year’s worth of college credit; cutting the achievement gap in half by 2015; and increasing the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states. In writing its own ambitious plan, PCS targeted similar goals because its student achievement data points to the same troubling trends that plague the state, specifically: an unacceptably low percentage of high school freshmen who graduate with their cohort class and go on to earn at least a year’s worth of college credit; an achievement gap across all subgroups; and the need to move more students to proficiency and advanced levels as evidenced through NAEP scores. PCS is committed to utilizing student achievement data to plan, implement and monitor the strategies embedded in its plan not only to support the state’s student achievement goals, but because such reliance is a key piece of the district’s overall strategic plan.

Following the state’s lead, PCS has devised a comprehensive reform plan that clearly articulates its goals for implementing reforms in the four education areas described in the American Recovery and Reinvestment Act. The plan is aimed at improving student outcomes district wide by establishing ambitious yet attainable student achievement goals which will be pursued based on research and experience. At the heart of the district’s reform efforts lies Dr. Janssen’s conviction that effective teachers have the ability to lead all students to college and career readiness. Toward that end, PCS will use Race to the Top funds to identify and support highly effective teachers and school leaders with the goal of increasing student achievement

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

while changing the culture of the profession.

Key components of the Pinellas plan include development of assessments; evaluation of professional development; and establishment of a database system to integrate all PCS data management systems. A multi-metric appraisal system primarily based on student achievement will be put into practice for teachers and administrators. Revised salary schedules will be based on evaluation results. Promotion, awarding of contracts and reduction in force decisions will also be aligned to level of effectiveness in raising student achievement. Differentiated pay, pay for performance, sign on and retention bonuses for teachers and administrators will be implemented and recruitment of highly qualified candidates will be strengthened. Student achievement will be enhanced through use of lesson study; increasing advanced course offerings including AP, AICE, IB, and dual enrollment classes; expanding Project Lead the Way; creating enrichment programs for middle and high schools; and extended learning time in lowest performing schools.

Specifically, PCS will continue to nurture its partnerships with local colleges and universities to collaborate in the assignment of interns who are seeking teaching certifications or educational leadership certifications. The district is dedicated to utilizing effective and highly effective candidates as internship supervisors and will continue to work toward growing teacher leaders for this purpose. PCS also will continue working with the University of Florida's Lastinger Center for Learning to revise professional development systems. A grant-funded research specialist, working under the direction of PCS's Office of Research & Accountability, will work full time on evaluating the district's overall professional development initiatives and their impact on both student and teacher growth, making revisions where the evaluation shows the need.

This year, PCS is piloting a revised performance appraisal instrument in 15 schools. The instrument is designed to promote the continual growth and improvement of instructional staff, which will translate at the classroom level into an improved quality of instruction and learning opportunities for students. The review process integrates multiple data sources to provide a wider and more accurate view of performance. Administrator observation and peer review will provide a means for assessing the successful implementation of Teacher Professional Expectations, and student performance data will provide a measure of student growth using class average gains over three years. Additionally, the process of continual improvement will be evidenced by the completion of the teacher's professional development goals. Ultimately, teacher and principal salary will be tied to results of the performance appraisal instrument, which the district expects to use district wide in Year 2 of the grant.

PCS already has modified schedules at persistently lowest-achieving schools to provide common planning time for teachers in core subject areas to participate in lesson study. Using Race to the Top funds, the district will work to expand lesson study to all schools in the district. The Office of Curriculum & Instruction will collect lesson study documentation from each school to include the lesson reviewed and the changes made to the lesson as a result of the lesson study. Teacher participation will be tracked through the district's professional development system.

In addition to supporting the state's Theory of Action in regard to highly effective teachers and leaders, PCS's reform plan will contribute to the state's student achievement goals, which focus on college and career readiness. One strategy the district will employ is a ramp-up of advanced STEM coursework. The district's Office of Advanced Studies & Academic Excellence will work with other district leaders to expand current STEM offerings

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

at all schools with specific emphasis on the lowest-performing high schools. Additionally, the office will work to expand AP Computer Science and AP Environmental Science offerings to all high schools. Another strategy, undertaken by the district's Office of Career Technical Adult Education, will be the expansion of Project Lead the Way at one of the district's low-performing high schools. Increased focus on this program will enhance both Career Technical and STEM offerings and will provide students with the opportunity to receive Labview and MSSC industry certifications. The district will work with the school to develop a four-year implementation plan, provide marketing materials to build the program, and develop enrichment activities at feeder middle schools to boost enrollment.

Moreover, PCS will work to ensure that each school possesses technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment. The district's Management Information Systems Department will oversee the refresh of new leased computers on a ratio of three students to one computer. The department will continue to provide high-speed broadband connection back to the district administration building data center, where eight robust caching servers connect to the Internet.

Strengths:

- **Pilot appraisal program:** The district has revised the teacher appraisal instrument to include the use of student achievement data and is piloting this multi-metric instrument during the 2010-2011 school year in 15 schools. Professional expectation data, peer review data, identification of key indicators and a rubric developed to describe highly effective, effective and ineffective for each indicator are all elements of the teacher appraisal instrument. The administrative appraisal is currently under revision and will mirror the structure of the teacher appraisal system.
- **Collaborative/collective bargaining:** PCS and the Pinellas Classroom Teacher's Association have entered into a Memorandum of Understanding (MOU) which allows 15 high needs schools to hire teachers outside of the collective bargaining agreement (see Appendix G). Schools named in this MOU are permitted to hire any candidate from voluntary transfers to new hires without giving priority to involuntary candidates. The support for this initiative provides our high need schools with the opportunity to hire the best qualified candidate for a position. The association also supports the new teacher appraisal instrument and joined district leadership in presenting this new format to the Pinellas County School Board for approval in the 15 pilot schools.
- **Strategic communication:** In an effort to improve communication, in December 2009 the district created a new department to coordinate internal communications and to market strategic plans, projects, activities and selected events within the school system and to the community at large. This department will play a crucial role in communicating the RTTT plan to schools and the community.
- **Teacher Incentive Fund grant (TIF):** In September 2010, PCS was awarded a federal TIF grant to develop a performance based compensation system to be implemented in four high need middle schools that are participating in the pilot program for the new appraisal instrument. The focus of the PCS project is to meet the five core elements of a performance based compensation plan: communication, transparency, stakeholder support, data management systems, and professional development. Work being done on the TIF project will be closely aligned with the implementation of the district's RTTT plan.

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

Challenges:

PCS personnel have identified several challenges that will be addressed in the RTTT plan.

- Recruitment and retention of qualified and effective teachers in high need schools and difficult to staff subject areas
- Difficulty for current high school math and science teachers to meet certification requirements
- Lack of Learning Gains Data
- First grade math assessment is needed to prepare students for future common assessments
- Analysis and use of student achievement data to determine appropriate instructional practice
- Appropriate time for professional development without having instructional personnel out of the classroom.

All of the goals, objectives and desired outcomes outlined in this RTTT application are part of a much broader plan, the district’s strategic plan. The five-year strategic plan is a living document that aligns all district efforts and serves as a roadmap for achieving the vision – “100 percent student success” – and the mission – “To educate and prepare each student for college, career and life.” The desired outcomes set forth in the strategic plan and in the RTTT application are interwoven and are intended to improve instructional staff effectiveness aimed at increasing the educational performance of all students. In both documents, the district’s primary objective is to prepare all students with the knowledge and skills they will need to succeed in the 21st century.

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

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

The RTTT management plan includes oversight by qualified personnel, a specific timeline of activities, accountability systems, a strategic communication plan, and a feedback loop.

PCS has worked hard to involve all stakeholders in its Race to the Top application. District and school-based administrators, teachers, union leaders, parents, and representatives from local institutions of higher education, business and the community came together last winter and spring in a series of three collaborative lab sessions facilitated by St. Petersburg College. Material gathered from protocols at those sessions factored into the district’s Race to the Top application. The group met again Oct. 1 to review the work of the RTTT writing group and to offer additional input (see Appendix H). Additionally, the district’s Office of Strategic Communications created a Race to the Top link for the PCS website. The link

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

provided key facts about the grant, information on the RTTT writing team’s progress, and links to DOE technical assistance webinars in an effort to keep PCS employees and the public informed about the district’s progress in pursuing the grant. Union representatives have been involved with project development throughout the process and the collaborative/collective bargaining process has been initiated. Charter schools have been informed of the opportunity to participate in Race to the Top and were presented with a Participation/Non-participation form. The four charter schools choosing to participate will complete an RFP to outline their plan for meeting grant requirements.

PCS has dedicated a great deal of time to identifying the leadership/management teams that will be responsible for implementing the grant. A grant funded project coordinator will be hired to oversee implementation of the RTTT grant and facilitate required reporting. The coordinator will work closely with leadership teams from the key areas identified in the project application: human resources, management information systems, professional development, research and accountability, career technical adult education, and curriculum and instruction. The grant coordinator will also collaborate with the project managers for the School Improvement Grant (SIG) and the Teacher Incentive Fund (TIF) grant to ensure alignment of components of all grant projects. Implementation will be supported by additional grant funded staff for research and evaluation, management information systems, human resources, and advanced coursework programs.

PCS recognizes the importance of ensuring that all stakeholders have all information related to RTTT. In alignment with the TIF communication plan, the Office of Strategic Communications will develop and oversee a plan that will send a common message to all stakeholders within the district and the community to ensure a smooth process for implementation. A well-developed, targeted school and community outreach campaign will explain RTTT to various groups using printed materials such as fact sheets, hand-outs and mailers; face-to-face communication at town hall and Parent Teacher Association and School Advisory Council meetings; and online and social media including Facebook, Twitter, YouTube, blogs and chat rooms to ensure that stakeholders understand the initiative and its benefits to teachers, principals, students and families. A key internal resource will be WPDS-TV14, a low-power television station licensed since 1988 to the Pinellas County School District by the Federal Communications Commission. The Office of Strategic Communications, project coordinator, and leadership teams will work with the staff from WPDS-TV14 in the development and execution of a series of videos that will communicate the district’s RTTT plan to internal and external stakeholders. In year one this will include producing videos aimed at teachers, administrators and other school personnel as well as videos aimed at external stakeholders, including parents and community leaders. In subsequent years, WPDS-TV14 will produce videos for internal and external use that focus on proof of performance and the sharing of success stories. All videos will be broadcast on WPDS-TV14 and featured on the district’s award-winning website. Two communications vehicles already in place – a Friday Update to Pinellas School Board members and a Monday Update to district and school leadership and instructional personnel – will keep those stakeholders informed about RTTT. Additionally, a recently designed RTTT link on the district’s website will feature regular updates.

The district also has placed a high priority on identifying strategies for monitoring implementation of the grant. The project coordinator will work with leadership teams to ensure that progress monitoring occurs on a quarterly basis and that the deliverables in each

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

work table are being completed as documented in the timeline. Performance feedback is built into the implementation of the RTTT Project. Pinellas County Schools uses a Continuous Improvement Process district-wide. This process follow a system of continuous quality improvement where the responsible person plans, then implements (does) an activity. Afterwards, results are studied and corrective actions taken to improve the activity and its effects. This Plan-Do-Study-Act (PDSA) cycle will provide the mechanism for ongoing, formative assessment to provide information regarding the operation of the project in relation to the grant application, and focus on internal program issues.

In order to properly manage the breadth of the plan, PCS has charted an overall implementation timeline that reflects a complete integration of reforms at all schools before the end of the grant period. Details are included in each Work Plan Table and a timeline of key events is presented here:

| Activity | Yr 1 Q 2 | Yr 1 Q 3 | Yr 1 Q 4 | Year 2 | Year 3 | Year 4 |
|-----------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|--------|--------|--------|
| Hire project staff | X | | | | | |
| Conduct pilot appraisal | X | X | X | | | |
| Develop administrator appraisal | X | X | | | | |
| Purchase technology for data management system | X | | | | | |
| Work with PCTA to negotiate the appraisal instrument, define the peer review process, and develop collective bargaining agreement | X | X | X | X | X | X |
| Implement new appraisal system | | | | X | X | X |
| Submit revised appraisal system to state for approval | | | | X | X | X |
| Develop and pilot salary schedules based on evaluation results. | X | X | X | | | |
| Begin implementation of new salary schedule (year 2) with full implementation by year 4. | | | | X | X | X |
| Train administrators in Lesson Study | X | | | | | |
| Implement lesson study at all schools | | X | X | | | |
| Begin development of assessments | | X | | | | |
| Develop and implement Project Lead the Way | X | X | X | X | X | X |
| Implement industry certification testing for Labview and MSSC | | | | | | X |
| Begin implementation of AICE and IB programs | | X | X | | | |
| Begin offering the first Pre-AICE and Pre-IB Courses in grades 9 & 10 | | | | X | X | |

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

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|---------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| Provide teacher training to expand AP STEM course offerings | | | X | X | X | X |
| Expand Dual Enrollment course | | X | X | X | X | X |
| Work with FLDOE on single sign-on | | | | X | | |
| Participate in FLDOE’s annual technology survey | | | X | X | X | X |
| Develop process to evaluate cooperating teachers | | | X | X | | |
| Resume out of state recruiting efforts | | | X | | | |
| Develop a plan for differentiated pay, sign on and retention bonuses | X | X | X | | | |
| Implement plan for differentiated pay, sign on and retention bonuses | | | | X | X | X |
| Establish a Professional Development Leadership Advisory Committee | X | | | | | |
| Review/revise calendar | | X | X | | | |
| Develop a beginning teacher program | X | X | X | | | |
| Implement beginning teacher program | | | | X | X | X |
| Complete annual evaluation of PD | | | X | X | X | X |
| Provide training: for teachers to align NGSSS with CCS; lesson study; formative assessment; and strategies for low achieving students | | | X | X | X | X |
| Extend the student day at Gibbs | X | X | X | | | |
| Extend the school year at Gibbs | | | | X | X | |
| Work with charter schools on plans for implementation | X | | | | | |

PCS has compiled a summary budget for all years of the grant period as well as detailed budgets for each activity within each reform area, which are included in Section G.

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

All state required reports will be completed and data submitted as documented in individual work tables. Additionally, a comprehensive multi-year evaluation of the Race to the Top project will determine the extent of program implementation and program effectiveness. The project coordinator, leadership teams, and project staff will work in collaboration with evaluation specialists from the Pinellas County Schools Research and Accountability Office to implement the evaluation and report on results. The evaluation plan features two complementary evaluation

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

strategies: formative and summative.

Formative evaluation efforts are generally process oriented and focus on internal program issues. Formative data are used to provide information regarding the operation of the program in relation to the grant proposal to answer questions such as:

- Has highly qualified program staff been hired?
- Has required software for the data management system been purchased?
- Is the teacher evaluation pilot program occurring as planned?
- Has required program training occurred?
- Has the number of STEM related advanced courses increased?
- Are teachers participating in lesson study?
- Are students achieving industry certification through Project Lead the Way?
- Are charter schools implementing RTTT initiatives as outlined in their plan?

