

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATIONTAPS:
1. 11AT01

Please return to:

A) Name and Address of Eligible Applicant: DOE USE ONLY

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

Hardee County District School Board
PO BOX 1678
WAUCHULA, FL 33873

Date Received

B) Applicant Contact Information

Contact Name: Woody Caligan

Telephone Number: 863-773-9058

Mailing Address: PO Box 1678 Wauchula, FL

Fax Number: 863-773-0069

E-mail Address: wcaligan@hardee.k12.fl.us

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Race to the Top	250-xxxxx-xxxxx	\$1,004,502.00	

CERTIFICATION

I, David D. Durastanti do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)



Signature of Agency Head



DOE 100

Dr. Eric J. Smith, Commissioner



**Florida Department of Education
American Recovery and Reinvestment Act of 2009 (ARRA)
Race to the Top – Local Education Agency Applications**

**Attachment I
Program-Specific Assurances**

By submitting this application bearing the signature of the authorized official, the applicant hereby certifies adherence to the following assurances.

☒ **The applicant will work with the State to advance the education reform areas identified in the State's application for these funds:**

- A. Achieving equity in teacher distribution
- B. Improving the collection and use of data
- C. Regarding standards and assessments
 - 1) Enhancing the quality of academic assessments
 - 2) Including children with disabilities and limited English proficient students
 - 3) Improving State academic content and student achievement standards
- D. Supporting struggling schools

☒ **The applicant will implement the program consistent with the principles which guide the distribution and use of these funds:**


- A. Improving student achievement through school improvement and reform:
 - 1) Progress toward college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
 - 2) Establishing pre-K to college and career data systems that track progress and foster continuous improvement.
 - 3) Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
 - 4) Providing intensive support and effective interventions for the lowest performing schools.
- B. Ensuring transparency, reporting, and accountability

Additionally, the applicant assures that:

- ☒ None of the funds received through the Race to the Top grant will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- ☒ The Local Educational Agency will take steps to ensure equitable access to, and equitable participation in, the projects and activities to be conducted with assistance through the State Fiscal Stabilization Fund, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
- ☒ The Local Educational Agency shall only use Race to the Top program funds for activities authorized by the U.S. Department of Education and the Florida Department of Education in accordance with the approved project budget and related documents.
- ☒ For any project funded through the Race to the Top program funds, as applicable to the activity, the Local Educational Agency will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements).
- ☒ The Local Educational Agency will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving Race to the Top or any other ARRA funds.

Certification:

I hereby certify that Hardee School District (Local Educational Agency)
will adhere to each of the assurances specified above.



Signature of Authorized Official (must be original)

October 12, 2010

Date



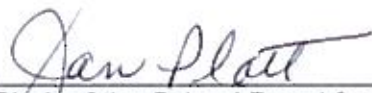
**Florida Department of Education
American Recovery and Reinvestment Act of 2009 (ARRA)
Race to the Top – Local Education Agency Applications**

**Attachment II
Three-Party Assurances**

The undersigned agree that the Final Scope of Work is consistent with the Memorandum of Understanding submitted by the Local Education Agency as part of Florida's Race to the Top grant application and agree to negotiate the terms and conditions in any applicable collective bargaining agreement necessary for full implementation.



Superintendent for the LEA



Chair of the School Board for the LEA

Authorized Representative of Local Teachers' Union

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Final Scope of Work

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(B)(3)1. #2 School Bell Schedule, page 66
(E)(2)1.-2. #1School Statistics Page Number 67
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Appendix A Referenced on page 38-39 (Salary Schedule)Attached at the end of document

A. OVERARCHING PROJECT PLANS

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

Enter narrative for (A)1. here. Complete the attached Form (A)1. The following vision statement comes from a process of community and educational cooperation which developed the district's five year strategic plan.

Vision Statement

Building learning partnerships with home, school, and community to ensure personal and academic excellence.

To support the achievement of our goals, the Hardee County School District conducts its operations based on the following organizational values:

We set high expectations and demand quality performance from both employees and students.

We take responsibility for our actions and are accountable for the results.

We work as a team in a positive, caring, and supportive climate.

We promote honesty, integrity, and respect as our guiding principles.

We make decisions based on the needs of all students.

We foster a safe, healthy, and violence-free work and learning environment.

LEA Student Goals and Measures by setting LEA targets to address Florida's Race to the Top student achievement goals.

FORM (A)1.

LEA Student Goals and Measures The following statements come from a process of community and educational cooperation using available data and dividing into committees to develop the goals individually and then submit to the group and refine until the entire group agrees.

Academic Success To Graduate All Students Goal One

1. To increase the graduation rate by 3% annually.
2. To increase the number of students proficient in reading by 3% annually, by continuing to provide intensive intervention instruction to students scoring at Level 1 or Level 2 in Florida Comprehensive Achievement Test in reading, as determined by Adequate Yearly Progress calculations.
3. To increase the number of students proficient in mathematics by 3% annually, by continuing to provide intensive instruction to students scoring at Level 1 or Level 2 in

Florida Comprehensive Achievement Test mathematics, as determined by AYP calculations.

Effective Use of Resources

Goal Two

To increase the operational efficiency and effective use of resources to maximize educational opportunities.

Strategies

1. To maintain the General Fund unreserved fund balance at a level between 5 – 10% of total unrestricted General Fund revenues.
2. To eliminate the gap between beginning teacher salaries in Hardee County and beginning teacher salaries in neighboring school districts within five (5) years.
3. To create a standing committee to review effective use of funds, report findings and make recommendations to the Superintendent by May 1 annually.

Facilities

Goal Three

To provide, maintain, and improve facilities that directly affect student achievement and safety.

Strategies

1. To assess safety needs by the school inspector at each site four (4) times per year to ensure safety in all structures to meet code specifications.
2. To upgrade and re-design facilities as needs arise via data from surveys and safety inspections in areas such as lighting, technology, and air conditioning.

Partnership

Goal Four

To promote a cooperative, accessible, and collaborative relationship between the school, the district, and the community.

Strategies:

1. To attain the number of volunteer hours to earn the *Golden School Award* at **each** school site over the next five (5) years. (Schools are required to have volunteer service hours that equal twice the number of students enrolled in the school to earn this award.)
2. To annually provide a minimum of 15 non-athletic parent events at each school site, including at least one (1) parent training event focused on student learning.
3. To annually involve community businesses in school initiatives through such activities as volunteering, career days and mentoring programs.
4. To annually solicit, analyze and report parent/staff feedback and input through climate surveys.

Safety

Goal Five

To provide a safe and secure environment for students and staff.

Strategies:

1. To provide bi-annual wellness and nutrition awareness for all K – 12 students through activities such as: Physical Education, Drug Abuse Resistance Education, educational displays, etc.
2. To annually reduce the number of student accidents and injuries by 3% and the number of employee accidents by 1% over five (5) years, by providing professional development to **all** staff in health and safety.

3. To encourage a culture of safety for all students and staff by providing basic safety education instruction bi-annually (i.e. fire safety, blood borne pathogens, Changes Program, and etc.)

Staffing

Goal Six

To attract and retain highly qualified PreK-12 instructors, administrators, and support staff.

Strategies

1. To develop a monetary program phased in by 2008 - 2010 to reward additional training and/or trades licensure appropriate to the employee's assignment focusing on levels of certifications. (i.e. ESOL and Reading Endorsement)
2. To aggressively recruit instructional personnel, particularly for areas of critical shortage. The Personnel Director or designee will attend at least six (6) recruitment fairs annually.
3. To increase the number of National Board Certified Teachers for the district by two (2) per year.
4. To place an emphasis on the recruitment and retention of diverse administrative, instructional and support staff in order to encourage gains for submission on the school district annual update for the Florida Educational Equity Act.
5. To provide training and support for all personnel correlated to individual needs that will promote staff retention and student learning.

Technology

Goal Seven

To increase up-to-date instructional and informational technology to maximize student learning.

Strategies

1. To increase the number of up-to-date computers (512K or above) available for student use in core academic classrooms to four (4) by 2012.
2. To assess the use and the effectiveness of appropriate educational software and hardware by annually surveying users, collecting, analyzing and reporting data.
3. To provide a minimum of six (6) training opportunities for support and instructional staff in the use of up-to-date software as measured by in-service records.
4. To expand technology-related instruction for students as measured by Classroom Walk-Throughs and observations.
5. To support the attainment of state technology standards for administrators and instructional personnel as measured by performance appraisals.
6. To upgrade technology to meet state Florida Comprehensive Achievement Test standards and timelines as information becomes available. (Now will have to include End of Course Exams for both Junior High and High School)

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.) Leadership Management Team-Strategies for monitoring implementation
- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table.

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

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

- *Enter narrative for (A)2. here:* As a School District, we have involved stakeholders (teachers, paraprofessionals, administrators, staff, parents and members of the community) in the school improvement process of preparing the RTTT through intensive data analysis, needs assessment surveys, committee meetings, Leadership Team meetings, , and School Advisory Council meetings. School Improvement Plans, the Hardee County School Board has been advised of and hopefully will approve the grant in an open meeting and make available for public review. Each project will be the direct responsibility of a member of the leadership management team and will also include other key personnel as detailed in the Work Plan Table. Progress on each project will be reported to the leadership management team at the quarterly meetings.

- *Members of the Leadership Management Team:*

Superintendent of Schools
Deputy Superintendent of Schools/MIS
Curriculum Director Grades PK-12
Director of Student Academic Services
Director of Workforce Development/
Career and Technical Education
Personnel and Human Resources
Finance
Director of Exceptional Student Education/Pupil
Personnel Services
Principal Hardee Senior High
Principal Hardee Junior High
Hardee Education United President

Stakeholders will have opportunities for involvement through the following:

- The District School Advisory Council meets monthly and monitors the District Improvement and Assistance Plan and will monitor the RTTT grant. This council consists of administration, teachers, board members and union representatives.
- District Advanced Academics Committee meets bi-monthly and provides oversight of advanced academics programs K-12. This committee is facilitated by the Curriculum Department and includes representatives from the school board, parents, teachers and administration.
- District and school-based administrators meet monthly.
- A member of the leadership management team serves on the Regional Work Force Board.
- Members of the leadership management team meet annually with administration from South Florida Community College. The Curriculum Department facilitates the inter-institutional agreement between the School Board of Hardee County and SFCC.

Hardee District Schools intends to implement the RTTT grant completely by the end of the fourth year at both Hardee Junior High and Hardee Senior High. Hardee Junior High is the feeder school for the senior high which has applied for a SIG grant worth \$750,000.00 for each year for four

years. The greatest amount of money in this grant will be spent for preparation for Computer based testing and the supporting the state's effort for single sign on of student data information. The online budget describes the process in full.

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

Enter narrative for (A)3. here: The Race to the Top Grant will be evaluated by an external evaluator such as: Dr. Nancy Howard is an Education Consultant specializing in K-12 grant evaluation and grant writing in central Florida. She has worked with several grants: Enhancing Education Through Technology, Mathematics and Science Partnership, Alternative Certification, Arts Education, and Federal Programs.

Dr. Howard formerly was the Project Manager for Florida Learning Alliance, a Technology Innovation Challenge Grant (TICG) at Heartland Educational Consortium in Lake Placid, FL. She was responsible for managing and implementing the TICG activities in the six member school districts from 2000 to 2004. Dr. Howard's responsibilities included budget development and monitoring, reports, and collaborative processes with three other partners and the state Florida Learning Alliance office.

From 1978 to 2000, Dr. Howard was at the Highlands County School Board District Office as a curriculum and professional development coordinator. She implemented and coordinated programs in the district's 15 elementary, middle and high schools. Dr. Howard began her career in education in 1973 as a grades 7 and 8 English teacher at Sebring Middle school.

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

Enter narrative for (A)4. here: The District will make every effort to continue the Race to the Top initiatives after the funds expire by exploring additional grant opportunities and reprioritizing district dollars. District funds including SAI dollars, Title II funds, reading funds, and technology funds will be used to maintain funding for coaches, additional personnel such as counselors and deans, extra duty for common planning, and continuing to build technology capacity and infrastructure.

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

Enter narrative for (A)5. here:

Funding from Title IIA and School Improvement Grants will be used during the four year period for professional development needs and/or other allowable expenditures needed to complete each project as planned.

Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.

Name: Woody Caligan

Title: Deputy Superintendent

Phone #: 863-773-9058

E-mail Address: wcaligan@hardee.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
District Turnaround Leader	X	X	X	X	X	X
School Principal	X	X	X	X	X	X
District Director of Curriculum	X	X	X	X	X	X
Academic Intervention Coach	X	X	X	X	X	X

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

1. Deliverable (required): Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X		X	X	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			
1.1 District staff working with teachers and teacher union representatives to research and analyze school schedules	X	X		X	X	X

that support teacher collaboration.						
1.2 District and school level leads will develop a calendar based on this data and aligned to the school calendar.			X	X	X	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		
2.1 Ensure collaborative planning for all teachers at the persistently lowest achieving schools to implement the planning phase of lesson study every month evidenced by a lesson plan.			X	X		
2.2 Analyze school level student performance data to identify prioritized grade level and content area benchmarks with the lowest performance.		X		X	X	X
2.3 District and school level staff develop a lesson study calendar reflecting the phases based on this data and aligned to the school calendar.			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
3.1 The administrative staff from persistently lowest achieving schools will attend lesson study training.				X	X	X
3.2 The persistently lowest-achieving schools (beginning with one team and expanding to include all teams by 2013/14) will participate in one complete cycle of lesson study supported by the district and Region IV.				X	X	X
3.3 The persistently lowest-achieving schools will train the academic intervention coach as the designated lesson study facilitator on campus. Lesson study will be implemented and expanded with the support of the district and Region IV.				X	X	X
3.4 All staff members will engage in at least one phase of lesson study per year.						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
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
4.1 School academic intervention coaches maintain lesson materials that support improved instruction and student performance through lesson study.						

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$	\$	\$	\$31,500	\$42,700	\$51,800

Sustainability Factors: <i>(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)</i>
The District will make every effort to continue the Lesson Study initiatives after the Race to the Top funds expire by exploring additional grant opportunities and reprioritizing district dollars. District funds including SAI dollars, Title II funds, and reading funds, will be used to maintain funding for coaches and support common planning time and professional development for lesson study.

Supporting Narrative (optional):
Budget Narrative: (\$126,000) for three year implementation.
1 st year – Extra duty for all instructional staff (74 staff members @ \$35 an hour each month - \$25,900) for common planning and extra duty for teachers in lesson study groups (16 staff members @ \$35 an hour each month-\$5,600)
2 nd year - Extra duty for all instructional staff (74 staff members @ \$35 an hour each month - \$25,900) for common planning and extra duty for teachers in lesson study groups (48 staff members @ \$35 an hour each month-\$16,800)
3 rd year - Extra duty for all instructional staff (74 staff members @ \$35 an hour each month - \$25,900) for common planning and extra duty for teachers in lesson study groups (74 staff members @ \$35 an hour each month-\$25,900)

Title and Page Number of Appendices for this Project (if applicable):
Appendix (B)(3)1. #1 School Lesson Study Schedule, page 65
Appendix (B)(3)1. #2 School Bell Schedule, page 66

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: Woody Caligan

Title: Deputy Superintendent

Phone #: (863) 773-9058

E-mail Address: wcaligan@hardee.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of CTE	X	X	X	X	X	X
Deputy Superintendent	X	X	X	X	X	X
Principal, Hardee High School	X	X	X	X	X	X
Director of Curriculum	X	X	X	X	X	X

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

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

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

Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.						
1) Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1a.) Begin the planning process to implement a CTE STEM academy at Hardee Senior High School. The process will involve analyzing employer needs to identify gaps in existing programs. Partners in this process may include, Heartland Workforce, Chamber of Commerce members and representatives of local industry organizations from the yet to be selected STEM academy field.	X					
1b) Identify at least one additional career and technical program to be offered at Hardee High for STEM occupations.		X				
1c) Provide professional development for co-teachers in related core and program area courses.				X	X	X
1d) Offer and enroll students in career and technical program for STEM occupations.				X	X	X
1e) Maintain STEM program course offerings, ensuring that all courses that are part of the STEM program have qualified instructors.					X	X
1f) Analyze student performance on program related industry exams to determine additional support needs for teachers and students.						X
2) Deliverable (required): Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
2) 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**

2a) Analyze current school/district budget as it relates to industry certification exams.		X				
2b) Project numbers of exams to be taken annually.					X	X
2c) Allocate funds for projected exam costs.						X

3) Deliverable (required): Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
3) 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			
3a) Annual review of 4-year plan with amendments as necessary to reach 4-year goals.			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	\$50,000	\$5,000	\$5,000

Sustainability Factors: The program will be sustained through other federal funds (Perkins)

Supporting Narrative (optional):

Base line: 2009-210

Construction Technology is the only STEM related program currently in place and will be used as our baseline for future data.

