

Table of Contents

A. OVERARCHING PROJECT PLANS 2
 LEA Student Goals and Measures 18
 STUDENT ACHIEVEMENT 18
 CLOSING THE ACHIEVEMENT GAP 19
 HIGH SCHOOL GRADUATION RATE, COLLEGE ENROLLMENT RATE, AND COLLEGE
 CREDIT ATTAINEMENT RATE STATE GOALS 20

B. STANDARDS AND ASSESSMENTS 22
 Project/MOU Criterion: Expand Lesson Study – (B)(3)1. 23
 Project/MOU Criterion: Expand STEM Career and Technical Program Offerings – (B)(3)4. 26
 Project/MOU Criterion: Increase Advanced STEM Coursework – (B)(3)5. 29
 Project/MOU Criterion: Bolster Technology for Improved Instruction & Assessment – (B) (3)6. 33

C. DATA SYSTEMS TO SUPPORT INSTRUCTION 35
 Project/MOU Criterion: Improve Access to State Data – (C)(2)..... 36
 Project/MOU Criteria: Use Data to Improve Instruction – (C)(3)(i) and (iii) 40

D. GREAT TEACHERS AND LEADERS 45
 Project/MOU Criterion: Provide Support for Educator Preparation Programs – (D)(1)(ii) 52
 Project/MOU Criteria: Improve Teacher and Principal Evaluation Systems – (D)(2)(i)(ii)(iii) 57
 Project/MOU Criteria: Use Data Effectively in Human Capital Decisions – (D)(3), including
 (D)(2)(iv)(b)(c)(d) and (E)(2)4.-5. 63
 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). 68
 Checklist for Professional Development System Revisions under RTTT 74

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS 75
 Project/MOU Criteria: Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2. 77
 Project/MOU Criterion: Implement Proven Programs for School Improvement – (E)(2)3. 82

F. GENERAL 95
 Project/MOU Criterion: Include Charter Schools in LEA Planning – (F)(2)..... 96

Appendix - List of Acronyms 101

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.

(a) How the plan will support the state's Theory of Action

Hillsborough County Public Schools' scope of work reflects a comprehensive plan that addresses four areas of reform: **standards and assessments** that prepare students to succeed in college and the workplace; **data systems** that measure student growth and inform instruction; recruiting and developing **great teachers and leaders**; and **turning around lowest-achieving schools**. The plan supports the State of Florida's overarching Theory of Action through extensive professional development, data systems to monitor the impact of human capital investment, intense focus on teachers and leaders, and entrenchment of an academically rigorous culture through enhanced and aligned standards, assessment, and coursework. Outcomes from this sustained effort include increased student achievement levels that are reflected in increased state and national assessment scores, closing of the achievement gap, increased high school graduation rates, college enrollment, and attainment of college credit.

The key to successful implementation of Hillsborough County Public Schools' (HCPS) Race to the Top (RTTT) work plan is integration. Currently HCPS is undertaking systemic reform that reaches all aspects of student progress within the district. The HCPS reform initiatives work within the RTTT framework to ensure that multiple initiatives are linked. Recognizing that it is impossible to achieve high student performance unless there is a highly coherent system in place, RTTT enables the operation of a coherent system within the explicit design of the RTTT goals and deliverables.

HCPS' plan of work delineates activities to support the four areas of reform. The **standards and assessments** initiative encompasses activities that support the transition to enhanced standards and assessments. This includes professional development initiatives that will assist teachers in the implementation of new, common core standards and the strategies to help students meet the challenges of these standards. Science, Technology, Engineering, and Mathematics (STEM) are a strong focus. Additional high school career and technical programs aligned to STEM occupations with access to industry certification examinations are a plan component. STEM related accelerated courses will also increase with the advent of the RTTT initiative. Providing foundational support for the reform in standards and assessment, technology infrastructure is planned to provide both teachers and students access to strategic tools for improved instruction and assessment.

Data systems that measure student growth and inform instruction are the backbone of the plan integration. HCPS will assist in the design and implementation of systems to provide access to information for all stakeholders. Single sign-on integration with state data systems is a planned outcome. Using data to improve instruction has been a focus throughout all divisions in the district with the design and implementation of the Strategic Plan. RTTT continues this focus to meet the challenges of integrating all data across student and personnel systems to channel information to usable formats that measure the impact on student achievement. Enhanced data systems will drive focused actions toward goal attainment and enable proactive response to human capital challenges. HCPS will provide data from the data systems to the Florida Department of

Education to support the state's efforts to use data to drive educational decisions and policies. Professional development for teachers and administrators in the use of both HCPS and state data systems is an integral component of this reform area.

Great teachers and leaders are the major emphasis of the HCPS plan. RTTT builds the capacity of teachers and administrators to expand the impact of innovation for students. RTTT planning includes collaboration with teacher preparation programs to support the recruitment of effective teachers. Implementation of a rigorous, transparent and fair evaluation system has already begun in HCPS. Student achievement data is a component of a multi-metric evaluation system with a comprehensive range of ratings. In order to implement a new evaluation instrument, professional development will be designed and accessible to all teachers and administrators. Software and data integration will support the management and distribution of observation data collection. HCPS is developing a three year, value-added model of student achievement to assist in the determination of teacher effectiveness. Valid and reliable pre and post test item banks will support the development of a district-wide test banking and administration system that will provide access to formative/diagnostic assessments. Evaluation will drive professional development, as education professionals are able to track their performance and assess their professional development needs. All of these initiatives support a compensation system that encourages documented effectiveness. Enhanced data systems will assure that the HCPS performance management system results in meaningful distinctions in individual employee performance. Accountability for the great teachers and leaders reform efforts includes salary schedules that reflect the use of the evaluation system, a staffing plan to support effective teachers and leaders in high needs schools, timetables for implementing new evaluation systems, and documentation of the accountability process in the use of the evaluation system.

Activities for **turning around lowest-achieving schools** align with the district's School Improvement Grant application. HCPS currently has two schools in "Intervene" status on Florida's list of persistently lowest-performing schools (Franklin Middle School and Middleton High School). HCPS has established a District Managed Turnaround Team to select the intervention model based on analysis of student performance data. Program implementation includes expansion of advanced classes and a school-wide Positive Behavior Support (PBS) system. Integrated with the other reform areas, the turning around lowest-achieving schools initiative includes focused professional development and intense data collection from these two schools. Data collection will reflect parent participation, student discipline documentation, and formative achievement data. The professional development will include regularly scheduled blocks of time for Lesson Study. Lesson Study sessions will focus on grade level and content area Next Generation Sunshine State Standard lessons that are used to teach, observe and study student learning. Lesson Study protocols will be monitored by School Administrative Teams, as will training in the use of a PBS matrix of universal positive expectations that will serve as the common language for staff and students.

Hillsborough County Public Schools recognizes Race to the Top as an extraordinary opportunity to integrate rigorous standards for both students and educators with innovative data systems to support accelerated student growth and the eradication of achievement gaps and low performing schools. The HCPS work plan for Race to the Top manages a highly integrated system with explicit designs that are coherent from the classroom level, to the school, to the district and the state. Each element of the plan is designed to support and reinforce all reform areas with activities converging to propel achievement for all students.

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

HCPS' reform plan mirrors Florida's commitment to its student achievement goals. The first key goal, *to double the percentage of incoming high school freshmen who ultimately graduate*

from high school, go on to college, and achieve at least a year's worth of credit, requires a greater emphasis on college and career preparation throughout the K-12 school years and beyond. Specifically aligned with this goal are activities that support the creation of an additional high school career and technical program in Environmental Resources that provides training for STEM-based occupations. The Career and Technical Education (CTE) district STEM team collaborated with the community Business and Industry Advisory Board to identify the Environmental Resources program, based on an analysis of employer needs in the community. This new career and technical program will be developed and implemented over the course of the RTTT period. Industry certification roll-out procedures will be managed by the CTE STEM team and will function as a model for the development of additional STEM programs that offer industry certification. To additionally bolster this goal, HCPS will expand the current number of Advanced Placement, International Baccalaureate, and dual enrollment course offerings. The platform upon which success in this area is built is professional development and technology infrastructure. Increased professional development opportunities will build a larger pool of teachers ready to teach advanced courses; data collection will increase the ability to target more students for advanced mathematics and science courses. Updated instructional tools will equip programs, teachers and students for 21st century learning. Ongoing collaboration with postsecondary institutions for both training and student access will help to align the high school coursework with the skills needed for college success. The integration of these initiatives will move our students to a projected 75% college going rate for the high school graduating class of 2015, with a 72% college credit earning rate for those students. Annual targets enable progress monitoring.