Summative information captures the outcome related information associated with attainment of project objectives at the end of the service cycle. Summative information is of use for internal project management and also for public reporting of project success. Summative data will be used to give a measure of project effectiveness over the course of service delivery through a comparative analysis of intended and observed results. Evaluators will analyze the impact of the various components of the RTTT program on the percentage of incoming high school freshmen who ultimately graduate from high school, go to college and achieve at least a year's worth of college credit; the achievement gap; and the percentage of students scoring at or above proficient on NAEP

Using the baseline data provided in the *LEA Student Goals and Measures*, the evaluation will examine:

- High School Graduation Rate
- College Going Rate
- College Credit Attainment Rate
- Percent of 9th Graders Who Eventually Earn at Least a Year's Worth of College Credit
- Percent of 4th and 8th graders scoring Level 4 or 5 on FCAT 2.0 reading and math
- Percent of reduction in White/African-American achievement gap on FCAT 2.0

For each work plan, project staff will work with evaluators to monitor benchmarks to measure progress on a regular basis. The evaluation specialist, program coordinator, leadership teams, and program staff will review baseline and incremental data quarterly to update school leadership on the RTTT project progress towards meeting objectives and inform decisions about implementation of the project.

Growth measures will also be tracked. Additional measures will include appropriate formative and summative measures of qualitative and quantitative data describing stakeholder support, staff development, and the project implementation process. The impact of professional development and compensation system on student achievement will also be evaluated. This evaluation approach creates a cycle of feedback to state, local and program management. It also quantifies program impact which will be used for public reporting accountability.

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

Components of the RTTT project will be sustained through development of new products and processes as well as training of district personnel. Perkins, SIG, Title I, Title IIA and TIF grant

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

funding will also contribute to sustainability of programs as described in section 5. Incentive pay and revisions to the salary schedule will continue beyond the end of the grant funding. The district will allocate general operating dollars, within its financial forecasting model, for each subsequent year beyond the grant's termination to meet the funding needs of the RTTT reforms.

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.

Perkins, School Improvement Grant (SIG), Title I, Title IIA and Teacher Incentive Fund (TIF) grant funding will be integrated with Race to the Top funds during the four-year grant period. Perkins funds will continue to provide financial support for Project Lead the Way industry certifications, implementation, and program continuation at existing sites as well as the addition of Project Lead the Way at a Boca Ciega High School. Labview and MSSC certifications upon completion of the program will also be funded through Perkins dollars.

SIG dollars will fund extended learning time at the districts Intervene school and retention bonuses at each of the lowest achieving schools. Additionally, the project will fund professional development through ongoing partnerships with external providers such as UF Lastinger, College Board, CIE, and AVID. These funds will also support the continued development of the teacher and administrator performance appraisal.

Title I provides funding for professional development for teachers, administrators, and support staff in Title I schools. These funds also provide additional resources in lowest achieving, SINI, and DA schools to support struggling learners through academic interventions, addressing both academic and non academic barriers to learning, and enhancing parental support.

Title II Part A funds will continue to be used for recruitment and retention activities including funding for mentors. These funds also support professional development for teachers and leaders. Science and math staff developers funded through Title IIA will support the STEM initiatives in the RTTT plan.

TIF funds will help support the development of the teacher and administrator performance appraisal system. The funds will also provide a performance based compensation system in four high need middle schools. They will also contribute to the purchasing of hardware and software for the data management system and fund a Senior Application Specialist to oversee transition to this system.

A conscious effort among the RTTT project coordinator and the project managers for Perkins, SIG, Title I, Title IIA, and TIF will ensure that all funds are leveraged appropriately to support the RTTT initiatives allowing all projects to succeed and all students to achieve.

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

B. STANDARDS AND ASSESSMENTS

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

1. Persistently lowest-achieving schools (schools in the [state’s] lowest 5%) must modify the school schedules to accommodate lesson study. The LEA may modify school schedules for other schools to allow for common planning time by grade level (elementary) or subject area (secondary). Such planning time may be dedicated to lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. Where lesson study is implemented, the LEA will devote a minimum of one lesson study per month for each grade level or subject area.
Complete Work Plan Table for (B)(3)1.
2. The LEA will ensure that professional development programs in all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of lesson study.
Include Work Plan in Table for (D)(5).
3. The LEA will implement a system to evaluate the fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessments.
Include Work Plan in Table for (D)(5).
4. The LEA will implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM). The LEA will pay, or secure payment for the industry certification examination for graduates of such programs. These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The LEA will ensure that these programs will include at least one Career and Technical Education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related end-of-course exam.
Complete Work Plan Table for (B)(3)4.
5. The LEA will increase the number of STEM-related accelerated courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.
Complete Work Plan Table for (B)(3)5.
6. The LEA will ensure that each school possesses the technology, including hardware, connectivity, and other necessary infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment.
Complete Work Plan Table for (B)(3)6.

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – 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).

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| <p>Please indicate one LEA point of contact for this Project. Name: Kevin Hendrick Title: Director of High School Education Phone #: 727-588-6000 E-mail Address: hendrickk@pcsb.org</p> |
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| <p>Project Goal: An LEA with a persistently lowest-achieving school will modify these schools’ schedules to devote a minimum of one lesson study per month for each grade level or subject area.</p> |
| <p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area. Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted. |

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Director of High School Education | X | X | X | X | X | X |
| Director of Middle School Education | X | X | X | X | X | X |
| Director of Elementary Education | X | X | X | X | X | X |
| Chief Turnaround Officer | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable and Supporting Activity will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities 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 | 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 | | | |
| Pinellas County Schools will train all | | | X | X | X | X |

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

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| Principals and Assistant Principals in Lesson Study (LS) by March 2011. Follow-up and enhancement training will occur in the subsequent summer of each school year. | | | | | | |
| Schools will revise School Improvement Plans and School Professional Development Plans to include Lesson Study. | X | X | | | | |
| All persistently low achieving schools will engage in at least one cycle of LS during the 2010 – 2011 school year and in subsequent years. | | X | X | X | X | X |
| PCS will submit school schedule for each persistently lowest-achieving school that indicates common planning time for lesson study for each grade level or subject area. | | | X | X | X | X |
| PCS will contract with the district television station to develop a sustainable training video on LS using the 2010 – 2011 initial LS cycles. Development will include planning, filming, editing, and publishing of video. | | | X | X | | |
| Administrators trained in LS will train their school faculties in Lesson Study. | | | | X | X | X |
| All schools will engage in at least one cycle of LS during the 2013-2014 school year | | | | | | X |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 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 | X | X | X |
| Each school will submit a copy of the lesson used in Lesson Study as evidence of completion of the Lesson Study cycle. | | | X | X | X | X |
| Lessons will be collected by the Curriculum and Instruction department. | | | X | 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 | X | X |
| Learning Management System (LMS) Professional Development system will track LS trained participants. | X | X | X | X | X | X |
| LMS Professional Development system will | | | X | X | X | X |

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

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| track personnel in each school participating in Lesson Study. | | | | | | |
| PCS will submit rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study to the DOE. | | | X | X | X | X |

| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 4. Deliverable (required): 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. | 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 |
| Curriculum and Instruction department will submit required lesson plans annually. | | | 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 | \$2500.00 | \$2,500.00 | \$0 | \$0 |

Sustainability Factors: Training all principals and assistant principals combined with producing a training video for teachers will allow PCS to sustain the practice of lesson study. As school-based personnel receive training and begin to practice lesson study, new teachers will be trained through an online training system combined with expertise already present in the schools. The additional positions for the Race to the Top Coordinator and clerk do not require sustainability. These positions will cease upon completion of the grant period.

Supporting Narrative (optional):
Pinellas County Schools has four persistently lowest achieving schools. Each of these schools are participating in the School Improvement Grant and have adjusted their school schedules to provide common planning time for teachers in core subject areas to participate in lesson study. PCS is well positioned to provide the requested schedules to reflect this requirement. In addition, PCS will work to expand lesson study to all schools in the district. The Curriculum and Instruction department will collect lesson study documentation from each school to include the lesson reviewed and the changes made to the lesson as a result of the lesson study. C&I will keep records of those in attendance and will supply the requested annual reporting requirement. Teacher participation will be tracked through the district’s professional development system, LMS.

PCS will hire a Coordinator for Race to the Top who will oversee the grant requirements and ensure all reporting requirements are met in a timely fashion. This person will work closely with other district stakeholders to facilitate the grant requirements. In addition to the Coordinator, PCS will also hire a clerk to assist the coordinator with payroll, reporting, procurement, and other clerical tasks related to the Race to the Top district plan.

Title and Page Number of Appendices for this Project (if applicable):
School Schedules, page J-2

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

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

Please indicate one LEA point of contact for this Project.
Name: Dave Barnes
Title: Director, Career Technical and Adult Education
Phone #: 727-588-6006
E-mail Address: barnesd@pcsb.org

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

- Deliverables (minimum required evidence):**
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 2009-2010 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, Career Technical and Adult Education | X | X | X | X | X | X |
| Principal, Boca Ciega High School | X | X | X | X | X | X |
| Supervisor, Industrial, Technical, and Agricultural Education | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

| 5. Deliverable (required): Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |

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

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| 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. | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Review of labor market information for region 14 and existing STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010: East Lake HS: Project Lead the Way serving 500 students; 13 certifications in MSSC earned | X | | | | | |
| Planning and student identification to implement Project Lead the Way Engineering program at Boca Ciega High School. | X | | | X | X | X |
| District staff begins work with school on full Project Lead the Way implementation. | X | X | X | X | X | X |
| Purchase technology supplies required to implement program. Boca Ciega HS is under construction and has allocated capital outlay funds for classroom furniture, student and teacher computers, and SMART Boards. Grant funds will be used to purchase Edge File Server – XEON Dual and Quad Core Processors @ \$2,500, Lexmark C72dtn 35 ppm Color Laser Printers, Network w/cable, and 3 year on-site service agreement to implement, enhance and expand the Project Lead the Way curriculum to include Aerospace, Biomedical Sciences and Civil/Architectural Engineering. | | X | | | | |
| Purchase annual licenses for the Project Lead the Way Program: LabVIEW software for 25 workstations; LEGO Mindstorms software for 25 workstations at Boca Ciega High School | | X | | X | X | X |
| Secure appropriate classroom space. | X | | | X | X | X |
| Develop formal 4-yr plan of implementation at the school level. | X | | | X | X | X |

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

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| Develop marketing materials and marketing plan to recruit rising 8 th grade students from feeder middle schools for 2011 – 2012 school year. | X | X | | X | X | X |
| Send teachers to required Project Lead the Way training. Finalize student course requests and build master schedule reflecting program implementation in 2010-2011 school year. | | X | X | X | X | X |
| Begin Freshman year Project Lead the Way implementation. | | X | X | | | |
| Begin planning for Sophomore year implementation | | X | X | | | |
| Implement Project Lead the Way for Sophomore year, 9 th and 10 th graders are served. | | | | X | | |
| Begin planning for Junior year implementation. | | | | X | | |
| Begin planning for industry certification testing. | | | | X | X | X |
| Implement Project Lead the Way for Junior year, 9 th – 11 th graders are served. | | | | | X | |
| Begin planning for Senior year implementation. | | | | | X | |
| Pretest students on LabVIEW and MSSC | | | | | X | X |
| Senior year implementation of Project Lead the Way, 9 th – 12 th grade students served. | | | | | | X |
| Continue teacher training and student recruitment to further develop program and build one year at a time for full implementation in year four. | | | X | X | X | X |
| Implement industry certification testing for LabVIEW and MSSC with student certification test results. | | | | | | X |

| | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 6. Deliverable (required): Evidence of funding allocated providing for the costs associated with student candidates' industry certification exams. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Carl D. Perkins supporting earmarking funds for industry certifications. (Certification testing not practical until students have completed at least 3 years of the program.) | | X | | X | X | X |
| Carl D. Perkins application in 2011-2012 and future years reflects financial support for Project Lead the Way industry certifications, implementation, and program continuation. | | X | | X | X | X |

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

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|------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 7. 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 | | | |
| | | | | | | |
| High school master schedule with Project Lead the Way course sequence and evidence of student enrollment freshman year. | X | X | X | | | |
| High school master schedule with Project Lead the Way course sequence and evidence of student enrollment for subsequent years. | | | | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|-------------|-------------|-------------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$33,508.00 | \$45,127.00 | \$22,059.00 | \$72,578.00 | \$72,578.00 | \$72,578.00 |

Sustainability Factors: PCS has a record of supporting Project Lead the Way in another high school. Carl D. Perkins funds continue to be dedicated to Project Lead the Way implementation in multiple schools, including the addition of Project Lead the Way at BCHS. Capital Outlay dollars are allocated for equipment purchases dedicated to CTE programs in the district’s five year plan.

Supporting Narrative (optional):
PCS is excited to expand the current Project Lead the Way at Boca Ciega High School. BCHS is one of the district’s lowest performing schools and the expansion of this program will enhance both the Career Technical and STEM offerings. PCS has other schools with successful Project Lead the Way programs and will support this program to the same degree with a primary focus during the initial implementation years. The Director for Career and Technical Programs will work with the Race to the Top Coordinator to meet all required reporting deadlines. The district will work with the school to develop a four-year implementation plan, marketing materials to build the program, and developing enrichment activities at feeder middle schools to improve enrollment.

Students will have the opportunity to receive LabVIEW and MSSC certifications upon completion of the program. These industry certifications are in high demand in the Pinellas area, as evidenced by the attached report, and will be funded through Perkins dollars. The district will track the performance of the program including the number of participants receiving industry certification. The district will work with the school and teachers to make improvements and modifications when appropriate.

