

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**DUVAL COUNTY**

**RTTT SCOPE OF WORK**

**JANUARY 25, 2011**

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**Submission Checklist**

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**DUVAL RTTT SOW  
TABLE OF CONTENTS**

<b>SECTION A: OVERARCHING PROJECT PLANS</b>	<b>4</b>
<b>SECTION B: STANDARDS AND ASSESSMENTS</b>	<b>15</b>
<b>SECTION C: DATA SYSTEMS TO SUPPORT INSTRUCTION</b>	<b>33</b>
<b>SECTION D: GREAT TEACHERS AND LEADERS</b>	<b>42</b>
<b>SECTION E: TURNING AROUND LOWEST PERFORMING SCHOOLS</b>	<b>78</b>
<b>SECTION F: GENERAL</b>	<b>97</b>
<b>FORM (A)1: LEA STUDENT GOALS AND MEASURES</b>	<b>102</b>

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**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.**

Duval County Public Schools’ (DCPS) comprehensive reform plan for meeting the requirements of the Race to the Top (RTTT) grant is directly aligned with the four assurances of the overarching grant and the state’s Theory of Action through alignment with Duval County’s long-term strategic plan for the district that is currently being implemented. The Superintendent has worked with internal and external stakeholders (e.g. teachers, principals, members of the Alliance for World Class Education, etc.) since 2008 to develop and implement a long-range strategic plan with goals and initiatives that mirror Florida’s stated goals for the RTTT grant. The six main goals of the [Superintendent’s Strategic Plan](#) are: (1) Increase Academic Achievement for All Students, (2) Significantly Increase the Graduation Rate, (3) Employ the Best Teachers and Principals, (4) Establish Safe, Secure and Respectful Schools, (5) Engage Family and Community Support, and (6) Deliver High Quality Support for Schools.

To assist the state in meeting their goals, the district’s curriculum is aligned with the state’s Next Generation Sunshine State Standards (NGSSS) for all applicable subjects and is measured by student performance for mastery of the standards. In addition to feedback from state-level assessments like FCAT and CELLA, the district conducts strategically timed benchmark formative and summative assessments in core content area subjects at all district schools annually. Duval’s comprehensive reform plan will also help in significantly increasing the graduation rate through a partnerships with organizations like United Way of Northeast Florida and Communities in Schools (CIS) to expand the mentoring and academic intervention work currently being done in the district through our Early Warning and Response System (EWRs). The main goal of this systemic expansion is the implementation of strategies that have demonstrated success in other urban districts in significantly increasing the graduation rate of their students.

With respect to Duval’s current status in implementing the various reform elements, the district’s greatest strength with regarding to implementing the RTTT initiatives is that we are ahead of most other participating LEAs in that almost all of the stated Phase II MOU deliverables are currently in progress in the district to some extent:

- **Standards and Assessments** – Lesson study has been ongoing in Duval County for a number of years through the implementation of our collaborative Coaching and Learning Cycles (CLC) and content-area collaborative planning time at various schools in the district. The district has established several STEM career and technical education (CTE) academies at various high schools (e.g. Lee HS Engineering Technology Academy) and initiated program changes in the district in 2008 to offer accelerated programs (e.g. Advanced Placement (AP), International Baccalaureate (IB), Early College (EC), etc.) in

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

at least one school in every quadrant of the city.

- **Data Systems to Support Instruction** – The district recently purchased rights to Pearson Limelight, a data-based instructional improvement system, which includes a data management and analysis system, called Inform, to provide district and school-based administrators and staff with access to school and student performance data needed to fulfill their instruction-related responsibilities.
- **Great Teachers and Leaders** – DCPS currently has a Teacher Assessment System that possesses many of the elements required by the RTTT grant. The nine (9) components currently assessed would be expanded to include multiple evaluations for first year teachers and “multi-metric” evaluations for teachers in the year prior to a milestone event such as a promotion or significant salary increase.
- **Turning Around Lowest-Performing Schools** – The lowest-performing schools in Duval County have been targeting and provided additional support and resources since 2007 through an initiative ([Turnaround and Rising STAR Schools](#)) based on research by the Mass Insight Education & Research Institute. Through the successful implementation of this program, almost half of the program’s 17 initial schools has significantly improved their academic achievement and currently has FCAT school grades of “C” and above. One of these schools, Rutledge Pearson Elementary, has maintained an FCAT school grade of an “A” since 2009.

The district’s major weakness with regard to the RTTT implementation is limited resources beyond those provided through the grant itself.

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

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

Duval County has had a management plan in place for [RTTT](#) and all [ARRA related initiatives](#) since 2009 (see organization chart in Appendix). When the United States Department of Education (USDOE) announced that they would be awarding grants related to the four assurances tied to the Act, and named RTTT as one of them, DCPS assembled working groups of internal and external stakeholders (e.g. district leadership, grant writers, principals, community partners, etc.) to look at how the district might apply for a share of the anticipated RTTT funds and use them to expand the work already being done in these four reform areas.

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

The first two working groups formed were focused on:

- **Great Teachers and Leaders** – Co-led by the Chief Officer of Human Resources and the Chief Operating Officer of the Schultz Center for Teaching and Leadership, this group’s membership was composed of internal and external district stakeholders, such as the United Way of NE Florida, Teach for America (TFA), University of North Florida (UNF) and other community partners.
- **Turning Around the Lowest-Performing Schools** – Because the district already had a leadership team in place focused on the lowest-performing schools in Duval County (i.e. Turnaround Schools), the existing group was charged with spearheading efforts in this area. The district’s Deputy Superintendent leads this group as they continue to provide added support and resources to reverse the declining academic achievement in the state-targeted district schools, as well as those identified by the district. Other members of this working group include principals, Duval Teachers United (DTU) and Communities in School (CIS).

When Florida’s DOE (FDOE) established working groups for its bid for Phase I RTTT funding, the leadership for the other identified reform area working groups were selected:

- **Standards and Assessments** – Working group is led by the Chief Officer of Academic Services.
- **Using Data to Support Instruction** - Working group is co-led by the Executive Director of Instructional Research and Accountability and the Chief Officer of Instructional Technology and Special Services.

Each working group’s leadership was charged with forming a collaborative team of internal and external stakeholders to develop a plan for how DCPS would meet the requirements listed in the FDOE RTTT Memorandum of Understanding (MOU). All developed working group plan implementations will be monitored by each group’s designated leadership over the grant’s four year lifespan. These identified leaders will form a RTTT Executive Committee that will meet quarterly with the Director of ARRA Funded Programs to discuss the district implementation’s overall progress and resolve any issues that may arise. The Director of ARRA Funded Programs is responsible for the overall project management of the district’s RTTT initiatives. Standard project management strategies will be utilized by the RTTT Executive Committee to implement and monitor all supporting activities stated in this Scope of Work (SOW) document to meet the RTTT MOU requirements.

The district’s tentative timeline for implementing all the deliverables listed in this SOW is as follows:

- **Year I** – 11 FDOE targeted schools (Long Branch, Livingston, North Shore, Paxon M, Northwestern, Jackson, Raines, Ribault H, Forrest, White and Randolph)
  - **Standards and Assessments** – Design and oversee implementation lesson study model; Planning year for establishing new STEM academy at one of the targeted high schools.

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

- **Data Systems to Support Instruction** – Obtain certification establishing integration readiness to perform single sign-on communications with FDOE; Continue PD efforts to train district administrators and teachers in use of Pearson Limelight system.
- **Great Teachers and Leaders** – Begin talks with DTU to expand the components currently assessed on the DCPS Teacher Assessment System; Continue collaboration with teacher preparation program institutions regarding pre-service internships and field experience placements.
- **Turn Around Lowest-Performing Schools** – Continue implementation of School Improvement Grant (SIG) grant initiatives at targeted schools; Continue expansion of full-day Pre-K at identified district elementary schools with sufficient capacity; Expand implementation of Early Warning and Response System at several of the targeted schools.
  
- **Year II** – Number of schools varies per RTTT targeted reform area
  - **Standards and Assessments** – Full implementation of lesson study model at 11 targeted schools and expand implementation at all DA middle and high schools; Implement STEM academy and begin planning year for establishing new STEM academy at second of the targeted high schools.
  - **Data Systems to Support Instruction** – Continue PD efforts to train district administrators and teachers in use of Pearson Limelight system.
  - **Great Teachers and Leaders** – Implement new plan in 11 targeted schools; Continue collaboration with teacher preparation program institutions regarding pre-service internships and field experience placements; Maintain database listing when, where, and with whom pre-service interns are placed.
  - **Turn Around Lowest-Performing Schools** – Continue implementation of School Improvement Grant (SIG) grant initiatives at targeted schools; Continue expansion of full-day Pre-K at identified district elementary schools with sufficient capacity; Continue implementation of Early Warning and Response System at several of the targeted schools.
  
- **Year III** – Number of schools varies per RTTT targeted reform area
  - **Standards and Assessments** – Continue full implementation of lesson study model at 11 targeted schools and expand implementation at all DA middle and high schools; Implement STEM academy and begin planning year for establishing new STEM academy at third of the targeted high schools.
  - **Data Systems to Support Instruction** – Continue PD efforts to train district administrators and teachers in use of Pearson Limelight system.
  - **Great Teachers and Leaders** – Implement new plan in 75 Phase II schools; Continue collaboration with teacher preparation program institutions regarding pre-service internships and field experience placements; Maintain database listing when, where, and with whom pre-service interns are placed.
  - **Turn Around Lowest-Performing Schools** – Continue implementation of School Improvement Grant (SIG) grant initiatives at targeted schools; Continue expansion of full-day Pre-K at identified district elementary schools with sufficient capacity; Continue implementation of Early Warning and Response

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

System at several of the targeted schools.

- **Year IV** – Number of schools varies per RTTT targeted reform area
  - **Standards and Assessments** – Continue full implementation of lesson study model at 11 targeted schools and expand implementation at all DA middle and high schools; Implement STEM academy and begin planning year for establishing new STEM academy at fourth of the targeted high schools.
  - **Data Systems to Support Instruction** – Continue PD efforts to train district administrators and teachers in use of Pearson Limelight system.
  - **Great Teachers and Leaders** – Implement new plan in Phase III schools; Continue collaboration with teacher preparation program institutions regarding pre-service internships and field experience placements; Maintain database listing when, where, and with whom pre-service interns are placed.
  - **Turn Around Lowest-Performing Schools** – Continue implementation of School Improvement Grant (SIG) grant initiatives at targeted schools; Continue expansion of full-day Pre-K at identified district elementary schools with sufficient capacity; Continue implementation of Early Warning and Response System at several of the targeted schools.

Fortunately, upon reviewing the MOU requirements, the district realized that many of the listed deliverables were already fully implemented or partial established in the district. This is an advantage to the district from a financial perspective, because the anticipated funding the district would receive (approximately \$23 million) to implement the MOU requirements was not sufficient to begin all the stated deliverables from scratch. The majority of the district RTTT funding received will go toward the implementation of the district’s Great Teachers and Leaders initiatives. The four participating charter school’s commensurate share of RTTT funding will be calculated based upon each school’s proportionate share of student enrollment.

Below is a summary of the DCPS budget for RTTT four-year grant period:

<b>MOU Criterion</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
1	\$165,410	\$315,140	\$310,125	\$99,820
2	\$103,926	\$144,144.28	\$146,706.70	\$149,345.98
3	\$365,352.69	\$365,352.69	\$365,352.69	\$365,352.69
5	\$90,000	\$90,000	\$90,000	\$90,000
6	\$90,000	\$1,115,000	\$1,085,000	\$740,000
7	-	\$74,812.50	\$153,615	\$153,615
8	-	\$90,772.50	\$90,772.50	\$90,772.50
9	-	\$503,863.64	\$1,007,727.28	\$1,007,727.28
10	\$325,112.63	\$1,034,398.09	\$1,083,806.48	\$1,083,806.76
12	\$1,890,001.27	\$2,792,331.70	\$2,378,831.70	\$2, 378,831.70
13	\$68,621.75	\$50,967	\$41,463	\$41,463
14	-	\$124,389	\$124,389	\$124,389
<b>TOTAL</b>	<b>\$3,098,424.34</b>	<b>\$6,701,171.40</b>	<b>\$6,753,400.35</b>	<b>\$6,200,734.91</b>

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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

DCPS will support and fully expects the evaluation process for Race to the Top (RTTT) to provide information that will assist decision makers at the state and district levels, gauge progress and identify areas for improvement. The evaluation will serve as a management tool for all project leaders, providing data-based direction, enhanced learning gains, documentation of outcomes, and shared knowledge of what works and why. Evaluation information will provide systematic and high-quality implementation data, short-term progress data, and long-term impact data that will assess the extent to which project goals are achieved each year of the grant and whether these goals meet district and state projections.

The district’s Office of Instructional Research and Accountability (IRA) serves as the statistical hub of the Duval County Public Schools. IRA administers all state and district-mandated tests, monitors scholastic performance and trends that chart the academic progress of Duval County students. IRA administers the provisions of the Florida School Accountability Program. This office will oversee the collection of appropriate RTTT **quantitative** data for evaluation purposes.

The Schultz Center for Teaching and Leadership will assist, as needed, with the design and implementation of **qualitative** evaluation tools, particularly observation instruments to determine student engagement and changes in student attitudes, opinions, and behavior. The Schultz Center is an independent, non-profit corporation established to provide professional development services to DCPS and surrounding school districts. The Center offers training opportunities at the facility, school sites, via two-way video conferencing, and online learning systems.

The district’s RTTT Committee is composed of the Project Director, executive leadership, representatives from participating Charter Schools and Duval Teacher’s United and other internal and external stakeholder partners (e.g. school administrators, United Way of NE FL, Communities in Schools, etc.). Data from each reform area will be examined to determine if there is significant, measureable influence towards achievement gains or whether appropriate revisions need to be made to improve success. Quarterly and annual progress reports will focus on the four (4) core reform areas:

**1) Standards and Assessments:** With expert assistance of staff from the Schultz Center, qualitative evaluation tools will be designed to evaluate the fidelity of lesson study and formative assessment implementation that can be connected to interim and summative student assessments.

**2) Data Systems:** DCPS 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.

**3) Effective Teachers and Leaders:** DCPS will design and implement teacher and principal evaluation systems with teacher and principal involvement, conduct evaluations and connect evaluations to compensation, promotion, retention or removal and to recommend

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

tenure or certification. Results from evaluations will plan and evaluate professional development.

**4)Turning around the Lowest-Achieving Schools:** DCPS will use effectiveness data from annual evaluations to determine incentives for the most effective teachers to work in the district’s elementary, middle, and high schools that are the persistently lowest-achieving

During grant years one through three, formative data will be obtained using developed instruments, reporting and tracking formats, DCPS student records and FLDOE required data systems. Project effectiveness will be tracked longitudinally all four years of the grant to study any long-term, sustained effects identifying areas that show promising evidence of reform.