Building Construction Technology 8720300

Building Construction Technology I 8720310 119 students enrolled

Building Construction Technology II 8720320 18 students enrolled

Building Construction Technology III 8720330 9 students enrolled

Total 146

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Four-Year Line of Implementation:

Year 1

- A STEM academy for **Animal Biotechnology** will be added to the CTE offerings at Hardee High School beginning with the 2011-12 school term. Year one (2010-11) will be used for planning. The process for implementation will be as follows:
- The first course of the new STEM program (Animal Biotechnology – 8106810) will be offered during the 2011-12 school term. The remaining 2 courses will be added over the following 2 years so that all courses are available during the 2013-14 school year.
- The school's master schedule will reflect common planning periods for the STEM academy teacher and academic (**biology**) teacher so that instructional synergy will exist between both courses. The instructors will meet the "highly qualified" definition for certification.
- By the spring of 2011, budgeted funds will be used to provide start up equipment, software, textbooks, materials, supplies and teacher training (both core and CTE). Funds will also be used for travel expenses for CTE and core teachers to visit other model programs and attend the Florida Association of Career and Technical Education conference. If applicable, industry certification training for the instructor will be conducted during Year 1 of the RTTT grant. Funds will be secured from Race to the Top, Carl Perkins, and the district's general fund.
- Student registration for the 2011-12 school year will be completed by May of 2011. STEM students will include 9th, 10th and possibly 11th graders.

Year 2

- The new Animal Biotechnology Academy will come on line for the 2011-12 school year with the foundation course for 9th and 10th graders. Equipment, supplies, texts, etc. will be in place by the beginning of the school year. We project a minimum enrollment of 60 students.
- An advisory board for the **Animal Biotechnology** Academy will be in place by December of 2011.
- The instructor will receive training and work closely with the CTE Director and the school **science** department to ensure that appropriate benchmarks are covered in preparation for the **Biology End of Course Exam for 10th graders**.
- Hardee High School staff will work to schedule cohort students and ensure common planning time for the CTE and **biology** instructors.
- Marketing strategies will be developed and implemented at both Hardee Senior High and Hardee Junior High.
- The articulation agreement with South Florida Community College will be adjusted to include an opportunity for a seamless transition to post high school training.

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Year 3

- A second cohort will be added to the **Animal Biotechnology** Academy.
- Additional textbooks, supplies, etc. will be ordered and available at the beginning of 2012-13.
- The first cohort will begin the second course in the program (**Animal Biotechnology 2 – 8106850**) and will focus on the academic benchmarks tied to the End of Course Exams.
- Continued Professional Development for guidance, CTE instructor, and core academic teachers will be provided through the Florida Association of Career & Technical Education (FACTE), Heartland Educational Consortium and other appropriate organizations.
- Data from year two will be provided to the Academy Advisory Board for evaluation.

Year 4

- The third cohort will be scheduled into the academy with the first cohort continuing to the third level course. (**Animal Biotechnology 3 – 8106120**)
- Provide more hands-on and preparation for industry certification. Additional materials and supplies will be provided to accommodate the increased number of students.
- Establish requirements and ensure all processes are in place to implement industry certification.
- Data from years two & three will be provided to the Academy Advisory Board for evaluation.
- **At this time it is unknown how many students will earn the industry certification in 2013-14. The applicable industry certification is currently under development.**

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Woody Caligan

Title: Deputy Superintendent

Phone #: (863) 773-9058

E-mail Address: wcaligan@hardee.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Principal, Hardee High	X	X	X	X	X	X
Assistant Principal, Hardee High	X	X	X	X	X	X
Director of Curriculum	X	X	X	X	X	X

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

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

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mathematics, science, and social studies.						
1. Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1a) Provide list of courses offered at Hardee High school for the 2009-10 school year as a base line. <i>See chart in narrative section.</i>	X					
1b) Hardee High School already meets the requirement for Senate Bill 4 offering at least 4 courses of either AP or DE in English, science, math and social studies. The requirement for additional STEM coursework will be met with the addition of a STEM CTE Academy beginning with the 2011-12 school year.	X	X	X	X	X	X

Deliverable (required): Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					X
2. 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			
2a) Hardee High School already meets the requirement for Senate Bill 4 offering at least 4 courses of either AP or DE in English, science, math and social studies. The requirement for increasing STEM courses will be met with the addition of a STEM CTE Academy for the 2011-12 school year.	X	X	X	X	X	X
2b) Continue to utilize FLVS for certain AP courses and DE through South Florida Community College				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	\$ 20,000	\$ 20,000	\$ 20,000

Sustainability Factors: The district will continue its partnership with South Florida Community College to provide dual enrollment courses and Florida Virtual School for certain AP courses.

Supporting Narrative (optional): Hardee High School (the only high school in Hardee County) has had strong offerings in advanced classes over the past several years. During the 2008-09 school year additional courses were added in both AP and DE. Arrangements will continue with current staff, FLVS and South Florida Community

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College to assure that the required course offerings will be available to students each year. The following chart reflects the base line of 2009-10 STEM courses, current STEM offerings for 2010-11 and projected STEM offerings for 2011-12. It should be noted that other DE courses are offered as well that are not specifically STEM related.

Course Name	Course #	2009-2010	2010-2011	2011-2012	
ADVANCED PLACEMENT COURSES					
AP American Gov't	2106420	x	x	x	
AP American History	2100330	x	x	x	
AP World History	2109420	x	x	x	
AP English Lit.	1001430	x	x	x	
AP English Lang.	1001420	x	x	x	
AP Psychology	2107350	x	x	x	
AP Calculus				x	(via My District FLVS)
DUAL ENROLLMENT COURSES					
American History (part 1)	AMH101	x (@ SFCC)	x	x	(on campus)
American History (part 2)	AMH1020	x (@ SFCC)	x	x	(on campus)
Art History (part 1)	ARH 2000		x	x	(on campus)
Art History (part 2)	ARH2051		x	x	(on campus)
Am. Gov't	POS1041	x	x	x	(@ SFCC)
Freshman English	ENC1101	x	x	x	(@ SFCC)
Freshman English	ENC1102	x	x	x	(@ SFCC)
Int. Algebra	MAT1033	x	x	x	(@ SFCC)
College Algebra	MAC1105	x	x	x	(@ SFCC)

The budget noted will be used to fund **materials for staff development**.

The requirement for increasing STEM offerings will be met with the addition of an **Animal Biotechnology** CTE STEM academy during the 2011-12 school year.

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

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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: Woody Caligan

Title: Deputy Superintendent

Phone #: 863-773-9058 ext 212

E-mail Address: wcaligan@hardee.k12.fl.us

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			
Sherri Albritton, Director of Student Academic Services/Testing			X	X	X	X
Todd Markel, System Manager			X	X	X	X
Woody Caligan, Deputy Superintendent/ MIS			X	X	X	X
Doug Herron, Principal, Hardee Junior High			X	X	X	X
Michele Polk, Principal, Hardee Senior High			X	X	X	X
Marie Dasher, Curriculum Director			X	X	X	X

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

Deliverable (required): 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			
Purchase computers for junior high and senior high for testing readiness			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$51463.33	\$51463.33	\$51463.34	\$50921.58	\$60000.00	\$55000.00

Sustainability Factors: The Hardee County School District has consistently worked to improve technology

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offered to all students, teachers, and other stakeholders for the sake of student learning and teaching tools for instructions. When faced with only one source of intranet connectivity we applied for and received a Technology Literacy Challenge Fund grant with which the district built it's on wireless intranet (the first in the state) steadily progressing through the years as monies became available. In 2005 with Enhancing Education Through Technology, Exceptional Student Education, Title I, General Education monies we were able to give every teacher a laptop to begin our laptop initiative. Most of the desktop computers have been re-purposed and set up in labs for the computerized testing efforts. Hardee District Schools will use all sources of funding available to continue technology to students, teachers and the community. Hardee District Schools is always looking for new technologies and ways to enhance student learning.

Supporting Narrative (optional): Hardee District Schools recently purchased \$100,000 of Ruckus Wireless Equipment for the eight schools in the district. The intent is to allow wireless access to anyone on campuses throughout the district approved to have access including students. To further support testing at the high school which is the Correct II school two labs of twenty five computers and carrels were put in at the high school, another with twenty computers and carrels will be placed there with SIG money and two business labs of twenty five will be converted for testing when needed. The junior high the feeder school into the high school and also a Correct II school will use four labs of 25 computers each and plans are being made to use computers of the elementary school they share a campus with if needed. The Hardee District School system will participate in the states 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. The (RTTT) monies will be apportioned quarterly to the junior high and high school to purchase computers and set up testing friendly labs with carrels and computers.

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

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

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

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

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

(i) Use of local instructional improvement systems

1. The LEA will use customer-friendly front end systems that are easy for students, teachers, parents, and principals to use and that show growth of students, teachers, schools, and districts disaggregated by subject and demographics.

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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 state level data systems developed during the term of the grant. The district's MIS Department will provide ongoing management and technical support of all district computers and district network. The Curriculum Department facilitates administration of all assessments, both computer-based and paper-based. The Curriculum Department also provides ongoing professional development for both instructional and non-instructional personnel in the use of technology for both management and instruction purposes.

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

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

Please indicate one LEA point of contact for this Project.

Name: Woody Caligan

Title: Deputy Superintendent

Phone: 863-773-9058 ext212

E-mail Address: wcaligan@hardee.k12.fl.us

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

Deliverables (minimum required evidence):

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

a. Number of each type of staff in the district

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

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

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

3. Single sign-on integration with the Department.

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

a. Name of the download

b. Date of most recent download

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Woody Caligan, Deputy Superintendent	X		X		X	X
Todd Markel, System Manager	X		X		X	X
Neda Cobb, Data Coordinator	X		X		X	X
Vera Morales, Data Coordinator	X		X		X	X
Maria Figueroa, Data Coordinator	X		X		X	X
Darrell Swafford, System Manager	X		X		X	X
Greg Harrelson, Finance Director	X		X		X	X

The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each

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additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.

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

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

Deliverable (required): Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	
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			
Prepare technical environment					X	
Complete and submit Single Sign-on Integration Readiness Certification to the Department					X	

Deliverable (required): Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Integrate with the department to provide single sign-on					X	
Provide professional development for all stakeholders on the use of the Single Sign-on					X	X

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Deliverable (required): For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Obtain state-level data download when available				X	X	X
Incorporate downloaded data into local instructional improvement system				X	X	X
Provide a report of state-level data downloads incorporated into local instructional improvement systems				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$5000	\$40000	0	0

Sustainability Factors: The Management and Information Department staff will continue to facilitate the downloads of data into the local instructional improvement system and to maintain the single user sign-on access to state data.

Supporting Narrative (optional):

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

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: Woody Caligan

Title: Deputy Superintendent of Schools

Phone #: 863-773-9058

E-mail Address: wcaligan@hardee.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Woody Caligan-Deputy Superintendent	X	X	X	X	X	X
Sherri Albritton-Director of Federal Programs and Student Academic Services	X	X	X	X	X	X
Judy Hinerman-District AYP Facilitator	X	X	X	X	X	X
Todd Markel-MIS Tech Support Manager	X	X	X	X	X	X
Neda Cobb- Data Processing Coordinator	X	X	X	X	X	X

Vera Morales- Data Processing Coordinator	X	X	X	X	X	X
Maria Figueroa- Data Processing Coordinator	X	X	X	X	X	X

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

Deliverable (required): For local instructional improvement systems, provide a report that includes the following: a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system	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):						
Collaborate with DOE in the development of the minimum standards for the instructional improvement system.	x	x	x	x	x	x
Analyze current local system for compatibility with DOE specifications and minimum standards once established.	x	x	x	x	x	x
Determine what data sources/systems need to be integrated into the Local Instructional	x	x	x	x	x	x

Improvement System.						
Determine what documents need to be downloaded from DOE and define what local technology needs to be in place to receive them.			X	X	X	X
Determine how state-level data downloads will be accessed and by whom; and how it will be used to inform/support instruction. Per the state: move this activity to Deliverable 3 of C2 data downloads		X	X	X	X	X
Continue the implementation of Performance Matters (instructional improvement system) that the district has used for the past 5 years. As DOE specifications are known, the system will be adjusted for compatibility.	X	X	X	X	X	X
Collaborate with Performance Matters staff, district MIS staff, and Genesis staff to provide file layouts and file extracts to add additional information (e.g., grades and attendance) to Performance Matters and access for a parent portal.		X	X	X	X	X

Deliverable (required): The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA's local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
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			
Prepare reports to complete technology surveys as requested by the Department.	X	X	X	X	X	X
Provide DOE with the contact information of the person responsible for sponsored technology assessments and surveys to verify local compliance with minimum standards.	X			X	X	X
Participate in DOE's annual technology survey.				X	X	X

Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				x	x	x
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Data file or report will be provided in the format as required by the Department.	x			x	x	x
Determine what supplementary data needs to be collected and provided to DOE.	x	x	x	x	x	x
Provide DOE with the contact information of the person responsible for receiving and processing research requests.	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	\$10000	\$0	\$0	\$0

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* Hardee will continue its contract with Performance Matters to maintain the instructional improvement system. The Student Academic Services Department will be responsible for providing ongoing training on the use of the system for administration, teachers, and parents.

Supporting Narrative (optional): Hardee District has contracted with Performance Matters for the past five years to develop a local web-based instructional improvement system. This system provides administrators and instructional staff with summative and formative data: (e.g., FCAT, FAIR, District Benchmark Assessments). The system provides individual student demographic information which can be exported and aggregated in multiple ways, such as NCLB subgroups. The Academic Intervention Coaches in the district provide ongoing professional development to instructional personnel and administrators on using data for student achievement decision making.

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

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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: CW Caligan

Title: Deputy Superintendent

Phone #: 863-773-9058

E-mail Address: wcaligan@hardee.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
District Alternative Certification Program/Intern Program Coordinator	X	X	X	X	X	X
College Internship Placement Coordinator	X	X	X	X	X	X
District Highly Qualified Facilitator	X	X	X	X	X	X
College Alternative Certification Program Coordinator	X	X	X	X	X	X
Alternative Certification Program Steering Committee	X	X	X	X	X	X

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

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

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collective bargaining, if applicable):	Quarter	Quarter	Quarter			
Develop Alt Cert Steering Committee representing HEC member districts and partnering with college ACT coordinator for planning purposes and goal setting	X					
Meet w/ Steering Committee (above) 3 times in year 1 and 2 times per year in year 2-4; 1 st meeting is annual planning.	X	X	X	X	X	X
Meet with College Teacher Internship Placement Coordinator to review plans and collaborate on placement of teacher interns; 1 meeting per year in years 1-4	X			X	X	X
Meet with Curriculum Director for Elementary and Secondary and Highly Qualified Facilitator to review progress of participants; 1 meeting per year in years 1-4	X			X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
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.	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
Meet to review/revise plan for qualifications for determining and selecting teachers/administrators; may include collective bargaining	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X			
Submit plan for Board approval			X			
Submit revised plan to DOE			X			

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
Description of qualifications to supervise program interns or serve as a peer mentor.	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
Meet with the steering committee (above) to review/revise plan for qualifications of peer/mentors for teachers and supervisors for program interns; may include collective bargaining; submit for Board approval	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
Training criteria established to meet plan requirements for peers, mentors, and supervising teachers.			X	X	X	X

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Revised training criteria distributed to affected stakeholders.			X	X	X	X
Provide continuing opportunities for peers, mentors and supervising teachers to obtain Clin.Ed. Training as well as other identified training requirements.			X	X	X	X

Deliverable (required): Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (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
Train principals and assistant principals on qualifications for selecting/assigning intern supervisors, peer/mentors;			X	X	X	X
Provide instructions to school administrators and data operators regarding data collection and submission on effective intern supervisors and peer/mentors for all programs involved			X	X		
Personnel Director and MIS Director meet to develop process for review and reporting of required data			X	X		
Report to Superintendent, School Board and administrative staff results of revised peer/mentor program selection			X	X	X	X

Deliverable (required): Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Surveys designed and then distributed to and completed by teacher interns, alt cert teachers, regarding effectiveness of applicable peer/mentor program and assigned mentors			X	X	X	X
Review/compile survey results and meet with Curriculum Director, HE Facilitator and Personnel Director to discuss and analyze results.			X	X	X	X
Make appropriate revisions/reassignments			X	X	X	X

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based on survey results/analysis, assessment of student achievement data, and performance appraisals for participants						
Notify administrators and affected peer/mentors of revisions/reassignments				X	X	X
Pay supplements to peer/mentors			X	X	X	X
Reimburse successful Alternative Certification Completers			X	X	X	X

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

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

Each of the programs for teacher prep and principal prep will have in-place support systems to include key personnel (listed above) facilitating and directing program support teams.