Title and Page Number of Appendices for this Project (if applicable):
List of eligible CTE STEM programs, Page A-2
Carl D. Perkins grant language supporting the use of federal dollars to support industry certification testing, Page A-7
Local Targeted Occupations List identifying Engineering careers supported by the implementation of the Project Lead the Way curriculum, Page A-81

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

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

Please indicate one LEA point of contact for this Project.
Name: Bill Lawrence
Title: Director, Advanced Studies & Academic Excellence
Phone #: 727-588-6466
E-mail Address: lawrencew@pcsb.org

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

Deliverables (minimum required evidence):

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 | | | |
| AICE, AP, IB, and Dual Enrollment Resource Teacher/Training Coordinator | | X | X | X | X | X |
| Director, Advanced Studies & Academic Excellence | X | X | X | X | X | X |
| Middle and High School Principals | | X | X | X | X | X |
| Lead high School Counselors | | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

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

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

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| 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 | | | |
| Begin implementation of an AICE program in up to three high schools including at least one of the lowest performing high schools in the district. Begin site visits to current AICE schools and teacher training in 2010 – 2011. Focus on offering a full slate STEM AICE courses in combination with English and social science courses leading to the AICE diploma. | | X | X | | | |
| Begin offering the first Pre-AICE Courses in grades 9 & 10. | | | | X | X | |
| Expand to include AICE courses in grades 11 & 12 to include administration of AICE exams. | | | | | X | X |
| Begin implementation of a new IB Diploma Program in one high school. Begin the application process and teacher training in 2010-2011. Focus on offering a full slate of STEM IB courses in combination with English, social science and world language courses leading to the IB diploma. | | X | X | | | |
| Begin offering the first Pre-IB Courses in grades 9 & 10. | | | | X | X | |
| Expand to include IB courses in grades 11 & 12 to include administration of IB exams. | | | | | X | X |
| Provide teacher training and instructional materials to expand AP STEM course offerings. Expand to offer AP Statistics and Environmental Science at all 16 Pinellas high schools. Double the number of Pinellas high schools offering AP Computer Science A and AP Physics | | | X | X | X | X |
| Expand the number of Pinellas high schools offering Dual Enrollment course taught on the high school campus. | | X | X | X | X | X |

| | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 9. Deliverable (required): Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Support increased student participation in | | | X | X | X | X |

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

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| advanced STEM coursework by creating STEM enrichment opportunities in middle and high school. Examples may include: robotics clubs/teams, engineering competitions, etc. | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|--------------|--------------|--------------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$48,852.00 | \$134,829.00 | \$20,327.00 | \$325,935.00 | \$327,159.00 | \$328,408.00 |

Sustainability Factors: AICE, AP, and IB programs currently generate supplemental FTE for the schools that offer these programs that will support these programs, including the new AICE program and IB programs, as they reach maturity. These funds can also support enrichment programs and support programs to increase success of students, particularly first time student participants, in these programs. Expanded Dual Enrollment opportunities are supported with supplemental DE Instructional Materials funds in the FEFP and salaries are paid by both the School Board and/or St. Petersburg College depending on when the courses are taught.

Supporting Narrative (optional):
 PCS is committed to increasing advanced STEM coursework. The district has a curriculum office dedicated to advanced coursework which is lead by the Director of Advanced Studies and Academic Excellence. Through this office, PCS will expand the current advanced STEM offerings at all schools in the district with specific emphasis on the lowest-performing high schools.

Currently, PCS provides professional development opportunities to teachers in AP, AVID, IB, and Springboard curriculums. PCS is working to expand AP Computer Science A and AP Environmental Science offerings to every high school in the district. The AICE program will be implemented in one of the district’s lowest-performing high schools, Dixie Hollins High School, and an additional IB program will be implemented at a high school to be determined.

Baseline data for this section is attached in the appendix.

Title and Page Number of Appendices for this Project (if applicable):
 Pinellas AP Courses x School Summary 09-10.doc, page B-2
 2009-2010 Pinellas IB Course Enrollment, page B-3

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

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

Please indicate one LEA point of contact for this Project.
Name: John Just
Title: Assistant Superintendent, Management Information Systems
Phone #: 727-588-6000
E-mail Address: justj@pcsb.org

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

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Assistant Superintendent, MIS | X | X | X | X | X | X |
| Director, Core Systems & User Support | X | X | X | X | X | X |
| Assistant Superintendent PK-12 Curriculum | X | X | X | X | X | X |
| Director of Research & Accountability | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

| 10. Deliverable (required): Completion and submission of computer-based testing readiness certification through Florida’s online tool. | 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 | | | |
| School-based computer equipment is refreshed on a four year basis with new lease computers based on a three to one ratio of students to computers. | X | | | X | X | X |
| MIS and Research & Accountability will work with schools to insure each school completes the online certification tool for readiness of online assessments. | X | | | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------|-------------|-------------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$12,500.00 | \$12,500.00 | \$12,500.00 | \$51,000.00 | \$52,020.00 | \$53,060.00 |

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

Sustainability Factors: The district will provide a 4 year refresh of computers via capital outlay dollars to continue to maintain a level of computer access for students consistent with a 3/1 student to computer ratio as specified by the district technology plan (<http://techplan.pcsb.org>). The district will continue to support and maintain necessary levels of the IT infrastructure needed for online assessments and to bolster the use of technology for schools.

Supporting Narrative (optional):

Schools are refreshed on a four year basis with new leased computers based on a three to one, students to computer ratio. Schools are provided with a high-speed broadband connection back to the school district administration building data center where there are eight robust caching servers and a 500Mb connection to the Internet. Pinellas County Schools MIS and Research & Accountability will assist schools with and insure that they complete the online certification tool for readiness of online assessments.

Bolstering technology access for the purposed of online assessments will also benefit instructional use of technology in schools by providing these computer stations and network infrastructure for the benefit of instructional uses when not being used for assessment administration.

Schools will be provided with additional assistance leading up to and during the first three years of online assessment for the purposes of the Race to the Top project provided by an expert on the subject of technology resource allocation and utilization. This individual will be there to assist with the transition to online testing for district and school staff. This trainer/consultant will transfer knowledge to existing staff for use after the grant.

RTTT budget dollars will be spent as follows:

Quarter 1: Training & Consulting for Preparation Online Assessments and Use of Technology

Quarter 2: Training & Consulting for Preparation Online Assessments and Use of Technology

Quarter 3: Training & Consulting for Preparation Online Assessments and Use of Technology

Year 2: Support & Training Resource for Schools on Online Assessments and Use of Technology

Year 3: Support & Training Resource for Schools on Online Assessments and Use of Technology

Year 4: Support & Training Resource for Schools on Online Assessments and Use of Technology

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

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

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

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

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

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

(i) Use of local instructional improvement systems

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

(iii) Availability and accessibility of data to researchers

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

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

(ii) Professional development on use of data

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

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

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

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

Please indicate one LEA point of contact for this Project.

Name: John Just

Title: Assistant Superintendent, Management Information Systems

Phone #: 727-588-6000

E-mail Address: justj@pcsb.org

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

Deliverables (minimum required evidence):

1. 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 | | | |
| Assistant Superintendent, Management Information Systems | X | X | X | X | X | X |
| Director, Core Systems & User Support | X | X | X | X | X | X |
| Core Systems Staff | X | X | X | X | X | X |
| User Support Staff | X | X | X | X | X | X |
| Coordinator of Partnership Schools | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

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

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

| | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 11. 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 |
| MIS will report number of each type of staff accessing state resources via single sign-on | X | | | X | X | X |
| MIS will report required documentation for number and type of staff in the district through approved reporting procedures. | X | | | X | X | X |
| | | | | | | |

| | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 12. 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 | | |
| PCS will continue to work with the FLDOE and state committee on single sign-on to include access to more systems including the instructional improvement system locally and will complete the Single Sign-on Integration Readiness Certification in compliance with FLDOE requirements. | | | | X | | |

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 13. 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 | | |
| PCS will continue to work with the FLDOE and state committee to provide single sign- | | | | X | | |

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

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| on. | | | | | | |
| 14. 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 | | | |
| PCS will obtain state-level data downloads when available. | | | | X | X | X |
| PCS will incorporate downloaded data into the district's local instructional improvement system. | | | | X | X | X |
| PCS will provide a report of state-level data downloads incorporated into the district's local instructional improvement system. | | | | X | X | x |

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

Sustainability Factors: Single sign-on access will be established to Florida Department of Education resources and data as a result of this project. This access will allow them to get performance and other metrics by use of the same password that they use daily to access their computer, email, student information system, and other district resources. Research has shown that not having the burden of having to remember another password will encourage increased usage of systems (Volchkov, 2001). This will be applied to the state data warehouse with the desired effect of encouraging more usage. PCS will continue to support, upgrade, and customize single sign-on access after the duration of the grant by utilizing budgeted hardware, software, and personnel. Training about access and use of the state data systems will be jumpstarted by the grant but be sustained after the grant by non-grant funded personnel as well.

Volchkov, A. Revisiting Single Sign-on. A Pragmatic Approach in a New Context, pp. 39-45, IT Pro, IEEE, 2001

Supporting Narrative (optional):
Pinellas County Schools currently provides single sign-on access through a technology called Active Directory that provides role-based authentication for the following user groups: teachers (8,549), support staff (3,249), administrators (443), registered parents (99,809) and students (103,642) to the Student Information System and many other district resources. Pinellas also uses Active Directory Federation with the FLDOE to provide access to Sunshine Connections and PEER state systems. The district will continue to work with the FLDOE and state committee on single sign-on to include access to more systems including the Instructional Improvement System locally along with the state-level data downloads; readiness certification tool(s); and other state systems. Pinellas will participate in the FLDOE integration project for single sign-on and demonstrate proof of compliance through all necessary tests.

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

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| Title and Page Number of Appendices for this Project (if applicable): |
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RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: John Just
Title: Assistant Superintendent, Management Information Systems
Phone #: 727-588-6000
E-mail Address: justj@pcsb.org

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

Deliverables (minimum required evidence):

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 | | | |
| Assistant Superintendent, Management Information Systems | X | X | X | X | X | X |
| Director, Core Systems & User Support | X | X | X | X | X | X |
| Sr. Application Specialist | | X | X | X | X | X |
| Sr. User Support Analyst | | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

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

| 15. Deliverable (required): For local instructional improvement systems, provide a report that includes the following: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| <ul style="list-style-type: none"> a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| PCS will continue to follow the guidance from the FLDOE Instructional Improvement System committee to develop a system that meets the standards of the FLDOE. | X | X | X | X | | |
| PCS research specialist will work with the FLDOE to develop assessments that support the development of Instructional Improvement System. | | X | X | X | X | X |
| PCS User Analyst and technology consultant will provide training on use of Instructional Improvement System | | | | X | X | X |
| PCS will report on all required elements and will work with FLDOE to provide this information in the required reporting format. | X | X | X | X | X | X |

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

| 16. Deliverable (required): The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | X | X | X | X |
| 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 | | | |
| PCS will participate in FLDOE’s annual technology survey. | | | X | X | X | X |
| Purchase Equipment for 8 new Project Staff (8 Computers and Printers) | X | | | | | |
| Expand Software Licenses beyond those purchased as part of TIF for Performance Reporting and Instructional Improvement System Software (8,202 Licenses) | | X | | | | |
| Expand hardware capacity beyond the systems purchased as part of TIF for Performance Reporting and Instructional Improvement System Software (2 additional high capacity servers and 1 load balancer) | | X | | | | |
| Additional Technical and Technical Training support during the transition. | X | X | X | X | X | X |
| PCS will provide the FLDOE with the name, title, phone number, and email for the Director of Research and Accountability who is responsible for reviewing all research requests. Contact information provided in supporting narrative section and Appendix C. | X | | | | | |

| 17. Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | X | X | X | X |
| 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 | 3 rd | 4 th | | | |

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

| | Quarter | Quarte r | Quarte r | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------|-------------|---|---|---|
| PCS has an established process for reviewing all research requests and will make this process and application available to researchers seeking to conduct research studies with district data. http://www.pcsb.org/accountability/Researchforms.html | | | X | X | X | X |
| PCS will provide the FLDOE with the name, title, phone number, and email for the Director of Research and Accountability who is responsible for reviewing all research requests. Contact information for Director, Research and Accountability is provided in supporting narrative section and Appendix C. | X | | | | | |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|--------------|-------------|-------------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$91,035.00 | \$499,334.00 | \$49,333.00 | \$107,000.00 | \$32,000.00 | \$32,000.00 |

Sustainability Factors: The data systems and instructional improvement system created as part of this project will be completely implemented and trained prior to the grant ending. Existing PCS IT staff and trainers will participate in knowledge transfer with grant funded staff members on how to continue efforts beyond the grant. Need maintenance, upgrades, and custom programming required to sustain the systems will be assumed by PCS at the end of the grant. Continuation of training efforts as continual refresher for existing staff and for all new staff will also be maintained by non-grant funded staff at the conclusion of the grant period. The system for instructional improvement and data systems will continue on past the jump start provided by grant funds.

Supporting Narrative (optional):
PCS takes pride in its data management systems and data integration. Over the past few years, PCS MIS worked diligently to convert computer systems to ensure data integration and connectivity among business systems. PCS will continue to follow that course along with guidance from the FLDOE Instructional Improvement System committee, to develop a system that meets the standards of the FLDOE and is easy to use and analyze data at the classroom, building, and administration levels. As part of the instruction of an Instructional Improvement System project, PCS MIS will purchase the last large piece of the data integration puzzle, a new and much needed Schools Interoperability Framework (SIF) compliant database system which will allow real-time access to student achievement data. SIF is a database structure which is defined by the SIF Association. The SIF Association is a non-profit membership organization whose members include more than 3,200 software vendors, school districts, state departments of education and other organizations active in primary and secondary (PK-12) markets. These organizations have come together to create a set of rules and definitions which enable software programs from different companies to share information. This set of platform-independent, vendor-neutral rules and definitions is called the SIF Implementation Specification. The SIF Specification makes it possible for programs within a school or district to share data without any additional programming and without requiring each vendor to learn and support the intricacies of other vendors' applications (Citation – SIF). The goal of the SIF Association is to make it possible for school

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

administrators, teachers and other school personnel to have access to the most current and accurate data available.

Currently, the database structure used in PCS is non-SIF compliant and the population of records from various input screens into the data warehouse has an overnight delay. Additionally, the current database structure is not standardized and there are concerns about data storage reliability. The SIF compliant data warehouse will provide real-time data which can be instantly analyzed for faster decision making. SIF compliance will ensure that data is entered only once in one application and automatically propagates to other applications; will allow applications to exchange data more effectively; will allow all educators to deliver reports securely to various organizations via the Internet; and will ensure accurate data on which to base teaching and learning decisions.

The data warehouse will pull state data on student performance, teacher/principal evaluation results, and other data related to curriculum for use by the Instructional Improvement System and other system that will allow PCS to improve the overall quality and access to data. The SIF compliant data warehouse is the primary key in the puzzle which will fully integrate all data management systems for PCS. Student achievement data, human resources information (including certification records and appraisal information), and payroll reporting systems will be integrated through the SIF data warehouse. As part of this implementation, the database structure will comply with SIF guidelines and will work with new web-based software for data entry and reporting services. This system will supply PCS with reliable data to inform instruction and increase student achievement. With the new SIF compliant data system, MIS will pull data from multiple data sources including the current Professional Development Records System (LMS); Enterprise Resource Planning Database (TERMS); and the Student Information System (PCS Portal powered by Focus\SIS) to show teacher, principal and support staff effectiveness, which will be defined during the planning year. Having the data in the SIF data structure and having the front-end product to report on the data will allow comparisons of teacher, principal and support staff effectiveness at a school and district level. The reporting will be available to all teachers, principals and support staff, making the process transparent.

The conversion to a new data management system will require additional resources. Licensing for the data warehouse and web-based software will be paid over two years and three servers will be purchased to complete installation using both RTTT and TIF funding. It will be necessary to contract with the software vendor for conversion support, management, training and customization. While PCS will hire a senior application specialist to work in house on this project, contracting with the vendor will be necessary to ensure timely completion of the conversion, development and training. Additional training resources will be necessary to ensure complete documentation of processes and procedures. Training will be developed during year two and provided to MIS, district, and school based personnel at the end of year two. The cost for the consultants will phase out over the course of the grant period.