Expectations of key leadership and steps to take to evaluate the progress and effectiveness of the district’s plan towards achieving their goals:

- **Expectations of the IRA Office:** Run data reports at regular data collection intervals, analyze results, and submit this information to the RTTT Project Director and responsible RTTT reform area Leadership Team for compilation into quarterly reports.
- **Expectations of each RTTT Reform-area Leadership Team**
  - Submission of quarterly reports to the RTTT Project Director on the progress of project implementation (supporting activities and deliverables) detailing any issues or problems that may require resolution or modification to the Scope of Work (SOW).
  - Compile reform-area specific data into quarterly reports discussing project implementation and achievement toward goals for review at quarterly Committee meetings.
  - Determine how timely and valuable feedback for all district staff, schools, and district offices will be deployed and what it will look like.
  - Design assessment instruments, as needed.
  - Develop a protocol for collecting timely and comprehensive data.
  - Review data collection results. Corrective modifications may be recommended to ensure fidelity and a focus on project success.
  - Collaborate with district stakeholders and other districts (as needed) to resolve issues that are encountered during the RTTT project roll-out. Request guidance from the FLDOE as needed to resolve issues.
  - Ensure that deliverables and supporting activities identified in the specific reform-area’s RTTT project are implemented according to the established four (4) year timeline.
    - **Year I** – 11 FDOE targeted schools (Long Branch, Livingston, North Shore, Paxon M, Northwestern, Jackson, Raines, Ribault H, Forrest, White and Randolph)
    - **Year II** – Varies per RTTT targeted reform area
    - **Year III**– Varies per RTTT targeted reform area
    - **Year IV** – Remainder of district schools and participating Charter Schools

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

- **Expectations of the RTTT Project Director**
  - Compile data into high-level quarterly reports for dissemination and presentation to applicable internal and external stakeholders (e.g. RTTT Committee, School Board members, community partners, etc.).
  - Coordinate quarterly RTTT Leadership Committee meetings to discuss overarching district progress towards meeting stated goals of Phase II MOU. Meetings held more frequently, as needed.
  - Oversee and make adjustments for budget allocations based on input from the district Budget Office and RTTT Reform-area Leadership.
    - Track and report expenditures of disseminated grant funding to ensure they are being used according to stated guidelines
  - Design assessment instruments, as needed.
  - Develop a protocol for collecting timely and comprehensive data.
  - Review data collection results. Corrective modifications may be recommended to ensure fidelity and a focus on project success.
  - Collaborate with district stakeholders and other districts (as needed) to resolve issues that are encountered during the RTTT project roll-out. Request guidance from the FDOE as needed to resolve issues.
  - Ensure that deliverables and supporting activities identified in the district's RTTT project are implemented according to the reform-area's established four (4) year timeline.
  - Submit required data to the FDOE.
  - Present annual written reports to the School Board providing an overview of the evaluation plan and procedures, a summary and interpretation of findings, and conclusions and recommendations.
  
- **Contracted service providers and agency partnerships** will work with the Duval County Public Schools evaluation staff to collect data to support program implementation, assess progress, and assess the extent to which project goals are achieved. Evaluation activities will include documentation of the refinement of key elements, development of program fidelity instruments that indicate key elements are —operating as intended, i.e. development of a data collection plan, development of a feedback looping process for project staff, and development of interview and survey instruments.

Questions that will be answered through the evaluation process will address achievement of various subgroups of students.

- To what extent has the achievement gap between ethnic and other subgroups of students been reduced?
- To what extent has student performance improved on national achievement tests?
- To what extent has the number of students who graduate from high school increased?
- To what extent did 9<sup>th</sup> graders eventually earn at least one full year of college credit?

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

To what extent did participating students enter postsecondary education?

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

DCPS fully intends to align and integrate all aspects of the district’s RTTT plan to build an infrastructure focused on continuing the sustained impact on student achievement and reform beyond the period of the Race to the Top grant. The district’s plan will ensure “staying power” through the development of new systems, programs, and procedures that will be fully operational in all schools and across the district by school year 2013-2014.

The Duval County Public School system is recognized as a leader in school reform. According to a recent study published by the **Thomas B. Fordham Institute**, “Jacksonville is the 5th best city in the country for school reform based on a variety of indicators. In the study, the authors examined six domains that are crucial to a reform-friendly climate: 1) access to a steady flow of talented individuals; 2) a pipeline of readily accessible funding from public and private sources; 3) a thriving charter-school market; 4) attention to quality-control metrics that guide and regulate entrepreneurial ventures; 5) openness to nontraditional providers and reforms at the district level; and 6) similar openness at the municipal level.

Jacksonville ranked number one in the area of quality control, noting the rigorous accountability systems and comprehensive data systems. Duval County is one of only six districts in the state that uses a pay for performance program for teachers and school administrators, using individual student data to show the academic movement of students. The district implemented On Course, an electronic grading system that gives parents an opportunity to review individual student grades, homework assignments and attendance. This tool enables teachers and administrators to collaborate and effectively communicate with parents on their student's performance. Duval County began utilizing common end-of-course (EOC) assessments four years ago to continually monitor the progress that students are making in each of their courses. These assessments are reviewed each year to assure that expectations are the same classroom by classroom and throughout the district.”

[http://www.duvalschools.org/static/contact/communications/press%20release/2010\\_Press\\_Releases/pr0826a.asp](http://www.duvalschools.org/static/contact/communications/press%20release/2010_Press_Releases/pr0826a.asp)

With this international recognition, the district continues its’ commitment to build sustainability and refine all reform areas through deliberate action and collaboration with all stakeholders. Anticipated district outcomes for sustainability include those listed below:

- Embedded capacity at the schools for sustaining Lesson Study and scaled across the district through authentic teacher leadership. (B)(3)1
- Expansion of Career Academies to support programs and professional development, Career and Technical Student Organizations, supplies and equipment. (B)(3)4

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

- Increased capacity of K-12 math and science teachers to provide engaging and rigorous coursework and expansion of career academies, district-wide acceleration programs and funding for the lowest performing schools. (B)(3)5
- Improved access to strategic technology tools for increased classroom instruction and computer-based assessment. (B)(3)6
- Full automation of the Systems Analyst responsibilities by 2013/2014. (C)(2)
- Fully trained personnel with access to Inform (Pearson’s data management and analysis system) who will need to use the system. (C)(3)(i)
- Budgeted district operating funds supporting the expansion and ongoing maintenance of the Teacher Induction Program (TIP). (D)(1)(ii)
- Continued use of incentive initiatives based on performance that financially reward teachers and administrators who increase student achievement (e.g. Merit Award Program, Turnaround school program and incentives). (D)(3), including (D)(2)(iv)(b)(c)(d) and (E)(2)4 - 5
- Transferred expenses to budget operating funds or other appropriate state or federal funds for 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)
- Increased achievement gains through the Duval Turnaround School Model with categorical and budgeted funding. (E)(2)1-2
- Extension of the four-day Urban Institute (UI) beyond the actual event through the “train the trainer” model and content-area coach follow-through and support at the school. (E)(2)3
- Full participation of five district Charter Schools in RTTT funding and data reporting. (F)(2)

Of integral importance to the project’s sustainability beyond the grant period is the collaboration between the following entities:

- Duval County Public School administration and staff,

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

- School Board members,
- Representatives from the five participating Charter Schools,
- Duval Teachers United (the local teacher’s union),
- Teachers,
- Parents,
- Jacksonville-area professionals in the various scientific and workforce-related fields, and;
- Non-profit organizations.

**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:*

DCPS receives both categorical and federal dollars to support the effective implementation of strategies to support the initiatives and goals of the district strategic plan and the State's Theory of Action. The district has eleven schools that have been identified as persistently low performing and designated as SIG schools. The approximately 8.3 million received from the SIG grant is partially funding the extended day, weekly common planning, SIG incentive pay, professional development and science coaches for the schools. The SIG mathematics and reading coaches are funded through Title I and K-12 reading categorical because the funding was not adequate to cover these positions. The dollars in RTTT will supplement the funding for the eleven schools including additional dollars for common planning, the purchase of research-based resources to support the extended learning time, a summer component for students, and implementation of STEM activities.

The District has currently funded an expanded Pre-K program with Title I dollars and will use RTTT dollars to supplement additional classrooms and staff.

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**B. STANDARDS AND ASSESSMENTS**

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**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: Kathy LeRoy**

**Title: Chief Officer, Academic Services**

**Phone #: 904-390-2522**

**E-mail Address: leroyk@duvalschools.org**

**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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief, Elementary Turnaround Cluster	X	X	X	X	X	X
Chief, Secondary Turnaround Cluster	X	X	X	X	X	X
Chief Officer, Academic Services	X	X	X	X	X	X
Executive Director, Professional Dev.	X	X	X	X	X	X
Supervisor, Professional Dev.	X	X	X	X	X	X
Executive Director, FL DOE Region II	X	X	X	X	X	X
Principals/Curriculum APs	X	X	X	X	X	X
District Coaches Supporting Lesson Study	X	X	X	X	X	X

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

<b>(B)(3)1.1 Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	X	X		X	X	X
<b>Supporting Activities (indicate each year)</b>	2010-11			2011/12	2012/13	2013/14

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<b>activity will be conducted and include collective bargaining, if applicable):</b>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Convene District Lesson Study (LS) Steering Committee to design and oversee the Turnaround (TA) Lesson Study Model for the targeted schools.		X	X			
District and school administrators, working with teachers and teacher union representatives, research and analyze school schedules that support teacher collaboration.	X	X		X	X	X
District staff support school administrators to redesign the master schedule, based on the TA Lesson Study Model, to provide common planning time for PLCs.	X	X		X	X	X
Develop yearly LS schedules with blocks of time dedicated to LS for each grade level/ subject area are developed and aligned with the learning schedule.						
District coaches train teams from the targeted schools to become Lesson Study Facilitators.		X	X	X	X	X
School Lesson Study Facilitators train school Professional Learning Communities (PLCs) on effective teaming, goal setting, data analysis, and problem analysis to support the implementation of the Lesson Study processes.			X	X	X	X
School/district LS Facilitators meet with PLCs to determine Lesson Study Groups (LSGs) and establish schedule for LS cycles.			X	X	X	X

<b>(B)(3)1.2 Deliverable (required):</b> Annual submission of monthly grade level and content area Next Generation Sunshine State Standard (NGSSS) lesson used to teach, observe, study evidence of student learning and design improved instruction.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
LSG develops a communication and support plan (Course of Study) focusing on NGSSS, student learning objectives, teacher learning objectives, strategies, and resources.				X	X	X
LSG reviews Problem Solving framework to guide the Lesson Study processes. The framework includes: Data Analysis and Problem Identification, Goal Setting, Problem Analysis, Instructional Design and Delivery, Response to Instruction/Intervention.				X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Analyze school level student performance data to identify prioritized grade level and content benchmarks with the lowest performance.				X	X	X
LSG selects an academic focus based on student data analysis indicating the standards and benchmarks that are consistently difficult for students to master.				X	X	X
LSG formulates student goals indicating what students are expected to know, understand, and do as a result of the lesson. Expected level of performance e.g., what percent of students are expected to demonstrate mastery as a result of the lesson?				X	X	X
LSG anticipates potential barriers to LS goals, e.g., student misconceptions, learning styles, engagement, depth of teacher knowledge about content, formative assessments, etc.				X	X	X
LSG identifies data points to measure impact of instructional strategies on student learning.				X	X	X
LSG creates data collection tools, e.g., checklists, frequency charts, observation notes, anecdotal notes to measure impact on student learning.				X	X	X

<b>(B)(3)1.3 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
District Academic Services and Professional Development offices develop rosters of LS school teams by grade level and content area for the 11School Improvement Grant (SIG) schools.				X	X	X
District coaches work with school LSGs on the LS essential elements e.g., determining goals, collaborative planning, conducting the lesson while colleagues observe, discussing and refining the lesson, teaching the revised lesson.				X	X	X
District coaches continue to support LS during the year via gradual release e.g., transitioning from the leaders to supporters of LS and by providing follow through on Blackboard and at the school.				X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<b>(B)(3)1.4 Deliverable (required):</b> Submission of <b>one</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
District and School content coaches maintain an archive of LS materials including: Focus Lessons, Data Collection Tools, End of Cycle Reports, and Lesson Videos.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$	\$165,410	\$315,140	\$310,125	\$99,820

- 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)*
- Alignment of Lesson Study model with FL DOE Professional Development Protocols
  - Improved teacher content knowledge, skills, and instructional practice
  - Understanding the NGSSS and unpacking benchmarks
  - Scheduled blocks of time that allow for common time for planning, observation, and colloquium
  - School and teacher ownership of professional development
  - School-based differentiation of professional development
  - Inquiry-based instructional practices
  - Increased teacher collaboration
  - Support for instructional risk-taking
  - Support for Lesson Study participants’ transfer of training to the classroom
  - Shifts in school cultures from isolation to collaboration
  - Build capacity at the schools for sustaining Lesson Study and scale across the district through authentic teacher leadership
  - Measure results

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Supporting Narrative (optional):**

A variety of Lesson Study models have been successfully implemented in Duval County Public Schools (DCPS). The elementary (K-5) model is the **Continuous Learning Cycle (CLC)**. The secondary (6-12) model is **Professional Learning Community Plus (PLC+)**. A third model of Lesson Study is the **Academy Model** (Academy of Math, Academy of Science, Academy of Literacy, and Reading Academy).

These three models include the Lesson Study essential elements:

- Analyzing data and identifying student learning needs
- Creating and administering common formative assessments
- Developing lessons collaboratively, including effective instructional strategies
- Delivering demonstration lessons with colleagues observing
- Evaluating lesson effectiveness, revising, and coaching during colloquium
- Re-teaching revised lesson and repeating process

**Year 1 2010-11**

- Plan the implementation of Lesson Study for the 11 SIG schools.
- Implement/revise the PLC+/Lesson Study pilot in ELA and Algebra at 21 middle and 5 high school levels in the other Differentiated Accountability schools.
- Deliver the Continuous Learning Cycle (CLC) to 36 elementary schools, including SIG and DA schools.

**Year 2 2011-12**

- Fully implement Lesson Study in SIG schools.
- Expand the implementation of PLC+/Lesson Study model in ELA and Algebra in all DA middle and high schools.
- Pilot PLC+/Lesson Study in Science in 4 selected middle/high schools.
- Deliver the Continuous Learning Cycle (CLC) to 36 elementary schools, including SIG and DA schools.

**Year 3 2012-13**

- Fully implement Lesson Study in SIG schools.
- Implement PLC+/Lesson Study in ELA and Algebra in all SIG/DA middle and high schools.
- Expand PLC+/Lesson Study in Science to all middle/high schools.
- Pilot PLC+/Lesson Study in Social Studies in 4 selected middle/high schools.
- Deliver the Continuous Learning Cycle (CLC) to 36 elementary schools, including SIG and DA schools.