As with the rest of the RTTT design, the student achievement goals intersect to contribute to the overall outcome. The second key goal is to *cut the achievement gap in half*. The first goal can't be accomplished without substantial progress on this second goal. All efforts to engage and maintain highly effective teachers and leaders, increase rigor, bolster technology for improved instruction and assessment, and use data effectively are foundational supports for this goal. Specific points of concentration for this goal include a focus on lowest-performing schools and include detailed lesson study, an identified school-wide behavior support system, effective partnership with parents, and additional opportunities for rigorous, college preparatory courses. Professional development activities are the ties that bind all efforts together to create a strong catalyst for success.

Florida's third key achievement goal, *to increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest performing states*, brings the emphasis to elementary and middle school. Again the Florida goals intersect; root support strengthens the viability of all goals. As the state transitions to revised state-wide assessments based on the new common core standards, HCPS' RTTT plan ensures the usability of automated tools for improved instruction and assessment. The proactive, comprehensive design of the district plan to invest in teachers and leaders touches this goal with multiple initiatives. The cultural shift within HCPS to a performance driven system creates a context conducive to positive change.

(c) The LEA's current status with respect to the various reform elements including strengths and challenges

Reform element: Standards and Assessments

In 2007, HCPS was chosen to partner with the College Board in its EXCEerator schools program. Four high schools were chosen as EXCEerator schools for this project. In response to the successful pilot, in the 2008-2009 school year HCPS leveraged a variety of funding sources in order to implement the EXCEerator model district-wide in grades 6-12. The foundations of the EXCEerator model match the district focus on college readiness through the rigorous academic

programming; college planning and preparation; professional development for teachers, administrators, and guidance counselors; and developmental supports for students, particularly poor and minority students. A specific *student academic support system*, Advancement Via Individual Determination (AVID), is a lynch pin of the EXCEerator model. AVID elective courses are taught at all HCPS middle and high schools. Additionally, content teachers in grades 6-12 receive extensive training in the use of AVID strategies within the content curriculum. As part of the district's reform agenda, teachers and administrators receive extensive professional development in all strategies related to the EXCEerator model, in addition to the district's regular professional development offerings.

The percentage of graduates who enroll in post secondary institutions has shown steady growth since the implementation of the EXCEerator model, with a 15.63% increase from 2006-2009. Currently HCPS offers 428 Advanced Placement classes throughout the district's high schools. Approximately one-third of these are STEM related courses. Aligned with the challenge of Advanced Placement classes, HCPS offers additional rigor through Career and Technical Education classes. Currently, there are twenty-six CTE programs that offer thirty four different industry certifications.

Assessment both gauges and drives our progress. Nationally, HCPS participates in the National Assessment of Educational Progress (NAEP) and has volunteered for, and been selected to participate in, a NAEP Trial Urban District Assessment. HCPS results are compared with other large districts in the state and the nation. HCPS students also take the SAT and ACT college placement tests, along with the PSAT (grade 10) and the Stanford 10 (grades K-2) assessments. State assessments are used to adjust instruction with FAIR (Florida Assessment for Instruction in Reading), CELLA (Comprehensive English Language Learning Assessment), and FCAT (Florida Comprehensive Assessment Test). In order to assess school readiness, the FLKRS (Florida Kindergarten Readiness Screener) is used. Locally developed assessments include course examinations in non-FCAT subjects for every grade level. These assessments are standards based, field tested in classrooms, and psychometrically evaluated. HCPS Office of Assessment and Accountability field tests each district test and examines it for reliability. A Kuder-Richardson (KR-20) reliability value of over .85 describes the reliability of the tests. These assessments provide the opportunity for information and remediation at several times during the school year and enable school personnel to make appropriate instructional decisions.

Access to assessment data is critical to the continuous improvement process and the viability of a comprehensive assessment system. HCPS maintains two products that are used by teachers, administrators and district office staff. The Instructional Planning Tool (IPT) provides student information for current and previous year by school, class, teacher, and student. This data can be manipulated by selected demographic factors. The Scantron Achievement Series houses the district's locally developed assessments and also allows teachers to create their own exams for instructional decision-making purposes. The system also maintains strand tests developed by the district based on the Sunshine State Standards. These tests are able to be given by the teacher after instruction has occurred in a particular strand area and transmitted electronically. The teacher receives immediate feedback to so that instruction can be modified if needed. Also critical to a viable comprehensive assessment system is data analysis training. HCPS focuses heavily on data analysis during pre-planning and maintains that focus throughout the year with multiple trainings.

Challenges in the area of standards and assessment include embedding the cultural shift toward academic rigor for all students with all stakeholders. Definitive assessment is still evolving. Professional development to implement new state and common core standards competes with other mandates for teacher time and district dollars. The achievement gap remains a challenge. Those gaps exist between students of different races and socio-economic backgrounds. Gaps also exist between students who are expected to excel and take the most rigorous coursework and those

who, in the past, were not expected to do so. HCPS has raised expectations for all students. The next step is greater outcomes for all students.

Reform element: Data systems

HCPS manages a robust information infrastructure. HCPS Information Service (IS) Department is able to link student achievement data to teacher and administrator payroll and human resources data systems. These data are currently used in the deployment of the district's Merit Award Program (MAP) and Teacher Incentive Fund (TIF) programs. Each student is assigned a student ID number when he/she enrolls in HCPS that remains constant through his/her school career. All students are linked to teachers by course, including elementary students. Teacher IDs remain constant over years and across data systems. All district employees are assigned an ID number when they begin employment. Teacher information can be linked across data systems, including matching teachers and classes to salary, education, experience, licensure, and individual students' assessment scores which can be matched over multiple years. HCPS has access to item level data on all local assessments. On state assessments, districts do not receive data specific to each item, but receive data by strand/state benchmark to identify strengths and weaknesses for individual students, classes, schools, and district-wide.

Increased support for the intensive data requirements of Race to the Top have begun by utilizing an addition to the current Lawson financial system, the Lawson™ Talent Management Software Suite, a fully integrated strategic human capital management system. Lawson Talent Management (LTM) is made up of seven distinct, interrelated applications. These applications include features such as competency repositories, global employee records, and enhanced onboarding support. The software suite will also help evaluate and measure workforce performance, manage compensation (including performance awards), and create alerts when employees are ready for progression or at risk of leaving.

Additionally, development of new district and school-level scorecards that track progress against the district's chief objectives has begun. Customized scorecards will focus on the various performance data required by Florida's A++ accountability and federal ESEA standards, along with other key metrics, into a coherent set of standardized metrics. Aligned with the scorecard, HCPS has also begun simplifying the use of data through the design of data dashboards, which will supply day-to-day information on both teacher and student performance such that principals and teachers can easily diagnose issues and develop solutions. At the teacher level, the dashboard will combine student performance results with attendance, discipline, and student demographic information to provide teachers with a more complete view of their students' performance. In a simplified one page view, teachers will view student data disaggregated by subgroups to determine how they are performing relative to each other, to the school and to other schools with similar students. Principals will be able to access each teacher's dashboard, but they will also have access to their own school-wide dashboard in order to manage school performance. Data on teacher performance by student subgroup will be provided along with discipline and attendance statistics, classroom observation information, and other school-wide information to help a principal better monitor student and teacher performance. The dashboard will provide comparisons relative to similar schools and to the district as a whole.

The district has made great strides in the creation and maintenance of a comprehensive data warehouse that integrates professional development, assessment, and HR data into a seamless environment. However, enhancements to the current data infrastructure to enable collection of all desired data and communication across systems are required. Additional personnel to assist with design and implementation of the systems are needed for successful implementation.