The Research & Accountability department will work with independent researchers seeking additional data for evaluation of the Race to the Top initiatives. The Director for Research & Accountability will provide external researchers with access to the applications, timelines, and required documents to gain access to district data for research purposes.

Contact information for Director, Research and Accountability
Dr. Behrokh Ahmadi, Director
Research and Accountability, Program Evaluation
301 4th Street SW
PO Box 2942

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

Largo, Florida, 33779-2942
727-588-6253
ahmadib@pcsb.org

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

Contact information for Director, Research & Accountability, page C-1

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

D. GREAT TEACHERS AND LEADERS

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

(ii) Alternative routes to certification that are in use

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

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

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

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

(i) Measure student growth

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

(ii) Design and implement evaluation systems

1. The LEA will design and implement a teacher evaluation system with teacher and principal involvement that:
 - a. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems.

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

*** Referring to precedent set in Hillsborough County and s.1012.34 F.S., the Pinellas County School Board voted on October 12, 2010 to commit to no more than 40% of the teacher evaluation system being based on student achievement or growth data. Alternative measures of students' progress will be used for the additional 10% of the student performance section of the appraisal process. Alternative approaches such as: value added model, portfolio assessments, or student's progress based on the individual growth index will be considered.*

Sustainability statement focuses on district commitment and preparation to sustain the capacities developed during RTTT after RTTT funding and support have ended; however, it does not address how

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

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

However, an LEA that completed renegotiation of its collective bargaining agreement between July 1, 2009, and December 1, 2009, for the purpose of determining a weight for student growth as the primary component of its teacher and principal evaluations, is

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

eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.

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

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

*** Referring to precedent set in Hillsborough County and s.1012.34 F.S., the Pinellas County School Board voted on October 12, 2010 to commit to no more than 40% of the principal evaluation system being based on student achievement or growth data. Alternatives measures of students' progress will be used for the additional 10% of the student performance section of the appraisal process. Alternative approaches such as: value added model, portfolio assessments, or student's progress based on the individual growth index will be considered.*

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

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

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

- b. Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers.
 - c. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”
3. The LEA will submit teacher and principal evaluation systems to the Department for review and approval.
 4. The LEA will utilize student performance data on statewide assessments as a significant factor in the annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.
 5. The LEA will report the results of evaluations of each teacher, principal, and district-level supervisor [as described in (D)(2)(ii)] to the Department during Survey 5.

(iii) Conduct annual evaluations

For Teachers:

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

For Principals:

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

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

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

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

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

For Teachers:

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

For Principals:

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

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

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

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

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

performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).

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

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

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

(iv)(d) Use evaluations to inform removal

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

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

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

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

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

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

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

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

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

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

(i) Quality professional development

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

For Teachers:

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

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

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

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

For Principals:

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

(ii) Measure effectiveness of professional development

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

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

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

Toward the absolute priority of comprehensive education reform:

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

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

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

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

Please indicate one LEA point of contact for this Project.
Name: Marlyn Dennison
Title: Director, Human Resources
Phone #: (727) 588-6368
E-mail Address: dennisonm@pcsb.org

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, Human Resources | X | X | X | X | X | X |
| Senior Human Resource Specialist, Certification | X | X | X | X | X | X |
| Senior Human Resource Specialist, Alternative Certification | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

| 18. 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 | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Continue to serve on USF Advisory Boards | X | X | X | X | X | X |

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

| | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| for Teacher Education Program and Educational Leadership Programs. | | | | | | |
| Continue to partner with UF Lastinger on leadership development program for teacher mentors. | X | X | X | X | X | X |
| Continue to collaborate with USF regarding Teacher Leadership Conference. | X | X | X | X | X | X |
| PCS will continue to encourage administrators to teach adjunct classes at USF in Teacher Education and Educational Leadership Programs. | X | X | X | X | X | X |

| 19. Deliverable (required): Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| A plan is currently in place to select administrators to mentor Level 2 candidates seeking Principal certification. These mentors must have experience as a principal and have demonstrated positive growth in student achievement at their school. The plans will continue to be revised to meet needs of the programs. | X | X | X | X | X | x |
| Increase the number of years of experience that a teacher needs to have to five prior to being trained in Clin. Ed. | | | X | | | |
| Develop a screening tool to assist in determining teacher qualifications for the training and subsequently supervising an intern or mentoring a new teacher. That screening tool will be based on the teacher appraisal instrument and the ability of the teacher to positively impact student achievement. Supervising teachers and mentors must be highly qualified and effective teachers. If a teacher needs to be assigned a new mentor after the program has begun, the new mentor will collaborate with the previous mentor and principal so that the program continues to move forward. | | | X | | | |
| Select and train additional administrators to mentor Level 2 candidates. | | | | X | X | X |

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

| 20. Deliverable (required): Description of qualifications to supervise program interns or serve as a peer mentor. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | x | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Develop a plan to determine selection of a teacher to be a mentor. Teachers who supervise interns must be highly qualified and effective teachers. They must be rated as effective on the teacher appraisal instrument and demonstrate positive trends in their students' achievement. | | | X | | | |
| Implement a plan to determine selection of a teacher to be a mentor. Teachers who supervise interns must be highly qualified and effective teachers. They must be rated as effective on the teacher appraisal instrument and demonstrate positive trends in their students' achievement. | | | | X | | |
| The principal mentors for Level 2 must have experience as a principal and have demonstrated positive growth in student achievement at their school. As additional mentors are selected, they too will have to meet this criteria. | | | | X | | |
| Revise eligibility of and/or provide additional training to Level 2 mentors based on feedback of program participants. | | | | X | X | X |

| 21. 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 | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| The district will annually report the teachers and principals who are serving as mentors. | | | | X | X | X |

| 22. 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 | | |
| Supporting Activities (indicate each year | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |

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

| activity will be conducted and include collective bargaining, if applicable): | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---|---|---|
| Continue to follow the Continuous Improvement Model outlined in the state approved Level 2 plan. <i>See attached state approved plan, results, handbook.</i> | | | | X | X | X |
| Continue to train and support teachers who are qualified to supervise interns. | X | X | X | X | X | X |
| Continue to make process improvements to Clinical Education Program as needed. <i>See attached list of suggested improvements to the program. See attached description of Clinical Education training program.</i> | X | X | X | X | X | X |
| Revise Clinical Education training to include modeling of current instructional best practices and incorporate the use of protocols while ensuring the fidelity of the state training program. | | | X | | | |
| Develop an assessment of the Clin. Ed. training to determine needed improvements. | | | X | | | |
| Develop a follow-up assessment of the Clin. Ed. trained teachers' skills in mentoring as perceived by the intern. | | | X | | | |
| Develop a survey of beginning teachers to identify needed professional development and support. | | | X | | | |
| Implement a survey of beginning teachers to identify needed professional development and support. | | | | X | | |
| Develop a survey of peer teachers to identify needed professional development and support. | | | X | | | |
| Implement a survey of peer teachers to identify needed professional development and support. | | | | X | | |
| Develop a process to evaluate a cooperating teacher based on the teacher's appraisal and feedback from intern and university. | | | X | | | |
| Revise eligibility of and/or provide additional training to Clin. Ed. trained teachers based on feedback of interns and university. | | | X | X | X | X |

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

Sustainability Factors: PCS will continue to do what has been outlined as it is a way of work for the district and does not require any additional funding.
Currently, funding for the following initiatives is provided out of Title II Part A:

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

- UF Lastinger Professional Development for high schools
- UF Lastinger Professional Development for Leadership Development
- Training for paraprofessionals to becoming highly qualified under NCLB
- District Leadership Development
- Clinical Education Training (required for teachers to have an intern)
- Experience Pinellas – new teacher trainings
- ESE endorsement professional development
- Science/Math content professional development
- Math/Science staff developers embedded in the schools to provide just in time professional development
- Human resources staff developers (2)
- Sr Human Resource Specialists (2) to focus on recruitment and appraisal systems

Supporting Narrative (optional): PCS currently has partnerships with the University of Florida and the University of South Florida to collaborate in the assignment of interns who are seeking teaching certifications or educational leadership certifications. The district is dedicated to utilizing effective and highly effective candidates as internship supervisors and will continue to work toward growing teacher leaders for this purpose.

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

Attachments:

- Qualifications of a supervising teacher for an intern, Page D-2
- Qualifications of a Level 2 mentor for a candidate for principal certification, Page D-3
- Level 2 Continuous Improvement Model, Page D-4
- Description of Clinical Education training program, Page D-6
- List of universities that PCS has a partnership with to place interns, Page D-9
- List of Level 2 completers and those who have become principals, Page D- 10
- Alternative Certification , Transition to Teaching (TTT) plan, results, handbook, Page D-13

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

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

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Please indicate one LEA point of contact for this Project. Name: Lisa Grant Title: SR Human Resource Specialist Phone #: 588-6324 E-mail Address: grantli@pcsb.org</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Project Goal: The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.</p> |
| <p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 1. A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist at the end of the template document. 2. A timetable for implementing the teacher evaluation system. 3. A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist at the end of the template document. 4. A timetable for implementing the principal evaluation system. 5. Annually report evaluation results for teachers and principals through the regular student and staff survey. 6. Submit revisions to the teacher and principal evaluations annually, if revisions are made. |

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Regional Superintendents | | | X | X | X | X |
| Principals | X | X | X | X | X | X |
| Assistant Principals | X | X | X | X | X | X |
| Peer Reviewers | | X | X | X | X | X |
| Director Evaluation | | | X | X | X | X |
| Human Resource Director | | | X | X | X | X |
| Professional Development, Director | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

| <p>23. Deliverable (required): A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii).</p> | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | <i>No later than May 1</i> | | | |
| <p>Supporting Activities (indicate each year activity will be conducted and include</p> | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd | 3 rd | 4 th | | | |

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

| collective bargaining, if applicable): | Quarter | Quarter | Quarter | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---|---|---|
| Pilot a multi-metric Teacher Appraisal system in 15 schools that includes performance review of the PCS Teacher Professional Expectations for 50% of the evaluation, Teacher performance data based on class average gains for math/ reading or school-wide average gains for 30%, Peer Review Data for 10%, and Professional Development data for 10%. The system will use an overall rating of Highly Effective, Effective or Ineffective. | X | X | X | | | |
| The district will work with PCTA to negotiate the pilot appraisal instrument, and the peer review process. | X | X | X | | | |
| Develop valid and reliable assessment and/or performance measures for subjects where standardized achievement tests are unavailable. | | | | | X | X |
| Contract with research specialist to develop assessment (pre-test/post-test) focusing on areas where FCAT data is unavailable or inappropriate. | | X | X | X | X | X |
| Purchase a server to house a test bank system and value-added modeling software. | | X | | | | |
| Implement the use of value-added measures. | | | | | X | X |
| Refine effectiveness scales annually to include the value-added methodology and the addition of the new assessment data. | | | | | X | X |
| Professional Development for the new appraisal system will be developed with assistance from UF, Lastinger Center. Administrators for the pilot schools will participate in training that begins in October and will be completed in March. Peer Reviewers will complete the course by January. | X | X | X | | | |
| Teachers in the pilot schools will be informed of the process and criteria prior to the beginning of the evaluation process. A Moodle site will include a PPT and supporting documents. | X | | | | | |
| Provide two evaluations for teachers in their 1 st 3 years. | | | | X | X | X |
| Review data from appraisal system pilot to develop plan for increasing student growth percentages based on performance of students on state-required assessments to 40% of the appraisal and student growth or achievement as determined by the LEA to 10% (such as value added model, portfolio | | | X | | | |

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

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|
| assessments, or student's progress based on the individual growth index) and transitioning the appraisal system from the pilot schools to district wide use. | | | | | | |
| The district will work with PCTA to negotiate any changes to the appraisal instrument resulting from the pilot. | | | X | | | |
| Received state approval in the 1 st quarter for the new appraisal system to pilot in 15 schools. After conducting the pilot the district will submit revisions for approval by the end of 2011 school year. | | | X | | | |
| Provide training and support material for appraisal system. | | | | X | X | X |
| Implement the new multi-metric appraisal system which 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) in all schools. | | | | X | X | X |
| Develop appraisal system for specialists, defined as non classroom instructional staff that have direct contact with students, 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). | | | | X | | |
| Digitize each specialist appraisal in Portal | | | | X | | |
| Implement specialist's appraisal system. | | | | | X | X |

| 24. 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 | | | |
| Digitize the appraisal system | X | | | | | |
| Develop professional develop for the new appraisal system | X | | | | | |
| Provide training for administrators, peer reviewers and teachers | X | X | X | X | X | X |
| Work with PCTA to define the peer review process | X | X | X | | | |
| Develop job description for peer reviewers | X | | | | | |
| Select and hire peer reviewers | X | | | | | |
| Complete formative appraisal cycle | X | X | | X | X | X |
| Complete summative cycle | | X | | X | X | X |
| Complete evaluation survey | | X | | X | X | X |
| Research & Accountability completes audit of performance indicators | | X | | X | X | X |

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

| | | | | | | |
|------------------------------------------------------------|--|--|---|---|---|---|
| Send revised appraisal system to DOE for approval | | | X | | | |
| Implement new appraisal system | | | | X | X | X |
| Develop specialist's appraisals for implementation in 2011 | | | | X | | |
| Implement specialist's appraisal system | | | | X | X | X |

| | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 25. Deliverable (required): A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| Complete the development of the new principal's appraisal system and non-school based administrator appraisal that includes school-wide learning gains weighted at 40%, alternatives measures (such as value added model, portfolio assessments, or student's progress based on the individual growth index) of students' progress weighted at 10%, professional expectations aligned to the Florida Principal Leadership Standards, and measures for the recruitment and retention of effective teachers, improving effectiveness of teachers and removing ineffective teachers. The overall rating scale will include highly effective, effective and ineffective ratings. | | | X | X | | |
| Submit the Principal appraisal to the Department of Education for review and approval. | | | X | | | |
| Provide training for administrators on the new principal appraisal system. | | | X | | | |
| Implement the new principal's appraisal system | | | | X | X | X |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 26. Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| Select development committee to include all stakeholders | X | | | | | |

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

| | | | | | | |
|------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| Develop a school-based and non school-based appraisal system based on state requirements | X | X | X | X | | |
| Create support materials and forms | | X | X | X | | |
| Work with MIS to digitize the principal appraisal | | X | X | X | | |
| Implement principal's appraisal system | | | | X | X | X |

| | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 27. Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| PCS will work with FLDOE to follow guidance from FLDOE staff regarding reporting requirements. | | | X | X | X | X |
| Annual process survey completed | | | X | X | X | X |
| Survey report completed | | | X | X | X | X |

| | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 28. Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Utilize process survey results for improvement | | | X | X | X | X |
| R&A completes audit of performance indicators and results are used for improvement | | | X | X | X | X |
| Revise required student growth data as data systems are developed | | | | X | X | X |
| Work with collaborative/collective bargaining unit as improvements are made | X | X | X | X | X | X |
| Submit revised appraisal system to state for approval | | | | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|----------------|----------------|----------------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$90,662.00 | \$139,527.00 | \$139,527.00 | \$2,155,838.00 | \$3,164,501.00 | \$5,173,367.00 |

Sustainability Factors: Title II Part A is paying for a Sr. Human Resources Specialist who is overseeing the appraisal revision process for teachers and administrators within the district. The Teacher Incentive Grant is paying for the research specialist, server and value-added soft ware as part of the development of the new system. The appraisal system will be supported by district funds at the end of the grant cycle. The district will allocate general operating dollars, within its financial forecasting model, for each subsequent year beyond the grant's

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

termination to meet the funding needs of the RTTT reforms.