All peer/mentor programs will utilize trained, experienced peer/mentor teachers with effective/highly effective performance appraisal ratings along with structured program requirements to help ensure success; supplements will be paid upon successful completion.

Will review/revise peer/mentor qualifications and include use of student/school-wide assessment data to strengthen success of program candidates.

Trained highly effective peer/mentors for each of the programs will be utilized as trainers and for future peer/mentors.

Budgeted items will include peer/mentor supplements (will be listed in Differentiated Pay Salary Schedule), training costs, and subs and reimbursement for successful Alternative Certification completers.

Supporting Narrative (optional):

Each of the programs for teacher prep and principal prep will have in-place support systems to include key personnel (listed above) facilitating and directing program support teams.

The Supervising Teacher Intern Placement Program is facilitated by the district's Intern Placement Coordinator (Personnel Director), University Intern Placement Coordinator, and supervising school administrators. This team places university students who have completed all degree work except the final student intern credit. Supervising teachers must meet be highly qualified, have Clinical Education Training, and have experience requirements to qualify. Successful completers will be placed in the pool of qualified candidates for selection in instructional positions.

For the Alternative Certification Program, the District Alternative Certification Coordinator, partnering college program coordinator, HQ Facilitator, and supervising administrator and experienced peer/mentor will work together to facilitate resources necessary to support Alternative Certification participants. All peer/mentors will hold professional certificates with 3 years of high performing ratings on performance appraisals; have received Clinical Educator and Mentor Training as well as additional support throughout the year. The current Alternative Certification Program has reasonably high completion and retention rates; utilizing trained, experienced

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peer/mentor teachers along with structured program requirements to help ensure success. Supplements will be paid for successful completion of the ACT program. The District will review/revise peer/mentor qualifications and include use of student assessment data to strengthen success of program candidates.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: C. W. Caligan

Title: Deputy Superintendent

Phone #: 863-773-9058

E-mail Address: wcaligan@hardee.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Deputy Superintendent		X	X			
Curriculum Director		X	X			
Director of Personnel		X	X	X	X	X
President, HEA/United		X	X	X	X	X
Instructional Performance Appraisal Committee			X	X	X	X
Administrative Performance Appraisal Committee			X	X	X	X

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

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

in the MOU in (D)(2)(i)-(iii).			<i>than May 1</i>			
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			
Select Instructional Performance Appraisal Committee with President of HEA/United and Superintendent	X					
Personnel Director conduct search and recommend to Superintendent and Board for consultant qualified to review / revise Performance Appraisal System to meet FS and MOU requirements	X	X				
Select Consultant to review existing PAS and recommend changes to meet FS and MOU requirements		X				
Personnel Director schedule meetings with Instructional PA Committee to consider recommendations of consultant regarding changes to Performance Appraisal System (PAS) to meet FS and MOU requirements		X		X	X	
Collective Bargaining process/ratify revisions where appropriate			X			
Submit revised PAS to Board for approval			X		X	
Submit revised PAS to DOE for review by May 1			X			
Schedule training for administrators on PAS revisions				X		
Schools/dept's schedule training for all instructional personnel @ 1 st faculty meeting				X	X	X
Begin implementation of newly revised PAS for FCAT classroom teachers subject to any pertinent collective bargaining.				X		
Continue phase in implementation of PAS including incorporation of student growth issues as per MOU an Florida Statutes.				X	X	
Implement revised PAS including incorporation of core of effective practices as per MOU and Florida Statutes, and a range of ratings to include effective and highly effective.				X	X	
Implement fully revised PAS system						X

Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

collective bargaining, if applicable):	Quarter	Quarter	Quarter			
Work with key staff (above) to develop timetable.		X				
Distribute revised guidelines and evaluation instrument for instructional PAS system				X	X	X
Distribute revised PAS system guidelines/info and instrument to worksites, instructional personnel, interested stakeholders per Collective Bargaining Agreement.				X	X	X
Report results of PA system ratings to DOE via data survey each year			X	X	X	X

Deliverable (required): A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Select Administrative PAS Committee with Deputy Superintendent Director of Curriculum and Superintendent.	X					
Personnel Director conduct search and recommend to Superintendent and Board for consultant qualified to review / revise Administrative Performance Appraisal System (PAS) to meet FS and MOU requirements	X	X				
Select Consultant to review existing Administrative Appraisal System and recommend changes to meet FS and MOU requirements		X				
Personnel Director will schedule meetings with Administrative PAS Committee to consider consultant recommendations for revisions to meet FS and MOU requirements			X	X	X	
Review final work with superintendent				X		
Submit revised PAS to Board for approval				X		
Submit revised PAS to DOE for review				X	X	X
Schedule training for principals and supervising administrators responsible for PAS on Principals/AP's				X	X	X
Implement revised principal appraisal system.						X

Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Work with key staff (listed above) to develop timetable for implementation.	X					
Distribute revised guidelines and evaluation instrument for Admin Performance Appraisal System (PAS)				X		
Distribute revised Administrative PAS guidelines/info and instrument to administrators/principals/ assistant principals.				X		
Completed PA's due to HR by 6/30				X	X	X
Calculate/pay out performance pay based on revised Administrative PAS criteria for student achievement						X
Report results of PA system ratings to DOE via data survey each year			X	X	X	X

Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Review evaluation results with Superintendent Deputy Superintendent, MIS Director, HEA/United President (for teacher PAS) and prepare report for Board				X	X	X
Review/Revise data collection process if necessary				X	X	X
Provide final report to Board				X	X	X
Provide results to DOE			X	X	X	X

Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Meet with PAS Committee(s) to review effectiveness of revised implemented PA systems and revise further if determined					X	X

necessary						
Collective bargaining process if required				X	X	X
Submit revised PA systems to Board for approval				X	X	X
Submit revised PA systems to DOE				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	\$40,000	\$	\$	\$

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

Appoint key personnel to facilitate/manage/coordinate the various components of the plan; continue to utilize the MOU Committee process with union to obtain buy-in/support to develop revisions to the teacher PA system and collaborative efforts to resolve challenging issues; pay for subs to allow union teacher involvement in committee process during work day when applicable; involve/use existing staff resources to provide training, assess data and evaluate programs; ensure integrity of the process by providing training to all stakeholders involved in the performance appraisal systems.

Supporting Narrative (optional):

The Teacher Performance Appraisal System will be reviewed and recommendations for revisions made by a qualified consultant. Revision recommendations will be based on the content and design requirements as per 1012.34 F.S. and the MOU language. The primary factor of the evaluation system will be based on the student growth measure and will account for 50% of the evaluation – 40% as determined by (D)(2)(i) and 10% by district determined student growth/achievement. Other factors affecting teacher effectiveness standards will also be determined and reflected on the revised performance appraisal. The committee will develop at least one additional factor as required by a “multi-metric” evaluation system to be used for teachers prior to a milestone career event; primary consideration will be given to the use of observations by master teachers or instructional coaches for input on the performance appraisal. This includes the core of effective practices strongly linked to increased student achievement. The observers/evaluators will be trained to use this same core of effective practices and will be required to obtain training in FPMS as well as other professional development that impacts the performance appraisal system standards and the delivery of instruction. The performance appraisal instrument will have at least four rating levels that equate to highly effective, effective, developing, and ineffective. Annual contract teachers will receive two evaluations per year and Professional Services Contract teachers will receive at least one evaluation per year. Additional evaluations may be conducted when necessary as per performance appraisal guidelines and contract language. The district will submit the evaluation system to DOE by May 1, 2011. The district will report the results of teacher evaluations to DOE on Survey 5. Teacher pay for performance will be implemented in year 4; budget reflected in D5.

The Principal Evaluation System will also utilize the student growth measure as defined by 40% of the evaluation and student growth/achievement as determined by the district for 10% of the evaluation to equal 50%. The remaining components of the evaluation system will be based on the ten Florida Principal Leadership Standards with an emphasis on recruiting/retaining effective

teachers, improving effectiveness of teachers, and removing ineffective teachers. The instrument will have at least four rating levels that equate to highly effective, effective, developing, and ineffective. Principals will be evaluated at least one time during the year; additional evaluations may be conducted as per authority of the Superintendent. The district will submit the evaluation system to DOE by May 1, 2011. The district will report the results of teacher evaluations to DOE on Survey 5. Principal pay for performance will be implemented in year four of the grant; budget reflected in D5.

All stakeholders, teachers, administrators, district and school staff, who are involved in or affected by (in any capacity) the performance appraisal systems or the collection or reporting of data for use in the performance appraisal systems, will be required to be trained in the applicable processes.

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

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Deliverable (required): Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
District negotiating team, Director of Finance, and other District representatives (the committee) will revise the teacher salary schedule, reflecting the use of evaluation data. -The committee will evaluate the current salary schedule and develop a compensation system that will tie the most significant gains in compensation to effectiveness demonstrated by annual evaluations. The compensation system will include differentiated pay as required by F.S. 1012.22(1)(c)4 through bonuses, salary supplements, etc. Categories for differentiated pay will include but not be limited to additional academic and student activity responsibilities, school demographics, critical shortage areas (including STEM areas in Exceptional Student Education), in level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools). The compensation system will include promotional opportunities for effective teachers to remain in the classroom. -The Director of Finance will compare the present salary schedule to the newly-developed compensation system to determine the potential monetary impact, including the differentiated pay categories.						
District negotiating team and union representatives will negotiate the final compensation system in accordance with collective bargaining requirements.					X	
<i>Appendix A: Hardee County School Board</i>						

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<i>Salary Schedule</i>						
Superintendent and School Board members approve new salary schedule that reflects evaluation results for instructional staff. Implement new salary schedule.					X	X
District negotiating team, Director of Finance, and other District representatives (the committee) will revise the principals' salary schedule, reflecting the use of evaluation data. -The committee will evaluate the current salary schedule and develop a compensation system that will tie the most significant gains in compensation to effectiveness demonstrated by annual evaluations. The compensation system will include differentiated pay as required by F.S. 1012.22(1)(c)4 through bonuses, salary supplements, etc. Categories for differentiated pay will include but not be limited to additional academic and student activity responsibilities, school demographics, critical shortage areas (including STEM areas in Exceptional Student Education), in level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools). -The Director of Finance will compare the present salary schedule to the newly-developed compensation system to determine the potential monetary impact, including the differentiated pay categories.				X	X	
Superintendent and School Board members approve new salary schedule that reflects evaluation results for principals. Implement new salary schedule.					X	X

Deliverable (required): Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			

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determined implementation timeline).						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Key District (administrative) personnel will review the current evaluation system and placement procedures of teachers and principals. If necessary, will consult with key stakeholders to enhance making data-driven decisions for the placement of teachers and principals.		X	X			
District negotiating team and Union representatives will negotiate, as appropriate, the process of placing teachers.			X			
Key District administrative personnel will implement, monitor and evaluate the process for teacher and principal placement based on evaluation data.				X	X	X

Deliverable (required): Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
District negotiating team, Director of Finance and select principals discuss the nature and extent of assigning effective and highly effective teachers and principals to District schools that have the highest percentage of low income students and minority students or to persistently lowest-achieving schools.			X	X		
District negotiating team and Union representatives collectively bargain assigning effective and highly effective teachers and principals to District schools that have the highest percentage of low income students and minority students or to persistently lowest-achieving schools..					X	
Superintendent and Board members approve the staffing plan. District staff implement staffing plan for hiring and placement of highly effective teachers and principals.					X	X

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The Director of Personnel will recruit new teachers from high-performing teacher preparation programs (when data is available), as needed.				X	X	X
The Director of Personnel will use existing State resources such as www.teachinflorida.com to recruit applicants who have records of outstanding student achievement.			X	X	X	X

Deliverable (required): Annually submit the district's collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
District negotiating team and union representatives will revise the collective bargaining agreement to include the use of teacher evaluation data to make informed human capital decisions.			X			
The Deputy Superintendent (lead District negotiator) will annually submit the District's collective bargaining agreement to the Dept. of Education. MIS Department staff post the Master Teacher Contract to the School Board's website.			X	X	X	X

Deliverable (required): Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
District negotiating team and union representatives complete collective bargaining relating to the teacher evaluation system.			X			
Key District administrators will conduct a review of our current accountability process for principals and revise according to new teachers' and principals' evaluation process				X		

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to ensure effective human capital decisions.						
Deputy Superintendent holds principals accountable for removing ineffective teachers from the classroom, in accordance with procedures and timelines established in Florida Statutes.				X	X	X

Deliverable (required): Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
A Payroll Specialist will report bonuses and salary augmentations by teacher through the applicable staff surveys to DOE's Bureau of Education Information & Accountability Services. The Payroll Specialist will specify types of bonuses.			X	X	X	X

Deliverable (required): Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Principals will continue to report teacher terminations on Personnel Action Forms.	X	X	X	X	X	X
A Payroll Specialist will report terminations and specify the reasons for termination (using established codes) during appropriate staff surveys.			X	X	X	X

Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Principals will continue to capture employee data as presented on the Personnel Action Form.	X	X	X	X	X	X
A Payroll Specialist will report location, salary, benefits, bonuses, etc. for instructional and administrative employees. A Payroll Specialist will also report	X			X	X	X

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administrative employees who have completed the school principal certification program.						
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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	\$75,000	\$75,000

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

Assuming approval of Race to the Top funds, the District will allocate \$50,000 for instructional performance pay from FEFP funds after the Race to the Top grant period ends. The District expects to continue funding school administrator performance pay from Title II funds. Any additional funds or changes in the agreement must be negotiated each year as part of the collective bargaining process. Sustainability will be dependent upon annual negotiations and impact bargaining of the teacher evaluation system and using evaluation data to make human capital decisions.

District staff are currently in place to provide the deliverables in this section of the Race to the Top proposal.

Supporting Narrative (optional):

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: C. W. Caligan

Title:Deputy Superintendent

Phone #:863-773-9058

E-mail Address:wcaligan@hardee.k12.fl.us

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

Evidence:

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Deputy Superintendent	X	X	X	X	X	X
Director of Curriculum	X	X	X	X	X	X
Personnel Director	X	X	X	X	X	X
School Site Administrators	X	X	X	X	X	X

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

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

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system that meets the requirements of <i>Florida's Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.	Quarter	Quarter	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			
Revision of the Professional Development System to align with the new Florida protocol Standards to reflect the content of the MOU.				X		
Professional Learning opportunities will adhere to Florida's Professional Protocol.				X		
Collaborate with key staff (listed above) to develop PD priorities and timelines for implementing revised PD system for teachers and principals		X	X	X	X	X
Introduce concept of Lesson Study at all schools			X			
Begin initial implementation of lesson study with pilot groups at schools				X		
Core teachers participate in lesson study activities at schools				X	X	X
Teachers at all schools participate in lesson study groups					X	X
District administration, schools administration and teacher groups explore methodologies for providing common planning schedules.			X	X		
Implement schedules that provide for common planning					X	X
Professional development on content knowledge with focus on common core state standards.				X	X	X
Professional development on student achievement data analysis to improve instruction.			X	X	X	X
Professional development on Differentiated Instruction			X	X	X	X

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

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collective bargaining, if applicable):	Quarter	Quarter	Quarter			
Work with teachers and principals to establish priorities within RTTT elements for the purpose of timeline development		X	X			
Create a timetable for implementing the elements described in RTTT into the Professional Development System			X			

Deliverable (required): A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	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			
Reference Deliverables in (D)(2)(i)(ii)(iii)	X	X	X			
Development of IPDP and ILPD will be aligned with evaluation results					X	X
District will plan and offer professional development components that support IPDPs and ILPDs					X	X
District will provide professional development components that are targeted to the needs of individuals and groups as indicated by evaluation results.					X	X

Deliverable (required): A component of the district's professional development system reflecting a revised process for evaluating the district's professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Review present PD evaluation system		X	X			
District will work in conjunction with Heartland Education Consortium partners to write and include a component of the district's PD system reflecting a revised process for evaluating the districts professional development in accordance with the requirements of the MOU, and as described in RTTT		X	X	X	X	X

Deliverable (required): A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
The district will produce and provide a timetable for implementing the evaluation of professional development in the district.				X	X	X

Deliverable (required): Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
District will assign personnel responsible for collecting and reporting data related to the evaluation results of the PD system.				X	X	X
District will annually report the evaluation results of the professional development system to the districts teachers, principals and board members.				X	X	X

Deliverable (required): Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
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			
Submit revisions to the professional development system annually				X	X	X

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

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* Heartland Education Consortium works collaboratively with member partners to bring in appropriate professional development to supplement the district's offerings. The revision of the system is the responsibility of existing District Staff. Funds for PD come from a variety of federal and state resources.