**Year 4 2013-14**

- Fully implement Lesson Study in SIG schools.
- Implement PLC+/Lesson Study in ELA and Algebra in all SIG/DA middle and high schools.
- Maintain PLC+/Lesson Study in Science to all middle/high schools.
- Expand PLC+/Lesson Study in Social Studies to all middle/high schools.
- Deliver the Continuous Learning Cycle (CLC) to 36 elementary schools, including SIG and DA schools.

**Unit Cost for Teachscape Reflect Camera System**

- \$ 4,800** (1) Camera, Computer, Capture Station, Software License
- \$ 33,700** (6) Annual School Site License Fees (6 x \$5200) Includes HELP desk and technical support
- \$ 2,500** (1) One day district Reflect training
- \$ 38,500 Total**

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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

Duval SIG Schools' Common Planning Time Schedules (pp. 8-51)

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**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:** Chris Force  
**Title:** Director of Career and Technical Education  
**Phone #:** 904-348-7882  
**E-mail Address:** forcec@duvalschools.org

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

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

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
District STEM Resource Teacher	X	X	X	X	X	X
STEM Teacher(s) based on FTE				X	X	X
Director of CTE	X	X	X	X	X	X

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

<b>(B)(3)4.1 Deliverable (required):</b> 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	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Research feasibility of additional programs in the targeted schools to include student survey, staff survey and industry collaboration.	X			X	X	X
DCPS currently implements:	X	X	X	X	X	X
<ul style="list-style-type: none"> <li>• <a href="#">Aerospace Technologies</a> (PDF, 22KB) – 96 students were enrolled in 2009-10 and no students have yet earned an industry credential.</li> <li>• <a href="#">Animal Biotechnology</a> (PDF, 35KB) – is a new implementation in 2010-11 with a class of 25.</li> <li>• <a href="#">Architectural Drafting</a> (PDF, 13KB) –38 students enrolled in 2009-10 and no students have yet earned an industry credential</li> <li>• <a href="#">Building and Construction Technology</a> (PDF, 13KB) –57 students at one high school and 18 students at another in 2009-2010. No students have yet earned an industry credential last year.</li> <li>• <a href="#">Engineering Technology</a> (PDF, 13KB) – 174 students in 2009-2010 and 40 in the drafting courses as a complement to Engineering. No students have earned industry certification in 2009-10.</li> </ul>						
Potential programs to research for implementation:						
<ul style="list-style-type: none"> <li>• <a href="#">Aerospace Engineering</a> (PDF, 17KB)</li> <li>• <a href="#">Biomedical Science</a> (PDF, 22KB)</li> <li>• <a href="#">Biotechnical Engineering</a> (PDF, 25KB)</li> <li>• <a href="#">Civil Engineering and Architecture</a> (PDF, 15KB)</li> <li>• <a href="#">Computer Integrated Manufacturing</a> (PDF, 24KB)</li> <li>• <a href="#">Drafting/Illustrative Design Technology</a></li> </ul>						

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

(PDF, 14KB) <ul style="list-style-type: none"> <li>• <a href="#">Drafting Technology</a> (PDF, 13KB)</li> <li>• <a href="#">Electrical Drafting</a> (PDF, 13KB)</li> <li>• <a href="#">Electronic Drafting</a> (PDF, 13KB)</li> <li>• <a href="#">Environmental Resources</a> (PDF, 30KB)</li> <li>• <a href="#">Industrial Biotechnology</a> (PDF, 21KB)</li> <li>• <a href="#">Mechanical Drafting</a> (PDF, 13KB)</li> <li>• <a href="#">Plant Biotechnology</a> (PDF, 44KB)</li> <li>• <a href="#">Power and Energy Technology</a> (PDF, 54KB)</li> <li>• <a href="#">Structural Drafting</a> (PDF, 10KB)</li> </ul>						
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<b>(B)(3)4.2 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Sustained teacher professional development to assist with preparing students for the certification exams.			X	X	X	X

<b>(B)(3)4.3 Deliverable (required):</b> Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Provide reports, as requested, documenting implementation progress of industry certified program at selected school(s).			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$34,642	\$34,642	\$34,642	\$144,144.28	\$146,706.70	\$149,345.98

**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)*  
 To ensure that each program is sustainable, teachers within the program must have the commitment and capacity to successfully recruit students and business partners for the program. The District offers supplemental hours of pay to the lead teacher of Career Academies in the district to help further support the programs and professional development, Career and Technical Student Organization funding, supplies and equipment.

**Supporting Narrative (optional):**  
 Currently, every program offered in the district is addressed in the Florida Regional Targeted Occupations List.

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Each program area relates to occupations that are high skill, high wage or high demand in the region. The district 5-year regional plan being implemented was a collaborative effort with WorkSource, the Jacksonville Regional Chamber of Commerce and the local post-secondary partners. To expand the STEM career Academies across the district, research will be conducted within the community and schools to determine which targeted programs would increase student interest and engagement as well as business partner input and support.

**Expanding CTE:**

***Year 1 – Planning year for identified low performing school***

New STEM District Resource Teacher to work with school to identify program, recruit, and facilitate the purchase of needed supplies and equipment for the identified program. STEM DRT cost will be planned as a part of Perkins for Year 2, Program cost will be paid in year 2 (July expenditures for implementation in year 2).

***Year 2 – Implement CTE programs at School 1 (program from list to be determined by student survey) and Planning year for School 2 (program from list to be determined by student survey)***

Planning year for identified low performing school.

Program 1 will be supported with additional Perkins funds to ensure implementation. The plan is for the program to then become self-supporting with FTE and Industry Certification Bonus FTE.

RTTT funds will open the new program with equipment and supplies.

***Year 3 – Implement CTE programs at School 2 (program from list to be determined by student survey)***

Planning year for identified low performing school 3.

Program 2 will be supported with additional Perkins funds to ensure implementation. The plan is for the program to then become self-supporting with FTE and Industry Certification Bonus FTE.

RTTT funds will open the new program with equipment and supplies.

***Year 4 – Implement CTE programs at School 3 (program from list to be determined by student survey)***

Planning year for identified low performing school 4.

Program 3 will be supported with additional Perkins funds to ensure implementation. The plan is for the program to then become self-supporting with FTE and Industry Certification Bonus FTE.

RTTT funds will open the new program with equipment and supplies.

***Year 5—Implement CTE program at school 4***

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Kathryn LeRoy</b>  <b>Title: Chief Officer, Academic Services</b>  <b>Phone #: 904-390-2522</b>  <b>E-mail Address: leroyk@duvalschools.org</b></p>
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<p><b>Project Goal:</b> The LEA will increase the number of STEM-related acceleration courses, such as Advanced Placement (AP), International Baccalaureate (IB), AICE, dual enrollment, and industry certification.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.</li> </ol>

*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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Officer, Academic Services	X	X	X	X	X	X
Chief Officer, High School Programs	X	X	X	X	X	X
Executive Director, Accelerated Programs	X	X	X	X	X	X
STEM Coordinator (to implement district-based SECME (Science, Engineering, Communications, Mathematics, and Enrichment), Science Fair and other competitions)	X	X	X	X	X	X
STEM club sponsors (to implement school-based SECME, Science Fair and other competitions)		X	X	X	X	X
3 District STEM coaches ( 1 elementary, 1 middle school and 1 high schools-to work with schools on effective implementation of all STEM activities)	X	X	X	X	X	X

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

(B)(3)5.1 Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submission of a district timeline and implementation plan to increase the number						

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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 (IB) program, Advanced International Certificate of Education (AICE) program, or at least four courses in dual enrollment (DE) or Advanced Placement (AP) including one course each in English, mathematics, science, and social studies.	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
District expansion of all accelerated coursework with specified programs that will be offered at every high school.	X	X	X	X	X	X
Provide quality, sustained professional development for all K–12 science and mathematics teachers that will increase and deepen content knowledge, promote an inquiry-based approach and develop questioning strategies, which will advance higher order thinking for all students.	X	X	X	X	X	X
Provide content-based <i>Summer STEM Institutes</i> for teachers at the K-8 level. Institutes would be housed at the local universities and would be developed and taught with Arts and Sciences staff.			X	X	X	X
Implement a Northeast Florida STEM Advisory Board with members from the school system, higher education institutions, and STEM businesses to meet semi-annually to leverage community support for STEM. Activities will include (1) City-wide STEM awareness campaign, (2) increasing possible funding through grant opportunities, (3) increasing the numbers of student internships with local universities and businesses, and (4) instituting summer teacher internships.	X	X	X	X	X	X
Provide targeted summer STEM camps for girls and underrepresented students to increase content knowledge and foster excitement for STEM. Activities may include <i>Mathletics</i> , District Summer Engineering camps, Robotics Camps, etc.			X	X	X	X
Engage students early in multiple high	X	X	X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

quality science and math competitions such as <i>MathCounts</i> , <i>Sunshine Math</i> , etc.						
Become an active partner with <i>SECME, Inc.</i> and implement SECME clubs at the elementary, middle and high school level.			X	X	X	X
Build a core SECME Leadership team and participate in <i>the Annual SECME Summer Leadership Institute</i> .			X	X	X	X
Require participation in the district Science and Engineering Fair by all middle school students.					X	X
Ensure increased rigor at the elementary and middle school levels for mathematics and science including the purchase and use of scientific probe ware and graphing calculators at all middle schools.		X	X	X	X	X
Provide high school level science courses at the middle schools to ensure that the pipeline for additional science coursework is available at the high school level.	X	X	X	X	X	X
Increase student opportunities for Robotic competitions.			X	X	X	X
Teachers and administrators at the school and district levels will participate in continuous professional development activities offered by authorizing bodies.	X	X	X	X	X	X
Acceleration Programs teachers will form communities of practice and PLCs to share effective teaching and learning strategies.	X	X	X	X	X	X
Offer vertical articulation training 6-12 to build understanding of what students need to know to succeed on external international assessments.	X	X	X	X	X	X
Develop and implement academic enrichment programs at critical transition points 9-12 to increase student retention rate in AICE, IB, Early College (EC) and AP Honors.	X	X	X	X	X	X
Offer bridge programs to support transition from middle school to high school.			X	X	X	X
Academic enhancement programs provided to students 9-12 to (a) strengthen content knowledge, ( b) improve test taking strategies in preparation for the Scholastic Assessment Test (SAT), American College Test (ACT), College Placement Test (CPT).	X	X	X	X	X	X
Establish community based program for students and parents focused on building background knowledge in mathematics and reading.	X	X	X	X	X	X
Leverage internal partnerships to increase	X	X	X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

awareness of programs and maximize financial resources and human capital.						
Expand postsecondary partnerships to offer students pre college study opportunities.	X	X	X	X	X	X
Develop aggressive marketing plan to target multiple stakeholders.	X	X	X	X	X	X
Academic enhancement programs provided to students 9-12 to (a) strengthen content knowledge, ( b) improve test taking strategies in preparation for SAT, ACT, CPT.	X	X	X	X	X	X

<b>(B)(3)5.2 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
Collect 2009-10 baseline STEM course data from all high schools.	X			X	X	X
Annually collect STEM coursework data.				X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$26,666.66	\$26,666.66	\$312,019.37	\$365,352.69	\$365,352.69	\$365,352.69

**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)*

DCPS is committed to sustaining all STEM reforms after the funding period ends by leveraging existing categorical and operational funding as well as leveraging potential grant funding to support critical activities. As capacity of all K-12 mathematics and science teachers’ increase, engaging and rigorous coursework will be sustained. DCPS has demonstrated its dedication to the expansion of career academies, district-wide acceleration programs and funding for the lowest performing schools. The 2010-2011 budget to assist the expansion of acceleration programs is \$1,600,000 and for low-performing schools totals approximately \$7,000,000.

**Supporting Narrative (optional):**

Research documents that even when U.S. teachers indicate awareness of reforms in mathematics teaching practices, the changes in their instruction typically “remained at the margins” of the reform with student tasks remaining at the lowest cognitive demand (Hiebert & Stigler, 2000). Research suggests this may be linked to a lack of content knowledge of teachers in these subjects. Historically, DCPS has been involved in numerous mathematics and science-based initiatives to support teacher capacity in mathematics and science. In 1998, the National Science Foundation awarded an Urban Systemic Initiative (USI) grant to DCPS. This five-year grant enabled the district to address the achievement gap between majority and minority students and to raise the level of expectation and achievement in science and mathematics. Partners in this grant included University of North Florida, Jacksonville University, and Florida Community College at Jacksonville. A three-year extension allowed partners to continue dialogue on ways to approve student achievement. This collaboration in Duval with IHE has

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

remained strong through additional opportunities including two Math and Science Partnership grants such as PROMISE and extensive collaboration with FCR-STEM. The on-going support that IHE provides in content knowledge and research-based practices is critical for elevating the deeper understanding of mathematics and science content for teachers and truly bridges research and practice.

To expand the STEM career Academies across the district, research will be conducted within the community and schools to determine which targeted programs would increase student interest and engagement as well as business partner input and support.

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Tom Scott</b>  <b>Title: Director, Testing</b>  <b>Phone #: 904-858-1450</b>  <b>E-mail Address:Scottt@duvalschools.org</b></p>
--

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

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

*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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director, Testing	X					
Exec. Director, IT Operations	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)I.*

(B)(3)6.1 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> 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
Applicable certification already submitted.	X					

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

<p><b>Sustainability Factors:</b></p> <p>The district will sustain the activities related to this deliverable per the current plan in place with operating funds. Refer to work table (C)(3) for more detailed description of district-wide use of technology to improve or bolster instruction.</p>
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<p><b>Supporting Narrative (optional):</b></p>
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**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**C. DATA SYSTEMS TO SUPPORT INSTRUCTION**

**(C)(2) Accessing and using State data**

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

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

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

**(i) Use of local instructional improvement systems**

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

**(iii) Availability and accessibility of data to researchers**

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

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

**(ii) Professional development on use of data**

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Work Plan Table**

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

**Please indicate one LEA point of contact for this Project.**

**Name: Patrick Barr**

**Title: Executive Director, Information Management**

**Phone #: (904) 348-5730**

**E-mail Address: barrp@duvalschools.org**

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

**Deliverables (minimum required evidence):**

1. For teachers, principals, and other LEA staff, provide a report on the following:
  - a. Number of each type of staff in the district
  - b. Number of each type of staff accessing state resources via single sign-on

Baseline report based on 2009-10 is due by December 31, 2010. Reports based on the prior two quarters completed are due by September 30 and March 31 of each year. Bi-annual reporting shall begin the first applicable period after single sign-on integration with the Department. The Department will provide a report template.
2. Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.
3. Single sign-on integration with the Department.
4. For state-level data downloads, provide a report of the following:
  - a. Name of the download
  - b. Date of most recent download

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

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

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Executive Director, Information Management	X	X	X	X	X	X
Information Management Staff	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)I.*

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

*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.*

<b>(C)(2).1 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
The Information Management Department will prepare the required baseline report by December 31, 2010 using forms to be provided by Florida Department of Education (FLDOE).						
The Information Management Department will prepare the required bi-annual reports by September 30 and March 31 each year using forms to be provided by FLDOE.				X	X	X

<b>(C)(2).2 Deliverable (required):</b> Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
The Executive Director will obtain the Superintendent’s signature certifying Integration Readiness using forms supplied by the FLDOE.				X		
The Superintendent will sign the Integration Readiness certification forms.				X		

<b>(C)(2).3 Deliverable (required):</b> Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
The Information Management Department will work with staff from FLDOE to ensure access to state-level data for all appropriate DCPS users using the same sign-on				X		

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

username and password that are required for access to the DCPS system.						
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<b>(C)(2).4 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The Information Management Department will report the names and dates of the state-level data downloads when and as required on forms provided by the FLDOE.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$30,000	\$30,000	\$30,000	\$90,000	\$90,000	\$90,000

**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)*  
It is expected that the project will be fully implemented by end of the 2013/14 school year. However, should it be determined that additional funds are necessary after that in order to sustain this component, those funds will be provided through the district’s operating budget.