Supporting Narrative (optional):

In January 2009, Human resources began the process to revise the Performance Appraisal instrument. The district reviewed the teacher appraisal process to determine what was working and make adjustments for improvement. Teacher representatives met at north and south county locations to review the state requirements, and examine the appraisal process. The information that was gathered from each group included: what worked, obstacles, and improvement considerations. A committee completed a drafted appraisal system in the summer.

In the fall additional state requirements in the form of Differentiated Accountability and Florida's application for the Race to the Top required the district to further revise the initial draft to include mandated elements in the performance appraisal instrument.

The information from the goals and actions generated at SPC's collaborative labs captured teacher's, principal's, the community's and district personnel's input on the Race to the Top grant application. This information also influenced the revision to the performance appraisal process. In addition, the visions expressed through the work done with our professional development partnership, The UF Lastinger Center, shaped the direction of the performance appraisal process.

The synthesis of this information and consultation with District General Counsel to insure initial understanding of Florida statute was developed was done by Research and Accountability. Initial draft instrument proposals were shared with Human Resources, Curriculum and Instruction, District Regional offices, teacher representatives, teacher's union representatives, and principal representatives for feedback on key issues and concerns. Revisions were made and a draft was presented to the Board in May, 2010 and approved by the Department of Education in August.

Pinellas County Schools is committed to a philosophy of continual improvement. The Instructional Personnel Assessment System is designed to promote the continual growth and improvement of instructional staff. That professional growth and improvement should translate, at the classroom level, into an improved quality of instruction and learning opportunities for students. In order to facilitate this process, an effective assessment system provides a means for verifying the professional competence of teachers, and then follows up with professional development and growth opportunities. This is best accomplished by setting clear expectations for all instructional personnel, data gathering, observation, feedback, self-reflection, and focusing on improvement and growth activities. The improvement and growth activities are supported through the alignment of other district processes and systems. The revised assessment system incorporates each of these components.

The State of Florida requires that district assessment procedures for instructional personnel are primarily based on the performance of students assigned to their classrooms, as well as address basic teaching competencies. (Florida Statute §1012.34) The Pinellas County School's teacher performance review process integrates multiple data sources to provide a wider and more accurate view of performance. Administrator observation and Peer Review provides a means for assessing the successful implementation of the Teacher Professional Expectations. Student performance data provides a measure of student growth using class average gains over three years. In addition, the process of continual improvement is evidenced by the completion of the employee's professional development goals. Pinellas County Schools will continue to work within the district to improve the quality of data submitted on all surveys including Survey 5. The district will work with FLDOE staff and follow their guidance and specifications on this important survey. PCS will report per FLDOE specifications those

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

teacher/principals who were dismissed for ineffective performance and those who were deemed highly effective and who resigned and/or left the district. PCS will also report the effectiveness data from systems developed in this project to the DOE during Survey 5 for principals and teachers.

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

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

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

Please indicate one LEA point of contact for this Project.
Name: Marlyn Dennison
Title: Director, Human Resources
Phone #: (727) 588-6368
E-mail Address: dennisonm@pcsb.org

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

- 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 | | | |
| Directors, Human Resources | X | X | X | X | X | X |
| Senior Human Resource Specialists | X | X | X | X | X | X |
| Recruiter | | X | X | X | X | X |
| HR Personnel Technician | X | X | X | X | X | X |
| Director, Governmental Relations | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

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

| 29. 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 | | | |
| Develop new teacher salary schedule based on teacher appraisal results. | | | X | | | |
| Develop new administrator salary schedule based on teacher appraisal results. | | | X | | | |
| Share new teacher salary schedule with Director of Governmental Relations for collaborative/collective bargaining. | | | X | | | |
| Annually submit to the DOE the teacher and principal salary schedules that reflect the use of appraisal results.. | | | | X | X | X |
| Report to the DOE all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey. | | | | X | X | X |
| Pilot new teacher salary schedule. | | | X | | | |
| Pilot new administrator salary schedule. | | | X | | | |
| Fully implement new teacher salary schedule. | | | | | X | X |
| Fully implement new administrator salary schedule. | | | | | X | X |
| Develop a plan with Research and Accountability to evaluate the impact of financial and other incentives on student performance. | | | X | | | |
| Evaluate the impact of financial and other incentives on student performance. | | | | | | X |

| 30. Deliverable (required): Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Develop new teacher appraisal instrument. | X | | | | | |
| Develop new principal appraisal instrument. | | X | | | | |
| Share new teacher appraisal instrument with Director of Governmental Relations for | X | | | | | |

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

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| collaborative/collective bargaining. | | | | | | |
| Annually submit to the DOE the revised teacher and principal appraisal system that reflects the process for using evaluation data. | | X | | X | X | X |
| Pilot new teacher appraisal instrument. | | X | | | | |
| Pilot new administrator appraisal instrument. | | X | | | | |
| Fully implement new teacher appraisal instrument. | | | | X | | |
| Fully implement new administrator appraisal instrument. | | | | X | | |
| Work with Research and Accountability to develop a process to evaluate the impact of the use of the new teacher appraisal instrument on student achievement. | | | X | | | |
| Evaluate the impact of the use of the new teacher appraisal instrument on student achievement. | | | | | | X |
| | | | | | | |

| 31. 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 | | | |
| Hire a recruiter. | | X | | | | |
| Post hard to fill positions on critical shortage page of district website on an ongoing basis. | X | X | X | X | X | X |
| Continue to collaborate with local colleges and universities to recruit teachers. | X | X | X | X | X | x |
| Develop a plan to have content area supervisors post and screen potential candidates for positions in critical need areas. | | X | | | | |
| Resume out of state recruiting efforts to target colleges and universities that may assist in providing candidates for critical needs serving urban populations. | | | X | | | |
| Conduct a forum of all principals in high needs and/or difficult to staff schools to gather input regarding needs. The group will also identify qualities, experiences, educations, and characteristics of desirable candidates for recruitment purposes. | | X | | | | |

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

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|---|---|
| Identify and train a cadre of principals from high needs schools to interview candidates at selected interview sites. | | X | | X | X | X |
| Form a cross-functional committee to discuss the possibility of centralized hiring for high needs / hard to fill schools. | | X | | | | |
| Begin discussions with the Teachers' Association about limiting the voluntary transfer process to those teachers who have demonstrated their ability to increase student achievement as demonstrated on the teacher appraisal instrument to those schools considered high need / difficult to staff. | | X | | | | |
| Identify high performing teacher preparation programs both in and out of state. | | X | | | | |
| Research best practices and strategies relevant to recruitment completion. | | X | | | | |
| Continue to offer advanced contracts for critical need candidates. | | | X | X | X | X |
| Create a pool of highly qualified, effective candidates for low performing schools who have a history of raising student achievement as demonstrated through data reflected on annual teacher appraisal. | | | | X | X | X |
| Develop a staffing plan that reflects the assignment of highly qualified and effective teachers and principals who have a history of raising student achievement as demonstrated through data reflected on annual teacher and principal appraisal to the district's schools that have the highest percentage of low income and minority students. | | | X | | | |
| The Director of Governmental Relations will collaborate with the Teachers' Association regarding a staffing plan that reflects the assignment of highly qualified and effective teachers and principals who have a history of raising student achievement as demonstrated through data reflected on annual teacher and principal appraisal to the district's schools that have the highest percentage of low income and minority students. | | | X | | | |
| Submit to the DOE a staffing plan that reflects the assignment of highly qualified and effective teachers and principals who have a history of raising student achievement as demonstrated through data reflected on annual teacher and principal appraisal to the district's schools that have | | | | X | | |

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

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| the highest percentage of low income and minority students. | | | | | | |
| Revise instructional recruitment plan. <i>See attached 07/08 instructional recruitment plan.</i> | | | X | | | |
| Implement a comprehensive recruitment program. | | | | X | | |

| 32. 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 | | | |
| The Director of Governmental Relations will work with the Teachers’ Association to develop the Collective Bargaining Agreement. | | | X | X | X | X |
| Develop a plan to provide promotional opportunities for highly qualified and effective teachers who have a history of raising student achievement as demonstrated through data reflected on annual teacher appraisal to remain or move to leadership positions and bases promotion on effectiveness including a multi-metric appraisal in the year prior to promotion. | | | X | | | |
| Implement a plan to provide promotional opportunities for highly qualified and effective teachers who have a history of raising student achievement as demonstrated through data reflected on annual teacher appraisal to remain or move to leadership positions and bases promotion on effectiveness including a multi-metric appraisal in the year prior to promotion. | | | | X | X | X |
| Develop a plan to award contracts to highly qualified and effective teachers on their effectiveness in raising student achievement as demonstrated through annual appraisal. | | | X | | | |
| Implement a plan to award contracts to highly qualified and effective teachers on their effectiveness in raising student achievement as demonstrated through annual appraisal. | | | | X | X | X |
| Develop a plan to base decisions on reduction in staff on level of effectiveness in | | | X | | | |

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

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|
| raising student achievement as demonstrated through annual appraisal. | | | | | | |
| Implement a plan to base decisions on reduction in staff on level of effectiveness in raising student achievement as demonstrated through annual appraisal. | | | | X | X | X |
| Develop a plan to return teachers on the Professional Services Contracts to probationary status and Annual Contracts if they do not show evidence of improving student achievement as demonstrated on the teacher appraisal. | | | X | | | |
| Implement a plan to return teachers on the Professional Services Contracts to probationary status and Annual Contracts if they do not show evidence of improving student achievement as demonstrated on the teacher appraisal. | | | | X | X | X |
| Develop a plan to non-renew or dismiss teachers on probationary or Annual Contracts if they do not show evidence of improving student achievement as demonstrated on the teacher appraisal. | | | X | | | |
| Implement a plan to non-renew or dismiss teachers on probationary or Annual Contracts if they do not show evidence of improving student achievement as demonstrated on the teacher appraisal. | | | | X | X | X |
| Develop a plan to move teachers involuntarily from low performing schools if they do not show evidence of improving student achievement as demonstrated on the teacher appraisal. | | | X | | | |
| Implement a plan to move teachers involuntarily from low performing schools if they do not show evidence of improving student achievement as demonstrated on the teacher appraisal. | | | | X | X | X |
| The district will assign only new teachers (first and second year) in persistently lowest achieving schools if completed or participating in high performing teacher preparation program; district will provide support. | | | X | X | X | X |
| Provide to the DOE a list of new teachers' names, years of teaching, teacher preparation program, and learning gains in math and reading. | | | | X | X | X |
| Annually submit to the DOE the district's collective bargaining agreement. | | | X | X | X | X |
| Annually report to the DOE terminations through the regularly- scheduled student and | | | X | X | X | X |

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

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| staff surveys. | | | | | | |
| Report to the DOE the assignment of teachers and principals through the regularly-scheduled student and staff surveys. | | | X | X | X | X |

| 33. Deliverable (required): Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Develop a plan for the Regional Superintendents to use the principals' checklist to hold principals accountable for the utilization of appraisal results in making decisions about the promotion, development, transfer and/or dismissal of teachers. <i>See attached principal's checklist.</i> | | | X | | | |
| Implement a plan for the Regional Superintendents to use the principals' checklist to hold principals accountable for the utilization of appraisal results in making decisions about the promotion, development, transfer and/or dismissal of teachers. | | | | X | X | X |
| Develop a plan for the Regional Superintendents to use the principals' checklist to make decisions about the promotion, development, transfer and/or dismissal of principals. | | | X | | | |
| Implement a plan for the Regional Superintendents to use the principals' checklist to make decisions about the promotion, development, transfer and/or dismissal of principals. | | | | X | X | X |
| Develop a plan for the Superintendent to hold Regional Superintendents accountable for the utilization of the principals' checklist and appraisal results in making decisions about the promotion, development, transfer and/or dismissal of principals. <i>See attached principal's checklist.</i> | | | X | | | |
| Implement a plan for the Superintendent to hold Regional Superintendents accountable for the utilization of the principals' checklist and appraisal results in making decisions about the promotion, development, transfer and/or dismissal of principals. <i>See attached</i> | | | | X | X | X |

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

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| <i>principal's checklist.</i> | | | | | | |
| 34. 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 | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| The Director of Governmental Relations will work collaboratively with the Teachers' Association to develop the appropriate salary modifications for teachers through the collaborative/collective bargaining process. | | | X | | | |
| Hire Personnel Technician to coordinate and track salary adjustments. | | | X | | | |
| Develop a Differentiated Pay Plan for teachers based on Differentiated Accountability status, school demographics, special needs of the school and difficulty in filling positions. | | | X | | | |
| Develop a Differentiated Pay Plan for administrators based on Differentiated Accountability status, % of students qualifying for free and/or reduced lunch, size of school, special needs of the school and difficulty in filling positions. | | | X | | | |
| Develop a sign on bonus for teachers who agree to go to high needs schools or those which are hard to fill. | | | X | | | |
| Develop a sign on bonus for administrators who agree to go to high needs schools or those which are hard to fill. | | | X | | | |
| Develop a retention bonus for teachers who agree to stay at high needs schools or those which are hard to fill. | | | X | | | |
| Develop a retention bonus for administrators teachers who agree to stay at high needs schools or those which are hard to fill. | | | X | | | |
| Implement Differentiated Pay, Pay for Performance, a sign on bonus and a retention bonus for teachers. | | | | X | X | X |
| Implement Differentiated Pay, Pay for Performance, a sign on bonus and a retention bonus for administrators. | | | | X | X | X |
| | | | | | | |
| 35. 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 |

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

| 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 | | | |
| Terminations will be reported annually through the regularly-scheduled DOE student and staff surveys. | | | X | X | X | X |

| 36. 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 | | | |
| The assignment of teachers and principals will be reported annually through the regularly-scheduled DOE student and staff surveys. | | | X | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|--------------|--------------|--------------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$71,400.00 | \$78,999.00 | \$79,000.00 | \$313,208.00 | \$314,290.00 | \$318,462.00 |

Sustainability Factors: The use of data to inform human capital decisions has become a way of work in Pinellas County. It will continue to be self-sustaining using district funds. The district will use the term of the grant funding to revise the salary schedule so that Pay for Performance and Differentiated Pay are sustained after the funding is no longer available. The district will allocate general operating dollars, within its financial forecasting model, for each subsequent year beyond the grant’s termination to meet the funding needs of the RTTT reforms.