Reform element: Great Teachers and Leaders

Over the last decade, HCPS has been strategically moving toward a successful performance based compensation system (PBCS) in order to realize the district's commitment to success for every student. Within HCPS both principal and teacher remuneration were standardized based upon negotiated salary levels that aligned with length of service. A performance based pay system was introduced during the 2001-2002 school year and used the classroom evaluation instrument as a gauge for teachers. The system did not have a defined link to measurable student achievement. To earn a performance award under this system, administrators met goals developed with their immediate supervisor, while tenured teachers earned performance awards through an observation and portfolio system reviewed by their principal. In the 2005-2006 school year, Florida State Statute-1012.01(2)(a)-(d) mandated a performance based system for teachers that included student achievement. Districts could develop their own plan or follow the state provided plan. The HCPS plan was approved and the PBCS in the district evolved from an experience based pay scale, to some incentive/performance awards based upon evaluation only, to a system that includes evaluation and student achievement.

These initial development of a PBCS laid the foundation for the district's 2007 Teacher Incentive Fund proposal, *Performance Outcomes with Effective Rewards* (POWER I). The POWER I proposal development was a highly collaborative process and its implementation has required commitment and communication from all stakeholders. POWER I placed focus on differentiated performance pay to attract and retain highly effective teachers and leaders in high needs schools. It demanded an enhanced technology infrastructure, the development of effectiveness and a performance rating, and a massive influx of professional development for participating schools. Accompanied by the vision of highly effective teachers in every classroom, the POWER I implementation experience laid the groundwork for another strategic step.

In 2009, with pre-decisional safeguards of intense collaboration and open communication, HCPS crafted a seven year "Empowering Effective Teachers" (EET) plan to attract, support, reward, and retain the most effective teachers and administrators. Beginning in the fall of 2010 HCPS is using a new multi-metric teacher evaluation system that includes new overall evaluation criteria and a new instrument to measure the criteria. Teachers' performance will now be evaluated based on their principal's evaluation (30%), their peer/mentor's evaluation (30%), and a value-added measure of student achievement (40%). A district committee comprised of teachers, CTA leadership, district leadership, and school-based administrators, worked for several months to create a new evaluation instrument for instructional personnel, based on Charlotte Danielson's Framework for Teaching, a research-based set of components of instruction, aligned to the Interstate New Teachers Assessment and Support Consortium (INTASC) standards and grounded in a constructivist view of learning and teaching. In this framework, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4). Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The HCPS instrument uses the components and elements within the domains, with rubrics modified and components weighted to meet the specific needs of Hillsborough County Public Schools. The new performance levels will have explicit progression and exit implications to clearly articulate what is considered effective, highly effective, and underperforming. With the assistance of external experts from the Value Added Research Center (VARC) at the University of Wisconsin, HCPS will create a new value-added measure that is based on state assessments and district made tests. Average student learning gains will be measured over a three year period. Until the 2013-2014 school year, when teachers and principals

will have three years of student learning gains data under the new system, student learning gains will be based on one year's gain, then an average of two years' gain.

Under the EET initiative, peer/mentor evaluators are responsible for delivering both formative and summative evaluations to every teacher. Peer evaluators are assigned to experienced teachers, while new teachers to HCPS will be assigned mentor evaluators for a two year period. Selected from among the district's highest-performing classroom teachers, these evaluators will serve 2-3 year rotations before returning to the classroom. The creation of a new teacher evaluation system and the introduction of the concept of peer evaluation required a great deal of training. Cambridge Education was engaged as our training partner and has trained a total of 686 peers, mentors, and administrators. Each evaluator was required to attend 40-50 hours of classroom training and field work. All district teachers were provided with a six hour in-service that modeled and explained the new evaluation instrument.

A district committee has also been established to create a revised principal evaluation system. The specific weights of the evaluation criteria are still being determined, with student achievement as a primary factor. Other criteria include results from a 360° survey, student attendance and discipline, school operations, the retention of effective teachers, and the ability to adequately evaluate staff. The Val-Ed survey, created at Vanderbilt University and marketed by Discovery Education was selected as our 360° instrument and was used in all schools during May 2010 in order to familiarize staff with the process as we move forward.

A significant step toward the establishment of a performance based career ladder was achieved on August 31, 2010 when the School Board approved a teacher contract that included a Memorandum of Understanding on all of the key points of the EET reform effort. The contract was approved with an overwhelming 96% vote by the district's teachers. The MOU eliminates advanced degree supplements for all new hires with fewer than ten years prior experience, replacing it with a one-time tuition reimbursement payment distributed over a four year period. Further, the reimbursement is paid at the end of each year only if the teacher has been recommended to return the following year. The contract also stipulates that all new hires with three or fewer years' experience will go into the new performance based compensation plan when it is instituted in 2013-2014. The national presidents of both the AFT and NEA have visited Hillsborough County during the year to acknowledge the launch of this groundbreaking initiative.

There are challenges that require intense effort. There is still a gap in post secondary enrollment. Massive training will have to occur to increase the comfort zone of all stakeholders with change factors. Performance management will have to maintain sensitivity to process indications to ensure an integrative approach to reform effectiveness. Coordinating and sequencing change at the scale being implemented is a challenge at all district levels. HCPS has overarching strengths that will sustain this reform initiative. Consistency of leadership provides goal focus. Inclusive strategies at every benchmark along the continuum of change build capacity for success at all levels of implementation. In spite of all past efforts, an achievement gap is still a reality in HCPS. The Race to the Top initiative bolsters current district reform and aligns it with state reform to create a movement that will impact achievement for all students and change this reality.

Reform element: Lowest-performing schools

School improvement is a key element of the reform process in HCPS. There is a commitment to strategically allocate adequate resources in order to substantially raise the achievement of students in the district's lowest-performing schools. An integral resource for student success is effective educators. The district has worked to leverage funds to support reform initiatives in low performing schools that increase the capacity to attract and retain effective personnel. To reward effective performance, Florida's Merit Award Program (MAP) awards up to 5% of a beginning teacher's salary. Additionally, teachers may receive funding from the following programs:

National Board Certified teachers, teachers of Advanced Placement (AP) or International Baccalaureate (IB) whose students earn passing scores, Florida A++ Accountability system (bonuses to schools with high student achievement), and the HCPS Salary Differential program (highly qualified teachers at low income schools earn a 5% bonus and an additional performance bonus awarded on the basis of school performance). HCPS enhanced the differentiated pay system in high needs schools with Teacher Incentive Fund grant dollars that provide an additional up to 5% bonus for teachers who earn the MAP bonus. Enhanced technology and focused professional development are provided for both teachers and principals to examine data and strategically address the needs of struggling students.

With two schools identified as persistently lowest achieving and designated as “Intervene” status by the state, HCPS has a designated District Turnaround Team that will work with these two School Administrative Teams. This teamwork will provide additional support for a coordinated improvement plan. The district has already embedded Professional Learning Communities in the school culture at all levels. Lesson Study will be a focus of the learning communities at the two “Intervene” schools. Individual Professional Development Plans (IPDP) and Individual Leadership Development Plans (ILDLP) are data driven and allow teachers and leaders to analyze needs based on student achievement. AVID (Advancement Via Individual Determination) classes and tutors support skills for students working within a rigorous curriculum designed for college readiness. To support these efforts, School Improvement personnel will work to 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. All the reform systems for standards and assessment, data systems, and teachers and leaders are present in the persistently low performing schools. The challenge is to propel the district reform initiatives within in these schools while carefully monitoring and meeting the unique needs of these schools. Parent outreach, behavior, and academic support are underlying issues. Additional resources in data collection, training, coaching and mentoring are needed.

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.

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

HCPS offers a multitude of opportunities for members of our school staff and private citizens to

participate in and contribute to decisions. The community at large has public access to Hillsborough County School Board decisions. Public comment is available at televised School Board meetings. The community has the opportunity to e-mail Board members and the Superintendent. E-mails receive a response with forty-eight hours. Each year, schools conduct a School Climate and Perception Survey that includes an assessment of community collaboration. On key issues, the district provides opportunities for employees and members of the community to offer specific suggestions. Survey responses are posted. Parents and employees are updated on school and district events via the ParentLink automated phone messaging system. The community can also sign up for a district listserv. One method to ensure stakeholder input is through participation on both school and system committees. While serving on these committees, parents, students, and community members are given the opportunity to voice their opinions and expectations while developing policies and programs affecting the school district. School and district committees include non-employees (parents, students, community leaders) as well as employees, so that recommendations come from a diverse group and multiple perspectives.