Supporting Narrative (optional):

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

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

Item from RTTT MOU and corresponding <i>Protocol</i> standards	Page shown in Final Scope of Work
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	
2. Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	
4. Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B)(3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1)	
5. Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)	
6. Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4)	
7. Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5)	
8. Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2)	
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	
10. Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6)	
11. A comprehensive plan to deliver professional development to teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5)	
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	

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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.

Please indicate one LEA point of contact for this Project.

Name: Woody Caligan

Title: Deputy Superintendent

Phone #: 863-773-9058

E-mail Address: wcaligan@hardee.k12.fl.us

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.

Deliverables (minimum required evidence):

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:
 - 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.

Note: Please attach relevant parts of your School Improvement Grant in the Final Scope of Work Appendix.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Deputy Superintendent	X	X	X	X	X	X
Director of Student Academic Services	X	X	X	X	X	X
Director of Curriculum	X	X	X	X	X	X
School Principal	X	X	X	X	X	X

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

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			
Review teacher performance data.		X	X	X	X	X
Determine number of teachers not making gains.		X	X	X	X	X
Evaluate status of principal.		X	X	X	X	X

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Compile list of staff for turnover/replacement; conduct collective bargaining sessions as needed.		X	X	X	X	X
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Deliverable (required): LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
<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. 						
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 teacher performance data.		X	X	X	X	X
Determine number of teachers not making gains.		X	X	X	X	X
Evaluate status of principal.		X	X	X	X	X
Compile list of staff for turnover/replacement; conduct collective bargaining sessions as needed.		X	X	X	X	X

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

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

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of this Project after Race to the Top funding ends)

The District will make every effort to continue the Race to the Top initiatives after the funds expire by exploring additional grant opportunities and reprioritizing district dollars. District funds including SAI dollars, Title II funds, reading funds, and technology funds will be used to maintain funding for coaches, additional personnel such as counselors and deans, extra duty for common planning, and continuing to build technology capacity and infrastructure.

Supporting Narrative (optional):

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

Appendix (E)(2)1.-2. #1 School Statistics Page Number 67

Appendix (E)(2)1.-2. #2 Rationale for Implementing the Chosen Intervention Model Page Number 68

Appendix (E)(2)1.-2. #3 Principal Replacement Page Number 69

Appendix (E)(2)1.-2. #4 High Quality Instructional Personnel Page Number 70 and 71

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Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.

Name: Woody Caligan

Title: Deputy Superintendent

Phone #: 863-773-9058

E-mail Address: wcaligan@hardee.k12.fl.us

Project Goal:

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

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

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

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
District PBS Contact	X	X	X	X	X	X
District ESE Director	X	X	X	X	X	X
High School Principal	X	X	X	X	X	X
Hardee Junior High Principal	X	X	X	X	X	X
Hardee High School Assistant Principal	X	X	X	X	X	X
Hardee High School Response to Intervention Coordinator	X	X	X	X	X	X

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

Deliverable: 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			

Deliverable: Submission of developed full day Pre-K model for students in attendance zones for identified schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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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			

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			

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

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the 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			

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			

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			

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

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collective bargaining, if applicable):	Quarter	Quarter	Quarter			

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			

Deliverable: Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X		X	X	X	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 Training for RtI/PBS Team at Hardee Jr. High	X	X	X	X	X	X
Training for RtI/PBS Team at Hardee High	X	X	X	X	X	X
Staff training for RtI/PBS Hardee High			X	X	X	X
Review mentoring programs for Hardee High			X	X	X	X
District will review 2009-2010 discipline data for Hardee Senior High and Hardee Junior High	X		X	X	X	X
District will analyze student discipline data annually for program adjustments	X		X	X	X	X

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	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**

District will continue to implement Positive Behavior Supports and analyze data			X	X	X	X
District RtI Coordinator will assist in review and comparison of data with implementation of PS/RtI for behavior and academics.			X	X	X	X

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			

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	0	0	\$10000	\$10000	\$10000	\$10000

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* The District will make every effort to continue the Race to the Top initiatives after the funds expire by exploring additional grant opportunities and reprioritizing district dollars. District funds including SAI dollars, Title II funds and other federal funds.

Supporting Narrative (optional):

Title and Page Number of Appendices for this Project (if applicable):
(E)(2)3Appendix Positive Behavior Supports Implementation Plan and Timeline Page Number 72 though 74

**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:

Title:

Phone #:

E-mail Address:

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			

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

Deliverable (required): The LEA will provide documentation of its efforts to	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

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.	Quarter	Quarter	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			

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			

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			

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			

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

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			

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			

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			

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

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

Supporting Narrative (optional):

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

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

FORM (A)1.

LEA Student Goals and Measures

CLOSING THE ACHIEVEMENT GAP

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.

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.

	2010-11 (Baseline)	2011-12	2012-13	2013-14	2014-15
% Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)					
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				
% Reduction in White/Hispanic achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)					
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				
(OPTIONAL) Other District-Determined Closing the Achievement Gap Goals Examples: <ul style="list-style-type: none">Other FCAT 2.0 Grade Levels and SubjectsEnd-of-Course AssessmentsAP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and ParticipationPSAT, 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
ATTAINEMENT 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	54	56	57	52	58	60	63	66	70	74	79
College Going Rate	36	45	39	40	42	45	47	49	51	53	56
College Credit Earning Rate	64	64	64	64	64	65	66	67	68	69	70
Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit	12	12	13	14	15	17	19	21	23	26	31

Appendix (B)(3)1. #1
Hardee Junior High
2010-2011 Weekly Lesson Study Schedule by Subject Area

Monday	Tuesday	Wednesday	Thursday	Friday
6 th Grade Science: 3:30-4:30	7 th & 8 th Grade Science: 3:30-4:30	7 th Grade Math: 3:30-4:30	6 th , 7 th , & 8 th Grade Lang Arts 3:30-4:30	
	6 th , 7 th , & 8 th Grade Social Studies 3:30-4:30		6 th , 7 th , & 8 th Grade Int. Reading 3:30-4:30	
			6 th Math 3:30-4:30 8 th Math 3:45-4:45	

Appendix (B)(3)1. #2**2010-2011 HJH Seven-Period Schedule****47 Minute Class Periods (7th Period - 50 Minutes)**

6th Grade		7th Grade	
Period	Time	Period	Time
Staff Workday Begins	8:00 AM	Staff Workday Begins	8:00 AM
AM Duty Time	8:00 - 8:26	AM Duty Time	8:00 - 8:26
1	8:30 - 9:17	1	8:30 - 9:17
2	9:21 - 10:08	2	9:21 - 10:08
3	10:12 - 10:59	3	10:12 - 10:59
Lunch	11:03 - 11:33	4	11:03 - 11:50
4	11:37 - 12:24	Lunch	11:54 - 12:24
5	12:28 - 1:15	5	12:28 - 1:15
6	1:19 - 2:06	6	1:19 - 2:06
7	2:10 - 3:00	7	2:10 - 3:00
PM Duty Time	3:00 - 3:20	PM Duty Time	3:00 - 3:20
Staff Workday Ends	3:30 PM	Staff Workday Ends	3:30 PM
8th Grade			
Period	Time		
Staff Workday Begins	8:00 AM		
AM Duty Time	8:00 - 8:26		
1	8:30 - 9:17		
2	9:21 - 10:08		
3	10:12 - 10:59		
4	11:03 - 11:50		
5	11:54 - 12:41		
Lunch	12:45 - 1:15		
6	1:19 - 2:06		
7	2:10 - 3:00		
PM Duty Time	3:00 - 3:20		
Staff Workday Ends	3:30 PM		

Appendix (E)(2)1.-2. #1

School Statistics

HARDEE SENIOR HIGH SCHOOL. 0021 - Tier II - Transformation

count	Metric	Most Current Data	Data Source/Date	Annual Goals		
				2010-2011	2011-2012	2012-2013
1	School Grade	D	School Grades 18JUN09	C	C	B
2	AYP status	NO	AYP 18JUN09	no	no	no
3	AYP targets the school met	69	AYP 2009	71	75	80
4	Number of minutes within the school year	73,980 (415 minutes per day for 174 full school days and 295 minutes per day for 6 early release days)	School Bell Schedule	73,980	76,680	79,380
5	Percent of the lowest 25% making learning gains in reading	44.00	School Grades 18JUN09	45%	48%	50%
6	Percent of the lowest 25% making learning gains in mathematics	68.00	School Grades 18JUN09	70%	72%	75%
7	Percentage of students (total) scoring at proficiency level in reading	28	2010 AYP, 8/24/10	33	38	49
8	Percentage of students (total) scoring at proficiency level in mathematics	59	2010 AYP, 8/24/10	63	67	72
9	Percentage of students (total) scoring at proficiency level in science	24	NCLB SPARS, 8/24/10	29	34	46
10	Percentage of students (total) scoring at proficiency level in writing	92	2010 AYP, 8/24/10	92	92	92

Appendix (E)(2)1.-2. #2

Rationale for Implementing the Chosen Intervention Model

HARDEE SENIOR HIGH SCHOOL, 0021 - Tier II - Transformation

2. Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

Response: After a careful analysis of all needs assessments, surveys, data, and administrative changes already made the prior year it was reasoned that we have two major areas of concern. (1)Teacher performance needs to be increased. The following areas targeted for teacher assistance/improvement were identified and will be prioritized in order to increase student academic achievement: increased quality training for staff, increased common planning time, incentives for teacher performance, and a more effective teacher evaluation system. (2) In addition, it was noted that ninth grade students make up the majority of student absences, discipline referrals, and declining grades from the previous years indicating a serious need to give additional support to ninth graders as a whole.

The district will work closely with the school Leadership team to design and implement the following interventions listed below to improve student academic achievement. Using the Transformation model will make these changes possible: Hardee Senior High School will provide additional common planning for content area teachers; provide merit pay based on student performance for all teachers; redesign the instructional and administrative performance appraisal system; increase parent conferencing time; provide an additional dean of student, guidance counselor, credit recovery teacher and math coach; implement a freshman academy to ease the transition between the middle and high schools; and incorporate lesson study, RtI, FCIM, Next Generation SSS, and PBS as part of a quality professional development program led by the instructional coaches. All initiatives will be phased in according to the timeline as outlined in the grant.

After assessing the positive direction and changes made by the new school administration and intensive data analysis, the Transformation model was chosen by all stakeholders as the model to best meet the needs of Hardee Senior High School.

Appendix (E)(2)1.-2. #3

HARDEE SENIOR HIGH SCHOOL 0021 Transformation Tier II

Principal Replacement

a) Develop and increase teacher and school leader effectiveness. The LEA must describe how it will:

1. In consultation with the Department, replace the principal who led the school prior to commencement of the transformation model:
 - a. If this has already occurred, indicate the date the principal was replaced and his or her past record of turning around low-performing schools. The following guidelines must be considered determining if the principal can remain at the school:
 - i. The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - The principal should be replaced.
 - ii. The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases - The principal should be replaced.
 - iii. The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - The principal has one more year to show growth.
 - iv. The school grade declines under the same leadership for 1 year and the percentage of AYP Criteria Met increases - The principal has one more year to show growth.
 - v. The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - The principal should be replaced.
 - b. If this has not occurred, indicate the LEA's plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (i)-(v) cannot be placed at the school.

Response: On July 1, 2010, the Superintendent of Schools reassigned Dr. Michele Polk to serve as the Hardee High School (HHS) principal. Prior to her assignment to HHS, Dr. Polk served for 6 years as the principal of Wauchula Elementary School. During her tenure there the percentage of students meeting AYP benchmarks increased steadily over time for all subgroups in both math & reading. Particularly noteworthy were the growth trends for the at-risk subgroups of Hispanic, economically disadvantaged, & SWD. Under Dr. Polk's leadership at Wauchula Elementary school, data from the 2003-04 school year through the 2007-08 school year for reading reveals that the Hispanic subgroup moved from 51% meeting the standard to 66% meeting the standard. The economically disadvantaged subgroup moved from 47% to 67%, and the SWD subgroup moved from 36% to 56%.

Appendix (E)(2)1.-2. #4

High Quality Instructional Personnel

(7) If the LEA will be replacing instructors defined as teachers with one or more academic classes in the tested areas, (reading/language arts, mathematics, and science) include as attachments the:

- a. Instructor and instructional coach listing by content area with the percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years at the current school;
- b. Percentage of instructors that will be replaced;
- c. Percentage of instructional paraprofessionals that will be replaced;
- d. Percentage of administrative staff that will be replaced, including:
 - i. Assistant principals
 - ii. Instructional Coaches
 - iii. Guidance Counselors
- e. Indicate the criteria that will be used to retain existing teachers and coaches.
- f. Indicate the criteria that will be used to recruit new teachers and coaches. NOTE: Reading and mathematics teachers and instructional coaches cannot be rehired at the school unless they are highly qualified and effective instructors and coaches, school's learning gains defined as 58% of their students achieving learning gains on average over a three year period. For special situations where teachers and coaches have demonstrated significant student achievement increases in the 2009-2010 school year, the individual can be considered for reassignment at the school through the demonstration of data. For teachers and coaches within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.

Response: It is the intent of the LEA to recruit and retain the most highly qualified and effective staff possible. The district office will advertise teaching vacancies at the high school, and will assist the school administration in identifying the most qualified applicants. One tool that the district will provide to assist in recruitment efforts is the online data base provided through the Florida Teach-In. This data base will be utilized by the school administration to review potential applicants and actively recruit those candidates with the strongest resumes and record of high performance in their field.

When instructional staff and academic coach openings occur at the high school, the district office will provide flexibility in allowing the most qualified teachers at other school sites who have demonstrated student gains to transfer into those high school vacancies.

As a recruitment incentive, the District will provide a signing bonus to highly qualified teachers new to the Hardee County School District.

In an effort to retain high performing existing staff (teachers, administrators, coaches), financial incentives have been created for Hardee High School as outlined in the "Rewards" section of the grant.

In addition, as discussed in the section of the grant titled "Recruit, Replace, and Retain Staff," teachers and coaches will be provided increased leadership opportunities which will result in greater retention of teachers who are more highly committed to improving the school performance.

Beginning in 2010-11, reading, English, and math teachers' previous year's data will be reviewed to identify whose overall student performance is less than the established goal for the current year (outlined below). If a teacher fails to meet the established goal of district and school learning gains, the teacher will develop an Individual Professional Development Plan (IPDP) to include the current year's target goal and receive additional support from the Reading/Math-Science Coaches and/or Region IV team. If a teacher fails to meet the target goal for two consecutive years, then a Professional Development Plan (PDP) will be established with increased frequency and intensity of additional support. If the principal determines that the teacher did not make adequate progress on the PDP, then the teacher may be replaced/dismissed/reassigned or the PDP extended.