Supporting Narrative (optional):
The district is in a pilot year for its teacher performance appraisal system and will be using this data as the basis for making changes to the entire appraisal system. These changes will impact the teacher and principal salary schedules. Updates will be made to both salary schedules and reported to the FLDOE annually, including all revisions. A Personnel Technician will be hired for the Human Resources (HR) department to calculate, coordinate and track all salary adjustments from all funding sources. PCS will utilize its Research & Accountability as well as HR, PD, and MIS resources to develop a revised evaluation system which takes student data into account when making human capital decisions. The district is well on its way to developing the evaluation system. The next step will be to determine how this system will impact human capital decisions. The district is committed to working with the FLDOE to meet all reporting requirements and deadlines.

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

- Principal’s Expectations Checklist, page E-2
- 07/08 Instructional Recruitment Plan, page E-6

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – 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).

Please indicate one LEA point of contact for this Project.

Name: Lisa Grant
Title: Director, Professional Development
Phone #: 727-588-6335
E-mail Address: grantli@pcsb.org

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

Evidence:

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, Professional Developments | X | X | X | X | X | X |
| Director of Research & Accountability | X | X | X | X | X | X |
| Assistant Superintendent Management Information Systems | X | X | X | X | X | X |
| Assistant Superintendent PK-12 Curriculum | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

| 37. Deliverable (required): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---------------------------------------------|-----------------|-----------------|-----------------|---------|---------|---------|
| | 2 nd | 3 rd | 4 th | | | |
| A revised district professional development | | | | | | |

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

| 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. | Quarter | Quarter | 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 | | | |
| Develop a process through ELLIS to collect the professional development needs of support staff, instructional staff and administrators. The process will utilize a link between disaggregated student data and the information generated from district processes including IPDP and ILDP, SIPs district strategic plan, annual HR/PD survey results. | | | X | X | X | X |
| Establish a Professional Development Leadership Advisory Committee (PDLA) to include UF Lastinger, C and I, PD, HR, regional superintendents, and school based administrators | X | | | | | |
| (Calendar committee) Review/revise school calendar to allow for required RTTT professional development | X | X | X | | | |
| (PDLA) Collect and analyze data from needs assessment to identify professional learning needs and provide targeted PD, Focus on new common core standards, leadership development, curriculum development, instructional practices targeting high needs students, and monitor PD utilizing the protocol review standards | | X | X | X | X | X |
| Develop plan with collaborative/collective bargaining unit as it relates to modifying schedules to adopt lesson study. | | X | X | | | |
| Establish a planning committee that includes PD, C& I, HR, and colleges of education to design the new beginning teacher program | X | | | | | |
| Develop a beginning teacher program that supports teachers through their 1 st two years, utilizes data from multiple evaluations to design support, provides coaching and mentoring, builds in observation time. | X | X | X | | | |
| Work with collaborative/collective bargaining unit to establish schedules that will support time for observation | X | X | X | | | |
| Develop a process to select highly effective mentors | | X | X | | | |
| Develop training and ongoing support for mentors | | X | X | | | |

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

| | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|---|---|---|
| Select and train mentors | | | | X | X | X |
| Implement beginning teacher program | | | | X | X | X |
| Collaborate with C&I to provide support and training for lesson study, formative assessment, and instructional practices that target high needs students. | | | X | X | X | X |
| Creation of writing/training cadres to develop and revise professional development for common core standards in math, reading, science and writing. | | X | | X | X | X |
| Purchase and printing of training materials to support training that will be created for developing an understanding of the Common Core Standards and integration of the standards with instructional strategies and lesson study to include pacing guides realigned with the Common Core Standards and videos of teachers instructing to use for training purposes. | | | X | X | X | X |
| Collaborate with Curriculum & Instruction to align professional development for teachers in NGSSS with Common Core Standards in alignment with the FLDOE timeline for complete implementation (to begin in lowest levels and expand to higher levels throughout grant period) | | | X | X | X | X |
| Implement revised IPDP/ILDP in pilot schools | | X | X | | | |
| Implement revised IPDP/ILDP district-wide | | | | X | X | X |
| PDLA collaborates with R&A and MIS to develop a process for collecting and evaluating the district’s professional development. The process would incorporate data from IPDP, ILDP, SIP, evaluation data, survey results and align to the state protocol standards. | | | X | X | X | |
| Complete an annual review of internal processes and evaluation of the PD system | | | X | X | X | X |
| Submit revisions to the professional development system | | | | X | X | X |

| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 38. Deliverable (required): A timetable for implementing the new elements into the professional development system for teachers and principals in the district. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |

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

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| Develop needs assessment process | | | | X | | |
| Establish Leadership Advisory Committee | X | | | | | |
| Review school year calendar | X | X | X | | | |
| Identify district professional development needs and use this to continually revise the professional development system | | | X | X | X | X |
| Implement plan adopted by bargaining unit with regards to lesson study | | | | X | X | X |
| Provide training for formative assessment and lesson study gradually moving from facilitating to support. | | | | X | X | X |
| Provide training for teachers to align NGSSS with CCS. Roll out at various grade levels. | | | X | X | X | X |
| Develop beginning teacher program | X | X | X | | | |
| Implement beginning teacher program | | | | X | X | X |

| | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 39. Deliverable (required): A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | 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 | | | | |
| Develop as part of the teacher’s appraisal system an IPDP that is based on student performance data, teacher performance data, and includes the inquiry process | X | X | | | | |
| Develop as part of the principal’s appraisal system an IPDP that is based on student performance data and principal performance data | X | X | X | | | |
| Pilot the revised IPDP | | | X | | | |
| Implement the revised IPDP | | | | X | X | X |
| Pilot the revised ILDP | | | | X | | |
| Implement the revised ILDP | | | | | X | X |

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 40. Deliverable (required): A component of the district’s professional development system reflecting a revised process for evaluating the district’s professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | X | X | X | X | 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 | | |
| Collaborate with research and accountability to develop a process to evaluate the PD system | | X | X | X | | |

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

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|
| Implement the evaluation process | | | | X | X | X |
| Review results of evaluation and revises processed as needed | | | | | X | X |
| Work with research and accountability department to complete an annual review of internal processes to ensure complete and accurate reporting of data. | | | X | X | X | X |

| | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 41. Deliverable (required): A timetable for implementing the evaluation of professional development in the district. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| Research & Accountability will develop a timeline for evaluating the district’s professional development and will supply this timeline to the FLDOE. | | | X | | | |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 42. Deliverable (required): Annually report evaluation results of the professional development for teachers and principals as part of the review of the district’s professional development plan. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Research & Accountability will work with professional development department and FLDOE to ensure results of the professional development evaluation are reported annually. | | | | X | X | X |

| | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 43. Deliverable (required): Submit revisions to the professional development system annually, based on the district-determined timetable for implementation. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| PCS will work with FLDOE to develop a timeline for submission of revisions to the district’s professional development plan. | | | X | X | X | X |

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

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

| | | | | | | |
|------------------------|-----|-------------|-------------|-------------|-------------|-------------|
| Budget Summary: | \$0 | \$17,686.00 | \$17,937.00 | \$66,060.00 | \$66,061.00 | \$66,059.00 |
|------------------------|-----|-------------|-------------|-------------|-------------|-------------|

Sustainability Factors: The evaluation and resulting revisions to the professional development system will be completed during the grant period. Professional development will be placed on Moodle for online reference in the future and to sustain this training after the grant period. The PDLA will continue to function in an advisory capacity after the grant period.

Supporting Narrative (optional): PCS is committed to revising its professional development systems. The district is working in conjunction with the University of Florida’s Lastinger Center to revise the professional development systems. This includes leadership development and curriculum professional development. PCS will develop alignments between the NGSSS standards and the Common Core Standards to bridge the change over for teachers. The district will roll out this professional development with teachers in the lowest levels first and moving to the higher grades over the course of the grant period.
The district’s Research & Accountability Office will hire a grant funded research specialist to work full time on the evaluation of the district’s professional development and its impact on student growth. Revisions to PD will be based on the results of the evaluation.

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

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

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

| Item from RTTT MOU and corresponding <i>Protocol</i> standards | Page shown in Final Scope of Work |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2) | 68, 69, 72 |
| 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) | 69 |
| 3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) | 56 |
| 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) | 68 |
| 5. Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6) | 16 |
| 6. Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4) | 34 |
| 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) | 68 |
| 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) | 68 |
| 9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) | 68, 69 |
| 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) | 9, 68 |
| 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) | 35 |
| 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]. | 72, 89 |

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

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

IF YOU ARE AN LEA THAT DOES NOT HAVE A PERSISTENTLY LOWEST-ACHIEVING SCHOOL, SECTION (E) DOES NOT APPLY TO YOU AND YOU DO NOT NEED TO COMPLETE IT. SEE APPENDICES B AND C TO FLORIDA’S MOU FOR LIST OF SCHOOLS.

INFORMATION FOR ITEMS BELOW SHOULD BE THE SAME AS IN YOUR SCHOOL IMPROVEMENT GRANT (SIG) APPLICATION. YOU MAY INCLUDE RELEVANT PARTS OF YOUR SIG APPLICATION IN THE APPENDIX.

(E)(2) Turning around the lowest-achieving schools

1. The LEA will select and implement one of the four school intervention models described in the grant application in all persistently lowest-achieving schools located in the district (see Appendix A to the MOU). The Department will identify the schools based upon the school categories devised for school accountability under s. 1008.33, F.S., and set forth in Rule 6A-1.099811, F.A.C. (see Appendices B and C to the MOU).
2. An LEA with more than nine persistently lowest-achieving schools will not select the transformational option for more than one-half of the schools.
 - All actions undertaken by the LEA under this element of the grant will be in accordance with the requirements of s. 1008.33, F.S. (Differentiated Accountability).

Complete Work Plan Table for (E)(2)1.-2.

3. The LEA will submit a plan for the Department’s approval 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 PreK 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.

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

Complete Work Plan Table for (E)(2)3.

4. The LEA will use effectiveness data from annual evaluations to determine incentives for the most effective teachers to work in the district's elementary, middle, and high schools that are the persistently lowest-achieving.

Include Work Plan for (E)(2)4. in Table for (D)(3).

5. The LEA will only assign new teachers (those in their first and second year) in the district's schools that are the persistently lowest-achieving if these teachers have completed or are participating in a high-performing teacher preparation program, as defined in the grant application. The LEA will ensure that such teachers are provided additional support by staffing a mix of new and proven teachers across all content areas and grade levels in the school.

Include Work Plan for (E)(2)5. in Table for (D)(3).

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – 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: Rita M. Vasquez Title: Assistant Superintendent, Chief Turnaround Officer Phone #: 727-588-6302 E-mail Address: vasquezr@pcsb.org</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 | | | |
| Principal On Special Assignment | X | X | X | X | X | X |
| Title 1 Director | X | X | X | X | X | X |
| Senior Coordinator, Differentiated Accountability | X | X | X | X | X | X |
| RtI Administrator | X | X | X | X | X | X |
| Chief Turnaround Officer | X | X | X | X | X | X |
| Director, Human Resources | X | X | X | X | X | X |
| Director, Professional Development | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |

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

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 44. 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 | | | |
| | | | | | | |

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

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|---|---|---|
| PCS has analyzed data and reviewed needs in schools and selected Transformation as the Intervention Model from the four listed options in the MOU for its four lowest performing schools. | X | | | | | |
| PCS will work with FLDOE to evaluate the selected intervention model each year. | | | | X | X | X |
| | | | | | | |

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 45. Deliverable (required): LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include: <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. | 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 | | | |
| Implement new administrative and teacher appraisal instruments which contain student learning gains as a component of the final evaluation | X | | | | | |
| LEA will meet State reporting requirements in appropriate survey periods. | X | | | X | X | X |
| | | | | | | |

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

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

Sustainability Factors: The goal of this section is to improve schools during the prescribed time period to a high performing level which will no longer require this level of intervention. This type of systemic changes will allow for sustainability of transformation after the grant funding period ends.

Supportive Narrative (optional):

District staff used the "Decision Tree for Selection of Intervention Model for Persistently Lowest-Achieving Schools" document that was provided by the Florida Department of Education. In addition, district staff consulted with the Regional Executive Director. The Transformation Model was selected for each Tier II school with the following rationale:

Gibbs- The principal was replaced in the last 2 years. Critical changes in instructional staff have also occurred in the last 2 years

Boca Ciega, Dixie Hollins, and Lakewood- All three principals have been replaced with leaders who have made significant improvements in student achievement. Changes in instructional staff in these schools will occur as necessary and in accordance with the Stipulation of Agreement which gives greater flexibility in the movement of staff in these schools (Appendix G).

Staff Accountability for Learning Gains:

The District has developed, and will implement this year, new administrative and teacher appraisal instruments which contain student learning gains as a component of the final evaluations. This component will steadily increase in value in the total evaluation until it meets the requirements under Differentiated Accountability over the next 3 years (span of our SIG). The baseline this year for acceptable performance for teachers scoring an "effective" rating is 50%-64% (50% is the minimum) for student learning gains. This value will increase until we reach our goal of 100% student learning gains with 65% being the minimum by the end of the 3rd year of our SIG.

Additional information requested in this section will be reported to FLDOE through both SIG and this application during the required reporting periods.

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

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

Project/MOU Criterion: 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.