Excellent communication with varied stakeholders to maintain involvement is a decisive element in a large scale change initiative. It is the foundation for support. Communication channels have been expanded and tailored to meet the needs of the district reform strategies. For example, an early survey indicated a great range among stakeholders as to the preferred method of communication about the EET initiative. As a result, the district provided specific information via the district website, email, night time teacher forums, faculty meetings, and through a new e-Magazine that was introduced near the end of the 2009-10 school year. An FAQ section on the HCPS website was generated primarily from questions that were asked at teacher forums so that those who could not attend would benefit. Many teachers preferred to take advantage of our email "hotline." All questions are answered by someone at the director level or above, within twenty-four hours in almost all cases. District staff members regularly appear at schools' faculty meetings. These visits have been very productive because they do more than inform, they bring the people most closely involved with the initiative directly into the school and allow teachers to ask questions in a setting in which they feel comfortable. In addition, the district hired a communications consultant that not only produces materials and provides strategic advice but also trains district personnel in how to work with media. The local media have provided generally favorable coverage in no small part because HCPS has provided liberal access. For example, the St. Petersburg Times correspondent participated in summer trainings for peer evaluators and, as a result, is able to write from a more informed point of view.

The district communication plan targets both internal and external audiences. The primary focus of internal communication is HCPS personnel. External communication gives and receives information from parents, business leaders, local government and university officials as well as state level entities. University involvement occurs through grant partnerships and input into new teacher induction processes, and curriculum training. Multiple brief communications provide information on new initiatives and milestones to all stakeholders. Pulse checks through web-surveys are used to gauge teacher and principal engagement and to provide updates on project developments. Town hall meetings occur where internal and external stakeholders can come together to receive information and ask questions. Frequent and consistent communication is utilized, so that employees get the news directly from the district with one voice across multiple channels. District leadership partners with union leadership to ensure that accuracy of information and transparency of progress is communicated. Quarterly teacher web surveys provide formative data to help guide the communication process. HCPS recognizes that communication builds commitment and will respond as data reflects the level of community involvement and the need for increased outreach.

(b) Identification of the leadership/management team(s)

Leadership and Management Teams Hillsborough County Public Schools Race to the Top

School Board

Superintendent of Schools

Race to the Top Advisory Board
 Deputy Superintendent; Deputy Superintendent/Chief Human Resources Officer;
 Assistant Superintendents for Administration, Curriculum and Instruction, and Student
 Services and Federal Programs; Chief Information and Technology Officer

Race to the Top Project Director

Race to the Top Task Force
 General Director of Federal Programs, General Director of Career Technical and Adult
 Education, General Director of Academic Access, Director of Professional
 Development, Director of Evaluation and Compensation, Information Services Data
 Center Manager, Information Services Application Manager, Manager of Personnel
 Services, Manager of Leadership Training, Assistant Director of Assessment,
 Supervisor of Title I School Improvement, Principal on Special Assignment, Office of
 School Improvement

(c) Strategies for monitoring implementation

Monitoring implementation is a systematic process and requires integrated activities to be successful. The monitoring strategies for the HCPS Race to the Top initiative are configured to guide comprehensive examination of activity at all levels of the project.

The hub of the monitoring cycle is the RTTT Task Force. The Task Force will meet weekly during start-up and then scale back to monthly meetings. The Task Force will have representation from all components of the RTTT plan. Initially, they will ensure that monitoring is included in all plan components. Once the existing monitoring activities are defined, key indicators will be delineated. Data review will occur at each Task Force meeting to assess barriers to progress. A formative feedback loop is embedded in the process. Results of data review will be communicated to all implementation stakeholders. State required monitoring will be the responsibility of the RTTT Project Director who will work with the Task Force to submit deliverables. Summative reporting will occur on schedule, with summative evaluation delineating long term program effects.

(d) An overall implementation timeline

A four year RTTT implementation timeline is charted below. Three phases are color coded: Development (planning and piloting) is white; Implementation (fully launched) is dark gray; Continuation is light gray.

Hillsborough County Public Schools Race to the Top Projected Timeline				
Reform Area: Standards and Assessments				
USDOE Required: Supporting the transition to enhanced standards and high-quality systems				
<u>FLDOE Required</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1.Modify schedules of persistently lowest-performing schools to accommodate Lesson Study				
2. Ensure that professional development in all schools will focus on new common core standards				
3. Implement a system to evaluate the fidelity of Lesson Study and formative assessment implementation that is tied to student assessments.				
4. Implement at least one additional CTE STEM program with access to industry certification				
5. Increase the number of STEM related accelerated courses				
6. Ensure each school possesses the technology to access improved instruction and assessment				
Reform Area: Data Systems to Support Instruction				
USDOE Required: Accessing and using State Data				
<u>FLDOE Required</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1.Assist in the improvement of customer friendly access to effectively use state data systems				
2. Use state level data with local instructional improvement systems to improve instruction				
USDOE Required: Using Data to Improve Instruction				
<u>FLDOE Required</u> Use of local instruction improvement systems	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Use customer friendly front end systems that show disaggregated growth data				
2.Implement an instructional improvement system and ensure its use				
FLDOE Required: Using Data to Improve Instruction(Availability and accessibility of data to researchers)				
<u>FLDOE Required</u> Availability and accessibility of data to researchers	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Provide requested data from local instructional improvement and longitudinal data systems				
USDOE required: Using Data to Improve Instruction				
<u>FLDOE Required</u> Professional Development on use of data	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Provide effective professional development on use of the instructional improvement system				
2.Provide effective professional development on the use of state level data systems developed during the grant term				

Reform Area: Great Teachers and Leaders				
USDOE Required: Providing high quality pathways for aspiring teachers and principals				
FLDOE Required <u>Alternative Routes to Certification</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Coordinate with preparation programs to provide effective district personnel to supervise pre-service teacher and educational leadership candidates.				
2. Use student performance data to review and improve ACP programs				
FLDOE Required: Improving teacher and principal effectiveness based on performance				
FLDOE Required <u>Measure student growth</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Measure student growth on state assessments and district selected assessments or valid national assessments				
USDOE Required: Improving teacher and principal effectiveness based on performance				
FLDOE Required <u>Design and implement evaluation systems</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Design and implement a teacher evaluation system with teacher and principal involvement that meets RTTT elements D(2) (ii) 1. a.b.c.d.				
2. Design and implement a principal evaluation system with teacher and principal involvement that meets RTTT elements D(2) (ii) 2. a.b.c.				
3. Submit evaluation systems for approval				
4. Use student performance data in evaluation of district level staff in any position directly related to student learning				
5. Report results of evaluations to the Department during Survey 5				
USDOE Required: Improving teacher and principal effectiveness based on performance				
FLDOE Required <u>Conduct annual evaluations</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Teachers: Multiple evaluations for first-year teachers integrated with the support program, core effective practices, and student data				
2. Teachers: Conduct multi-metric evaluations prior to a milestone career event				
3. Teachers: Conduct evaluations using RTTT criteria at least once a year				
4. Principals: Conduct evaluations using RTTT criteria at least once a year				
USDOE Required: Improving teacher and principal effectiveness based on performance				
FLDOE Required <u>Use evaluations to inform professional development</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Establish an IPDP in part based on student performance data and prior evaluation				
2. Individualize support and training for 1 st & 2 nd year				

teachers and determine who will provide coaching and mentoring.				
3. Establish an ILDP for principals based in part on student performance and prior year's evaluation				
USDOE Required: Improving teacher and principal effectiveness based on performance				
FLDOE Required Use evaluations to inform compensation, promotion and retention	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Implement a compensation system for teachers that ties gains in salary to effectiveness, implements requirements for differentiated pay, provides promotional opportunities				
2. Implement a compensation system for principals that ties gains in salary to effectiveness, implements requirements for differentiated pay through bonuses or supplements.				
3. May scale up the compensation plan	NA	NA	NA	NA
4. Provide a salary schedule annually to the Department indicating how the compensation system requirement has been met				
USDOE Required: Improving teacher and principal effectiveness based on performance				
FLDOE Required: Use evaluations to inform tenure and/or full certification	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Base decisions to award employment to teachers and principals based on effectiveness demonstrated through evaluations using RTTT criteria				
MOU Criterion: Improving teacher and principal effectiveness based on performance				
FLDOE Required: Use evaluations to inform removal	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Base decisions on staff reduction, including teachers and principals holding contracts, on level of effectiveness as demonstrated on annual evaluation				
2. Hold staff with responsibility in the dismissal process accountable for using statutory process and timeline for removing ineffective teachers from the classroom				
3. Report annually through Survey 5 teachers and principals dismissed for ineffective performance				
4. Report annually through Survey 5 highly effective teachers and principals who have resigned or are no longer employed.				
USDOE Required: Ensuring equitable distribution of effective teachers and principals				
FLDOE Required High poverty and/or high minority schools	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Develop a plan that uses effectiveness data to attract and retain highly effective teachers and principals in high needs schools.				
2. Implement a compensation system to provide highly effective staff for high needs schools				