(E)(2)3Appendix #
 Hardee District Schools
 Positive Behavior Supports
 Implementation Plan and Timeline

	Hardee Junior High	Hardee Senior High
Positive Behavior Support (PBS) Team Selection	Summer 2009-2010	September 2010
Positive Behavior Support (PBS) Team Training	September 2009	October 2010
District-wide PBS Coaches Meetings	Quarterly	Quarterly
School Based PBS Team Meetings	Monthly	Monthly
Staff Training and Planning	August 2010	Summer 2011
District Support Staff Training	Winter 2011	Winter 2011
Implementation of Tier 1 Interventions	August 2010	August 2011
Review of Mentoring Programs		Spring 2011
Data Review and Analysis	Quarterly	Quarterly
Results and Review of yearly data	Yearly	Yearly
Ongoing Training for New Staff	Ongoing/Yearly	Ongoing/Yearly
Planning of Professional Development based on data analysis and reviews	Summer/Yearly	Summer/Yearly

Hardee District Schools

Incidents - Tally by Code

Unduplicated (Incident Tally)

All Races

All Year 0910

Both DOE Reportable and Non-Reportable

All Grade Levels

Both Active and Inactive Students

Both Sexes

CODE	DESCRIPTION	HJH (0031) TALLY	HSB (0021) TALLY
ALC	Alcohol (possession/sale)*	1	1
ARS	Arson	0	0
BAT	Battery (physical attack/harm)	0	8
BHA	Bullying/Harassment	0	0
BRK	Breaking & Entering	0	0
DOC	Disrup on Campus-Major (Dis Con)	0	4
DRD	Drug Sales/Distrib (Exclu Alc)	0	0
DRU	Drug Possession/Use (Exclu Alc)	5	9
FIT	Fighting (mutual)	0	20
HOM	Homicide	0	0
KID	Kidnapping	0	0
OMC	Other Major Crime/Incidents	0	14
ROB	Robbery with Force	0	0
STL	Larceny/Theft/Motor Veh Theft	0	8
SXB	Sexual Battery (Attempt/Actual)	0	0
SXH	Sexual Harassment	1	1
SXO	Sexual Offenses	0	4
TBC	Tobacco (possession/use)	0	57
TRE	Threat/Intimidation	0	1
TRS	Trespassing	0	0
VAN	Vandalism	0	4
WPO	Weapons Possession	0	0
ZAB	Abusive Behavior	74	54
ZAC	Conspiracy	0	0
ZAL	Loud/Abusive Language/Threats	25	0
ZAP	Abuse/School Property	12	2
ZAS	Not in Assig Seat/area/Seated	260	302

ZAT	Truancy/Skipping	0	37
ZBS	Bus Misconduct	43	30
ZCC	Copying/Cheating	3	10
ZDA	Defiance of Authority	28	142
ZDB	Disruptive Behavior	277	165
ZDL	Demeaning Language	4	4
ZDR	Disrespectful/Obscene Gesture	62	103
ZDS	Disobedience	103	45
ZFC	Failure to Complete Assignments	4	35
ZFG	Forgery of teacher/staff signature	1	0
ZFL	Felonies	0	0
ZGA	Gang Activity	3	1
ZHA	Hitting/Pushing/Tripping	120	0
ZHT	Habitual Tardiness	159	123
ZIB	Inappropriate Behavior	30	65
ZID	Improper Dress	26	610
ZIP	Internet Policy Violations	6	2
ZLY	Lying	27	7
ZMC	Minor Confrontation (verbally/physically)	0	16
ZME	Misuse of Emergency Equipment	0	0
ZML	Matches/Lighters	1	2
ZPF	Profanity/Unacceptable Language	74	46
ZRV	Rules Violation	45	368
ZSB	Sexually Annoying Behavior	3	0
ZSD	Failed to serve discipline assignment	65	72
ZSL	Stealing	17	0
ZSM	Sexual Misconduct	20	0
ZSV	Search Violations	0	0
ZTV	Traffic Violations on campus	0	27
ZUO	Possession of Unauthorized Object	30	51
ZZZ	Not Applicable	0	0
Total Incident Records Examined:		1529	2450



FY 2009-10

**Hardee County School Board
Salary Schedule**

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK	
	1	2	3	4	5	6	
STEP	1.5103	1.4746	1.3998	1.3349	1.3349	1.2212	index
0	\$83,677	\$81,699	\$77,555	\$73,959	\$73,959	\$67,660	
1	\$83,877	\$81,899	\$77,755	\$74,159	\$74,159	\$67,860	
2	\$84,077	\$82,099	\$77,955	\$74,359	\$74,359	\$68,060	
3	\$84,277	\$82,299	\$78,155	\$74,559	\$74,559	\$68,260	
4	\$84,477	\$82,499	\$78,355	\$74,759	\$74,759	\$68,460	
5	\$84,677	\$82,699	\$78,555	\$74,959	\$74,959	\$68,660	
6	\$84,877	\$82,899	\$78,755	\$75,159	\$75,159	\$68,860	
7	\$85,077	\$83,099	\$78,955	\$75,359	\$75,359	\$69,060	
8	\$85,277	\$83,299	\$79,155	\$75,559	\$75,559	\$69,260	
9	\$85,477	\$83,499	\$79,355	\$75,759	\$75,759	\$69,460	
10	\$85,677	\$83,699	\$79,555	\$75,959	\$75,959	\$69,660	
11	\$85,877	\$83,899	\$79,755	\$76,159	\$76,159	\$69,860	
12	\$86,077	\$84,099	\$79,955	\$76,359	\$76,359	\$70,060	
13	\$86,277	\$84,299	\$80,155	\$76,559	\$76,559	\$70,260	
14	\$86,477	\$84,499	\$80,355	\$76,759	\$76,759	\$70,460	
15	\$86,677	\$84,699	\$80,555	\$76,959	\$76,959	\$70,660	
16	\$86,877	\$84,899	\$80,755	\$77,159	\$77,159	\$70,860	
17-24	\$87,077	\$85,099	\$80,955	\$77,359	\$77,359	\$71,060	
25+	\$87,077	\$85,099	\$80,955	\$77,359	\$77,359	\$71,060	

Administrative pay schedule indexed to pay grade 14, step 25

PAY RANK 1 DEPUTY SUPERINTENDENT (12 months, 261 days, 8 hours per day)

PAY RANK 2 SENIOR HIGH SCHOOL PRINCIPAL (12 months, 261 days, 8 hours per day)

PAY RANK 3 JUNIOR HIGH SCHOOL PRINCIPAL (12 months, 261 days, 8 hours per day)

PAY RANK 4 ELEMENTARY SCHOOL PRINCIPAL (12 months, 261 days, 8 hours per day)

PAY RANK 5 DIRECTOR I (12 months, 261 days, 8 hours per day)

PAY RANK 6 DIRECTOR II (12 months, 261 days, 8 hours per day)

BENEFITS:

1) **INSURANCE:** \$5,300 toward the Board approved insurance program, for eligible employees

Principal and Director benefit subject to negotiation.

2) **FLORIDA RETIREMENT SYSTEM**

3) **SOCIAL SECURITY**

4) **SICK LEAVE:** According to Board Policy

5) **VACATION LEAVE:** According to Board Policy

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK	
	7	8	9	10	11	12	
STEP	1.1562	1.14	1.1237	1.1237	1.3349	1.0071	index
0	\$64,058	\$63,161	\$62,258	\$62,258	\$75,275	\$55,798	
1	\$64,258	\$63,361	\$62,458	\$62,458	\$75,475	\$55,998	
2	\$64,458	\$63,561	\$62,658	\$62,658	\$75,675	\$56,198	
3	\$64,658	\$63,761	\$62,858	\$62,858	\$75,875	\$56,398	
4	\$64,858	\$63,961	\$63,058	\$63,058	\$76,075	\$56,598	
5	\$65,058	\$64,161	\$63,258	\$63,258	\$76,275	\$56,798	
6	\$65,258	\$64,361	\$63,458	\$63,458	\$76,475	\$56,998	
7	\$65,458	\$64,561	\$63,658	\$63,658	\$76,675	\$57,198	
8	\$65,658	\$64,761	\$63,858	\$63,858	\$76,875	\$57,398	
9	\$65,858	\$64,961	\$64,058	\$64,058	\$77,075	\$57,598	
10	\$66,058	\$65,161	\$64,258	\$64,258	\$77,275	\$57,798	
11	\$66,258	\$65,361	\$64,458	\$64,458	\$77,475	\$57,998	
12	\$66,458	\$65,561	\$64,658	\$64,658	\$77,675	\$58,198	
13	\$66,658	\$65,761	\$64,858	\$64,858	\$77,875	\$58,398	
14	\$66,858	\$65,961	\$65,058	\$65,058	\$78,075	\$58,598	
15	\$67,058	\$66,161	\$65,258	\$65,258	\$78,275	\$58,798	
16	\$67,258	\$66,361	\$65,458	\$65,458	\$78,475	\$58,998	
17-24	\$67,458	\$66,561	\$65,658	\$65,658	\$78,675	\$59,198	
25+	\$67,458	\$66,561	\$65,658	\$65,658	\$78,675	\$59,198	

Administrative pay schedule indexed to pay grade 14, step 25, except for pay grade 11.

PAY RANK 7 SENIOR HIGH ASSISTANT PRINCIPAL (11 months, 223 days, 8 hours per day)

PAY RANK 8 JUNIOR HIGH ASSISTANT PRINCIPAL (11 months, 223 days, 8 hours per day)

PAY RANK 9 ELEMENTARY ASSISTANT PRINCIPAL (11 months, 223 days, 8 hours per day)

PAY RANK 10 DIRECTOR III (11 months, 223 days, 8 hours per day)

PAY RANK 11 ELEMENTARY SCHOOL PRINCIPAL DOCTORATE DEGREE (12 months, 261 days, 8 hours per day) indexed to pay grade 16, step 25.

PAY RANK 12 COORDINATOR OF MAINTENANCE, FOOD SERVICE, INSTRUCTIONAL TECHNOLOGY (12 months, 261 days, 8 hours per day)

BENEFITS:

1) **INSURANCE:** \$5,300 toward the Board approved insurance program, for eligible employees
Principal and Director benefit subject to negotiation.

2) **FLORIDA RETIREMENT SYSTEM**

3) **SOCIAL SECURITY**

4) **SICK LEAVE:** According to Board Policy

5) **VACATION LEAVE:** According to Board Policy

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	13	14	15	16	17	18
STEP						
	\$33,015	\$35,260	\$35,590	\$35,887	\$37,563	\$40,117
1	\$33,122	\$35,374	\$35,705	\$36,003	\$37,684	\$40,247
2	\$33,228	\$35,488	\$35,820	\$36,119	\$37,805	\$40,376
3	\$33,335	\$35,601	\$35,935	\$36,235	\$37,926	\$40,505
4	\$33,441	\$35,715	\$36,049	\$36,350	\$38,048	\$40,635
5	\$33,548	\$35,829	\$36,164	\$36,466	\$38,169	\$40,764
6	\$33,654	\$35,942	\$36,279	\$36,582	\$38,290	\$40,894
7	\$34,355	\$36,691	\$37,034	\$37,344	\$39,087	\$41,745
8	\$35,298	\$37,698	\$38,051	\$38,368	\$40,160	\$42,891
9	\$36,267	\$38,733	\$39,096	\$39,422	\$41,263	\$44,069
10	\$37,267	\$39,802	\$40,174	\$40,510	\$42,401	\$45,285
11	\$38,291	\$40,895	\$41,278	\$41,622	\$43,566	\$46,528
12	\$39,347	\$42,023	\$42,416	\$42,770	\$44,767	\$47,812
13	\$40,427	\$43,176	\$43,581	\$43,945	\$45,997	\$49,124
14	\$41,540	\$44,365	\$44,780	\$45,154	\$47,262	\$50,476
15	\$42,682	\$45,584	\$46,011	\$46,395	\$48,561	\$51,863
16	\$44,612	\$47,646	\$48,092	\$48,493	\$50,758	\$54,209
17-24	\$51,078	\$54,551	\$55,062	\$55,522	\$58,114	\$62,066
25+	\$51,877	\$55,404	\$55,923	\$56,390	\$59,023	\$63,036

PAY RANK 13 TEACHER BACHELORS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 14 TEACHER MASTERS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 15 TEACHER SPECIALIST DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 16 TEACHER DOCTORATE DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 17 TEACHER BACHELORS DEGREE (11 months, 223 days, 7.5 hours per day)

PAY RANK 18 TEACHER MASTERS DEGREE (11 months, 223 days, 7.5 hours per day)

BENEFITS:

1) INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees

2) FLORIDA RETIREMENT SYSTEM

3) SOCIAL SECURITY

4) SICK LEAVE: According to Board Policy

5) VACATION LEAVE: According to Board Policy

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK 19	RANK 20	RANK 21	RANK 22	RANK 23	RANK 24
STEP						
	\$40,493	\$40,831	\$43,964	\$46,953	\$47,393	\$47,789
1	\$40,624	\$40,963	\$44,106	\$47,105	\$47,546	\$47,943
2	\$40,754	\$41,094	\$44,247	\$47,256	\$47,699	\$48,097
3	\$40,885	\$41,226	\$44,389	\$47,408	\$47,852	\$48,251
4	\$41,015	\$41,358	\$44,531	\$47,559	\$48,005	\$48,405
5	\$41,146	\$41,490	\$44,673	\$47,711	\$48,157	\$48,559
6	\$41,277	\$41,621	\$44,815	\$47,862	\$48,310	\$48,714
7	\$42,136	\$42,488	\$45,748	\$48,859	\$49,316	\$49,728
8	\$43,292	\$43,654	\$47,003	\$50,200	\$50,670	\$51,093
9	\$44,481	\$44,853	\$48,294	\$51,578	\$52,061	\$52,496
10	\$45,709	\$46,090	\$49,627	\$53,001	\$53,497	\$53,944
11	\$46,964	\$47,356	\$50,990	\$54,457	\$54,967	\$55,426
12	\$48,259	\$48,662	\$52,396	\$55,959	\$56,483	\$56,954
13	\$49,584	\$49,998	\$53,834	\$57,495	\$58,034	\$58,518
14	\$50,949	\$51,374	\$55,316	\$59,078	\$59,631	\$60,129
15	\$52,349	\$52,786	\$56,836	\$60,701	\$61,269	\$61,781
16	\$54,717	\$55,174	\$59,407	\$63,447	\$64,041	\$64,575
17	\$62,647	\$63,170	\$68,017	\$72,642	\$73,322	\$73,934
25+	\$63,627	\$64,158	\$69,081	\$73,778	\$74,469	\$75,091

PAY RANK 19 TEACHER SPECIALIST DEGREE (11 months, 223 days, 7.5 hours per day)

PAY RANK 20 TEACHER DOCTORATE DEGREE (11 months, 223 days, 7.5 hours per day)

PAY RANK 21 TEACHER BACHELORS DEGREE (12 months, 261 days, 7.5 hours per day)

PAY RANK 22 TEACHER MASTERS DEGREE (12 months, 261 days, 7.5 hours per day)

PAY RANK 23 TEACHER SPECIALIST DEGREE (12 months, 261 days, 7.5 hours per day)

PAY RANK 24 TEACHER DOCTORATE DEGREE (12 months, 261 days, 7.5 hours per day)

BENEFITS:

1) INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees

2) FLORIDA RETIREMENT SYSTEM

3) SOCIAL SECURITY

4) SICK LEAVE: According to Board Policy

5) VACATION LEAVE: According to Board Policy

BONUS- a one-time payment of \$500 to eligible employees

NOTE: ROTC instructors (officer and non-commissioned officer) will be paid equal to their monthly minimum

Hardee County School Board
Salary Schedule
FY 2009-10

instructor pay (MIP) for 12 months, or at the appropriate step of a 12-month teacher pay rank (based on degree and verified teaching experience), whichever is greater.