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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 should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012

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

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| <p>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.</p> <p>9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.</p> <p>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.</p> <p>11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.</p> <p>12. Documentation of “other” research based programs that demonstrate a strong record of improving student achievement in these district schools.</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 | | | |
| Director of Advanced Studies and Academic Excellence | X | X | X | X | X | X |
| Title I Director | X | X | X | X | X | X |
| Senior Coordinator, Differentiated Accountability | X | X | X | X | X | X |
| RtI Administrator | X | X | X | X | X | X |
| Chief Turnaround Officer | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |
| RtI Administrator | X | X | X | X | X | X |

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

| 46. Deliverable: Submission of each school schedule for identified Intervene schools that demonstrates extended learning time. | 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 | | | |
| Gibbs High School is in the process of converting to a modified block schedule that will extend the student day school wide by 0.5-1.0 hours per day for the school year. | X | X | X | X | X | X |
| Gibbs High School is working on developing a plan for an extended school year to begin in June 2011. | | | X | X | X | X |
| Continue collaborative/collective bargaining process for the extended day and year. | X | X | X | | | |

| 47. Deliverable: | 2010-11 | 2011/12 | 2012/13 | 2013/14 |
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RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II

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| Submission of developed full day Pre-K model for students in attendance zones for identified schools. | 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 | | | |
| PCS is not electing to utilize this option. | | | | | | |

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| 48. 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 | | | |
| Implement AICE program at one of the lowest performing high schools in the district, Dixie Hollins High School. Begin site visits to current AICE schools and teacher training in 2010 – 2011. Focus on offering a full slate STEM AICE courses in combination with English and social science courses leading to the AICE diploma. | | X | X | | | |
| Begin offering the first Pre-AICE Courses in grades 9 & 10. | | | | X | X | |
| Expand to include AICE courses in grades 11 & 12 to include administration of AICE exams. | | | | | X | X |
| Provide teacher training and instructional materials to expand AP STEM course offerings. Expand to offer AP Statistics and Environmental Science at all 16 Pinellas high schools. Double the number of Pinellas high schools offering AP Computer Science and AP Physics | | | X | X | X | X |
| Expand the number of Pinellas high schools offering Dual Enrollment course taught on | | X | X | X | X | X |

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

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| the high school campus. | | | | | | |
| Goals for year 1-4 by School: Dixie Hollins High- year 1 expanded AP offerings by 8 courses, years 2-4 will continue to expand AP course offerings with a final goal of 19-20 courses offered in core areas including STEM courses. Implement AICE program in the 9 th and 10 th grades in year 2, expand to 11 th and 12 th grade in year 3. Boca Ciega High School- year 1 expanded AP offerings by 2 courses. Continue to expand AP courses with a final goal by end of year 4 of 19-20 course offered in core areas including STEM. Increase Dual Enrollment classes offered on campus from in years 2-4 with a final goal of 4 in core areas including STEM courses. Work to tie in Project Lead the Way courses with STEM DE courses. Gibbs High School- year 1 expanded AP offerings by 2 courses. Continue to expand AP courses with a final goal by end of year 4 of 20-21 course offered in core areas including STEM. Increase Dual Enrollment classes offered on campus from in years 2-4 with a final goal of 4 in core areas including STEM courses. Lakewood High School- year 1 decreased AP course offerings by 2 courses. Work to regain lost courses and increase AP offerings in years 2-4 to reach a final goal of 19-20 AP courses in core areas including STEM courses. Increase Dual Enrollment classes offered on campus from in years 2-4 with a final goal of 4 in core areas including STEM courses. Baseline Data for 09-10 School Year for AP enrollment can be found in Appendix B. | | | | X | X | X |

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| 49. 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 |
| 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 | | | |
| Collect 2009-10 baseline data from 4 schools and set 4 year goals. BCHS- 2010-2011 AP STEM courses: 4 , 2014-2015 goal AP STEM courses: 6 | X | | | | | |

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

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| <p>DHHS- 2010-2011 AP STEM courses: 4 , 2014-2015 goal AP STEM courses: 6 LwHS- 2010-2011 AP STEM courses: 9 , 2014-2015 goal AP STEM courses: 10 GHS- 2010-2011 AP STEM courses: 4 , 2014-2015 goal AP STEM courses: 6</p> <p>BCHS- 2010-2011 AP courses: 16 , 2014-2015 goal AP courses: 19-20 DHHS- 2010-2011 AP courses: 13 , 2014-2015 goal AP courses: 19-20 LwHS- 2010-2011 AP courses: 18 , 2014-2015 goal AP courses: 19-20 GHS- 2010-2011 AP courses: 19 , 2014-2015 goal AP courses: 20-21</p> | | | | | | |
| <p>Annually collect STEM coursework data. The director for academic excellence and accelerated coursework will continue to produce reports from the student information system, Portal, to monitor and document the number of AP courses offered, which AP courses are offered to ensure the growth of math and science (STEM) AP courses, as well as monitor the number of tests taken by course.</p> | | | X | X | X | X |
| <p>Increase STEM related course offerings: BCHS- Add AP Chem in Center for Wellness and AP Physics for emerging Engineering program Dixie – Add AP Biology and AP Physics Gibbs - Add AP Biology and AP Computer Science A in BETA magnet; add additional Dual Enrollment Science courses. Lakewood - already offers all AP STEM courses; add sections in non-CAT traditional school</p> | | | X | X | X | X |
| <p>Support increased student participation in advanced STEM coursework by creating STEM enrichment opportunities in middle and high school. Examples may include: robotics clubs/teams, engineering competitions, etc.</p> | | | | X | X | X |

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| <p>50. 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</p> | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |

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

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| 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. | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Review of labor market information for region 14 and existing STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010: East Lake HS: Project Lead the Way serving 500 students; 13 certifications in MSSC earned | X | | | | | |
| Planning and student identification to implement Project Lead the Way Engineering program at Boca Ciega High School in Gulfport, FL. Project Lead the Way has been identified by the Florida Department of Education as a program that meets the STEM requirements. It is categorized on the FLDOE website under the Science, Technology, Engineering and Mathematics career cluster. | X | | | X | X | X |
| District staff works with school on full Project Lead the Way implementation. | X | X | X | X | X | X |
| Identify and purchase supplies required to implement program. Boca Ciega HS is under construction and has allocated capital outlay funds for classroom furniture, student and teacher computers, and SMART Boards. Grant funds will be used to implement, enhance and expand the Project Lead the Way curriculum to include Aerospace, Biomedical Sciences and Civil/Architectural Engineering. | X | X | X | X | X | X |
| Secure appropriate classroom space. | X | | | X | X | X |
| Develop formal 4-yr plan of implementation at the school level beginning with one course and one grade level in year one and building to 6 courses that students will take over the 4 years there | X | | | X | X | X |
| Develop marketing materials and marketing plan to recruit rising 8 th grade students from feeder middle schools for 2011 – 2012 school year. | X | X | | X | X | X |

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

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| Send teachers to required Project Lead the Way training. Finalize student course requests and build master schedule reflecting program implementation in 2010-2011 school year. | | X | X | X | X | X |
| Begin Freshman year Project Lead the Way implementation recruiting 75 students for the first course, "Introduction to Engineering Design." | | X | X | | | |
| Begin planning for Sophomore year implementation | | X | X | | | |
| Implement Project Lead the Way for Sophomore year, 9 th and 10 th graders are served with the addition of another 75 9 th grade students and 10 th grade students progressing into the second year Project Lead the Way course, "Principles of Engineering." | | | | X | | |
| Begin planning for Junior year implementation. | | | | X | | |
| Begin planning for industry certification testing. Because of the curriculum, students will not be eligible for industry certification testing until their senior year. To date, no students at Boca Ciega HS have been tested in LabVIEW or MSSC. | | | | X | X | X |
| Implement Project Lead the Way for Junior year, 9 th – 11 th graders are served with the addition of an additional freshman class with students currently enrolled in the program progressing into subsequent levels of the curriculum based on student interest. In the third year of implementation, students will have the option of Civil Engineering and Architecture, Aerospace Engineering or Biotechnical Engineering. | | | | | X | |
| Begin planning for Senior year implementation. | | | | | X | |
| Pretest students on LabView and MSSC | | | | | X | X |
| Senior year implementation of Project Lead the Way, 9 th – 12 th grade students served. The program will be fully implemented in year four with students enrolled in all levels of the Project Lead the Way curriculum. In grade 12 students will complete the capstone course, "Engineering Design and Development." | | | | | | X |
| Continue teacher training and student recruitment to further develop program and build one year at a time for full implementation in year four. It is anticipated that by year four of | | | X | X | X | X |

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

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| implementation, 300 students will be served in the Project Lead the Way program of study. | | | | | | |
| Implement industry certification testing for LabView and MSSC with student certification test results. | | | | | | X |

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| 51. 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 | | | |
| | X | | | X | X | X |
| Carl D. Perkins supporting earmarking funds for industry certifications. (Certification testing not practical until students have completed at least 3 years of the program.) | X | | | X | X | X |
| Carl D. Perkins application in 2011-2012 and future years reflects financial support for Project Lead the Way industry certifications, implementation, and program continuation. | | X | | X | X | X |
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| 52. 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 | | | |
| | X | X | X | | | |
| High school master schedule with Project Lead the Way course sequence and evidence of student enrollment freshman year. | | | | X | X | X |
| High school master schedule with Project Lead the Way course sequence and evidence of student enrollment for subsequent years. | | | | | | |
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| 53. 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 | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |

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

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| 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 | | | |
| Implement AICE program at one of the lowest performing high schools in the district, Dixie Hollins High School. Begin site visits to current AICE schools and teacher training in 2010 – 2011. Focus on offering a full slate STEM AICE courses in combination with English and social science courses leading to the AICE diploma. | | X | X | | | |
| Begin offering the first Pre-AICE Courses in grades 9 & 10. | | | | X | X | |
| Expand to include AICE courses in grades 11 & 12 to include administration of AICE exams. | | | | | X | X |
| Provide teacher training and instructional materials to expand AP STEM course offerings. Expand to offer AP Statistics and Environmental Science at all 16 Pinellas high schools. Double the number of Pinellas high schools offering AP Computer Science A and AP Physics | | | X | X | X | X |
| Expand the number of Pinellas high schools offering Dual Enrollment course taught on the high school campus. | | X | X | X | X | X |

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| 54. 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 |
| 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 | | | |
| PCS will work with FLDOE to report the requested data as required. | X | | | X | X | X |
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| 55. 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 | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |

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

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| data for each school in 2009-2010. | | | | | | |
| 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 | | | |
| LEA will submit a timeline as required by state for implementation of mentoring and positive behavior support systems. | X | | | X | X | X |
| A state approved PBS/Champs behavioral support system is being implemented district wide. | X | X | X | X | X | X |
| Training and coaching in PS/RtI behavior will be provided by district personnel and PS/RtI SBLT | X | X | X | X | X | X |
| Behavior facilitators at each school will attend monthly training to assist schools in making data based decisions | X | X | X | X | X | X |
| Progress is monitored by the evaluation tool and timeline | | | X | X | X | X |
| Each schools submits a school wide behavior plan outlining baseline, benchmarks of quality, and a success plan for the current year. The plan is monitored in November, March, and June each year. Baseline and goals are listed in the supporting narrative. | | | | X | X | X |

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| 56. 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 | | | |
| The district's 4 Lowest 5% performing schools, including the 1 intervene school have adopted a state approved PBS/Champs Behavior Program school wide. | X | | | X | X | X |
| The 4 Lowest 5% performing schools, including the 1 intervene school, have formed School Based Leadership teams and are developing fully functioning RtI/I and RtI/B processes | X | | | X | X | X |
| The 4 Lowest 5% performing schools, including the 1 intervene school, have collected base line behavior data and developed 4 year goals (see supporting narrative) | X | | | | | |
| Collect and analyze data on discipline | X | X | X | X | X | X |

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

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| rates, incidents of school safety violations, and attendance/truancy to determine if the behavior data reflects a school wide concern or if it is individual issues | | | | | | |
| Identify students using the Early Warning Indicators | X | X | X | X | X | X |
| Implement a plan/intervention to address the identified behavior issues | X | | | X | X | X |
| Evaluate success of interventions through progress monitoring | | | X | X | X | X |

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| 57. 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 | | | |
| As part of the SIG, administrators at the 4 Lowest 5% performing schools, including the 1 intervene school, will participate in a Leadership Academy through the UF Lastinger Center for Learning. | | | | | | |

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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: AICE, AP, and IB programs currently generate supplemental FTE for the schools that offer these programs that will support these programs, including the new AICE program, as they reach maturity. These funds can also support enrichment programs and support programs to increase success of students, particularly first time student participants, in these programs. Expanded Dual Enrollment opportunities are supported with supplemental DE Instructional Materials funds in the FEFP and salaries are paid by both the School Board and/or St. Petersburg College depending on when the courses are taught.

PCS has a record of supporting Project Lead the Way in another high school. Carl D. Perkins funds continue to be dedicated to Project Lead the Way implementation in multiple schools, including the addition of Project Lead the Way at BCHS. Capital Outlay dollars are allocated for equipment purchases dedicated to CTE programs in the district's five year plan.

Supportive Narrative (optional): PCS has evaluated each of the options listed in this application and in conjunction with the requirements of the School Improvement Grant has chosen interventions that will best meet the needs of the four individual lowest-performing schools. A key goal of the Pinellas SIG is to increase instructional rigor resulting in more students graduating ready for college and enrolling in college after

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

high school graduation. In support of this goal, schools in the SIG will utilize a variety of external providers to provide professional development, curriculum and instructional resources. Providers include the College Board, AVID Center and the University of Cambridge International Examinations. Each of these external providers has a record of success in working with low-performing schools and students from diverse backgrounds similar to the populations in the Pinellas SIG schools.

The College Board will provide training and support for the vertical alignment of curriculum and instruction through the development of vertical teams of teachers in grades 6 through 12 from the SIG schools and their feed middle schools. One and two day workshops will be conducted to familiarize teachers with the process of vertical articulation and share specific strategies for increasing rigor in all classes. Advanced Placement course teachers will participate in week long AP Summer Institutes and one and two day trainings during the school year to gain knowledge regarding the topics, concepts, and skills and strategies to effectively deliver the college level AP curriculum and prepare students in pre-AP course with the habits of mind and academic skills and content to be successful on AP exams. The SpringBoard Pre-Advanced Placement curriculum in English and Science will be utilized at the SIG schools to infuse rigorous instruction into these core academic courses. SpringBoard combines rigorous course work with formative assessments and professional development. Each course centers on classroom-tested instructional units that prepare students for AP® and college-level work. SpringBoard training will be conducted prior to teachers using the curriculum with students.

In order to best align all research-based and evidence-based resources in the area of behavior supports and instruction, the district has combined FL-PBS Project and Safe & Civil Schools' Foundations as "RtI:B" (Response to Instruction/Intervention: Behavior). Problem Solving-Response to Instruction/Intervention includes social behavior and integrates efforts with improving academics. Problem Solving is used to identify gaps in the Tier 1 universal social/behavioral curriculum for all students in all settings, to identify those students who need support in addition to the school-wide positive behavior program, and to identify those students who need intensive, individualized interventions. The underlying principles of the universal social/behavioral curriculum include an emphasis on preventative and instructional approaches to create a positive, safe environment that supports student success.

- Each school will have the following components in its school wide behavior plan:
 - The SBLT leads the implementation of RtI: Behavior at the school.
 - Data is collected and analyzed at least monthly.
 - School-wide Guidelines for Success are developed and posted.
 - Common Area Expectations are developed and posted.
 - Lesson plans for teaching students and staff all of the components are developed and delivered.
 - Reward/recognition systems are established and integrated throughout the school. The system is used to both teach expected behavior as well as acknowledge that behavior.
 - Classroom systems align with the school-wide system and are positive, proactive, and instructional in nature.
 - Effective procedures for dealing with irresponsible behaviors are developed and consistently utilized throughout school settings. Problem behaviors are defined and major/minor behaviors are differentiated. Suggested responses to both major/minor behaviors are taught to staff.
- Evaluation of implementation
 - Schools will use the "Benchmarks of Quality" (BOQ), "PBS Implementation Checklist" (PIC), and the "Benchmarks for Advanced Tiers" (BAT) to evaluate implementation of each of the key components. All information will be entered on-line.