3. Present a plan with strategies in addition to compensation to provide highly effective staff for high needs schools				
4. Report effectiveness data annually in Survey 5				
USDOE Required: Ensuring equitable distribution of effective teachers and principals				
FLDOE Required: <u>Hard to staff subjects and specialty areas</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Implement a compensation system to recruit teachers in hard to staff and specialty areas				
2. Implement recruitment and professional development for hard to staff and specialty areas				
USDOE Required: Providing effective support for teachers and principals				
FLDOE Required: <u>Quality Professional Development</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Implement professional development that uses the state protocol standards for teachers				
a. Lowest achieving schools will modify the schedule to accommodate lesson study				
b. Professional development in all schools focus on new common core standards				
c. Implement IPDPs based on student performance and results of prior evaluation				
d. Implement a beginning teacher support program integrating student and observation/coaching data.				
2. Implement professional development for principals				
a. Professional development in all schools focuses on new common core standards				
b. Implement professional development based on the principles of lesson study and formative assessment.				
c. Implement ILDPs for principals based on student performance and prior evaluations				
USDOE Required: Providing effective support for teachers and principals				
FLDOE Required <u>Measure effectiveness of Professional Development</u>	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Evaluate professional development based on student results and changes in classroom/leadership practice				
Reform Area: Turning Around Lowest-Performing Schools				
USDOE Required: Turning around the lowest-achieving schools				
FLDOE Required	Project Years			
	Year 1	Year 2	Year 3	Year 4
1. Select and implement one of the 4 school intervention models				
2. Activity for LEA with more than 9 persistently lowest-achieving schools	NA	NA	NA	NA
3. Submit a plan that implements a program in each persistently lowest-achieving school and the feeder				

pattern schools				
4. Use effectiveness data from annual evaluations to determine incentives for the most effective teachers in the persistently lowest-achieving schools				
5. Only assign new teachers to persistently lowest-achieving schools if they are participating in a high performing teacher preparation program and receive additional support				

(e) Budget Summary

HCPS is requesting \$26,547,639.00 over the four years of Race to the Top implementation. Funds requested in Year 1 are \$6,728,520.00; Year 2 are \$5,554,578.00; Year 3 are \$6,711,184.00; and Year 4 are \$7,553,357.00.

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

In addition to participating in the statewide evaluation efforts of RTTT, HCPS is committed to evaluation of the project implementation to ensure overall success of the project. Vigorous evaluation will allow HCPS to identify the strengths and weaknesses of the plan in real-time and to make adjustments when necessary. The goal of the evaluation will be to ensure that implementation yields the impacts and performance gains that are expected. It will also be critical to identify which of the many changes are having the desired effects on student outcomes. Throughout the implementation of each RTTT initiative, HCPS wants to ensure that there are effective, well-trained teachers in every classroom, that high-needs students are taught by effective teachers, and that excellent principals lead our schools.

Milestones that coordinate with the proposed timeline within each RTTT initiative will be determined. The RTTT Task Force will work with the Project Director and the Assessment and Accountability Office to assess progress toward milestones and adjust program processes as needed. State reporting requirements will support the consistent collection of project data. Internal gauges will support additional examination of the indicators.

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

As the 8th largest district in the nation, with an annual budget to match its size, sustainability planning to fund district priorities is a routine and deeply entrenched practice. The priorities identified by the state RTTT plan mirror the district’s current agenda. HCPS has supported college / career readiness and performance pay for several years; this project builds the capacity of the district to move further and faster, but in the same direction, as planned prior to this funding opportunity. These priorities are embedded in existing district practices. The following elements build sustainability.

Stakeholder Support: Support is critical to sustainability. Stakeholder alignment and support will enable the district to overcome many potential challenges. Alignment around the project mission ensures that issues can be resolved without compromising the project’s goals. The Classroom Teachers Association, teachers, administrators, community members, and all district divisions were involved in the project development through focus groups, surveys, and working teams. Teachers are critical to affecting change and, with HCPS RTTT, change will happen

“with” teachers and not “to” them. To ensure stakeholders remain engaged and enthusiastic about the project, HCPS will seek their opinion and advice throughout implementation through survey and interactive communication.

Capacity Building: The implementation plan for this project has been grounded in the belief that the district must be able to sustain all changes. Third party partners were selected for their ability to help the district build the capacity for these changes. Partners such as Cambridge Education, Lawson Talent Management, Charlotte Danielson, University of Wisconsin, and the New Teacher Center, have agreed to share their knowledge and best practices, to allow the district to subsequently absorb and implement independently. Professional development is integral to every component of the project. As each component is phased in to the overall plan, professional development both precedes and supports it. Knowledge builds as the components integrate, enabling a solid foundation for the total reform.

Culture Shifts: With the advent of the district’s performance pay system four years ago, HCPS introduced the concept of data driven remuneration. The Teacher Incentive Fund and Merit Award Program funding reinforced this concept and added incentives for effective teachers and leaders to work in high needs schools. Collaboration with the teachers union preceded all initiatives. This project, with its new compensation system, will move more fully to pay-for-performance. While existing teachers may opt in or out of the new system, all new teachers will enter employment on the new salary schedule. HCPS will be able to slowly migrate to a culture based completely on performance. This gradual shift and collaborative input enhances stability.

Structures: HCPS planned carefully to create and maintain structures that will ensure the sustainability of the project. Teacher evaluation rubrics, data systems and dashboards, new principal evaluation systems and other structures will help these new initiatives take hold and remain in the district well beyond the timing of the grant.

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.

HCPS has carefully analyzed all recurring and non-recurring funds to identify funds that will shift from the support of existing programs to newer and more effective programs. In addition, HCPS will aggressively seek new funding from local and national foundations, federal and state programs, and any other sources to ensure that this project is fully funded well into the future.

Identified funding sources include:

- Supplemental Academic Instruction (recurring, categorical)
- Reading (recurring, categorical)
- Pay-for-Performance (recurring, district set-aside)
- IDEA (recurring)
- Title I, II, III (recurring)
- Staff Development (non-recurring, categorical)
- Technology (non-recurring, categorical)
- Federal Teacher Incentive Fund grant
- HCPS operating budget recurring and non-recurring

LEA Student Goals and Measures

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

STUDENT ACHIEVEMENT					
<p>Florida set goals for student achievement on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals on FCAT 2.0 at this time. However, when standards are set and scores are available, districts will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p> <p>LEAs may provide additional student achievement goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p>					
	2010-11 (Baseline)	2011-12	2012-13	2013-14	2014-15
% Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Reading (STATE GOAL: 50% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Mathematics (STATE GOAL: 60% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Reading (STATE GOAL: 45% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
% Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Mathematics (STATE GOAL: 55% AT OR ABOVE PROFICIENT ON NAEP BY 2015)	TBD, when standards are set in the Fall of 2011				
Percent of Students who pass the Algebra 1 End-of-Course (EOC) Assessment	TBD, when standards are set in the Fall of 2011				

FORM (A)1.