**Supporting Narrative (optional):** The Duval District (DCPS) is currently engaged in a district-wide Enterprise Content Management (ECM) project. This project involves the creation and implementation of a district data warehouse, data management processes, the acquisition and implementation of business intelligence and analytics tools, and providing ease of role-based access to both state and district data for all DCPS users. Single sign-on access to state-level applications and the incorporation of state-level data into instructional improvement systems is a critical component of the Duval County Public Schools Enterprise Content Management (ECM) Project. Requested funds will be used to support ongoing project activities that will result in the outcomes described above, including single sign-on to state-level data.

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**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: Timothy Ballentine**  
**Title: Executive Director, Instructional Research and Accountability**  
**Phone #: (904) 390-2976**  
**E-mail Address: ballentint@duvalschools.org**

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

**Deliverables (minimum required evidence):**

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Officer, Academic Programs	X	X	X	X	X	X
Executive Director, Instructional Research and accountability	X	X	X	X	X	X
Supervisor, Data Assessment Team	X	X	X	X	X	X
Specialists, Data Assessment Team	X	X	X	X	X	X
Systems Analyst	X	X	X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

*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)I.*

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

(C)(3)(i) and (iii).1 Deliverable (required): For local instructional improvement systems, provide a report that includes the following:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<ul style="list-style-type: none"> <li>a. Name of the system</li> <li>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</li> <li>c. How the system is accessed and used by students and parents</li> <li>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</li> <li>e. A description of the student growth data available to users on the system</li> <li>f. How frequently students, teachers, parents, and principals are accessing the system</li> </ul>	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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
By December 31, 2010, the Data Assessment Team will provide a report to the FLDOE that indicates the name of the instructional improvement system that has been adopted by DCPS and includes the key issues listed above.	X					
The Data Assessment Team will include in the above report the research that was done to identify the selected system.	X					
The Data Assessment Team will include in the above report the selection process and the required elements of the system including the number of types of staff who participated in the adoption process.	X					
By September 30 of years 2 through 4, the Executive Director of Instructional Research and Accountability, assisted by members of the data assessment team, will prepare and submit a report for the previous years that provides all information as required in items a through f above.				X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<b>(C)(3)(i) and (iii).2 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The Supervisor of the Data Assessment Team will maintain a log of activities related to the required minimum standards.				X	X	X
The Supervisor of the Data Assessment Team will be responsible for receiving and completion of any required surveys as identified above.				X	X	X

<b>(C)(3)(i) and (iii).3 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The Supervisor of the Data Assessment Team will work closely with the Systems Analyst to compile and transmit all required data to the Department upon request.				X	X	X
DCPS will provide the Department with the name, title, phone number, and email address of both the Supervisor of the Data Assessment Team and the Systems Analyst.				X	X	X
The Instructional Research Department will work in conjunction with the Information Management Department to incorporate a database integration application, called SAS, that will facilitate the querying of data from multiple, disparate databases. This will enhance the calculation of Total Cost of Ownership (TCO) and Return on Investment (ROI) and help to expedite the evaluation of the district’s instructional programs.					X	

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$30,000	\$30,000	\$30,000	\$1,115,000	\$1,085,000	\$740,000

**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)*  
 DCPS has already completed the process of identifying and selecting a data-based instructional improvement system. The system is published by Pearson and includes an assessment management and delivery system called LimeLight. Also included is a data management and analysis system called Inform. Teachers, principals, district staff, and others as required and appropriate, will have access to the student and school performance data they need to fulfill their instruction-related responsibilities.

The Data Assessment Team identified above is already in the process of ensuring the assessments and student performance data are available to the identified district users. The Team is being trained as are other key district and school-based staff so that all personnel who will need to use the system will be able to do so.

Over the last two years, the district has implemented an online gradebook system called OnCourse which includes a portal for parents to access student grades and test results.

**Supporting Narrative (optional):**

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**D. GREAT TEACHERS AND LEADERS**

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

(ii) Alternative routes to certification that are in use

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

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

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

(i) Measure student growth

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

(ii) Design and implement evaluation systems

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

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

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

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

However, an LEA that completed renegotiation of its collective bargaining agreement between

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

July 1, 2009, and December 1, 2009, for the purpose of determining a weight for student growth as the primary component of its teacher and principal evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.

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

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

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

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

- b. Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers.
  - c. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”
3. The LEA will submit teacher and principal evaluation systems to the Department for review and approval.
4. The LEA will utilize student performance data on statewide assessments as a significant factor in the

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.

5. The LEA will report the results of evaluations of each teacher, principal, and district-level supervisor [as described in (D)(2)(ii)] to the Department during Survey 5.

(iii) Conduct annual evaluations

**For Teachers:**

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

**For Principals:**

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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

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

**For Teachers:**

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

**For Principals:**

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

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

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

1. The LEA will implement a compensation system for teachers that:
  - a. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii).
  - b. Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas (including STEM areas and Exceptional Student Education), and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).
  - c. Provides promotional opportunities for effective teachers to remain teaching in addition to moving into school leadership positions and bases promotions on effectiveness as demonstrated on annual evaluations as described in (D)(2)(ii), including a multi-metric evaluation in the year prior to promotion.
2. The LEA will implement a compensation system for principals that:
  - a. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii), rather than to degree level or years of experience.
  - b. Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements. Categories for differentiated pay are additional academic responsibilities, school demographics, critical shortage areas, and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools).
3. The LEA may scale up the compensation system beginning with a cohort of schools, such as those that are considered persistently low-performing (the lowest 5% of schools in the state), as long as by the end of the grant, the compensation system applies district-wide.

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

4. The LEA will provide annually to the Department its salary schedule indicating how this requirement has been met.

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

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

(iv)(d) Use evaluations to inform removal

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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

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

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

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

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

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

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

**(i) Quality professional development**

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

**For Teachers:**

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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

**For Principals:**

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

(ii) Measure effectiveness of professional development

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

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

Toward the absolute priority of comprehensive education reform:

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**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: Dr. Lissa Dunn**  
**Title: Supervisor, Teacher Induction**  
**Phone #: 348-7201**  
**E-mail Address: dunnl@duvalschools.org**

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

**Deliverables (minimum required evidence):**

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

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Supervisor, Recruitment and Customer Relations	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Coordinator, Transition to Teaching	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
Supervisor, Alternative Certification	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

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

<b>(D)(1)(ii).1 Deliverable (required):</b> Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Identify and communicate timelines that provide guidance to teacher preparation program institutions for submitting requests for pre-service internship and field experience placements.	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

The District’s Office of Staffing and Recruitment will collaborate with program providers to identify appropriate placements for teacher candidates. Local program providers, UNF, JU, and FSCJ, may assist in identifying schools and qualified mentor teachers.	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Designate a qualified teacher who will serve in the position of site-based professional development facilitator (PDF) responsible for assisting with the identification and assignment of qualified mentors who will supervise pre-service interns and field experience education students. The district provides a stipend to compensate the PDF for these additional responsibilities.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
The University of North Florida operates four urban professional development schools (PDS) in partnership with District. Each school has a resident clinical faculty (RCF) member responsible for supervising a cohort of interns and pre-service field experience students. The RCF, an exemplary urban teacher, works with the school-based mentors to ensure that the PDS interns receive intensive supervision and training. The interns are equipped to teach in high-poverty schools and impact student achievement.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
The UNF Professional Development School Resident Clinical Faculty position is a shared position between the university and the District. The individuals who serve as RCFs meet all requirements of mentor teachers (listed in qualifications section) and are highly experienced in urban school settings.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Expand UNF Urban Professional Development School model to include an additional urban elementary school.					<b>X</b>	<b>X</b>
Initiate application and selection process for elementary Professional Development School.				<b>X</b>		
The University of Florida (UF) in collaboration with the District provides an urban elementary apprenticeship program. This alternative certification route for post-baccalaureate pre-service teachers provides both certification and on-site coaching to ensure that the apprentices receive intensive supervision. The program participants serve a full-year apprenticeship working and	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

learning from their mentor teacher and UF coach. Mentor teachers participate in on-going mentor training in addition to the minimum requirement of Clinical Educator Training. Selected mentors are exemplary classroom teachers who have been identified by their principal and have a history of effective mentorship in addition to the qualification requirements for supervision of teacher candidates.						
The University of North Florida works in partnership with the District to provide an alternative certification route through its Educator Preparation Institute to individuals who have been recruited through the Educators of Change program. These inservice teachers complete their certification programs while teaching in high need schools. School-based mentors and trained consultant mentors provided through the district's Transition to Teaching grant support and mentor these highly-qualified new teachers.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
DCPS provides placement opportunities throughout the district with experienced, qualified teachers for colleges and universities with traditional and alternative teacher preparation programs within the service area and some online programs.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

<b>(D)(1)(ii).2 Deliverable (required):</b> Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	<b>X</b>					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Cluster Chiefs, who are district leaders responsible for the supervision and support of principals, submit recommendations for principals and assistant principals who will serve as mentors for individuals participating in the district's leadership programs. Mentors for assistant principals are principals who are also in the current Principal Academy. Assistant principals who mentor participants in the Aspiring Leaders program have completed the Assistant						

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Principal Academy. Selection Criteria include: efficacy as a leader, ability to build relationships, ability to advance student achievement in their schools, and an understanding of district policies and procedures.						
Principals recommend effective teachers with a minimum of three years of successful teaching experience who demonstrate high expectations for student achievement to obtain Clinical Educator Training (CET). CET is offered throughout the year. Selected teachers are also encouraged to obtain training in the formative process of the Florida Performance Measurement System.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Teachers chosen to serve as mentors for pre-service teachers in the Urban Professional Development Schools meet all district requirements and are vetted through the UNF College of Education (COE) Office of Field Experience, the Resident Clinical Faculty, and the school principal.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Teachers chosen to serve as mentors for pre-service teachers in the Urban Elementary Apprenticeship Program meet all district requirements and are vetted through the UF Lastinger Center Coaches, the Transition to Teaching Program Coordinator, and each school's principal.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
The Office of Staffing and Recruitment works in collaboration with the teacher preparation program institutions to utilize feedback regarding previous placement assignments to assist in quality placements.		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

<b>(D)(1)(ii).3 Deliverable (required):</b> Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	<b>X</b>		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
An approved observers list to include a comprehensive database that identifies teachers who are qualified to supervise program interns or serve as a peer mentor will be provided to all schools annually	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>
The approved observers list will be available on the district's professional development website				<b>X</b>	<b>X</b>	<b>X</b>
Selection criteria for supervising teachers	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<ul style="list-style-type: none"> <li>▪ Principal recommendation</li> <li>▪ Minimum of three (3) years successful teaching experience</li> <li>▪ Highly-qualified and certified in the subject area of the placement</li> <li>▪ Highly-skilled classroom teacher with high expectations for students</li> <li>▪ Evidence of outstanding instructional practice</li> <li>▪ Evidence of strong interpersonal skills</li> <li>▪ Strong knowledge of content and methods that support high standards in the curriculum areas</li> <li>▪ Willing to commit to personal professional growth and learning through participation in professional development activities</li> <li>▪ Experience working with adult learners</li> <li>▪ Trained or willing to be trained in Clinical Education and the formative process of the Florida Performance Measurement System (FPMS)</li> </ul>						
<p>The selection process for identifying Peer/Mentor teachers will also include consideration of teacher effectiveness. Peer/Mentor Teachers selected to supervise candidates in teacher preparation programs will be designated as high-performing, which indicates that they have exceeded the district’s Teacher Assessment System criteria for promoting student growth and performance as defined below.</p> <p><b>A. <u>PROMOTES STUDENT GROWTH AND PERFORMANCE</u></b></p> <p><b>A1. Achievement is continuous and appropriate for age, group, subject area and/or student program classification</b></p> <p><u>Explanation/Example(s)</u> <i>Teacher instructs at appropriate level based on school improvement goals and objectives. Evidence would include lesson plans, assessment classroom profile log/chart, student journals, student portfolios, or other student work.</i></p> <p><b>A2. Provides evidence of adequate progress in meeting standards</b></p> <p><u>Explanation/Example(s)</u> <i>Teacher documents progress through pre and post assessment (i.e., student portfolios, work samples, reading and other subject area</i></p>			X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<p><i>assessments, criterion tests, standardized tests, and teacher made tests). Evidence includes grade book, student work, assessment profiles, student portfolios, test results, and projects.</i></p> <p><b>A3. Integrates student performance data into lesson plan</b></p> <p><u>Explanation/Example(s)</u><i>The teacher determines plans for student instruction (i.e., small ad hoc skill groups, remediation/enrichment activities) based on student data. Evidence could include lessons plans, provisions for ad-hoc skill group, and safety nets.</i></p> <p><b>A4. Uses an objective system of student performance</b></p> <p><u>Explanation/Example(s)</u><i>The teacher records and maintains an accurate account for the documentation of grades received by students. The teacher uses district grading criteria in a consistent manner. Evidence could include grade book, assessment classroom profile log/chart, and rubrics.</i></p> <p><b>A5. Shows measurable student gains toward meeting standards</b></p> <p><u>Explanation/Example(s)</u><i>Teacher documents student gains. Evidence could include pre and post assessments, student portfolios, assessment classroom profile log/chart, student work samples, projects, running records, standardized tests, criterion tests, and teacher made tests.</i></p>						
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<b>(D)(1)(ii).4 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				<b>X</b>	<b>X</b>	<b>X</b>
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				<b>X</b>	<b>X</b>	<b>X</b>
The Office of Staffing and Recruitment will maintain a database listing when, where, and with whom pre-service interns are placed.				<b>X</b>	<b>X</b>	<b>X</b>
The Transition to Teaching Coordinator will maintain a database listing when, where, and with whom the urban elementary apprentices are placed.		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

<b>(D)(1)(ii).5 Deliverable (required):</b> Annual APEP reports for district alternative certification programs and annual reports for	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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).				<b>X</b>	<b>X</b>	<b>X</b>
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The district alternative certification program office will survey participants.			X	X	X	X
Review survey data to identify areas for program improvement.			X	X	X	X
Review data on passing rate for professional exam, program completion, and retention statistics to identify areas for program improvement.			X	X	X	X
Review student performance data of ACP teachers to identify areas where additional support and professional development may be indicated.			X	X	X	X
Collaborate with Professional Development Department to provide mentor training for mentors assigned to ACP teachers.		X	X	X	X	X
Utilize NBC teachers in the district to provide subject area support through e-mentoring.	X	X	X	X	X	X
Review School Leadership program reports to identify areas for program improvement.			X	X	X	X
Review detailed Evaluation/Reflection form completed after each session by participants to inform program implementation.	X	X	X	X	X	X
Conduct annual surveys on district satisfaction with leadership academies: principals, assistant principals, and aspiring administrators.			X	X	X	X
Collaborate with local IHEs to review and program data.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$	\$	\$74,812.50	\$153,615	\$153,615

**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)*

These expenses will be transferred to budgeted operating funds or other appropriate state or federal funds after the termination of the grant.