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

○ Evaluation Schedule

- 10/11/10 through 10/22/10: PBS Implementation Checklist.
- 2/7/11 through 2/18/11: PBS Implementation Checklist.
- 5/16/11 through 5/27/11: Benchmarks of Quality; Benchmarks for Advanced Tiers

Behavior/Discipline Targets for 4 Lowest 5% Performing Schools are indicated in the charts below.

| Gibbs High School | | | | | |
|------------------------------------------------------------|--------------|------------------------------------------|----------------|----------------|----------------|
| Indicator | Current Data | Data Source | 2010-2011 Goal | 2011-2012 Goal | 2012-2013 Goal |
| Discipline Referrals | 34 | Report F62270, 0809 SV 5 as of 3/8/2010 | 31 | 28 | 25 |
| Number of students who received out-of- school suspensions | 388 | Report F62270, 0809 SV 5 as of 3/8/2010 | 355 | 323 | 291 |
| Number of students who received in-school suspensions | 811 | Report F62270, 0809 SV 5 as of 3/8/2010 | 743 | 675 | 608 |
| Number of out-of-school suspensions | 934 | Report F71111, 0809 SV 5 as of 5/10/2010 | 856 | 778 | 700 |
| Number of in-school suspensions | 3695 | Report F71111, 0809 SV 5 as of 5/10/2010 | 3387 | 3079 | 2771 |

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

| Boca Ciega High School | | | | | |
|------------------------------------------------------------|--------------|------------------------------------------|----------------|----------------|----------------|
| Indicator | Current Data | Data Source | 2010-2011 Goal | 2011-2012 Goal | 2012-2013 Goal |
| Discipline Referrals | 23 | Report F62270, 0809 SV 5 as of 3/8/2010 | 21 | 19 | 17 |
| Number of students who received out-of- school suspensions | 236 | Report F62270, 0809 SV 5 as of 3/8/2010 | 216 | 196 | 177 |
| Number of students who received in-school suspensions | 832 | Report F62270, 0809 SV 5 as of 3/8/2010 | 762 | 693 | 624 |
| Number of out-of-school suspensions | 376 | Report F71111, 0809 SV 5 as of 5/10/2010 | 344 | 313 | 282 |
| Number of in-school suspensions | 3663 | Report F71111, 0809 SV 5 as of 5/10/2010 | 3357 | 3052 | 2747 |

| Lakewood High School | | | | | |
|------------------------------------------------------------|--------------|------------------------------------------|----------------|----------------|----------------|
| Indicator | Current Data | Data Source | 2010-2011 Goal | 2011-2012 Goal | 2012-2013 Goal |
| Discipline Referrals | * | Report F62270, 0809 SV 5 as of 3/8/2010 | 22 | 21 | 20 |
| Number of students who received out-of- school suspensions | 170 | Report F62270, 0809 SV 5 as of 3/8/2010 | 155 | 141 | 127 |
| Number of students who received in-school suspensions | 446 | Report F62270, 0809 SV 5 as of 3/8/2010 | 401 | 361 | 334 |
| Number of out-of-school suspensions | 306 | Report F71111, 0809 SV 5 as of 5/10/2010 | 280 | 254 | 229 |
| Number of in-school suspensions | 1357 | Report F71111, 0809 SV 5 as of 5/10/2010 | 1234 | 1130 | 1017 |

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

| Dixie Hollins High School | | | | | |
|------------------------------------------------------------|--------------|------------------------------------------|----------------|----------------|----------------|
| Indicator | Current Data | Data Source | 2010-2011 Goal | 2011-2012 Goal | 2012-2013 Goal |
| Discipline Referrals | 22 | Report F62270, 0809 SV 5 as of 3/8/2010 | 20 | 18 | 16 |
| Number of students who received out-of- school suspensions | 279 | Report F62270, 0809 SV 5 as of 3/8/2010 | 255 | 232 | 209 |
| Number of students who received in-school suspensions | 652 | Report F62270, 0809 SV 5 as of 3/8/2010 | 597 | 543 | 489 |
| Number of out-of-school suspensions | 480 | Report F71111, 0809 SV 5 as of 5/10/2010 | 440 | 400 | 360 |
| Number of in-school suspensions | 1848 | Report F71111, 0809 SV 5 as of 5/10/2010 | 1694 | 1540 | 1386 |

Title and Page Number of Appendices for this Project (if applicable):
 Pinellas AP Courses x School Summary 09-10.doc, page B-2
 2009-2010 Pinellas IB Course Enrollment, page B-3
 School Schedules, page J-2
 School Wide Behavior Plan, page K-2
 PS/RtI Evaluation Tools and Timeline, page K-4

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

F. GENERAL

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

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

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – 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: Dot Clark
Title: Coordinator, Partnership Schools
Phone #: 727-588-6000
E-mail Address: clarkd@pcsb.org

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 | | | |
| Coordinator, Partnership Schools | X | X | X | X | X | X |
| Director, Special Projects | X | X | X | X | X | X |
| Coordinator, Race to the Top | X | X | X | X | X | X |
| | | | | | | |

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

| 58. Deliverable (required): The LEA will provide documentation of its efforts to engage and include charter schools in | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |

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

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|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools. | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| PCS has worked with charter schools to provide all information in alignment with grant requirements and will report to the FLDOE on requested criteria. | X | | | | | |
| | | | | | | |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 59. 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 | | | |
| 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 | | | |
| PCS will provide signed statements from charter schools regarding their participation status. | X | | | | | |
| | | | | | | |

| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 60. 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 | | | |
| 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 | | | |
| PCS will document all RTTT-funded activities and charter school invitations. This will be reported to the FLDOE. | | | X | X | X | X |
| | | | | | | |
| | | | | | | |

| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 61. 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 | | | |
| 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 | | | |
| PCS will include charter schools in all budgetary documentation. | X | X | X | X | X | X |
| | | | | | | |

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

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|--|--|--|--|--|--|--|
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 62. 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 | | | |
| | | | | | | |
| 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 |
| PCS will work with FLDOE to report the requested expenditure reports. | | | | | | |

| | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 63. 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 | | | |
| | | | | | | |
| 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 |
| PCS will work with FLDOE and the charter schools to execute a signed agreement regarding the necessary data and reports. | | | | | | |

| | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 64. 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 | | | |
| | | | | | | |
| 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 |
| PCS will work with FLDOE to develop reporting documentation for notification of charter school failure to provide necessary data and reports. | | | | | | |

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

Sustainability Factors: Charter schools will be sustained in accordance with all state and federal funding requirements.

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

Supportive Narrative (optional): Charter schools have been invited to participate in conversations regarding this application. Schools will sign a document which will show their preference to opt-in or opt-out. Additionally, charter schools will sign an agreement to meet data and reporting requirements.

Commensurate funding for charter schools is included in the budget summaries for each work table.

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

- Documentation of meetings, times, and attendees, Page F-2

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

FORM (A)1.

LEA Student Goals and Measures

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

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

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

FORM (A)1.

LEA Student Goals and Measures

| CLOSING THE ACHIEVEMENT GAP | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------|---------------------|---------------------|----------------|
| <p>Florida set goals for closing the achievement gap on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets for closing the achievement gap on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals for closing the achievement gap on FCAT 2.0 at this time. However, when standards are set and scores are available, LEAs will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p> <p>LEAs may provide additional closing the achievement gap goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p> | | | | | |
| | 2010-11 (Baseline) | 2011- 12 | 2012- 13 | 2013- 14 | 2014-15 |
| <p>% Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015) 2011</p> | | | | | |
| FCAT 2.0 Grade 4 Reading | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 4 Mathematics | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 8 Reading | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 8 Mathematics | TBD, when standards are set in the Fall of 2011 | | | | |
| <p>% Reduction in White/Hispanic achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</p> | | | | | |
| FCAT 2.0 Grade 4 Reading | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 4 Mathematics | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 8 Reading | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 8 Mathematics | TBD, when standards are set in the Fall of 2011 | | | | |
| <p>(OPTIONAL) Other District-Determined Closing the Achievement Gap Goals Examples:</p> <ul style="list-style-type: none"> • Other FCAT 2.0 Grade Levels and Subjects • End-of-Course Assessments • AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation • PSAT, PLAN, SAT, and/or ACT Participation and Performance | | | | | |

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

**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”.

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

LEA GOALS

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

| High School Graduating Class of: | 2005 (Baseline) | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--------------------------------------------------------------------------------------------------|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Graduation Rate | 56 | 56 | 56 | 59 | 63 | 67 | 71 | 75 | 79 | 83 | 85 |
| College Going Rate | 65 | 66 | 66 | 67 | 68 | 70 | 71 | 72 | 73 | 74 | 74 |
| College Credit Earning Rate | 65 | 65 | 66 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 |
| Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit | 24 | 24 | 24 | 27 | 30 | 33 | 36 | 39 | 42 | 45 | 48 |

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

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

DISTRICT: PINELLAS

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

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

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

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

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

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

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

| Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems | Citation in RTTT MOU and/or Section 1012.34, F.S. | Page # in Documentation |
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| <p>of the evaluation.</p> <p><i>** Referring to precedent set in Hillsborough County and s.1012.34 F.S., the Pinellas County School Board voted on October 12, 2010 to commit to no more than 40% of the teacher evaluation system being based on student achievement or growth data. Alternatives measures of students' progress will be used for the additional 10% of the student performance section of the appraisal process. Alternative approaches such as: value added model, portfolio assessments, or student's progress based on the individual growth index will be considered.</i></p> | <p>assessments for subjects and grade levels not measured by the state assessment program</p> <ul style="list-style-type: none"> • 1012.34(3)(a)(1) performance of students assigned to their classrooms or schools, as appropriate | |
| <p>Early Bargaining Provision: An LEA that completed renegotiation of its collaborative/collective bargaining agreement between 7/1/09 and 12/1/09 for the purpose of determining a weight for student growth as the primary component of its teacher evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.</p> | <ul style="list-style-type: none"> • MOU D (2)(ii) | |
| <p>Core of Effective Practices – Florida Educator Accomplished Practices:</p> <p>Includes the core of effective practices, developed in collaboration with stakeholders that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation.</p> <p>The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices</p> <p>Incorporates the newly-adopted Florida Educator</p> | <ul style="list-style-type: none"> • MOU (D)(2)(ii) • 1012.34(2)(d): addressing generic teaching competencies • 1012.34(3)(a): basing assessment on contemporary research in effective educational practices • 1012.34(3)(a)(2,4-7): Ability to maintain appropriate discipline; Knowledge of subject matter, including; Ability to plan and deliver instruction and the use of technology in the classroom; Ability to evaluate instructional needs; Ability to establish and maintain a positive collaborative relationship with students' families to increase student | |

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

| Elements of State Reform Plans to be addressed in LEAs’ Teacher and Principal Evaluation Systems | Citation in RTTT MOU and/or Section 1012.34, F.S. | Page # in Documentation |
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| Accomplished Practices (scheduled for adoption by the State Board of Education in December 2010) into the evaluation system. | achievement; Other professional competencies and requirements in State Board of Education rules and local school board policies | |
| Special provisions for evaluating subject knowledge for out-of-field teachers | <ul style="list-style-type: none"> • 1012.34(3)(a)(3) | |
| Additional Metric Evaluation Element: Includes at least one additional metric to combine with the student performance and principal observation components to develop a “multi-metric” evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input. | <ul style="list-style-type: none"> • MOU (D)(2)(ii)(3) • 1012.34(2)(c) Provides a mechanism for parental input, when appropriate | |
| Evaluation ratings: Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.” | <ul style="list-style-type: none"> • MOU (D)(2)(ii)(4) • State board rule 6B-4.010(1)(c)2: providing for determination of satisfactory, unsatisfactory and outstanding performance levels | |
| Part 3: Conducting Evaluations | | Page # |
| First Year Teachers: The LEA will conduct multiple evaluations for each <u>first-year teacher</u> that are integrated with the district’s beginning teacher support program and include observations on the core effective practices described in MOU (D)(2)(ii)2. and reviews of student performance data. | <ul style="list-style-type: none"> • MOU (D)(3) | |

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

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

| PRINCIPAL EVALUATION SYSTEM | | |
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| Part 1: System Development | | Page # |
| Involvement: The LEA has designed and committed to implement a principal evaluation system with teacher and principal involvement | <ul style="list-style-type: none"> • MOU D(2)(ii) | |

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

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| <p>Phase in option: The LEA may phase-in the evaluation system but will use, at a minimum, student growth as defined in (D)(2)(i) for at least 35% of the evaluation and student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems applies, at a minimum, to grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in MOU (D)(2)(i)</p> | <ul style="list-style-type: none"> • MOU D(2)(ii) | |
| <p>Development year: The 2010-11 school year will be considered a development year for the evaluation systems.</p> | <ul style="list-style-type: none"> • MOU (D)(ii) | |
| <p>Supports district and school level improvement plans</p> | <ul style="list-style-type: none"> • 1012.34(2)(a) | |
| <p>Supports continuous quality improvement of the professional skills of instructional personnel</p> | <ul style="list-style-type: none"> • 1012.34(2)(b) | |
| <p>Provides a mechanism for parental input, when appropriate</p> | <ul style="list-style-type: none"> • 1012.34(2)(c) | |
| <p>Provides for district’s annual review of instructional personnel assessment systems</p> | <ul style="list-style-type: none"> • 1012.34(7) | |
| <p>Part 2: Evaluation Criteria</p> | | Page # |
| <p>Student growth measure: The principal evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D) (2) (i) as the primary factor of the principal evaluation system.</p> | <ul style="list-style-type: none"> • MOU (D)(2)(ii)(1) | |
| <p>Leadership Standards evaluation component: Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards, with an emphasis on recruiting and retaining effective teachers, improving the effectiveness of teachers, and removing ineffective teachers.</p> | <ul style="list-style-type: none"> • MOU D(2)(ii) | |

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

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| <p>Student achievement or growth data evaluation component as defined in the grant must account for at least 50% of the principal’s evaluation as follows: By the end of the grant, the LEA shall include student growth as defined in MOU (D) (2) (i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation.</p> <p><i>** Referring to precedent set in Hillsborough County and s.1012.34 F.S., the Pinellas County School Board voted on October 12, 2010 to commit to no more than 40% of the principal evaluation system being based on student achievement or growth data. Alternative measures of students' progress will be used for the additional 10% of the student performance section of the appraisal process. Alternative approaches such as: value added model, portfolio assessments, or student's progress based on the individual growth index will be considered.</i></p> | <ul style="list-style-type: none"> • MOU D(20)(ii) • 1012.34(3)(a): primarily use data and indicators of improvement in student performance • 1012.34(3)(a): student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program , • 1012.34(3)(a)(1: performance of students assigned to their classrooms or schools, as appropriate | |
| <p>Range of ratings: Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective</p> | <ul style="list-style-type: none"> • MOU D(2)(ii) | |
| <p>Part 3: Conducting Evaluations</p> | | Page # |
| <p>Annual evaluation: The LEA will conduct evaluations as described in MOU (D)(2)(ii) for principals at least once per year.</p> | <ul style="list-style-type: none"> • MOU D(2)(ii) • 1012.34(3)(a) to provide for an assessment conducted for each employee at least once a year | |
| <p>Provides training in use of assessment criteria and procedures</p> | <ul style="list-style-type: none"> • 1012.34(2)(f) | |
| <p>Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.</p> | <ul style="list-style-type: none"> • 1012.34(3)(b) | |

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