LEA Student Goals and Measures

CLOSING THE ACHIEVEMENT GAP					
<p>Florida set goals for closing the achievement gap on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets for closing the achievement gap on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals for closing the achievement gap on FCAT 2.0 at this time. However, when standards are set and scores are available, LEAs will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p> <p>LEAs may provide additional closing the achievement gap goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p>					
	2010-11 (Baseline)	2011-12	2012-13	2013-14	2014-15
<p>% Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015) 2011</p>					
FCAT 2.0 Grade 4 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 4 Mathematics	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Mathematics	TBD, when standards are set in the Fall of 2011				
<p>% Reduction in White/Hispanic achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)</p>					
FCAT 2.0 Grade 4 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 4 Mathematics	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Reading	TBD, when standards are set in the Fall of 2011				
FCAT 2.0 Grade 8 Mathematics	TBD, when standards are set in the Fall of 2011				
% Reduction in White/African American achievement gap on Algebra 1 End-of-Course (EOC) Assessment	TBD, when standards are set in the Fall of 2011				
% Reduction in White/Hispanic achievement gap on Algebra 1 End-of-Course (EOC) Assessment	TBD, when standards are set in the Fall of 2011				

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

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

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

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

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

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

FORM (A)1.
LEA Student Goals and Measures

STATE GOALS

State Goals for the Class of 2015:

For the every 100 incoming high school freshmen in 2011-12,

- 85 will graduate from high school in 2015.
- Of the 85 students who graduate, 63 (or 74%) will go on to college by 2017.
- Of the 63 students who went on to college, 44 (or 70%) will earn at least a year’s worth of college credit by 2019

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	59	59	60	63	66	68	69	72	76	80	85
College Going Rate	58	58	60	61	62	63	64	65	67	71	74
College Credit Earning Rate	63	63	64	64	64	65	65	66	67	68	70
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	22	22	23	25	26	27	29	31	34	39	44

LEA GOALS

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

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	63	62	62	64	66	68	70	73	76	80	86
College Going Rate	55	54	55	56	58	62	64	66	68	70	75
College Credit Earning Rate	59	59	60	60	61	62	63	64	66	69	72
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	20	20	20	22	23	26	28	31	34	39	46

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.

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: Deborah Cook
Title: Supervisor, Title I School Improvement
Phone #: 813-272-4883
E-mail Address: Deborah.cook@sdhc.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
General Director of Federal Programs	X	X	X	X	X	X
Principal on Special Assignment, Office of School Improvement	X	X	X	X	X	X
Supervisor, Title I School Improvement	X	X	X	X	X	X
District Content Supervisors						
School Administrative Teams	X	X	X	X	X	X

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

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

level or subject area.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. The District Turnaround Team will work with the School Administrative Team to develop the school schedule and establish common planning time (Aligns with Protocol 1.2.6; 2.2.6; 3.2.6; RTTT PD checklist #5)	X			X	X	X
b. The School Administrative Teams will submit their school schedule to The District Turnaround Team	X			X	X	X

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. The School Administrative Team will monitor lesson study in correlation to Next Generation Sunshine State Standard lessons.	X	X	X	X	X	X
b. The School Administrative Team and District Content Supervisors will submit their monthly grade level lessons to the District Turnaround Team for annual submission			X	X	X	X

Deliverable (required): 3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. The School Administrative Team will create and monitor a log documenting content area teaching staff who participated in the lesson study.	X	X	X	X	X	X
b. The School Administrative Team will submit their Lesson Study log to the District Turnaround Team.			X	X	X	X

Deliverable (required): 4. Submission of <u>one</u> participating teacher's	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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.	Quarter	Quarter	Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. The School Administrative Team and District Content Supervisors will submit one improved lesson plan, with amendments noted, to the District Turnaround Team for annual submission.			X	X	X	X

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

Sustainability Factors: The District Managed Turnaround Team and District Content Supervisors will continue to provide support where needed. The sustainability of two extra hours a week for Professional Learning Communities and Lesson Study will continue through the use of School Improvement Grant funds.

Supporting Narrative (optional): Common planning time has been established within the master schedule by subject area. Teachers have a 40 minute daily common planning time for Professional Learning Communities and Lesson Study. In addition, teachers will have two extra hours a week for extended planning time to incorporate Lesson Study as part of best practices. (Aligns with Protocol 1.2.6; 2.2.6; 3.2.6; RTTT PD checklist #5)

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

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: Pamela Campbell-Peralta

Title: General Director, Career and Adult Technical Education

Phone #: 813-231-1860

E-mail Address: Pamela.Campbell-Peralta@sdhc.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
General Director, CTAE	X	X	X	X	X	X
Supervisor, Agriscience	X	X	X	X	X	X
District Resource Teachers	X	X	X	X	X	X
Agriscience Classroom Teacher	X	X	X	X	X	X

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

Deliverable (required): 1. Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. The CTE District STEM Team and Site Program Team will assess and plan with the Business and Industry Advisory Board	X	X	X	X	X	X
b. The CTE District STEM Team will identify appropriate school site	X					
c. The CTE District STEM Team will develop the program Curriculum Plan		X	X			
d. The CTE District STEM Team will identify teaching staff			X	X	X	X
e. The CTE District STEM Team and Site Program Team will identify and order required equipment and materials			X	X	X	X
f. The CTE District STEM Team will design Essential Curriculum guides for identified courses.			X	X		
g. The CTE District STEM Team will design and implement curriculum trainings			X	X	X	X
h. The CTE District STEM Team will design and manage production of Industry Certification implementation roll-out procedures.				X	X	X
i. The CTE District STEM Team, working with Professional Development, will develop trainings for Industry Certification implementation				X	X	X

Deliverable (required): 2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

a. The CTE District office will submit the Florida application for Carl Perkins funding				X	X	X
b. The CTE District office will provide a report detailing Industry Certification expenditures related to this program.				X	X	X

Deliverable (required): 3. Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. The CTE District office will collect data regarding earned and not earned Industry Certification for this program.					X	X
b. The CTE District office will compile collected data and produce an Industry Certification Summary Report.						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$ 6515.00	\$ 6516.00	\$ 6516.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00

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

The CTE District STEM Team will continue to monitor student achievement, fidelity of curriculum implementation, and attainment of Industry Certifications. The CTE District STEM Team and Site Team will collaborate on program modifications to meet industry, community, School District, and Florida Department of Education expectations. Sustainability planning throughout the life of the project will result, by the end of Year 4, in a plan for continued funding of industry certification exams from a variety of sources.

Supporting Narrative (optional):

HCPS selects the STEM Program Environmental Resources (8113000). The addition of Environmental Resources program satisfies the requirements of B(3)4 a) one additional high school career/tech program, b) that significantly integrates math or science and will satisfy core credit requirements. This program supports three of the eight targeted sectors identified by Enterprise Florida: CleanTech, Life Science, and Emerging Technologies. Funds from the Perkins grant and other funding sources, as needed, will be used to pay for industry certification exams.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Eric Bergholm

Title: General Director for Advanced Academic Access

Phone #: 813-272-4842

E-mail Address: Eric.Bergholm@sdhc.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Secondary Math Supervisor	X	X	X	X	X	X
Secondary Science Supervisor	X	X	X	X	X	X
General Director, Career & Technical Education	X	X	X	X	X	X
Academic Leadership Team members	X	X	X	X	X	X
Supervisor of Academic Programs	X	X	X	X	X	X
General Director of Advanced Academic Access	X	X	X	X	X	X
STEM Program Manager	X	X	X	X	X	X
STEM Clerical support	X	X	X	X	X	X

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

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

of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. General Director of Advanced Academic Access will collect baseline data.	X	X				
b. General Director of Advanced Academic Access and Supervisor of Academic Programs will analyze course offerings.	X	X	X	X	X	X
c. General Director of Advanced Academic Access and Supervisor of Academic Programs will use data to determine district timeline and implementation plan to increase accelerated courses.	X	X		X	X	X
d. General Director of Advanced Academic Access and Supervisor of Academic Programs will monitor the data and implementation of the District Timeline of accelerated course offerings.			X	X	X	X
e. Increase professional development opportunities to build a larger pool of highly qualified teachers of Advanced Placement math and science courses	X	X	X	X	X	X
f. Align pre-AP curriculum, such as honors courses, to increase preparedness of students for Advanced Placement science and math courses			X	X	X	X
g. Target more students for Advanced Placement math & science courses using AP Potential and other measures of student aptitude, achievement and readiness			X	X	X	X
h. Update instructional learning tools for use in Advanced Placement math and science classrooms				X	X	X
i. Improve the laboratory setting of needy schools to include scientific probeware and related sensors to accommodate requirements of Advanced Placement	X	X	X	X	X	X

laboratory experimentation						
j. Provide academic support to students in rigorous courses with AVID tutors in every middle and high school				X	X	X

Deliverable (required): 2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. General Director of Advanced Academic Access, General Director of Secondary Education, and General Director of Middle School Education will establish the District Academic Leadership Team including content Supervisors to analyze data and compare baseline data to end-of –grant period.	X	X	X	X	X	X
b. The Academic Leadership Team will determine the criteria to compare data and analyze accelerated course offerings.	X	X		X	X	X
c. The Academic Leadership Team will implement the criteria to measure the effectiveness of accelerated course offerings.		X	X	X	X	X
d. The Academic Leadership Team will monitor the data and implementation of professional development for teachers and academic support programs for students in accelerated courses.			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$87,126.00	\$87,127.00	\$87,127.00	\$449,128.00	\$399,126.00	\$299,127.00

Sustainability Factors: The capacity of the district to offer more advanced placement math and science courses will be sustained through continued commitment to providing professional development opportunities to teachers through partnerships with local universities and the College Board. At the conclusion of RTTT funding all science laboratories will be fully compliant with guidelines for 21st century learning in science.