**Supporting Narrative (optional):**

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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<b>Title and Page Number of Appendices for this Project (if applicable):</b>
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**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name:</b> Monica McAleer  <b>Title:</b> Supervisor, Professional Standards  <b>Phone #:</b> 904 390-2505  <b>E-mail Address:</b> mcaleerm@duvalschool.org</p>
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<p><b>Project Goal:</b> The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. A timetable for implementing the teacher evaluation system.</li> <li>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.</li> <li>4. A timetable for implementing the principal evaluation system.</li> <li>5. Annually report evaluation results for teachers and principals through the regular student and staff survey.</li> <li>6. Submit revisions to the teacher and principal evaluations annually, if revisions are made.</li> </ol>

*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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Human Resource Officer	X	X	X	X	X	X
Supervisor, Professional Standards	X	X	X	X	X	X

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

(D)(2)(i)(ii)(iii).1 Deliverable (required): A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			<i>No later 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with Duval Teachers United (DTU) work group to set out and do preliminary work on modifying the current teacher appraisal system to comply with the requirements of the RTTT Memorandum of	X	X	X			

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Understanding (MOU).						
Conduct focus groups with teachers to get input and discuss possible revisions	X	X				
Initiate and implement modification work on validation and reliability of District’s existing 952 pre-tests and EOC exams for growth measures in non-statewide assessment grades and subjects	X	X	X			
Finalize 35%/15% appraisal plan for teachers in work group, conduct collective bargaining and sign off on changes		X	X			
DTU ratifies salary plan changes			X			
School Board approves salary plan changes for teachers			X			
Conduct informational meetings and training with teachers in all schools (in subjects and grades for which DOE has developed student growth measures) to explain and answer questions about new appraisal plan			X	X		
Conduct informational meetings and training with teachers in all schools (in non-statewide assessment grades and subjects) to explain and answer questions about new appraisal plan			X	X		
Implement 35%/15% plan in all schools (in subjects and grades for which DOE has developed student growth measures)				X		
Implement 35 %/15% plan in all schools (in non-statewide assessment grades and subjects)				X		
Conduct periodic checks of issues and problems with plan with DTU and focus groups				X		
Plan for implementing 40%/10% plan to all schools based upon feedback from focus groups					X	
Implement new 40%/10% plan in all schools						X
Conduct focus groups with teachers to get input and discuss possible revisions	X	X				
Initiate and implement modification work on validation and reliability of District’s existing 952 pre-tests and EOC exams for growth measures in non-statewide assessment grades and subjects	X	X	X			
Finalize 35%/15% appraisal plan for teachers in work group, conduct collective bargaining and sign off on changes		X	X			

<b>(D)(2)(i)(ii)(iii).2 Deliverable (required):</b> A timetable for implementing the teacher evaluation system (this may be adjusted	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

annually).	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with DTU work group to set out timetable for implementing the teacher evaluation system.	X					
Submit timetable for implementing teacher evaluation system.	X					

<b>(D)(2)(i)(ii)(iii).3 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with cluster administrators and principal representatives to set out and do preliminary work on modifying the current principal appraisal system to comply with the requirements of the RTTT MOU.	X	X				
Conduct focus groups with principals to get input and discuss possible revisions.		X	X			
Initiate and implement modification work on validation and reliability of District's existing 952 pre-tests and EOC exams for growth measures in non-statewide assessment grades and subjects.	X	X	X			
Finalize 35%/15% appraisal plan for principals in work group including how non-statewide assessment grades and subjects are factored into the principal's evaluation.		X	X			
Conduct informational meetings and training with principals in all schools to explain and answer questions about new appraisal plan including how non-statewide assessment grades and subjects are factored into the principal's evaluation.			X	X		
Implement new 35%/15% plan in all schools.				X		
Conduct periodic checks of issues and problems with plan with cluster administrators and principal representatives.				X	X	
Implement 40%/10% plan in all schools.						X
Conduct periodic checks of issues and problems with plan with DTU and focus groups.						X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<b>(D)(2)(i)(ii)(iii).4 Deliverable (required):</b> A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
Meet with cluster administrators and principal representatives to set out timetable for implementing the principal evaluation system.						
Submit timetable for implementing principal evaluation system.				X	X	X

<b>(D)(2)(i)(ii)(iii).5 Deliverable (required):</b> Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
Prepare and submit report evaluation results for teachers and principals through the regular student and staff survey.						

<b>(D)(2)(i)(ii)(iii).6 Deliverable (required):</b> Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
Review teacher evaluation system with DTU annually and negotiate modifications where necessary.						
Review principal evaluation system annually and make modifications where necessary.						

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$0	\$90,772.50	\$90,772.50	\$90,772.50

**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 \$90,000 funding from RTTT each year will be used for End of Course (EOC) and Merit Award (MAP) pre- and post-test development. After the end of the grant, development expenses would be completed. Any additional expenses for annual updates will be transferred to budgeted operating funds or other appropriate state or federal funds after the termination of the grant.

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Supporting Narrative (optional):**

The current DCPS Teacher Assessment System has many of the elements required by RTTT. Where components are lacking or need to be modified, the District and DTU will collectively bargain to modify or add components. The current plan has the following purposes:

- ✓ To collect and interpret data related to the job
- ✓ To assist the employee in improving instruction
- ✓ To make appropriate personnel decisions regarding reappointments, transfers, promotions or dismissals

The new plan will include multiple evaluations for first year teachers and “multi-metric” evaluations for teachers in the year prior to a milestone event such as a promotion or significant salary increase.

There are 9 components on which teachers are currently assessed. Those components are:

**Competency A:** Promotes Student Growth And Performance

**Competency B:** Evaluates Instructional Needs Of Students

**Competency C:** Plans And Delivers Effective Instruction

**Competency D:** Shows Knowledge Of Subject Matter

**Competency E:** Utilizes Appropriate Classroom Management Techniques, Including  
The Ability To Maintain Appropriate Discipline

**Competency F:** Shows Sensitivity To Student Needs By Maintaining Positive School  
Environment

**Competency G:** Communicates with Parents

**Competency H:** Pursues Professional Growth

**Competency I:** Demonstrates Professional Behaviors

Each competency in the Teacher Assessment System includes indicators. These indicators are listed on the observation instrument. Indicators enable an evaluator to identify whether a desired competency has been demonstrated. Descriptions of the indicators can be found in the Teacher Assessment manual.

The ratings for Competency A are: High Performing, Satisfactory, Needs Improvement, and Unsatisfactory.

The ratings for Competencies B through I are: Satisfactory, Needs Improvement, and Unsatisfactory

- High Performing: key phrase –exceeds the TAS assessment criteria
- Satisfactory: key phrase – adequately meets the TAS assessment criteria
- Needs Improvement: key phrase – requires additional attention
- Unsatisfactory: key phrase – does not meet the TAS assessment criteria

DCPS, along with DTU and the elementary and secondary principal associations, conducted a two-year collaboration to develop a teacher classroom observation rubric as part of the district’s evaluation system. While the rubric has yet to be adopted and implemented, the draft instrument does serve as a starting point for piloting and expansion. The expansion as part of the RTTT development will include a rubric aligned classroom observation tool (two times per year for teachers and administrators), measurements, and the acquisition and development of additional forms of both pre and post assessments. Upon agreement with the union the District will implement sound measurement methods for assuring quality control of items used in student growth measures and increase the capacity for carrying out statistically analyses on locally developed assessments. The validity and

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

reliability of formative assessment instruments created for use in the district will be established by ongoing item analyses, and the periodic conduct of concurrent and predictive validation studies with high stakes student achievement measures.

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Work Plan Table**

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

**Please indicate one LEA point of contact for this Project.**

**Name:** Vicki Reynolds  
**Title:** Chief Human Resource Officer  
**Phone #:** (904) 390-2936  
**E-mail Address:** reynoldsv@duvalschools.org

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

**Deliverables (minimum required evidence):**

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Human Resource Officer (existing)	X	X	X	X	X	X
Director, Employee Support (existing)	X	X	X	X	X	X
Supervisor, Professional Standards (existing)	X	X	X	X	X	X

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

(D)(3).1 Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			
Annually submit the teacher and principal						

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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.	Quarter	Quarter	Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with DTU work group to set out and do preliminary work on salary plan that reflects evaluation data and requirements of the RTTT MOU	X	X	X			
Review current Principal Compensation Plan and make any changes necessary to meet goals of RTTT	X	X	X			
Conduct focus groups with teachers to get input and discuss possible revisions		X				
Finalize salary plan for teachers in work group, conduct collective bargaining and sign off on changes		X	X			
DTU ratifies salary plan changes			X			
School Board approves salary plan changes for teachers and principals (if any)			X			
Make necessary changes in SAP to implement salary changes			X			
Conduct informational meetings with teachers in 11 pilot schools to explain and answer questions about new salary plan			X			
Implement new plan in 11 pilot schools				X		
Conduct periodic checks of issues and problems with plan with DTU and focus groups				X		
Plan for expanding to phase II schools based upon feedback from focus groups				X		
Implement new plan in 75 phase II schools					X	
Conduct periodic checks of issues and problems with plan with DTU and focus groups					X	
Plan for expanding to phase III schools based upon feedback from focus groups					X	
Implement new plan in phase III schools						X

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<b>activity will be conducted and include collective bargaining, if applicable):</b>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with cluster administrators and principal representatives to develop the process for using evaluations to inform human capital decisions per the requirements of the RTTT MOU (such as promotion, dismissal, reduction in force, etc.)	X	X	X			
Conduct focus groups with principals to get input and discuss processes		X				
Finalize process for using evaluations to inform human capital decisions			X	X		
Conduct informational meetings and training with principals in all schools to explain and answer questions about new process				X		
Submit process				X		
Implement new process					X	X
Conduct periodic checks of issues and problems with process					X	X

<b>(D)(3).3 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Review current benchmark data on teachers at 11 SIG schools to determine success of staffing plan	X	X				
Survey SIG principals regarding satisfaction with and suggestions for staffing plan		X				
Meet with DTU to bargain any changes to plan		X	X			
Submit plan and implement modified plan for staffing SIG schools			X			
Review and evaluate plan and modify if necessary				X	X	X
Meet with DTU to bargain any changes to plan				X	X	X
Submit plan and implement modified plan for staffing SIG schools				X	X	X

<b>(D)(3).4 Deliverable (required):</b> Annually submit the district’s collective	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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.	Quarter	Quarter	Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with bargaining team to negotiate required RTTT language		X	X			
DTU ratifies salary plan changes			X			
School Board approves salary plan changes for teachers and principals (if any)			X			
Submit plan and implement any required changes				X	X	X

<b>(D)(3).5 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop checklist for administrators to use to ensure accountability of evaluation results	X	X	X			
Implement accountability checklist system for accountability of evaluation results				X	X	X

<b>(D)(3).6 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with DTU work group to set out and do preliminary work on salary plan (including bonuses and salary augmentations) that reflects evaluation data and requirements of the RTTT MOU	X	X	X			
Finalize salary plan for teachers in work group, conduct collective bargaining and sign off on changes		X	X			
DTU ratifies salary plan changes			X			
School Board approves salary plan changes for teachers and principals (if any)			X			
Make necessary changes in SAP to			X			

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

implement salary changes						
Submit required data through regularly-scheduled student and staff survey			X	X	X	X

<b>(D)(3).7 Deliverable (required):</b> Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with DTU work group to set out and do preliminary work on the process for utilizing effectiveness data to inform tenure, reductions in staff, dismissals and requirements of the RTTT MOU	X	X	X	X		
Finalize this effectiveness data plan for teachers in work group, conduct collective bargaining and sign off on changes				X		
DTU ratifies effectiveness data plan changes				X		
School Board approves effectiveness data plan changes for teachers and principals (if any)				X		
Train principals, assistant principals and teachers on new system				X		
Implement plan changes					X	X
Submit required data through regularly-scheduled student and staff survey			X	X	X	X

<b>(D)(3).8 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Meet with DTU work group to set out and do preliminary work on the process for utilizing effectiveness data to inform teacher assignments and requirements of the RTTT MOU	X	X	X	X		
Meet with cluster chiefs and deputy superintendent on the process for utilizing effectiveness data to inform principal assignments and requirements of the RTTT MOU	X	X	X	X		
Finalize this effectiveness data plan for teachers in work group, conduct collective				X		

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

bargaining and sign off on changes						
DTU ratifies effectiveness data plan changes				X		
School Board approves effectiveness data plan changes for teachers and principals (if any)				X		
Train principals, assistant principals and teachers on new system				X		
Implement plan changes					X	X
Submit required data through regularly-scheduled student and staff survey			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$0	\$503,863.64	\$1,007,727.28	\$1,007,727.28

**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)*

Since 2007 – the year it launched the state’s Merit Award Program (MAP) - Duval County Public Schools has paid over \$17 million in merit bonuses to educators and principals who have produced the greatest results in increasing the academic achievement of students in over 160 schools, and \$1.7 million in recruitment and performance incentives to 748 teachers and administrators in 34 Turnaround schools. Based on its current commitment to implementing incentive initiatives that reward student achievement in high-need schools, DCPS will continue to utilize state and federal funds to sustain performance compensation beyond the 4 years of RTTT.

**Supporting Narrative (optional):**

**Compensation System (Teachers)** – DCPS will use effectiveness data in human capital decisions regarding compensation for teachers. With the goal of maximizing the quality of teachers to improve student achievement in the district’s schools, the plan will be developed collaboratively with the teacher union Duval Teacher United (DTU) and will include the development and implementation of an integrated compensation system that contributes to increased student achievement based on the recruitment, development, and retention of high-quality teachers and principals especially in high-need schools.