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	25	26	27	28	29	30
STEP						
	\$36,231	\$38,476	\$38,806	\$39,103	\$47,180	\$50,169
1	\$36,337	\$38,589	\$38,921	\$39,219	\$47,321	\$50,321
2	\$36,444	\$38,703	\$39,035	\$39,334	\$47,463	\$50,472
3	\$36,550	\$38,817	\$39,150	\$39,450	\$47,605	\$50,623
4	\$36,657	\$38,931	\$39,265	\$39,566	\$47,747	\$50,775
5	\$36,763	\$39,044	\$39,380	\$39,682	\$47,889	\$50,926
6	\$36,870	\$39,158	\$39,495	\$39,798	\$48,030	\$51,078
7	\$37,570	\$39,907	\$40,250	\$40,559	\$48,964	\$52,075
8	\$38,513	\$40,913	\$41,266	\$41,584	\$50,219	\$53,415
9	\$39,483	\$41,949	\$42,311	\$42,638	\$51,510	\$54,794
10	\$40,483	\$43,017	\$43,390	\$43,725	\$52,842	\$56,217
11	\$41,507	\$44,111	\$44,494	\$44,838	\$54,205	\$57,673
12	\$42,563	\$45,238	\$45,632	\$45,986	\$55,612	\$59,175
13	\$43,643	\$46,392	\$46,796	\$47,160	\$57,050	\$60,711
14	\$44,756	\$47,580	\$47,996	\$48,370	\$58,532	\$62,293
15	\$45,897	\$48,800	\$49,226	\$49,610	\$60,052	\$63,917
16	\$47,828	\$50,861	\$51,308	\$51,709	\$62,623	\$66,662
17-24	\$54,293	\$57,767	\$58,278	\$58,737	\$71,233	\$75,858
25+	\$55,092	\$58,620	\$59,139	\$59,606	\$72,296	\$76,994

PAY RANK 25 AGRICULTURE TEACHER BACHELORS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 26 AGRICULTURE TEACHER MASTERS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 27 AGRICULTURE TEACHER SPECIALIST DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 28 AGRICULTURE TEACHER DOCTORATE DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 29 AGRICULTURE TEACHER BACHELORS DEGREE (12 months, 261 days, 7.5 hours per day)

PAY RANK 30 AGRICULTURE TEACHER MASTERS DEGREE (12 months, 261 days, 7.5 hours per day)

BENEFITS:

1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*

2) *FLORIDA RETIREMENT SYSTEM*

3) *SOCIAL SECURITY*

4) *SICK LEAVE: According to Board Policy*

5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	31	32	33	34	35	36
STEP						
	\$50,609	\$51,004	\$36,089	\$38,334	\$38,664	\$38,961
1	\$50,762	\$51,159	\$36,195	\$38,447	\$38,779	\$39,077
2	\$50,914	\$51,313	\$36,302	\$38,561	\$38,893	\$39,193
3	\$51,067	\$51,467	\$36,408	\$38,675	\$39,008	\$39,308
4	\$51,220	\$51,621	\$36,515	\$38,789	\$39,123	\$39,424
5	\$51,373	\$51,775	\$36,621	\$38,902	\$39,238	\$39,540
6	\$51,526	\$51,929	\$36,728	\$39,016	\$39,353	\$39,656
7	\$52,532	\$52,944	\$37,429	\$39,765	\$40,108	\$40,417
8	\$53,885	\$54,308	\$38,371	\$40,772	\$41,124	\$41,442
9	\$55,277	\$55,712	\$39,341	\$41,807	\$42,169	\$42,496
10	\$56,713	\$57,160	\$40,341	\$42,875	\$43,248	\$43,583
11	\$58,183	\$58,642	\$41,365	\$43,969	\$44,352	\$44,696
12	\$59,698	\$60,170	\$42,421	\$45,096	\$45,490	\$45,844
13	\$61,249	\$61,734	\$43,501	\$46,250	\$46,654	\$47,018
14	\$62,846	\$63,344	\$44,614	\$47,438	\$47,854	\$48,228
15	\$64,485	\$64,997	\$45,755	\$48,658	\$49,084	\$49,469
16	\$67,256	\$67,791	\$47,686	\$50,719	\$51,166	\$51,567
17-24	\$76,538	\$77,150	\$54,152	\$57,625	\$58,136	\$58,595
25+	\$77,685	\$78,306	\$54,950	\$58,478	\$58,997	\$59,464

PAY RANK 31 AGRICULTURE TEACHER SPECIALIST DEGREE (12 months, 261 days, 7.5 hours per day)

PAY RANK 32 AGRICULTURE TEACHER DOCTORATE DEGREE (12 months, 261 days, 7.5 hours per day)

PAY RANK 33 SPEECH THERAPIST BACHELORS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 34 SPEECH THERAPIST MASTERS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 35 SPEECH THERAPIST SPECIALIST DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 36 SPEECH THERAPIST DOCTORATE DEGREE (10 months, 196 days, 7.5 hours per day)

BENEFITS:

1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*

2) *FLORIDA RETIREMENT SYSTEM*

3) *SOCIAL SECURITY*

4) *SICK LEAVE: According to Board Policy*

5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	37	38	39	40	41	42
STEP						
	\$36,666	\$38,911	\$39,242	\$39,539	\$37,086	\$37,416
1	\$36,773	\$39,025	\$39,356	\$39,655	\$37,199	\$37,531
2	\$36,879	\$39,139	\$39,471	\$39,770	\$37,313	\$37,646
3	\$36,986	\$39,253	\$39,586	\$39,886	\$37,427	\$37,760
4	\$37,092	\$39,366	\$39,701	\$40,002	\$37,541	\$37,875
5	\$37,199	\$39,480	\$39,816	\$40,118	\$37,654	\$37,990
6	\$37,305	\$39,594	\$39,930	\$40,233	\$37,768	\$38,105
7	\$38,006	\$40,342	\$40,686	\$40,995	\$38,517	\$38,860
8	\$38,949	\$41,349	\$41,702	\$42,020	\$39,524	\$39,877
9	\$39,918	\$42,385	\$42,747	\$43,074	\$40,559	\$40,921
10	\$40,919	\$43,453	\$43,826	\$44,161	\$41,627	\$42,000
11	\$41,943	\$44,546	\$44,929	\$45,274	\$42,721	\$43,104
12	\$42,999	\$45,674	\$46,068	\$46,422	\$43,848	\$44,242
13	\$44,079	\$46,828	\$47,232	\$47,596	\$45,002	\$45,406
14	\$45,191	\$48,016	\$48,432	\$48,805	\$46,190	\$46,606
15	\$46,333	\$49,235	\$49,662	\$50,046	\$47,410	\$47,836
16	\$48,264	\$51,297	\$51,743	\$52,145	\$49,472	\$49,918
17-24	\$54,729	\$58,203	\$58,713	\$59,173	\$56,377	\$56,888
25+	\$55,528	\$59,056	\$59,574	\$60,041	\$57,230	\$57,749

PAY RANK 37 TMH/PMH TEACHER BACHELORS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 38 TMH/PMH TEACHER MASTERS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 39 TMH/PMH TEACHER SPECIALIST DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 40 TMH/PMH TEACHER DOCTORATE DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 41 GUIDANCE COUNSELOR MASTERS DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 42 GUIDANCE COUNSELORSPECIALIST DEGREE (10 months, 196 days, 7.5 hours per day)

BENEFITS:

- 1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*
- 2) *FLORIDA RETIREMENT SYSTEM*
- 3) *SOCIAL SECURITY*
- 4) *SICK LEAVE: According to Board Policy*
- 5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	43	44	45	46	47	48
STEP						
	\$37,713	\$41,943	\$42,319	\$42,657	\$42,319	\$35,216
1	\$37,829	\$42,072	\$42,449	\$42,788	\$42,449	\$35,330
2	\$37,945	\$42,202	\$42,580	\$42,920	\$42,580	\$35,443
3	\$38,060	\$42,331	\$42,710	\$43,052	\$42,710	\$35,557
4	\$38,176	\$42,461	\$42,841	\$43,184	\$42,841	\$35,670
5	\$38,292	\$42,590	\$42,972	\$43,315	\$42,972	\$35,784
6	\$38,408	\$42,719	\$43,102	\$43,447	\$43,102	\$35,898
7	\$39,169	\$43,571	\$43,962	\$44,314	\$43,962	\$36,645
8	\$40,194	\$44,717	\$45,118	\$45,480	\$45,118	\$37,651
9	\$41,248	\$45,895	\$46,307	\$46,679	\$46,307	\$38,685
10	\$42,335	\$47,110	\$47,534	\$47,916	\$47,534	\$39,752
11	\$43,448	\$48,354	\$48,790	\$49,182	\$48,790	\$40,844
12	\$44,596	\$49,637	\$50,085	\$50,488	\$50,085	\$41,970
13	\$45,770	\$50,950	\$51,410	\$51,824	\$51,410	\$43,123
14	\$46,980	\$52,302	\$52,775	\$53,200	\$52,775	\$44,309
15	\$48,221	\$53,689	\$54,175	\$54,612	\$54,175	\$45,527
16	\$50,319	\$56,035	\$56,543	\$56,999	\$56,543	\$47,586
17-24	\$57,347	\$63,892	\$64,473	\$64,996	\$64,473	\$54,483
25+	\$58,216	\$64,862	\$65,452	\$65,984	\$65,452	\$55,335

PAY RANK 43 GUIDANCE COUNSELOR DOCTORATE DEGREE (10 months, 196 days, 7.5 hours per day)

PAY RANK 44 GUIDANCE COUNSELOR MASTERS DEGREE (11 months, 223 days, 7.5 hours per day)

PAY RANK 45 GUIDANCE COUNSELOR SPECIALIST DEGREE (11 months, 223 days, 7.5 hours per day)

PAY RANK 46 GUIDANCE COUNSELOR DOCTORATE DEGREE (11 months, 223 days, 7.5 hours per day)

PAY RANK 47 SCHOOL PSYCHOLOGIST (11 months, 223 days, 7.5 hours per day)

PAY RANK 48 TEACHER ON ASSIGNMENT (DEAN) BACHELORS DEGREE (10 months, 196 days, 8 hours per day)

BENEFITS:

1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*

2) *FLORIDA RETIREMENT SYSTEM*

3) *SOCIAL SECURITY*

4) *SICK LEAVE: According to Board Policy*

5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	49	50	51	52	53	54
STEP						
	\$37,611		\$30,083	\$28,898	\$25,766	\$19,771
1	\$37,732		\$31,178	\$29,948	\$26,755	\$20,465
2	\$37,853		\$31,979	\$30,715	\$27,488	\$20,965
3	\$37,975		\$32,764	\$31,465	\$28,241	\$21,431
4	\$38,096		\$33,595	\$32,261	\$29,008	\$21,961
5	\$38,217		\$34,394	\$33,027	\$29,736	\$22,493
6	\$38,339		\$35,226	\$33,823	\$30,502	\$23,024
7	\$39,137		\$36,023	\$34,587	\$31,233	\$23,524
8	\$40,211		\$36,756	\$35,286	\$31,962	\$24,054
9	\$41,315		\$37,524	\$36,017	\$32,758	\$24,553
10	\$42,455		\$38,321	\$36,780	\$33,523	\$25,053
11	\$43,621		\$39,085	\$37,510	\$34,255	\$25,582
12	\$44,824		\$39,885	\$38,275	\$35,019	\$26,081
13	\$46,055		\$40,653	\$39,007	\$35,783	\$26,613
14	\$47,322		\$41,414	\$39,735	\$36,514	\$27,145
15	\$48,623		\$42,214	\$40,500	\$37,277	\$27,642
16	\$50,822		\$43,192	\$41,436	\$38,184	\$28,347
17	\$58,188		\$48,484	\$46,513	\$42,862	\$31,821
25+	\$59,098		\$49,329	\$47,324	\$43,605	\$32,375

PAY RANK 49 TEACHER ON ASSIGNMENT (DEAN) MASTERS DEGREE (10 months, 196 days, 8 hours per day)

PAY RANK 50

PAY RANK 51 ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT (12 months, 261 days, 8 hours per day)

PAY RANK 52 FINANCE SPECIALIST -- PAYROLL SPECIALIST - RECORDS RETENTION SPECIALIST

(12 months, 261 days, 8 hours per day)

PAY RANK 53 COORDINATOR/ DATA PROCESSING (12 month, 261 days, 8 hours per day)

PAY RANK 54 DISTRICT SECRETARY (12 months, 261 days, 8 hours per day)

BENEFITS:

1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*

2) *FLORIDA RETIREMENT SYSTEM*

3) *SOCIAL SECURITY*

4) *SICK LEAVE: According to Board Policy*

5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	55	56	57	58	59	60
STEP						
	\$22,507	\$17,459	\$15,839	\$16,895	\$14,915	\$15,912
1	\$23,227	\$18,057	\$16,392	\$17,485	\$15,386	\$16,411
2	\$23,760	\$18,415	\$16,793	\$17,910	\$15,731	\$16,784
3	\$24,222	\$18,792	\$17,166	\$18,310	\$16,055	\$17,127
4	\$24,720	\$19,231	\$17,592	\$18,763	\$16,429	\$17,525
5	\$25,217	\$19,670	\$18,018	\$19,218	\$16,806	\$17,926
6	\$25,750	\$20,199	\$18,443	\$19,672	\$17,260	\$18,410
7	\$26,248	\$20,731	\$18,842	\$20,100	\$17,714	\$18,895
8	\$26,746	\$21,263	\$19,268	\$20,554	\$18,166	\$19,379
9	\$27,245	\$21,795	\$19,667	\$20,977	\$18,620	\$19,862
10	\$27,776	\$22,325	\$20,066	\$21,408	\$19,075	\$20,348
11	\$28,274	\$22,858	\$20,493	\$21,858	\$19,531	\$20,832
12	\$28,773	\$23,390	\$20,890	\$22,286	\$19,984	\$21,315
13	\$29,275	\$23,920	\$21,320	\$22,740	\$20,437	\$21,801
14	\$29,803	\$24,451	\$21,745	\$23,194	\$20,892	\$22,285
15	\$30,301	\$24,985	\$22,141	\$23,616	\$21,344	\$22,769
16	\$30,940	\$25,698	\$22,705	\$24,219	\$21,957	\$23,422
17-24	\$34,730	\$28,887	\$25,489	\$27,187	\$24,682	\$26,326
25+	\$35,333	\$29,389	\$25,930	\$27,660	\$25,111	\$26,787

PAY RANK 55 DIRECTOR SECRETARY -- OFFICE MANAGER (12 months, 261 days, 8 hours per day)

PAY RANK 56 SCHOOL BASED SECRETARY (12 months, 261 days, 7.5 hours per day)

PAY RANK 57 DISTRICT SECRETARY (11 months, 223 days, 7.5 hours per day)

PAY RANK 58 DISTRICT SECRETARY (11 months, 223 days, 8 hours per day)

PAY RANK 59 SCHOOL BASED SECRETARY (11 months, 223 days, 7.5 hours per day)

PAY RANK 60 SCHOOL BASED SECRETARY (11 months, 223 days, 8 hours per day)

BENEFITS:

- 1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*
- 2) *FLORIDA RETIREMENT SYSTEM*
- 3) *SOCIAL SECURITY*
- 4) *SICK LEAVE: According to Board Policy*
- 5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	61	62	63	64	65	66
STEP						
		\$13,112	\$13,920	\$14,848	\$13,985	\$14,033
1		\$13,521	\$14,406	\$15,366	\$14,426	\$14,497
2		\$13,829	\$14,757	\$15,743	\$14,749	\$14,830
3		\$14,110	\$15,185	\$16,093	\$15,053	\$15,143
4		\$14,441	\$15,462	\$16,492	\$15,404	\$15,475
5		\$14,771	\$15,837	\$16,893	\$15,757	\$15,810
6		\$15,169	\$16,210	\$17,289	\$16,166	\$16,216
7		\$15,569	\$16,563	\$17,667	\$16,606	\$16,622
8		\$15,967	\$16,934	\$18,064	\$17,034	\$17,027
9		\$16,366	\$17,285	\$18,438	\$17,458	\$17,429
10		\$16,767	\$17,637	\$18,812	\$17,884	\$17,835
11		\$17,166	\$18,012	\$19,211	\$18,308	\$18,242
12		\$17,563	\$18,363	\$19,586	\$18,735	\$18,670
13		\$17,962	\$18,737	\$19,986	\$19,120	\$19,098
14		\$18,363	\$19,112	\$20,385	\$19,586	\$19,525
15		\$18,761	\$19,461	\$20,760	\$20,013	\$19,933
16		\$19,297	\$19,957	\$21,288	\$20,585	\$20,505
17-24		\$21,693	\$22,404	\$23,895	\$23,139	\$22,795
25+		\$22,071	\$22,793	\$24,309	\$23,542	\$23,171

PAY RANK 61

PAY RANK 62 SCHOOL BASED SECRETARY (10 months, 196 days, 7.5 hours per day)

PAY RANK 63 DISTRICT SECRETARY (10 months, 196 days, 7.5 hours per day)

PAY RANK 64 DISTRICT SECRETARY (10 months, 196 days, 8 hours per day)

PAY RANK 65 SCHOOL BASED SECRETARY (10 months, 196 days, 8 hours per day)

PAY RANK 66 PERSONAL ASSISTANT (10 months, 196 days, 7.5 hours per day)

BENEFITS:

- 1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*
- 2) *FLORIDA RETIREMENT SYSTEM*
- 3) *SOCIAL SECURITY*
- 4) *SICK LEAVE: According to Board Policy*
- 5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	67	68	69	70	71	72
STEP						
	\$12,650	\$28,576	\$28,613	\$24,905	\$18,709	\$24,905
1	\$12,676	\$29,433	\$28,970	\$25,658	\$19,260	\$25,658
2	\$12,983	\$29,979	\$29,121	\$26,168	\$19,647	\$26,168
3	\$13,266	\$30,576	\$29,334	\$26,651	\$20,024	\$26,651
4	\$13,621	\$31,492	\$30,182	\$27,450	\$20,612	\$27,450
5	\$13,971	\$32,435	\$31,045	\$28,272	\$21,240	\$28,272
6	\$14,325	\$33,407	\$31,945	\$29,121	\$21,870	\$29,121
7	\$14,697	\$34,410	\$32,867	\$29,994	\$22,519	\$29,994
8	\$15,121	\$35,441	\$33,807	\$30,891	\$23,209	\$30,891
9	\$15,545	\$36,506	\$34,779	\$31,819	\$23,901	\$31,819
10	\$15,967	\$37,598	\$35,778	\$32,774	\$24,612	\$32,774
11	\$16,390	\$38,727	\$36,802	\$33,756	\$25,344	\$33,756
12	\$16,813	\$39,889	\$37,858	\$34,770	\$26,115	\$34,770
13	\$17,236	\$41,084	\$38,943	\$35,815	\$26,907	\$35,815
14	\$17,657	\$42,316	\$40,061	\$36,887	\$27,970	\$36,887
15	\$18,081	\$43,585	\$41,208	\$37,994	\$28,531	\$37,994
16	\$18,643	\$45,034	\$42,388	\$39,273	\$29,484	\$39,273
17-24	\$20,927	\$50,551	\$50,641	\$44,085	\$33,117	\$44,085
25+	\$21,290	\$51,430	\$51,604	\$44,851	\$33,679	\$44,851

PAY RANK 67 CLASSROOM TUTOR (10 months, 196 days, 7.5 hours per day)

PAY RANK 68 COMMUNITY EDUCATION FACILITATOR (12 months, 261 days, 8 hours per day)

PAY RANK 69 SCHOOL SECURITY OFFICER (10 months, 196 days, 7.5 hours per day)

PAY RANK 70 ESE JOB COACH (12 months, 261 days, 7.5 hours per day)

PAY RANK 71 CAREER EDUCATION JOB LAB MANAGER (10 months, 196 days, 7.5 hours per day)

PAY RANK 72 HOME LIAISON (11 months, 223 days, 7.5 hours per day)

BENEFITS:

- 1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*
- 2) *FLORIDA RETIREMENT SYSTEM*
- 3) *SOCIAL SECURITY*
- 4) *SICK LEAVE: According to Board Policy*
- 5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK 72A	RANK 73	RANK 74	RANK 75	RANK 76	RANK 77
STEP						
		\$20,035	\$17,968	\$9,742		
1		\$20,465	\$18,036	\$10,019		
2		\$20,697	\$18,270	\$10,201	\$12,431	
3		\$20,899	\$18,471	\$10,369	\$12,626	\$15,209
4		\$21,130	\$18,704	\$10,546	\$12,838	\$15,586
5		\$21,364	\$18,938	\$10,725	\$13,053	\$15,959
6		\$21,598	\$19,172	\$10,906	\$13,267	\$16,332
7		\$21,829	\$19,406	\$11,087	\$13,483	\$16,708
8		\$22,059	\$19,635	\$11,267	\$13,696	\$17,082
9		\$22,294	\$19,869	\$11,451	\$13,911	\$17,458
10		\$22,527	\$20,103	\$11,628	\$14,127	\$17,832
11		\$22,758	\$20,333	\$11,810	\$14,338	\$18,207
12		\$22,992	\$20,564	\$11,992	\$14,552	\$18,582
13		\$23,223	\$20,798	\$12,173	\$14,768	\$18,956
14		\$23,457	\$21,032	\$12,353	\$14,982	\$19,332
15		\$23,692	\$21,263	\$12,535	\$15,197	\$19,705
16		\$24,061	\$21,638	\$12,852	\$15,574	\$20,222
17		\$27,011	\$24,288	\$14,428	\$17,480	\$22,698
25+		\$27,479	\$24,710	\$14,677	\$17,784	\$23,091

PAY RANK 72A

PAY RANK 73 HEAD CUSTODIAN (12 months, 261 days, 8 hours per day)

PAY RANK 74 CUSTODIAN (12 months, 261 days, 8 hours per day)

PAY RANK 75 FOOD SERVICE WORKER (10 months, 185 days, 6 hours per day)

PAY RANK 76 FOOD SERVICE ASSISTANT MANAGER (10 months, 185 days, 7 hours per day)

PAY RANK 77 FOOD SERVICE MANAGER (10 months, 196 days, 7 hours per day)

BENEFITS:

1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*

2) *FLORIDA RETIREMENT SYSTEM*

3) *SOCIAL SECURITY*

4) *SICK LEAVE: According to Board Policy*

5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	78	79	80	81	82	83
STEP						
	\$31,092	\$26,377	\$22,936	\$30,333	\$10,031	\$12,427
1	\$32,030	\$26,737	\$23,251	\$30,748	\$10,280	\$12,736
2	\$32,669	\$27,055	\$23,526	\$31,113	\$10,544	\$13,063
3	\$33,271	\$27,456	\$24,121	\$31,574	\$10,857	\$13,451
4	\$34,269	\$27,856	\$24,223	\$32,035	\$11,152	\$13,816
5	\$35,298	\$28,257	\$24,571	\$32,495	\$11,462	\$14,201
6	\$36,356	\$28,655	\$24,918	\$32,953	\$11,788	\$14,604
7	\$37,444	\$29,056	\$25,266	\$33,414	\$12,129	\$15,027
8	\$38,567	\$29,455	\$25,613	\$33,873	\$12,484	\$15,466
9	\$39,724	\$29,856	\$25,962	\$34,334	\$12,855	\$15,925
10	\$40,914	\$30,258	\$26,311	\$34,796	\$13,240	\$16,404
11	\$42,142	\$30,654	\$26,656	\$35,252	\$13,638	\$16,896
12	\$43,407	\$31,056	\$27,005	\$35,714	\$14,054	\$17,411
13	\$44,710	\$31,458	\$27,355	\$36,177	\$14,485	\$17,945
14	\$46,053	\$31,859	\$27,703	\$36,637	\$14,930	\$18,496
15	\$47,434	\$32,427	\$28,198	\$37,292	\$15,389	\$19,066
16	\$49,029	\$33,767	\$29,363	\$38,833	\$15,863	\$19,653
17	\$55,037	\$36,048	\$31,346	\$41,456	\$17,999	\$22,298
25+	\$55,993	\$36,674	\$31,890	\$42,176	\$19,089	\$23,650

PAY RANK 78 JTPA ADMINISTRATOR (12 months, 261 days, 8 hours per day)

PAY RANK 79 MECHANIC (A) (12 months, 261 days, 8 hours per day)

PAY RANK 80 MECHANIC (B) (12 months, 261 days, 8 hours per day)

PAY RANK 81 CHIEF MECHANIC (12 months, 261 days, 8 hours per day)

PAY RANK 82 BUS DRIVER (10 months, 180 days, 4.5 hours per day)

PAY RANK 83 TRANSPORTATION OPERATIONS SPECIALIST (11 months, 223 days, 4.5 hours per day)

BENEFITS:

- 1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*
- 2) *FLORIDA RETIREMENT SYSTEM*
- 3) *SOCIAL SECURITY*
- 4) *SICK LEAVE: According to Board Policy*
- 5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK	RANK	RANK	RANK	RANK
	84	85	86	87	88	89
STEP						
	\$34,499	\$15,189				
1	\$35,076	\$15,567				
2	\$35,307	\$15,966				
3	\$35,484	\$16,440				
4	\$35,716	\$16,886				
5	\$35,952	\$17,356				
6	\$36,184	\$17,850				
7	\$36,415	\$18,366				
8	\$36,647	\$18,903				
9	\$36,880	\$19,464				
10	\$37,113	\$20,049				
11	\$37,345	\$20,651				
12	\$37,577	\$21,280				
13	\$37,811	\$21,933				
14	\$38,044	\$22,606				
15	\$38,274	\$23,303				
16	\$38,715	\$24,020				
17	\$43,458	\$27,253				
25+	\$44,212	\$28,905				

PAY RANK 84 SUPERVISOR MECHANICS (12 months, 261 days, 8 hours per day)

PAY RANK 85 SCHOOL BUS DRIVER TRAINER (11 months, 223 days, 5.5 hours per day)

PAY RANK 86

PAY RANK 87

PAY RANK 88

PAY RANK 89

BENEFITS:

- 1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*
- 2) *FLORIDA RETIREMENT SYSTEM*
- 3) *SOCIAL SECURITY*
- 4) *SICK LEAVE: According to Board Policy*
- 5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK 90	RANK 91	RANK 92	RANK 93	RANK 94	RANK 95
STEP						
	\$7,745	\$34,499	\$34,499	\$26,446	\$24,058	\$22,373
1	\$7,759	\$35,076	\$35,076	\$26,446	\$24,058	\$22,855
2	\$7,948	\$35,307	\$35,307	\$26,446	\$24,564	\$23,338
3	\$8,123	\$35,484	\$35,484	\$26,446	\$24,564	\$23,821
4	\$8,338	\$35,716	\$35,716	\$26,979	\$25,068	\$24,303
5	\$8,564	\$35,952	\$35,952	\$26,979	\$25,573	\$24,786
6	\$8,778	\$36,184	\$36,184	\$26,979	\$26,078	\$25,269
7	\$9,003	\$36,415	\$36,415	\$27,513	\$26,583	\$25,751
8	\$9,266	\$36,647	\$36,647	\$28,044	\$27,086	\$26,234
9	\$9,531	\$36,880	\$36,880	\$28,577	\$27,591	\$26,718
10	\$9,781	\$37,113	\$37,113	\$29,108	\$28,096	\$27,201
11	\$10,033	\$37,345	\$37,345	\$29,641	\$28,601	\$27,683
12	\$10,309	\$37,577	\$37,577	\$30,172	\$29,105	\$28,166
13	\$10,561	\$37,811	\$37,811	\$30,705	\$29,610	\$28,166
14	\$10,812	\$38,044	\$38,044	\$31,236	\$30,115	\$28,166
15	\$11,075	\$38,274	\$38,274	\$31,769	\$30,620	\$28,166
16	\$11,477	\$38,715	\$38,715	\$32,301	\$30,620	\$28,166
17	\$12,882	\$43,458	\$43,458	\$35,307	\$32,925	\$30,287
25+	\$13,107	\$44,212	\$44,212	\$35,879	\$32,925	\$30,287

PAY RANK 90 SCHOOL BUS TUTOR (10 months, 180 days, 5 hours per day)

PAY RANK 91 SUPERVISOR TRADES, SUPERVISOR CUSTODIANS, PLANT MANAGER (12 months, 261 days, 8 hours per day)

PAY RANK 92 TECH SUPPORT MANAGER- MIS (12 months, 261 days, 8 hours per day)

PAY RANK 93 MAINTENANCE - SKILLED 1 (12 months, 261 days, 8 hours per day)

PAY RANK 94 MAINTENANCE - SKILLED 2 (12 months, 261 days, 8 hours per day)

PAY RANK 95 MAINTENANCE - SKILLED 3 (12 months, 261 days, 8 hours per day)

BENEFITS:

1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*

2) *FLORIDA RETIREMENT SYSTEM*

3) *SOCIAL SECURITY*

4) *SICK LEAVE: According to Board Policy*

5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

	RANK	RANK
	96	97
STEP		
	\$25,669	\$21,100
1	\$26,156	\$21,530
2	\$26,389	\$21,762
3	\$26,580	\$21,964
4	\$26,811	\$22,195
5	\$27,046	\$22,429
6	\$27,279	\$22,663
7	\$27,509	\$22,894
8	\$27,743	\$23,124
9	\$27,977	\$23,359
10	\$28,206	\$23,592
11	\$28,442	\$23,823
12	\$28,674	\$24,057
13	\$28,906	\$24,288
14	\$29,171	\$24,522
15	\$29,439	\$24,757
16	\$29,843	\$25,126
17	\$33,499	\$28,086
25+	\$34,081	\$28,554

PAY RANK 96 MIS TECH SUPPORT (12 months, 261 days, 8 hours per day)

PAY RANK 97 COMPUTER RESOURCE TECHNICIAN (12 months, 261 days, 8 hours per day)

BENEFITS:

- 1) *INSURANCE: \$5,300 toward the Board approved insurance program, for eligible employees*
- 2) *FLORIDA RETIREMENT SYSTEM*
- 3) *SOCIAL SECURITY*
- 4) *SICK LEAVE: According to Board Policy*
- 5) *VACATION LEAVE: According to Board Policy*

BONUS- a one-time payment of \$500 to eligible employees

Hardee County School Board
Salary Schedule
FY 2009-10

**Hardee County School Board
2009-10 Supplement Schedule**

Based on Step 0 of Pay Rank 13

Administrative Supplements			<i>Index</i>
\$2,668	1	School Board Negotiator	0.0808
\$1,334	2	School Board Assistant Negotiator	0.0404

Hardee Senior High School

<i>Supplement</i>	<i>Number</i>	<i>Position</i>	<i>Index</i>
\$5,421	1	Athletic Director	0.1642
\$2,549	2	Assistant Athletic Director	0.0772
\$4,936	1	Band Director	0.1495
BASEBALL			
\$1,885	1	Assistant Varsity	0.0571
\$3,265	1	Head Varsity	0.0989
\$1,951	2	Junior Varsity	0.0591
BASKETBALL			
\$2,486	1	Assistant Varsity Boys	0.0753
\$3,602	1	Head Varsity Boys	0.1091
\$2,486	1	Assistant Varsity Girls	0.0753
\$3,602	1	Head Varsity Girls	0.1091
\$2,179	1	Junior Varsity Boys	0.0660
\$2,179	1	Junior Varsity Girls	0.0660
CROSS COUNTRY			
\$1,984	1	Head Boys and Girls	0.0601
FOOTBALL			
\$2,810	4	Assistant Varsity	0.0851
\$5,497	1	Head Varsity	0.1665
\$2,572	3	Junior Varsity	0.0779
GOLF			
\$1,984	1	Head Boys	0.0601
\$1,984	1	Head Girls	0.0601
SOCCER			
\$2,952	1	Head Varsity Boys	0.0894
\$2,952	1	Head Varsity Girls	0.0894
SOFTBALL			

Hardee County School Board**Salary Schedule****FY 2009-10**

\$1,885	1	Assistant Varsity Girls	0.0571
\$3,265	1	Head Varsity Girls	0.0989
\$1,951	2	Junior Varsity	0.0591
SWIMMING			
\$1,885	1	Assistant Varsity Boys and Girls	0.0571
\$2,952	1	Head Varsity Boys and Girls	0.0894
TENNIS			
\$1,984	1	Head Varsity Girls	0.0601
\$1,984	1	Head Varsity Boys	0.0601
TRACK			
\$2,952	1	Head Varsity Girls	0.0894
\$2,952	1	Head Varsity Boys	0.0894
\$1,885	1	Assistant Varsity Girls	0.0571
\$1,885	1	Assistant Varsity Boys	0.0571
VOLLEYBALL			
\$2,952	1	Head Varsity Girls	0.0894
\$1,951	1	Junior Varsity Girls	0.0591
WEIGHTLIFTING			
\$1,885	1	Head Varsity Girls	0.0571
\$1,885	1	Head Varsity Boys	0.0571
\$1,007	8	Interdisciplinary Team Leaders	0.0305
\$1,449	1	Principal with a Doctorate degree	0.0439
\$1,007	1	Testing Coordinator	0.0305

**Hardee County School Board
Salary Schedule
FY 2009-10**

Hardee Senior High School

CLUB/ACTIVITY SPONSORS

<i>Supplement</i>	<i>Number</i>	<i>Position</i>	<i>Index</i>
\$1,350	1	Academic Tournament	0.0409
\$733	1	Junior Varsity Academic Tournament	0.0222
\$1,720	1	Junior Varsity Cheerleader	0.0521
\$733	1	American Sign Language	0.0222
\$2,539	1	Varsity Cheerleader	0.0769
\$533	1	Chess Club	0.0161
\$708	1	Senior Play	0.0215
\$2,166	1	Assistant Band Director	0.0656
\$928	1	FBLA	0.0281
\$1,720	1	Performing Guard Sponsor	0.0521
\$733	1	Foreign Language	0.0222
\$733	1	Freshman Class	0.0222
\$928	1	HOSA	0.0281
\$1,611	5	Junior-Senior Sponsor	0.0488
\$809	1	National Honor Society	0.0245
\$733	1	Assistant National Honor Society	0.0222
\$1,350	1	Non-Commissioned Officer	0.0409
\$2,486	1	ROTC Officer	0.0753
\$733	1	Sophomore Class	0.0222
\$1,271	1	Student Council	0.0385
\$1,255	1	Student Newspaper	0.0380
\$1,486	1	Yearbook	0.0450