Supporting Narrative (optional): HCPS’s Strategic Plan includes the following objectives 1) increase the number and diversity of advanced placement math and science courses offered and 2) increase the student enrollment in each course by 20%. The Academic Leadership Team will guide the process for the increase of STEM-related accelerated courses, the planning of needed professional development, and the development of supportive resources.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Rick Laneau
Title: Information Services Data Center Manager
Phone #: (813) 272-4230
E-mail Address: rick.laneau@sdhc.k12.fl.us

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Data Center Manager	X	X	X	X	X	X
Network Operation Center Technology Specialist (NOC) (2)	X	X	X	X	X	X
Manager, Customer Service and Support	X	X	X	X	X	X
Manager, Assessment	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Monitor Internet and Wide Area Network bandwidth to ensure sufficient access to Florida’s online certification tool.	X	X	X	X	X	X
b. Ensure schools possess technology to allow sufficient access to strategic tools for improved classroom instruction and computer-based assessment.	X	X	X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$16,251.00	\$16,251.00	\$16,248.00	\$65,003.00	\$65,000.00	\$65,000.00

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* Sustainability planning throughout the four years of Race to the Top will result in the identification of other funding sources to support this criteria by the end of Year 4. As a result, after the grant period ends, the grant-funded position included in this criterion will continue.

Supporting Narrative (optional):
 HCPS has engaged in long-term strategic planning for many years that has enabled the district to proactively accomplish these criteria with the assistance of federal and private foundation grant funding. HCPS served as a pilot site for both MAP and FAIR, which allowed real-time tests of the district’s infrastructure and its functionality to provide teachers and students with access to improved classroom instruction and computer-based assessment. The requested RTTT funds will support the addition of another Network Operation Center Technology Specialist, as well as equipment and software costs related to ensuring that schools have sufficient technology to access online testing for FCAT 2.0, End of Course Assessments, and Florida Assessments for Instruction in Reading (FAIR). All other Key Personnel are currently supported with district funds.

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

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

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

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

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

(i) Use of local instructional improvement systems

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Daniel I. Schultz

Title: Information Services Applications Manager

Phone #: (813) 272-4230

E-mail Address: Dan.Schultz@sdhc.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Applications Manager	X	X	X	X	X	X
Enterprise Application Integration (EAI) Systems Analyst	X	X	X	X	X	X
EAI Systems Research Analyst (3)	X	X	X	X	X	X
Security Systems Analyst	X	X	X	X	X	X
EAI Systems Research Analyst (Portal Analyst)		X	X	X	X	X
ETL Analyst	X	X	X	X	X	X
Performance Management Design Consultant	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.

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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	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
a. Create a template for the report	X	X				
b. Submit report				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2. Single Sign-on Integration Readiness Certification				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
a. In preparation for certification provide Single sign-on integration report for District Senior Staff to validate appropriate access and establish integration.				X		

Deliverable (required): 3. Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	a. Using Active Directory, LDAP, and Portal role based security, integrate District standard user id access with Department Single sign-on requirement.			X	X	
b. Assist FLDOE in the design, testing, and implementation of initiatives to improve customer-friendly access and information to all stakeholders to effectively use state data systems.			X	X		
c. Develop and implement plan to use published state-level data, along with local instructional improvement systems, to improve instruction			X	X		
d. Activate integrated system				X		

Deliverable (required): 4. For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	a. Perform assessment of state-level data to incorporate into local instructional improvement systems,	X	X	X	X	X
b. Develop tracking method	X	X	X			
c. Track and report				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$21,875.00	\$21,875.00	\$21,876.00	\$87,499.00	\$87,499.00	\$87,500.00

Sustainability Factors: (short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding end) Sustainability planning throughout the four years of Race to the Top will result in the identification of other funding sources to support this criteria by the end of Year 4. As a result, after the grant period ends, the grant-funded position included in this criterion will continue.

Supporting Narrative (optional):

Through the assistance of a private foundation grant, HCPS will assist the state in meeting this criterion.

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

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: Daniel I. Schultz

Title: Information Services Applications Manager

Phone #: (813) 272-4230

E-mail Address: Dan.Schultz@sdhc.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Chief Information and Technology Officer and Project Director of Empowering Effective Teachers Grant	X	X	X	X	X	X
Information Systems (IS) Applications	X	X	X	X	X	X

Manager						
Enterprise Application Integration (EAI) Systems Analyst	X	X	X	X	X	X
EAI Research Analyst (2)	X	X	X	X	X	X
EAI Database Administrator		X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
<p>1. For local instructional improvement systems, provide a report that includes the following:</p> <ul style="list-style-type: none"> a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system 	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Utilize customer-friendly instructional improvement system that shows the growth of students, teachers, schools, and district disaggregated by subject and demographic.	X	X	X	X	X	X
b. Develop customized scorecards and design data dashboards to support the instructional improvement system.	X	X	X	X	X	X
c. Train teachers and principals on the use of data systems involving assessment information on student learning (Aligns with Protocol 1.4.4; 2.4.4; 3.4.4; RTTT PD checklist # 6).	X	X	X	X	X	X
d. Using input from the Empowering Effective Teachers (EET) team and the Lawson Talent Manager (LTM) team, generate the required report as specified. The Lawson Talent Management Software Suite is a fully integrated strategic human capital management system.				X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2. The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Enable the integration of systems and applications across the enterprise including data warehouse database architecture design, implementation, administration, monitoring, tuning, backup, migration, and support as well as design, build, test and maintain the process used to extract, transform and load data for data warehouse use.				X	X	X
b. Provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.				X	X	X
c. Provide the name, title, phone number, and email address of the staff member responsible for receiving such requests from the Department.	X			X	X	X

Deliverable (required): 3. The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	a. Provide data from local instructional improvement and longitudinal data systems to the Department and identified researchers, as requested, and integrate Department state-level data into local instructional improvement systems				X	X
b. Provide the name, title, phone number, and email address of the staff member responsible for receiving such requests from the Department	X			X	X	X

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

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* Sustainability planning throughout the four years of Race to the Top will result in the identification of other funding sources to support this criteria by the end of Year 4. As a result, after the grant period ends, the grant-funded position included in this criterion will continue.

Supporting Narrative (optional):
HCPS will meet this criterion through assistance from a variety of federal and private foundation grants.

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

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 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 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).

(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.
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.

(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.

- 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).