Since 2007, Duval County Public Schools has been a state leader in implementing a performance- based compensation system that rewards educators for improved student achievement. By rewarding teachers and school-based administrators for student performances, Duval County Public Schools recognizes the value of recruitment, development and retention of highly-effective and qualified educators on student achievement. Following are examples of Duval County’s current performance based compensation offerings:

- Merit Award Program (MAP) – Duval County Public Schools is one of only three districts in Florida that participates in the state program, pursuant to Florida Statute 1012.225. This is the third year that MAP bonuses have been provided to Duval County teachers and school-based administrators. The district awards a performance bonus equal to 5 percent of the average teacher salary to the top 25 percent of teachers and school-based administrators, regardless of years of experience, according to the terms of the program. Identification of the top 25 percent of educators is determined from improved student gains provided by the Florida Comprehensive Assessment Test (FCAT) for subjects evaluated by that instrument. For other subjects, DCPS uses district-developed EOC or MAP pre-tests and end of course exams for every subject and teaching area to measure student gains. The teacher ranking lists for each

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

subject are determined by a score based on student gains (60 percent), and performance ratings on the teacher and administrator assessment systems (40 percent). Just over 2,000 educators received MAP bonuses during 2008-2009. A copy of the current DCPS MAP plan is attached. (TITLE: Duval County Public Schools - Methods of Determining Student Achievement for MAP)

- Turnaround/Differentiated Accountability Bonuses – DCPS currently implements a Turnaround/Differentiated Accountability Incentive Program which began with the 2009-2010 school year. Incentive bonuses and performance pay bonuses are currently paid to teachers and school-based administrators in 28 Turnaround and Differentiated Accountability schools. Turnaround schools are defined as those with the most critical academic needs as determined by state assessment results, those who have failed to make Adequate Yearly Progress (AYP), those in a Restructuring Plan, or deemed critical by the superintendent (feeder patterns, other conditions, etc.). Incentive bonuses are paid to teachers and school-based administrators in Turnaround schools who commit to three years of efforts to improve student achievement. These commitment incentives can range from \$1,000-\$3,000 per year, as determined by the school’s grade, restructuring status or needs. The performance bonuses for student achievement, ranging from \$1,000-\$5,000 a year, are paid to teachers and school-based administrators whose school accountability grade improves to a higher letter grade. A copy of the current DCPS Turnaround/Differentiated Accountability MOU is attached. (TITLE: Memorandum of Understanding Turnaround Schools)
- School Improvement Grant Bonuses - DCPS currently implements a SIG Incentive Program which began with the current school year. Incentive bonuses and performance pay bonuses are currently paid to teachers and school-based administrators in 11 SIG schools which have been determined to be in the lowest 5% in the State in student achievement. Incentive bonuses are paid to teachers and school-based administrators in Turnaround schools who commit to three years of efforts to improve student achievement. These commitment incentives are \$4,000 per year. The performance bonuses for student achievement, ranging from \$1,000-\$5,000 a year, are paid to teachers and school-based administrators whose school accountability grade improves to a higher letter grade. A copy of the current DCPS SIG MOU is attached. (TITLE: Memorandum of Understanding School Improvement Grant Schools)
- School Recognition Funds - The Florida School Recognition Program provides public recognition and financial awards to schools that have sustained high student performance gains or schools that demonstrate substantial improvements in student performances. Eligible schools receive \$75 per FTE (*full-time equivalency*); and faculties and School Advisory Councils collaborate on how to distribute financial awards that support school improvement plans.
- National Board Certified Teachers – In addition to the \$3,818 bonus paid by the state to these teachers, Duval County rewards an additional \$2,625 bonus to teachers earning National Board Certification. This additional bonus, collaboratively reached with Duval Teachers United, is designed to recognize the educators’ achievements and incent other teachers to pursue the rigorous standards for nationally-recognized certification.

While these efforts demonstrate the district’s commitment to creating a compensation system that includes elements of performance pay, they do not go far enough in the focus of a system that tie the most significant gains in salary to effectiveness demonstrated by annual evaluations. During the first planning year of RTTT, DCPS and DTU will bargain a new salary plan which will include greater salary increases for performance, evaluation components additional teacher leadership responsibility and assignment in challenged schools. The new salary plan will be piloted first in the District’s 11 SIG schools will then be strategically expanded to the other schools. All schools will be use the new plan by 2013-2014 school year.

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Compensation System (Principals)** – DCPS will use effectiveness data in human capital decisions regarding compensation for principals. DCPS currently has a differentiated compensation plan for principals. The Principals Compensation Plan was approved by the Board in February of 2006. It is a differentiated compensation plan that pays principals according to “difficulty criteria” of their school and separately, rewards them with a bonus for student gains. The current plan will need to be review and modified if necessary to comply with the requirements of RTTT. The components and criteria of the current Plan are outlined in an attached document. (TITLE: Principals’ Compensation Plan Summary 2009-2010)

**Staffing Plan** – DCPS currently has a staffing plan, which was negotiated with DTU, which uses effectiveness data from the Florida Comprehensive Assessment Test (FCAT) and from District-developed assessments to staff its SIG schools. The 11 SIG schools are in those designated by the State as persistently low achieving schools. The plan was used this year to reconstitute and staff these schools. For teachers teaching core subjects, a score was assigned based upon the percentage of students taught by that teacher who made gains on FCAT. Teachers’ scores were then compared to the average percentage of gains in that subject at the school and then compare to District gains. Staffing decisions were made based upon these comparisons. Those below the school average and/or the District average were removed from the schools or not allowed to be recruited into the schools. For teachers not teaching FCAT subjects, gains made on EOC exams or MAP exams were used. Teachers who had the highest gain percentages were notified and recruited to transfer to these schools. This plan worked well this school year, but it needs to be reviewed and modified if necessary. This will ensure that the highest qualified teachers are teaching in our most challenged schools.

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

Duval County Public Schools - Methods of Determining Student Achievement for MAP (p. 1-2)

Memorandum of Understanding Turnaround Schools (p. 11)

Memorandum of Understanding School Improvement Grant Schools (p. 15)

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**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:** Dr. Dawn F. Wilson  
**Title:** Executive Director of Professional Learning  
**Phone #:** (904) 348-5758  
**E-mail Address:** Wilsond@duvalschools.org

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

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

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Officer, Human Resources	X	X	X	X	X	X
Exec. Director, Professional Development	X	X	X	X	X	X
Exec. Director, Research, Design, Evaluation	X	X	X	X	X	X

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

<b>(D)(5).1 Deliverable (required):</b> A revised district professional development system that meets the requirements of <i>Florida’s Protocol Standards for</i>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<i>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.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Implement District’s revised Teacher Induction Program, which more effectively integrates work-embedded learning, facilitates demonstration of professional educator competencies, and helps to increase student learning by providing supervised support to all district novice teachers.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Expand the Professional Development (PD) Cadre Mentor Training Program, which is designed to increase the number of highly trained mentor teachers with the knowledge and skill necessary to support and coach novice teachers.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Identify schools with high attrition or numbers of novice teachers and work with the school leadership to identify qualified teachers to serve as mentors and participate in the mentor development program.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Increase the number of Professional Development Cadre to reduce the novice teacher-cadre ratio and increase capacity to implement the Cadre Mentoring Program.		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Establish an application process to establish a pool of candidates qualified for the position of Professional Development Cadre.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Begin applicant screening and identify up to 10 additional cadre member candidates to begin training in 2010		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
District annually identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data. 3.1.1	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Based on learning needs, the district generates a PD system that aligns with the FL Protocol Standards, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, DCPS Strategic Plan, performance appraisal data, surveys, etc. 3.1.2				<b>X</b>	<b>X</b>	<b>X</b>
The district’s professional learning is based on research-based instructional and intervention strategies proven to increase student achievement. 3.1.3	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
The district’s professional learning supports	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

implementing state-adopted content standards for student outcomes. 3.1.4						
Professional learning supports educators in integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement. 3.1.5	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
The district plans, implements, and continuously improves a state-approved competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders. 3.1.6	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Professional learning focuses primarily on developing content knowledge and content-specific research-based instructional strategies and interventions in specified content areas and aligned with district and state initiatives 3.2.2	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of adult learning and change, and includes modeling of research-based instruction, practice, and classroom-based feedback. 3.2.3	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning 3.2.5	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Sufficient time within the work day is available and used for professional development. 3.2.6	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
The district provides mentoring/coaching for all educators to ensure high-fidelity classroom implementation of professional learning 3.3.2	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
The district supports the implementation of professional learning through district and school web-based resources and facilitates educator awareness of and access to district web-based resources 3.3.3	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

<b>(D)(5).2 Deliverable (required):</b> A timetable for implementing the new elements into the professional development (PD) system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

June-July -Analysis of disaggregated student achievement by content area and skills			X	X	X	X
August-Sept -Align PD system with data, FL Protocol Standards, School Improvement Plans, Comprehensive K-12 Reading Plans, Title I Plan, DCPS Strategic Plan, performance appraisal data, surveys, etc.				X	X	X
September – May - Complete Individual Professional Development Plans (IPDPs) and Individual Leadership Development Plans (ILDPs)	X	X	X	X	X	X
July.-May -Deliver professional learning focused primarily on developing content knowledge and content-specific research-based instructional strategies and interventions -Evaluation of PD programs	X	X	X	X	X	X

<b>(D)(5).3 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
The educator’s IPDP specifies the professional learning needs related to identified student achievement goals 1.1.3	X	X	X	X	X	X
School administrators create and implement ILDPs that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP. 2.1.5	X	X	X	X	X	X

<b>(D)(5).4 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
The district conducts an ongoing formal evaluation of the degree of fidelity with	X	X	X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

which the district’s PD System is implemented. 3.4.1						
The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the workplace 3.4.2	X	X	X	X	X	X
The district assesses the impact of professional learning on student performance 3.4.3	X	X	X	X	X	X
The district uses formative and summative data from standardized achievement measures, district achievement tests, progress monitoring, etc. to assess the impact of professional learning. 3.4.4	X	X	X	X	X	X
The district documents that sufficient fiscal resources are used to support professional learning that aligns with school/district goals. 3.4.6	X	X	X	X	X	X

<b>(D)(5).5 Deliverable (required):</b> A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
July- Annually, plans for evaluating program outcomes are jointly determined to focus evaluation questions for the year, to determine data collection processes and timelines, and to imbed lessons learned from past cycle evaluations into the work to improve, refine, or retool strategies or methods that are not working to expected levels. Typically, 5-7 major professional development programs are recommended to be evaluated.	X	X	X	X	X	X
August – April – The Executive Director of Research, Design, and Evaluation conducts PD program research (interviews, focus groups, surveys, observations, etc.) for programs recommended for evaluation.	X	X	X	X	X	X
May-June – PD evaluation data is compiled and three types of reports are developed for each evaluation e.g., Evaluation Briefs, Evaluation Summaries, and Evaluation Reports.			X	X	X	X
July – Evaluation reports are published and shared with various groups.			X	X	X	X

<b>(D)(5).6 Deliverable (required):</b>	2010-11	2011/12	2012/13	2013/14
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**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan.	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The district reviews/reports evaluation data as part of the needs assessment process for the next year's PD planning. 3.4.5	X	X	X	X	X	X

<b>(D)(5).7 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The Professional Development Advisory Committee (PDAC) will review the district PD Plan and the DCPS Five Year Comprehensive Development Plan and make recommendations for revision.			X	X	X	X
The district administers the National Staff Development Council (NSDC) Standards Assessment Inventory (SAI) to measure the level of implementation of the board-adopted standards.			X	X	X	X
The DCPS School Board annually reviews/approves the district PD Plan.			X	X	X	X
The district annually submits revisions to the professional development system to the FL DOE for approval.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$112,120.45	\$212,992.18	\$1,034,398.09	\$1,083,806.48	\$1,083,806.76

**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)*

These expenses will be transferred to budgeted operating funds or other appropriate state or federal funds after the termination of the grant.

**Supporting Narrative (optional):**

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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

<b>Item from RTTT MOU and corresponding <i>Protocol</i> standards</b>	<b>Page shown in Final Scope of Work</b>
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)	72
2. Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	72
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	72
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)	16 -19
5. Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)	16 - 19
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)	74
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)	73
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)	72
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	72
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)	72
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)	72
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].	79-82

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS**

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

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

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

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

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

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

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

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

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**Work Plan Table**

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

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name: Patricia Willis</b>  <b>Title: Deputy Superintendent</b>  <b>Phone #: 904-390-2010</b>  <b>E-mail Address: willisp@duvalschools.org</b></p>
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<p><b>Project Goal:</b> LEAs will select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. LEAs with more than nine persistently lowest-achieving schools will not select the transformation model option for more than one-half of the schools. All actions must be in accordance with Differentiated Accountability.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>LEA will select School Intervention Model from list of four options (see Appendix A of MOU).</li> <li>LEA will provide documentation that supports the selection of the intervention model to include: <ul style="list-style-type: none"> <li>Teacher performance data regarding student learning gains in reading and mathematics.</li> <li>Documentation that reflects the placement of the Principal and his/her record of “turn around” success.</li> <li>Documentation relating to staff turnover/replacement.</li> </ul> </li> </ol>
<p><i>Note: Please attach relevant parts of your School Improvement Grant in the Final Scope of Work Appendix.</i></p>

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent	X	X	X	X	X	X
Chief Officer, Academic Services	X	X	X	X	X	X
Chief Officer, Elementary Title I and Turnaround Cluster	X	X	X	X	X	X
Chief Officer, Secondary Turnaround Cluster	X	X	X	X	X	X
Supervisor, Strategic Turnaround Office	X	X	X	X	X	X

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

<b>(E)(2).1 Deliverable (required):</b> LEA will select Intervention Model from list of four options (see Appendix A of MOU).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
The District Leadership Team including the Superintendent, Deputy Superintendent, Chief Officer for Academic Services, and Cluster Chiefs, collaborated with FLDOE’s	X			X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Region 2 Executive Director to determine the requirements of the eleven identified schools. The performance and restructuring history of the school was considered in the final intervention decision. The conclusions of the data and restructuring review enabled the team to select an intervention to best meet the needs of the school and its students. Final intervention assignments were reviewed and approved by the DCPS School Board. Based on the needs of the schools as identified through the analysis process, DCPS selected to implement the Transformational Model in 5 schools and the Turnaround Model in 6 schools.						
Selected models will be re-evaluated annually based on the successful completion of 80% of the targeted goals at each school.			X	X	X	X

<b>(E)(2).2 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<ul style="list-style-type: none"> <li>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.</li> <li>Documentation relating to staff turnover/replacement.</li> <li>Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU.</li> </ul>	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Duval County will recruit and retain highly-	X			X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

qualified teachers in high-need schools targeting underrepresented populations to increase the effectiveness and diversity of teachers within specified schools through classroom-based students' achievement data.						
To ensure high performing coaches in reading, mathematics and science, the district will evaluate the student achievement data at the coach-assigned school(s) and rescreen all SIG school-based coaches and district coaches annually.	X			X	X	X
Provide annual reports on all staff changes based on students achievement data.	X			X	X	X
Annual recruitment fairs and incentives will occur to entice highly effective teachers to commit to a SIG school for a two year period.	X			X	X	X
Annually negotiate the Duval Teacher's Union (DTU) Memorandum Of Understanding (MOU) for all staff assigned at SIG schools	X			X	X	X

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

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

To support the most challenged schools, DCPS has implemented a Turnaround school model based on the work of Mass Insights and others since 2007. The Duval Turnaround model includes the eleven schools designated as persistently low performing. These schools receive extensive additional financial and human capital resources that includes: (1) “Early Return” PD before other schools begin the school year; (2) four Reporting Specialists, four Data Analysts, Restructuring Specialist, and numerous district and cluster coaches specializing in the core curriculum areas of mathematics, literacy, and science; (3) maintaining small classes; and after school and Saturday tutoring and quality programming if the school has low student enrollment. The projected additional categorical and operating funding for 2010-2011 for the eleven schools is approximately \$3,685,681.00.