NOTE: Following Supplement is included in Pay Rank 25-32

\$3,216	2	Vocational Agriculture Teachers	0.0974
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OTHER PERSONNEL SUPPLEMENTS

<i>Supplement</i>	<i>Number</i>	<i>Position</i>	<i>Index</i>
		One person per grade K-5, per school site	
\$1,007	30	Elementary Grade Group Chairperson	0.0305
		Certified in field: Included in pay rank 41-47	
\$1,826		Guidance Counselor	0.0553
\$1,040		Peer Teacher	0.0315
		Certified in Field: Included in pay rank 33-36	
\$3,074		Speech Therapist	0.0931

Hardee County School Board
Salary Schedule
FY 2009-10

Hardee Junior High School

<i>Supplement</i>	<i>Number</i>	<i>Position</i>	<i>Index</i>
Note: the following supplement is included in pay rank 37-40			
\$3,651		Annex Teachers (Certified TMH/PMH)	0.1106
\$2,308	1	Athletic Director	0.0699
\$2,288	1	Band Director	0.0693
BASKETBALL			
\$1,076	1	Assistant-Boys	0.0326
\$1,416	1	Head-Boys	0.0429
\$1,076	1	Assistant-Girls	0.0326
\$1,416	1	Head-Girls	0.0429
FOOTBALL			
\$1,397	2	Assistant	0.0423
\$2,304	1	Head	0.0698
SOFTBALL			
\$1,076	1	Assistant-Girls	0.0326
\$1,344	1	Head-Girls	0.0407
VOLLEYBALL			
\$1,344	1	Head-Girls	0.0407
\$1,076	1	Assistant- Girls	0.0326
CLUB/ACTIVITY SPONSOR			
\$792	1	Art Club	0.0240
\$1,195	1	Cheerleader	0.0362
\$792	1	FHA	0.0240
\$733	1	Majorette	0.0222
\$733	1	National Junior Honor Society	0.0222
\$1,076	1	School Production Supervisor	0.0326
\$1,271	1	Student Council	0.0385
\$733	1	Student Newspaper	0.0222
\$733	1	Flag Corp	0.0222
\$1,076	1	Yearbook	0.0326
\$2,503	1	Principal of two schools (total FTE > 1,400)	0.0758
\$1,007	6	Grade Group Chairperson	0.0305

HARDEE COUNTY SCHOOL BOARD
2009-10 SALARY SCHEDULE
ELECTED OFFICIALS

The salary of Board members and the Superintendent are established by use of information provided by the State and based upon the population of the county. Under Florida Statute 1001.47, a locally established factor may be added into the Superintendent's salary as well as the state requirement of \$2,000 for state certification as a Superintendent.

Section 1001.395, Florida Statutes, provides that District school board member salaries shall be based on the population of the county the District school board member serves. Florida Attorney General Opinion 79-87 provides that salary adjustments of school district officers take effect on July 1, the beginning of the fiscal year.

Hardee County School Board members shall receive all appropriate benefits afforded to all full-time Hardee County School Board employees, as identified in the Board adopted salary schedule.

Superintendent	\$97,850
Board Member	\$25,369

BENEFITS: 1) INSURANCE: Up to \$ 5,300 toward the Board approved insurance program for eligible employees.
2) FLORIDA RETIREMENT SYSTEM
3) SOCIAL SECURITY

HARDEE COUNTY SCHOOL BOARD
2009-10 SALARY SCHEDULE

PAY RANKS 1-12 ARE ADMINISTRATIVE SALARIES

ADMINISTRATIVE SUPPLEMENTS:		INDEX
SCHOOL BOARD NEGOTIATOR	\$2,668	0.0808
SCHOOL BOARD ASSISTANT NEGOTIATOR	\$1,334	0.0404

NOTE:

1. Up to three years administrative experience may be rewarded for teaching or related field experience.
2. Increases of \$200 per year will be granted for verified years of administrative experience to a maximum of seventeen years. A maximum of ten years will be granted for out-of-state administrative experience.
3. Index based upon step 0 of pay grade 13.

HARDEE COUNTY SCHOOL BOARD
2009-10 SALARY SCHEDULE

SUBSTITUTE TEACHERS

NON-CONTRACT, AS NEEDED, AT-WILL EMPLOYMENT

(District Certification Required)

Rank III, Bachelors Degree or higher from an accredited institution.
\$71.25 per day or \$9.50 per hour

Associate Degree (2 year) in a planned program from an accredited institution.
\$63.75 per day or \$8.50 per hour

High School Diploma from an accredited institution
\$56.25 per day or \$7.50 per hour

SHORT-TERM CONTRACT

A substitute teacher may be granted a short-term contract by the Hardee County School Board upon recommendation of the Superintendent, under certain conditions:

1. The substitute is assigned all of the duties and responsibilities associated with a specific teaching position, for a minimum of 30 consecutive working days.
2. The substitute must hold at least a bachelor's degree. A valid teaching certificate is preferred.
3. The substitute will be paid \$16 per hour or \$120 per day.
4. The substitute is not eligible for health insurance. After six months in the same position, the substitute teacher on short-term contract is eligible for retirement benefits.

HARDEE COUNTY SCHOOL BOARD 2009-10 SALARY SCHEDULE

PROBATIONARY PERIOD: A probationary period of sixty (60) days is required for each non-certified/non-instructional employee upon initial appointment or promotion to a new position. In the event the employee does not satisfactorily complete this probationary period, he/she may be separated from service. In the case of promotion that results in an unsatisfactory probationary period, the employee may be considered for re-employment in the class or comparable position from which he/she was promoted.

A principal or department head may recommend to the Superintendent, upon initial employment, a waiver of the probationary period. The following circumstances will allow for this waiver:

- A. a previous employee returning in good standing.
- B. an employee who has served for a substantial period as a substitute.

HIRING RATE: The first step (step 0) of each pay grade shall be considered the normal hiring rate for non-instructional employees.

PROMOTIONS, DEMOTIONS AND RECLASSIFICATIONS: When an employee is promoted, demoted or reclassified to a different pay grade, the employee may retain the step placement based on experience in prior, related positions.

SIGNING BONUS: In order to recruit instructional staff, signing bonuses will be awarded to each beginning instructional staff member who is a first-time employee of Hardee County School Board. A new instructional staff member who begins working in August will receive a \$1,000 bonus in two payments of \$500. A new instructional staff member who begins working in September or later will receive the \$1,000 bonus, prorated to the number of work days divided by 196. If a new instructional staff member does not complete one full year of employment with the School Board, the instructional staff member shall reimburse the School Board a pro-rata share of the signing bonus for the unfulfilled remaining days.

READING ENDORSEMENT BONUS: Teachers completing and receiving the Reading Endorsement on the teacher's professional certificate shall receive a one-time bonus of \$1,000 subject to the following:

1. Teacher is employed by the District when endorsement is received.
2. Teachers holding the endorsement prior to the 2007-08 school year will receive the bonus. Teacher must have been teaching in the District during the 2006-07 school year.

CELL PHONE BENEFIT: Eligible employees designated by the Superintendent shall receive \$17.50 per pay check as a cell phone benefit.

DIFFERENTIATED PAY: The current salary schedule, through the use of supplemental pay and varied pay grades, and the District's performance pay plan currently demonstrate the use of differentiated pay in the District. The current salary schedule allows for differentiated pay based on district-determined factors including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and the level of job performance duties.

PART-TIME EMPLOYEES: In order to receive compensated leave benefits, (sick and vacation time), the employee must work one week for the permanent allocated positions held.

FAIR LABOR STANDARDS ACT (FLSA): It is not the intent of the Hardee County School District to authorize nor to permit work beyond a regular 40-hour work week. If an exception salary schedule language 09-10

HARDEE COUNTY SCHOOL BOARD 2009-10 SALARY SCHEDULE

becomes necessary, advance authorization from the Superintendent of Schools may be given for any employee of the school district to work beyond 40 hours per week. This shall apply to required duty time and to employee volunteered time.

Through agreement with the supervisor, work beyond the 40 hour work week which has been properly authorized, as mentioned above, will be compensated with time off during the pay period or monetarily at a rate of time and one-half for each unit of time worked in excess of the regular 40 hour work week.

HARDEE COUNTY SCHOOL BOARD
2009-10 SALARY SCHEDULE

NOTE

The following is applicable to Food Service Employees:

Managers with more than one (1) serving line will be paid \$.23 per hour more for each additional line.

Substitutes will be paid at minimum wage.

ADDITIONAL DUTIES: Food Service Employees working at functions other than their regular duties will be compensated at their regular rate of pay as indicated by the salary schedule. All salaries shall be paid by the School Board payroll office and total reimbursement secured from the sponsoring organization. Reimbursement shall include gross salary and employee benefits (retirement, social security and workers' compensation).

HARDEE COUNTY SCHOOL BOARD 2009-10 SALARY SCHEDULE

TRANSPORTATION SUBSTITUTE

DRIVERS \$38.50 per day or \$8.55 per hour

TUTORS: Minimum wage per hour

INSERVICE TRAINING

Minimum wage per hour for hours beyond normal daily requirement for employment. Insurance, leave, and other benefits are not applicable to substitutes.

EXTRA BUS TRIPS

If a trip is canceled after a driver reports to duty, the driver shall be paid \$13.00. If the cancellation causes him/her to miss his/her regularly assigned driving route, he/she shall be paid his/her regularly assigned driving wage.

In-County trip driver's salary shall be \$11.32 per hour. An in-county trip is any trip that originates within Hardee County and remains within Hardee County.

Out-of-County trip driver's salary shall be \$11.32 per hour. An out-of-county trip is any trip that originates within Hardee County and travels outside of Hardee County or any trip that originates outside of Hardee County.

Time will be calculated from the time the bus is picked up at the bus garage until the bus is returned to the bus garage and cleaned. All out-of-county trips will have a guaranteed three- (3) hour minimum. All in county trips will have a guaranteed two- (2) hour minimum. All coaches who drive athletic events after school hours will receive \$ 8.00 per hour for actual driving time if they drive a school bus.

Overnight and weekend trip rates will not be negotiated between the Driver, Sponsor, and Director of Transportation without expressed written consent of the PERC designated bargaining agent.

The driver shall be responsible for his/her meal(s) on all trips.

Employees of the School Board of Hardee County must take personal leave without pay from regular duties in order to be paid for driving extra trips.

All salaries, including negotiated fees, will be paid to drivers by the School Board payroll office and reimbursement secured from sponsoring organizations. Reimbursement will include gross salary, employee benefits (retirement and social security), for use of bus by non-school activity sponsors.

All miscellaneous trip expenses (reimbursement not to exceed State guidelines), such as tolls, fees, parking fees, etc. incurred by the driver will be-reimbursed by the sponsoring organization.

HARDEE COUNTY SCHOOL BOARD 2009-10 SALARY SCHEDULE

The Hardee County District School Board provides supplement payments to recommended and approved employees to compensate for additional duties and responsibilities.

GENERAL INFORMATION

1. Recommendations for supplement positions shall be made by the supervising principal or the acting supervisor of the employee.
2. Recommendations must be approved by the Superintendent and the School Board.
3. Unless otherwise stated, supplements are based on a 196 day school year, and will be pro-rated as appropriate. (NOTE: Varsity Football supplements Fall/Spring seasons will be valued at 3/4 and 1/4 respectively.)
4. All supplements will be indexed according to step 0 for a teacher (paygrade 13).

HARDEE COUNTY SCHOOL BOARD 2009-10 SALARY SCHEDULE

EDUCATIONAL INCENTIVE SCHOOL RELATED PERSONNEL

Non-instructional, full-time employees, who have earned two or more years of college credit from an accredited institution, will be eligible for this supplement. The candidate must have entered an upper-level institution and declared a major in education. A minimum of six (6) semester hours must be satisfactorily completed with a grade of C or above, each fiscal year. Documentation of credit earned (certified transcript) and continuing education status must be submitted to the Personnel Department for verification prior to the payment of the supplement. After the above criteria are met, the Personnel Department will forward an authorization for payment of an amount of \$125.00 per month of employment, not to exceed \$ **1,250 per fiscal year**.

All school-related personnel who have received an Associate of Arts/Science degree or the university equivalent of sixty (60) semester hours, or a Bachelor of Arts/Science degree from an accredited college or university or who has received certification and maintains a current license as an electrical journeyman will receive a **three percent (3%)** increase on the employee's base salary. All school-related personnel, upon successful completion of the ParaPro test, will receive a **two percent (2%)** increase on the employee's base salary. Payment will be contingent upon the proper documentation and payment will be disbursed on the regular pay periods.

All school related personnel who obtain and maintain certification in the following areas will receive a **one percent (1%)** increase on the employee's base salary. Payment shall not exceed two (2) certifications and will be contingent upon the proper verification of certification. Pay may be retroactive to the date of certification or the beginning of the current fiscal year, whichever is later. Payment will be disbursed on the regular pay periods if certifications are required by the job in the position currently held. The certification areas are:

- a. American School Food Service Association
- b. Culinary Arts from an approved Food Service Program
- c. Child Development Associate (CDA)
- d. Pesticide
- e. Uniform Building Inspector (UBI)
- f. Automotive Standard of Excellence Certification
- g. Florida Association of Pupil Transportation Vehicle Service Technician
- h. Certified Nursing Assistant
- i. Asbestos Certification
- j. General Secretarial Specialist College Credit Certificate
- k. Advanced Network Administration Certification (Novell CNA, Microsoft MCP, Cisco CCNA, Linux Network Certification)

OTHER COMPENSATIONS

Hardee County School Board employees who are required by the Administration to attend or participate in various professional or temporary duty activities that occur other than normal duty days shall be entitled to salary compensation up to their current daily pay rate as negotiated with immediate administrative supervisor.

HARDEE COUNTY SCHOOL BOARD
2009-10 SALARY SCHEDULE

*TEMPORARY and PART-TIME EMPLOYEES-AT WILL EMPLOYEES

ADULT/COMMUNITY EDUCATION PROGRAM

Part-time Certified Teachers	Rank III	\$13.66 per hour
	Rank II	\$14.70 per hour
Part-time Non-certified Teachers		\$12.60 per hour
Part-Time Adult Education Tutors		minimum wage
Computer Lab Manager		\$ 7.88 per hour
Pool Supervisor		\$ 8.36 per hour
Lifeguards		\$ 7.50 per hour

Part-Time: Secretarial, Clerical, Tutors	Minimum wage per hour or as specified in contract
Substitutes: Food Service, Secretarial, Clerical, Tutors	Minimum wage per hour or as specified in contract
Summer Maintenance Workers	Minimum wage per hour or as specified in contract
Temporary Painters	Minimum wage per hour or as specified in contract
Work Study Students	Minimum wage per hour or as specified in contract
On-the-Job-Training Students	Minimum wage per hour or as specified in contract
Behind-the-Wheel Bus Driver Trainer	\$ 7.36 per hour
Building Code Official	\$25.00 per hour

Part-time employees are defined as persons who work 20 hours or less per week and/or are assigned to a temporary position and may or may not be on a regular basis.

Temporary employees are defined as persons who work less than 30 days in the same position.

Temporary and Part-time employees receive no insurance, holiday, or leave (sick or annual) leave benefits.

HARDEE COUNTY SCHOOL BOARD
2009-10 SALARY SCHEDULE
PERFORMANCE PAY

Section 1012.22 of the Florida School Code requires the District to have and to budget for a performance-based pay plan that is based on an employee's performance appraisal. This performance pay requirement relates to instructional personnel and school administrators.

The Teacher and SRP of the Year component of the Hardee County School Board Performance Pay Plan provides that the District Teacher of the Year and the District SRP of the Year will each receive a bonus in the amount of 5% of the employee's base salary. There will be only one (1) District Teacher of the Year and one (1) District SRP of the Year selected annually. The Teacher and SRP of the Year component of the Hardee County School Board Performance Pay Plan specifies the application/nomination process, eligibility criteria, school site selection process, and District selection process.

The School Administrator performance pay plan provides that each school administrator who meets specified criteria will receive a bonus in the amount of 5% of the administrator's base salary. The School Administrator Performance Pay Plan defines school administrator and specifies criteria and eligibility.