**Supportive Narrative (optional):**

The School Improvement Grant (SIG) 1003g, is providing financial resources to DCPS for providing assistance to the district's persistently low-achieving schools that demonstrate the greatest need and strongest commitment to raise substantially the academic achievement of their students. Schools have been categorized as Tier I, II or III schools based on identified criteria from the federal and state government. Eleven schools have been identified as Tier I in DCPS: Long Branch Elementary; Livingston Elementary; Paxon Middle School; North Shore K-8; Northwestern Middle School; Randolph High School; Jackson High School; Ed White High School; Ribault High School; Forrest High School; and Raines High School. The Race-to-the Top funding will supplement existing non-negotiable components being implemented within the eleven schools including common planning each week, extending learning time daily for students, extensive professional development opportunities to build teacher capacity in content knowledge, lesson study, FCIM, effective use of data to inform instruction and cultural

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

competency.

DCPS is implementing a staffing plan, which was negotiated with DTU, which uses effectiveness data from FCAT and from District-developed assessments to staff its 11 SIG schools. This plan was used this year to reconstitute and staff these schools to meet the requirements for teacher effectiveness within the RFP. For teachers teaching core subjects, a score was assigned based upon the percentage of students taught by that teacher who made gains on FCAT. Teachers' scores were then compared to the average percentage of gains in that subject at the school and then compare to District gains. Staffing decisions were made based upon these comparisons. Those below the school average and/or the District average were removed from the schools or not allowed to be recruited into the schools. For teachers not teaching FCAT subjects, gains made on EOC exams or MAP exams were used. Teachers who had the highest gain percentages were notified and recruited to transfer to these schools. This plan worked well this school year, but it needs to be reviewed and modified if necessary. This will ensure that the highest qualified teachers are teaching in our most challenged schools.

Additionally, DCPS is implementing a SIG Incentive Program which began with the current school year. Incentive bonuses and performance pay bonuses are currently paid to teachers and school-based administrators in the 11 SIG schools. Incentive bonuses are paid to teachers and school-based administrators in Turnaround schools who commit to three years of efforts to improve student achievement. These commitment incentives are \$4,000 per year. The performance bonuses for student achievement, ranging from \$1,000-\$5,000 a year, are paid to teachers and school-based administrators whose school accountability grade improves to a higher letter grade. A copy of the current DCPS SIG MOU is attached. (TITLE: Memorandum of Understanding School Improvement Grant Schools).

The schools will adhere to the state's criteria for recruiting and retaining high quality instructional personnel. The District average for gains based on the FCAT and District Merit Pay Assessments is approximately 50 %. Teachers with longitudinal data to support their expertise in making at least a 50% learning gain over the last three years are offered the opportunity to teach at a SIG school.

District and school-based coaches are evaluated each year using a District-developed instrument. They are also each interview by senior Academic Services Staff on their performance and accomplishments. In an effort to ensure highly effective coaches, the district rescreened the reading, math and science coaches for each SIG school and replaced coaches based on lack of sufficient student gains in math, reading and science based on these same gains.

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**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: Patricia Willis**

**Title: Deputy Superintendent**

**Phone #: 904-390-2010**

**E-mail Address: willisp@duvalschools.org**

**Project Goal:**

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

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

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

- 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent	X	X	X	X	X	X
Chief Officer, Turnaround Elementary Schools	X	X	X	X	X	X
Chief Officer, Turnaround Secondary Schools	X	X	X	X	X	X
Chief Officer, Elementary Title I and Turnaround Cluster	X	X	X	X	X	X
Chief Officer, Academic Services	X	X	X	X	X	X
Executive Director of Professional Learning			X	X	X	X
Project Director, Early Warning and Response System (EWRS)		X	X	X	X	X
EWRS Student Advocates (5 @.5 FTE)		X	X	X	X	X
EWRS Achievement Advocates (2 @ 1.5 FTE )		X	X	X	X	X
EWRS Family Advocates (2 @ 1.5 FTE)		X	X	X	X	X
EWRS Tipping the Scales Counselor (.5 FTE)		X	X	X	X	X
EWRS Accelerated Learning Center (ALC) Case Managers		X	X	X	X	X
Executive Director, Elementary Programs	X	X	X	X	X	X
Director, Pre-K Education and Parent Involvement	X	X	X	X	X	X
Specialist, Pre-K Education	X	X	X	X	X	X
Resource Teachers (2)	X	X	X	X	X	X
Teachers	X	X	X	X	X	X
Child Development Associate (CDA) Instructors	X	X	X	X	X	X
Para-professionals	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.*

(E)(2)3.1 Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			
Submission of each school schedule for						

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

identified Intervene schools that demonstrates extended learning time.	Quarter	Quarter	Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
SIG middle and high schools (includes 1 Intervene MS and 3 Intervene HS) have extended the school day 45 minutes for 180 days so that students can receive additional support to increase achievement. The new instructional hours are from 7:05 until 3:00. This will allow for the additional 45 minute period to be scheduled 2nd period every day. Remediation/enrichment instructional activities will be provided during that period by a certified teacher based on student achievement data. Students will rotate through specific interventions as needed.	X	X	X	X	X	X
SIG elementary schools (includes 1 Intervene K-8) have extended the school day 60 minutes for 180 days so that students can receive additional support to increase achievement. The new instructional hours are from 8:15 until 4:00. This will allow for the additional 60 minute period to be scheduled 2nd period every day. Remediation/enrichment instructional activities will be provided during that period by a certified teacher based on student achievement data. Students will rotate through specific interventions as needed.	X	X	X	X	X	X
Additional opportunities for extended learning will include: (1) Saturday school for targeted students and for enrichment, (2) “Lunch n Learn” sessions for students needing remediation in any core area during their lunch period, (3) After school extended learning, (4) one-on-one sessions for students struggling with meeting the standards, (5) Coaches and other trained staff will go into classes, “Push-In” to assist teachers with small group, differentiating, one-on-one, modeling when needed, and computer based tutoring providing variety to the multiple learning modalities, and (6) academic coaches and teachers will conduct, “pull-outs” for students needing intense remediated instruction; students will be pulled from their elective classes as a tiered intervention for improving student performance.	X	X	X	X	X	X
An extensive six-week full day			X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Superintendent's Academy will be offered during the summer months to both provide credit recovery and ramp-up strategies for the upcoming school year.						
Review research from FCCR, AAAS, NSTA, FCTM and NRC on effective reading, math and science resources for urban students. Select and implement materials for school-based extended time.	X	X	X	X	X	X

<b>(E)(2)3.2 Deliverable:</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Monitoring of instruction in all new Pre-K classrooms	X	X	X	X	X	X
Training for teachers and paras	X	X	X	X	X	X
Implement a Pre-K Family Literacy program aligned with classroom curriculum	X	X	X	X	X	X
Revise Pre-K student recruitment process		X				
Collect Pre-K data to assess early school readiness skills	X		X	X	X	X
Analyze Pre-K data to assess early school readiness skills			X	X	X	X
Assess classroom space allocation for new 2011 – 2012 Pre-K classrooms (Pickett (1), Henry Kite (2), Sadie Tillis (2), Normandy Village (2), Hyde Grove (2), Biltmore (1), St. Clair Evans (1), Annie Morgan (1), George W. Carver (2), Carter G. Woodson (1), John E. Ford (2), R L. Brown (2), Rutledge Pearson (1) Total – 20 new classes		X				
Select and/or confirm schools for new 2011 – 2012 Pre-K classrooms		X				
Recruit Pre-K students for full-day Summer Voluntary Pre-K (S P Livingston, North Shore and Long Branch)			X			
Conduct Summer Voluntary Pre-K full-day program (S P Livingston, North Shore and Long Branch)			X	X	X	X
Develop budget for new 2011 – 2012 Pre-K classrooms		X				
Execute Contract Agreement with Early Learning Coalition for additional funding			X	X	X	X
Implement new Pre-K student recruitment campaign			X			
Analyze Pre-K student Data			X	X	X	X
Provide overview of Pre-K data to				X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Principals, Teachers and CDAs						
Hire Pre-K Resource Teachers for monitoring and coaching support			X	X		
Hire Teachers and CDA Instructors for new 2011 – 2012 Pre-K classrooms			X			
Hire Para-Professionals for new 2011 – 2012 Pre-K classrooms			X			
Purchase Instructional Materials for new Pre-K classrooms			X			
Purchase classroom furniture, equipments and supplies for new 2011 – 2012 pre-K classrooms			X			
Provide professional development summer institute for CDA Instructors for new 2011 – 2012 Pre-K classrooms				X		
Provide professional development for new 2011 – 2012 Teachers and CDA Instructors				X	X	X

<b>(E)(2)3.3 Deliverable:</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
District expansion of all accelerated coursework with specified programs that will be offered at every high school.						
Provide quality, sustained professional development for all K–12 science and mathematics teachers that will increase and deepen content knowledge, promote an inquiry-based approach and develop questioning strategies, which will advance higher order thinking for all students.	X	X	X	X	X	X
Provide content-based <i>Summer STEM Institutes</i> for teachers at the K-8 level. Institutes would be housed at the local			X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

universities and would be developed and taught with Arts and Sciences staff.						
Implement a Northeast Florida STEM Advisory Board with members from the school system, higher education institutions, and STEM businesses to meet semi-annually to leverage community support for STEM. Activities will include (1) City-wide STEM awareness campaign, (2) increasing possible funding through grant opportunities, (3) increasing the numbers of student internships with local universities and businesses, and (4) instituting summer teacher internships.	X	X	X	X	X	X
Provide targeted summer STEM camps for girls and underrepresented students to increase content knowledge and foster excitement for STEM. Activities may include <i>Mathletics</i> , District Summer Engineering camps, Robotics Camps, etc.			X	X	X	X
Engage students early in multiple high quality science and math competitions such as <i>MathCounts</i> , <i>Sunshine Math</i> , etc.	X	X	X	X	X	X
Become an active partner with <i>SECME, Inc.</i> and implement SECME clubs at the elementary, middle and high school level.			X	X	X	X
Build a core SECME Leadership team and participate in <i>the Annual SECME Summer Leadership Institute</i> .			X	X	X	X
Require participation in the district Science and Engineering Fair by all middle school students.					X	X
Ensure increased rigor at the elementary and middle school levels for mathematics and science including the purchase and use of scientific probe ware and graphing calculators at all middle schools.		X	X	X	X	X
Provide high school level science courses at the middle schools to ensure that the pipeline for additional science coursework is available at the high school level.	X	X	X	X	X	X
Increase student opportunities for Robotic competitions.			X	X	X	X
Teachers and administrators at the school and district levels will participate in continuous professional development activities offered by authorizing bodies.	X	X	X	X	X	X
Acceleration Programs teachers will form communities of practice and PLCs to share effective teaching and learning strategies.	X	X	X	X	X	X
Offer vertical articulation training 6-12 to build understanding of what students need to	X	X	X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

know to succeed on external international assessments.						
Develop and implement academic enrichment programs at critical transition points 9-12 to increase student retention rate in AICE, IB, Early College and AP Honors.	X	X	X	X	X	X
Offer bridge programs to support transition from middle school to high school.			X	X	X	X
Academic enhancement programs provided to students 9-12 to (a) strengthen content knowledge, ( b) improve test taking strategies in preparation for SAT, ACT, CPT.	X	X	X	X	X	X
Establish community based program for students and parents focused on building background knowledge in mathematics and reading.	X	X	X	X	X	X
Leverage internal partnerships to increase awareness of Programs and maximize financial resources and human capital.	X	X	X	X	X	X
Expand postsecondary partnerships to offer students pre college study opportunities.	X	X	X	X	X	X
Develop aggressive marketing plan to target multiple stakeholders.	X	X	X	X	X	X

<b>(E)(2)3.4 Deliverable:</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
Collect 2009-10 baseline STEM course data from all high schools.				X	X	X
Annually collect STEM coursework data.				X	X	X

<b>(E)(2)3.5 Deliverable:</b> Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

2010 who were awarded industry certifications.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Research feasibility of additional programs in the targeted schools to include student survey, staff survey and industry collaboration.	X			X	X	X
DCPS currently implements: <ul style="list-style-type: none"> <li>• <u>Aerospace Technologies</u> (PDF, 22KB) – 96 students were enrolled in 2009-10 and no students have yet earned an industry credential.</li> <li>• <u>Animal Biotechnology</u> (PDF, 35KB) – is a new implementation in 2010-11 with a class of 25.</li> <li>• <u>Architectural Drafting</u> (PDF, 13KB) –38 students enrolled in 2009-10 and no students have yet earned an industry credential</li> <li>• <u>Building and Construction Technology</u> (PDF, 13KB) –57 students at one high school and 18 students at another in 2009-2010. No students have yet earned an industry credential last year.</li> <li>• <u>Engineering Technology</u> (PDF, 13KB) – 174 students in 2009-2010 and 40 in the drafting courses as a complement to Engineering. No students have earned industry certification in 2009-10.</li> </ul>	X	X	X	X	X	X
Potential programs to research for implementation: <ul style="list-style-type: none"> <li>• <u>Aerospace Engineering</u> (PDF, 17KB)</li> <li>• <u>Biomedical Science</u> (PDF, 22KB)</li> <li>• <u>Biotechnical Engineering</u> (PDF, 25KB)</li> <li>• <u>Civil Engineering and Architecture</u> (PDF, 15KB)</li> <li>• <u>Computer Integrated Manufacturing</u> (PDF, 24KB)</li> <li>• <u>Drafting/Illustrative Design Technology</u> (PDF, 14KB)</li> <li>• <u>Drafting Technology</u> (PDF, 13KB)</li> <li>• <u>Electrical Drafting</u> (PDF, 13KB)</li> <li>• <u>Electronic Drafting</u> (PDF, 13KB)</li> <li>• <u>Environmental Resources</u> (PDF, 30KB)</li> <li>• <u>Industrial Biotechnology</u> (PDF, 21KB)</li> <li>• <u>Mechanical Drafting</u> (PDF, 13KB)</li> </ul>		X		X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<ul style="list-style-type: none"> <li>• <a href="#">Plant Biotechnology</a> (PDF, 44KB)</li> <li>• <a href="#">Power and Energy Technology</a> (PDF, 54KB)</li> <li>• <a href="#">Structural Drafting</a> (PDF, 10KB)</li> </ul>						
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<b>(E)(2)3.6 Deliverable:</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
Sustained teacher professional development to assist with preparing students for the certification exams.			X	X	X	X
Continued allocation of Perkins Dollars to support industry credential.				X	X	X

<b>(E)(2)3.7 Deliverable:</b> Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X		X	X	X	X
Provide reports, as requested, documenting implementation progress of industry certified program at selected school.	X		X	X	X	X

<b>(E)(2)3.8 Deliverable:</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
Teachers and administrators at the school and district levels will participate in	X	X	X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

continuous professional development activities offered by authorizing bodies.						
Acceleration Programs teachers will form communities of practice and PLCs to share effective teaching and learning strategies.	X	X	X	X	X	X
Offer vertical articulation training 6-12 to build understanding of what students need to know to succeed on external international assessments.	X	X	X	X	X	X
Develop and implement academic enrichment programs at critical transition points 9-12 to increase student retention rate in AICE, IB, Early College and AP Honors.	X	X	X	X	X	X
Offer bridge programs to support transition from middle school to high school.			X	X	X	X
Academic enhancement programs provided to students 9-12 to (a) strengthen content knowledge, ( b) improve test taking strategies in preparation for SAT, ACT, CPT.	X	X	X	X	X	X
Establish community based program for students and parents focused on building background knowledge in mathematics and reading.	X	X	X	X	X	X
Leverage internal partnerships to increase awareness of Programs and maximize financial resources and human capital.	X	X	X	X	X	X
Expand postsecondary partnerships to offer students pre college study opportunities.	X	X	X	X	X	X
Develop aggressive marketing plan to target multiple stakeholders.	X	X	X	X	X	X

<b>(E)(2)3.9 Deliverable:</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
Collect 2009-10 baseline accelerated course data from all high schools.						
Ensure accelerated coursework is a leading indicator within the DCPS Strategic Plan.						
Annually collect accelerated coursework data.				X	X	X

<b>(E)(2)3.10 Deliverable:</b> Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Employ project director and student advocates		X		X	X	X
Identify students to be served		X		X	X	X
Assemble and train school teams		X				
Develop timeline for program implementation and provide to FDOE			X			
Implement programs and track student progress quarterly		X		X	X	X

<b>(E)(2)3.11 Deliverable:</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Collect baseline data on students		X		X	X	X
Track and report progress of students in early warning system quarterly			X	X	X	X
Document student participation in interventions		X	X	X	X	X
Document effectiveness of interventions		X	X	X	X	X

<b>(E)(2)3.12 Deliverable:</b> Submission of other research based program that demonstrates a strong record of improving student achievement.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Turnaround School Early Return - Three to four days of professional development held a week earlier than the normally scheduled district pre-planning days for <b>only</b> the district designated Turnaround and Rising STAR (Strategic Turnaround and Restructuring) school's core content area teachers/paraprofessionals and coaches in Reading, Writing, English Language Arts (ELA), Mathematics, Science and Social Studies.				X	X	X
Urban Institute – Week of professional			X	X	X	X

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

development training for teachers, coaches and principals at targeted district schools from nationally-recognized experts with content-focused learning strands for Literacy, Math, and Science.						
DeSensi (Educational Directions LLC) – Contracted services providing training focused on strategies to raise low performing school’s academic achievement and assisting in the development of a working school improvement plan.	X	X	X	X	X	X
University of Florida Lastinger Center for Learning - Contracted services providing job-embedded professional development that allows teachers to work collaboratively in a differentiated manner to develop their knowledge and skills.	X	X	X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$33,333.33	\$240,648.33	\$1,616,019.61	\$2,792,331.70	\$2,378,831.70	\$2,378,831.70

**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 funding sources that will support the implementation of the new full-day Pre-K classrooms will be: Title I, State of Florida Voluntary Pre-Kindergarten (VPK) and Race To The Top.

**Urban Institute**  
The sustainability plan is embedded in the four-day Urban Institute (UI) and extends beyond the Institute through the train the trainer model and coach follow through and support at the school.

**During the Institute**  
At the end of each day, school teams reconvene from being in content area sessions with other TA schools to collaborating with their school teams. This school PLC allows for horizontal articulation across content areas and is guided by essential questions and the Urban Institute Professional Development template. This template includes the school goal for professional development, SMART Objectives, and Teacher Implementation Objective, Needs Assessment based on Data, Resources, Activities, Teacher Learning Outcomes, Teacher Practice Outcomes, and Student Learning Outcomes.

UI participants spend the last hour of each day discussing how their learning from Urban Institute keynote speakers and content sessions can be integrated into school-based training, the School Improvement Plan, and the School Professional Development Plan. The Urban Institute Professional Development template aligns with the School Professional Development Plan template.

By the last Institute session, each school has a completed Professional Development plan to share with their school colleagues based on their collective learning from the Institute. The lead school administrator returns the document to the principal. A scanned copy is also emailed to the principal.

**At The School**  
The UI participants become the teacher leaders at the school for delivering professional learning, modeling

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

strategies, and developing the School Improvement Plan (SIP) and School PD Plan. District coaches also provide support for the UI professional learning at the school level.

**Supportive Narrative (optional):**

Many urban districts are struggling with persistently lower performing schools and trying to come up with reformed-based practices that show promise in increasing student achievement. One such reform practice is to cluster similar lower performing schools with additional resources and support into a Turnaround Model. The history of accomplishing and sustaining successful “school turnaround” has limited research in the literature, but is of particular interest to many urban districts (Calkins, A., Guenther, W., Belfiore, B., and Lash, D., 2007; Salmonowicz, M., 2009).

Based on the research, in 2007, to further accelerate student achievement, a Turnaround School model was implemented for DCPS lowest-performing schools. Currently, 32 schools (15 elementary, 8 MS, 11 HS) are designated as Turnaround, based upon state assessment scores, a state school grade designation of D or F, dramatically decreased school performance in one or more targeted areas during the previous school year; Schools in Need of Improvement (SINI); and schools with unique circumstances as determined by the superintendent. Based on research from the Mass Insight Institute, three key elements are essential to move Turnaround schools forward – *Changing Conditions*; *Building Capacity and Clustering for Support*. *Changing Conditions* which represent the concept of removing barriers that impede instructional learning; *Building Capacity* which supports the revamp of professional development practices and demands within a turnaround to focus not only on content but also urban education; and *Clustering for Support* which includes the organization of resources in one focused, targeted and centralized area (Calkins, A., 2007). Duval has successfully implemented these essential components over the past three years to further student achievement of our lowest performing schools.

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

Early Warning and Response System (pp. 22)

Turnaround Schools Early Return (pp. 27)

Urban Institute (pp. 32)

Duval SIG Intervene Schools’ Extended Learning Time Master Schedules (pp. 83-91)

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**F. GENERAL**

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

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

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

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**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: Susan Biehler**  
**Title: Supervisor**  
**Phone #: 390-2813**  
**E-mail Address: biehlrs@duvalschools.org**

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Executive Director, School Choice	X	X	X	X	X	X
Supervisor, Charter Schools	X	X	X	X	X	X
Coordinator, Business Services		X	X	X	X	X
Director, Information Management		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.*

(F)(2).1 Deliverable (required): The LEA will provide documentation of its efforts to engage and include charter schools in	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Notify charter schools of meeting dates and times for each step in the district draft process	X					
Develop and send out to each charter school a detailed explanation of RTTT, MOU and final district plan for review and decisions	X					

<b>(F)(2).2 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Send out the Memorandum of Understanding and Guidance for Charter School Participation regarding Race to the Top grant funds for the Florida DOE.	X					
Receive a signed statement from each charter school their decision to opt-into or out of participation in the DCPS grant implementation of Race to the Top grant.	X					

<b>(F)(2).3 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submit implementation plan documenting charter school’s inclusion in district RTTT funded activities.	X	X	X	X	X	X
Submit documentation from each charter school of each of their own implementation plans for RTTT funded activities.	X	X	X	X	X	X

<b>(F)(2).4 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year</b>	2010-11			2011/12	2012/13	2013/14

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

<b>activity will be conducted and include collective bargaining, if applicable):</b>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Calculate and inform participating charter schools of their proportionate share of funding based on their level of participation.	X					
Inform participating charters of the amount of their proportionate share of grant funding that is still available for expenditure.				X	X	X

<b>(F)(2).5 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
DCPS will collect expenditure reports from each participating charter school and report to FLDOE.		X	X	X	X	X

<b>(F)(2).6 Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Identify charter school and district responsibilities in regard to data collection and reporting.	X	X	X			
Draft a Memorandum of Understanding to each participating charter school that states all the necessary data and reports that must be submitted to DCPS or FLDOE.	X	X	X			
Receive a signed Memorandum of Understanding from each charter school that states and assures the charter school will provide all necessary data and reports.	X	X	X			
Develop a timeline based on reporting requirements and identify charter deadlines based on district and FLDOE deadlines.	X	X	X			

<b>(F)(2).7 Deliverable (required):</b> The LEA will provide documentation that FLDOE was notified if any charter school fails to provide the necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

Report out on charter school compliance with data and reporting requirements.	X	X	X	X	X	X
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<b>Project Budget Summary by Year:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$14,141	\$11,993	\$42,487.75	\$50,967	\$41,463	\$41,463

**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)*

**Supportive Narrative (optional):**

The following four charters opted to participate with DCPS in the RTTT grant:

1. School of Success (SOS) Academy (see Appendix for customized SOW work tables – pp. 94)
2. Somerset Academy – Elementary (see Appendix for customized SOW work tables – pp. 102)
3. Somerset Academy – Middle (see Appendix for customized SOW work tables – pp. 103)
4. Duval Charter at Arlington (see Appendix for customized SOW work tables – pp. 132)

All other Duval County charter schools have indicated they will not participate in this grant opportunity.

Coordinator position to gather data and create required reports-\$44,500.00  
Equipment to support data collection and create reports:

1. Laptop-\$1101.00
2. Desktop-\$1046.00
3. Printer-\$351.00
4. Mouse-\$20.00
5. Telephone-\$100.00
6. Furniture-\$5000.00

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

Calculation of Participating Charter Commensurate Share – pp. 93  
Opt-out Notification from Non-Participating Charters – pp. 161

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**FORM (A)1.**

**LEA Student Goals and Measures**

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

<b>STUDENT ACHIEVEMENT</b>					
<p>Florida set goals for student achievement on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals on FCAT 2.0 at this time. However, when standards are set and scores are available, districts will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p> <p>LEAs may provide additional student achievement goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p>					
	2010-11 (Baseline)	2011-12	2012-13	2013-14	2014-15
% Scoring Level 4 or 5 on FCAT 2.0, 4 <sup>th</sup> Grade Reading <b>(STATE GOAL: 50% AT OR ABOVE PROFICIENT ON NAEP BY 2015)</b>	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 4 <sup>th</sup> Grade Mathematics <b>(STATE GOAL: 60% AT OR ABOVE PROFICIENT ON NAEP BY 2015)</b>	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 <sup>th</sup> Grade Reading <b>(STATE GOAL: 45% AT OR ABOVE PROFICIENT ON NAEP BY 2015)</b>	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 <sup>th</sup> Grade Mathematics <b>(STATE GOAL: 55% AT OR ABOVE PROFICIENT ON NAEP BY 2015)</b>	TBD, when standards are set in the Fall of 2011				
(OPTIONAL) Other District-Determined Student Achievement Goals  <ul style="list-style-type: none"> <li>• The percent of DCPS students in grades 6 – 10, by grade level, who demonstrate proficiency on the district’s EOC assessments in English, mathematics, and science in SY 2014-15 will increase by at least 25% over the baseline to be established at the end of 2010-11.</li> </ul>	Baseline and targets will be established in the Fall of 2011.				

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**FORM (A)1.**

**LEA Student Goals and Measures**

<b>CLOSING THE ACHIEVEMENT GAP</b>					
<p>Florida set goals for closing the achievement gap on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets for closing the achievement gap on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals for closing the achievement gap on FCAT 2.0 at this time. However, when standards are set and scores are available, LEAs will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p> <p>LEAs may provide additional closing the achievement gap goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p>					
	<b>2010-11 (Baseline)</b>	<b>2011- 12</b>	<b>2012- 13</b>	<b>2013- 14</b>	<b>2014-15</b>
<p>% Reduction in White/African-American achievement gap on FCAT 2.0 <b>(STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</b></p>					
FCAT 2.0 Grade 4 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 4 Mathematics	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Mathematics	TBD, when standards are set in the Fall of 2011				
<p>% Reduction in White/Hispanic achievement gap on FCAT 2.0 <b>(STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</b></p>					
FCAT 2.0 Grade 4 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 4 Mathematics	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Mathematics	TBD, when standards are set in the Fall of 2011				
<p>(OPTIONAL) Other District-Determined Closing the Achievement Gap Goals</p> <ul style="list-style-type: none"> <li>The gap between the percents of African-American and White DCPS students in grades 6 – 10, by grade level, who demonstrate proficiency on the district’s EOC assessments in English, mathematics, and science in SY 2014-15 will decrease by at least 25% from the baseline gap to be established at the end of 2010-11.</li> </ul>	<p>Baseline and targets will be established in the Fall of 2011.</p>				

**RACE TO THE TOP (RTTT) – PARTICIPATING DISTRICT  
DUVAL SCOPE OF WORK (SOW) - FINAL**

**FORM (A)1.**

**LEA Student Goals and Measures**

**HIGH SCHOOL GRADUATION RATE, COLLEGE ENROLLMENT RATE, AND COLLEGE CREDIT  
ATTAINEMENT RATE 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:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate	59	59	60	63	66	68	69	72	76	80	<b>85</b>
College Going Rate	58	58	60	61	62	63	64	65	67	71	<b>74</b>
College Credit Earning Rate	63	63	64	64	64	65	65	66	67	68	<b>70</b>
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	22	22	23	25	26	27	29	31	34	39	<b>44</b>

**LEA GOALS**

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

High School Graduating Class of:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate	56	51	52	53	56	58	59	62	66	70	75
College Going Rate	61	60	61	62	63	64	65	66	67	72	77
College Credit Earning Rate	60	60	61	61	61	62	62	63	64	65	70
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	20	18	19	20	22	23	24	26	28	33	40