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: Jamalya Jackson

Title: Director of Professional Development

Phone #: 813-840-7021

E-mail Address: Jamalya.Jackson@sdhc.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Professional Development	X	X	X	X	X	X
Supervisor of Teacher Training	X	X	X	X	X	X
Supervisor of Alternative Certification Program	X	X	X	X	X	X
Manager of Leadership Training	X	X	X	X	X	X
District Resource Teacher for Teacher Training	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Plan for collaboration with institutions or other program providers (include list) to						

assign supervising teachers.			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Review and update placement policies as needed.			X	X	X	X
b. Continue ongoing conversations with University intern coordinators to ensure appropriate placement for all University interns			X	X	X	X

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Require teachers interested in hosting an intern to complete the 18 hour clinical educator course.	X	X	X	X	X	X
b. Follow procedures outlined in intern placement handbook.	X	X	X	X	X	X
c. Offer clinical educator training multiple times per year to accommodate the needs of the district.	X	X	X	X	X	X
d. Consult with higher education in the revision of clinical educator training that is required for all teachers hosting University interns.		X	X			
e. Use student performance data and other continued approval standards in Rule 6A-5.066, F.A.C. to consult with district peer/mentor evaluator committee in order to revisit qualifications each year.		X	X	X	X	X
f. Use evaluation data to ensure that effective teachers and administrators are mentoring teacher and principal candidates.		X	X	X	X	X
g. Collaborate with professional partner to develop peer/mentor program guidelines and expectations	X	X	X	X	X	X
h. Provide training to new and existing peers/mentors	X	X	X	X	X	X
i. Provide training to new teachers as part of a comprehensive new teacher induction	X	X	X	X	X	X

program						
---------	--	--	--	--	--	--

Deliverable (required): 3. Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Provide job description created by district level peer/mentor committee. Annually provide qualifications.			X	X	X	X
b. Use evaluation data to ensure that effective teachers and administrators are mentoring teacher and principal candidates.			X	X	X	X

Deliverable (required): 4. Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Include updated data element in annual staff survey			X	X	X	X

Deliverable (required): 5. Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Review HCPS alternative certification program to ensure reflection of Continued Approval Standard Three requirements	X	X	X	X	X	X
b. Collect data for the APEP report for district alternative certification program		X	X	X	X	X
c. Use data from student performance and other continued approval standards to annually review and improve HCPS's alternative certification program (Aligns with Protocol 1.3.1, 1.3.2, 2.3.2, 3.3.2;			X	X	X	X

RTTT PD checklist # 8).						
d. Deliver all professional development associated with alternative certification programs in accordance with the state’s protocol standards for professional development	X	X	X	X	X	X
e. Review HCPS School Leadership program to ensure reflection of Continued Approval Standard Three requirements	X	X	X	X	X	X
f. Collect data for the annual report for district School Leadership program		X	X	X	X	X
g. Use data from student performance and other continued approval standards to annually review and improve HCPS’s School Leadership program			X	X	X	X
h. Deliver all professional development associated with School Leadership programs in accordance with the state’s protocol standards for professional development.	X	X	X	X	X	X
i. Analyze and submit report to state			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$44,068.00	\$44,071.00	\$44,071.00	\$217,667.00	\$734,710.00	\$734,710.00

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 Sustainability planning throughout the four years of Race to the Top will result in the identification of other funding sources to support this criterion by the end of Year 4.

Supporting Narrative (optional):
 Hillsborough County Public Schools is in year one of a full release mentor program. Qualifications to be a mentor were established by a committee that included administrators, teachers, and district staff. These qualifications will be revisited after year one to determine if the qualifications established were in alignment with the goals of the Empowering Effective Teachers initiative.

HCPS will align the clinical educator program with the outcomes of the mentoring program so that we are better preparing teachers to be successful in our district. With the support and feedback of the major higher education institutions that feed into the county for internships we will institute the revised clinical educator training the summer of 2011. **HCPS collaborates with the following institutions of higher education to ensure that effective teachers are supervising teacher candidates: Argosy University, Tampa and Sarasota Campuses; Capella University; Clearwater Christian College; Colorado Christian College; Florida A & M University; Florida College; Florida State University; Grand Canyon University; Lee University; Liberty University; Nova Southeastern University; Peru State College; Saint Leo University; St. Petersburg College; South Dakota State University; Troy University; University of Alabama; University of the Arts; University of Central Florida; University of Florida; University of Phoenix; University of Northern Colorado; University of Iowa; University of South Florida, Tampa and St. Petersburg Campuses; University of Tampa; University of West Florida; Webster University; Western**

Governors University.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Stephanie Woodford
Title: Director – Evaluation and Compensation
Phone #:(813) 272-4583
E-mail Address: Stephanie.Woodford@sdhc.k12.fl.us

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Chief Information Officer	X	X	X	X	X	X
Manager of Personnel Services	X	X	X	X	X	X
Director – Evaluation and Compensation	X	X	X	X	X	X
Manager – Evaluation and Compensation	X	X	X	X	X	X
Peer/Mentor Evaluators	X	X	X	X	X	X
Assistant Director of Assessment	X	X	X	X	X	X
Program Manager Test Development Center	X	X	X	X	X	X
Subject Assessment Specialist HS Reading/Lang Arts	X	X	X	X	X	X
Subject Assessment Specialist HS Science	X	X	X	X	X	X
Subject Assessment Specialist HS Social Studies	X	X	X	X	X	X
Subject Assessment Specialist HS/MS Mathematics	X	X	X	X	X	X
Subject Assessment Specialist MS Reading/Lang Arts	X	X	X	X	X	X
Subject Assessment Specialist MS Science	X	X	X	X	X	X
Subject Assessment Specialist MS Social	X	X	X	X	X	X

Studies						
Subject Assessment Specialist HS/MS Career Tech Ed (3 positions)	X	X	X	X	X	X
Subject Assessment Specialist Elem Reading/Lang Arts	X	X	X	X	X	X
Subject Assessment Specialist Elem Math/Science	X	X	X	X	X	X
Subject Assessment Specialist Elem Other	X	X	X	X	X	X
Subject Assessment Specialist K-12 Exceptional Student Education	X	X	X	X	X	X
Clerk 3 (Clerical Support - 5 positions)	X	X	X	X	X	X
Programmer	X	X	X	X	X	X
Graphic Artist	X	X	X	X	X	X
Data Utilization Manager	X	X	X	X	X	X
Manager of Performance Management	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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).			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Design a comprehensive, multi-metric plan for annually evaluating all teachers that results in a range of ratings, including effective and highly effective.	X	X	X			
b. Implement a new evaluation instrument based on the core of effective practices, using focus groups of stakeholders	X	X	X	X	X	X
c. Implement Lawson Talent Management System for managing observation data collection	X	X	X	X	X	X
d. Provide training to teachers on new evaluation system	X	X	X	X	X	X
e. Provide training for Peer/Mentor Evaluators	X	X	X	X	X	X
f. First value-add calculations of student growth due, tracked annually for evaluation purposes				X	X	X
g. Conduct multiple evaluations of first year teachers that are integrated with the district's	X	X	X	X	X	X

Teacher Induction Program and include observations on the core effective practices described in (D)(2)(ii)2. and reviews of student performance data						
--	--	--	--	--	--	--

Deliverable (required): 2. A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X		X	X	X
a. Jan 2011 – Fall Evaluation Deadline (for all non-tenured & performance pay)		X		X	X	X
b. March through June – Spring Evaluation Deadline			X	X	X	X
c. Value Add calculations (August)				X	X	X
d. Final Evaluation Score (September)				X	X	X

Deliverable (required): 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 attached.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X			
a. Design a comprehensive, multi-metric plan for annually evaluating principals that results in a range of ratings, including effective and highly effective.			X	X	X	X
b. Implement Val-Ed as 30% component of principal evaluation process			X	X	X	X
c. Implement new principal evaluation process with student growth (as defined in D(2)(i)) as the single greatest component, comprising 40% of the overall principal evaluation			X	X	X	X
d. Implement new principal evaluation process with 30% component that holds principals accountable for school operations; student attendance/discipline; recruiting and retaining effective teachers and removing ineffective teachers; and appropriately evaluating and improving the effectiveness of teachers.			X	X	X	X

Deliverable (required): 4. A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
a. Val-Ed Survey conducted in Spring			X	X	X	X
b. Data Collection (June-August)			X	X	X	X
c. Value Added Calculations (September)				X	X	X
d. Final Evaluation Scores (September)				X	X	X
e. Launch new principal evaluation process			X	X	X	X

Deliverable (required): 5. Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
a. Develop evaluation instrument for district-level staff with supervisory responsibilities over principals, curriculum, instruction, and other positions directly related to student learning that utilizes student performance data as a significant factor.						X
b. Report teacher and principal evaluation results via Survey 5			X	X	X	X
c. Report district-level supervisor evaluation results via Survey 5						X

Deliverable (required): 6. Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
a. Key Personnel review data				X	X	X
b. Revise and submit				X	X	X

Deliverable: 7. To support accurate evaluation results and accurately measure student growth, create and revise existing pre- and posttests and item banks for each K-12 subject/content area, such as 1 st and 2 nd semester exams and formative assessments. Tests must be	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X

suitable for both paper-pencil and online administration. Publish tests for administration at appropriate points in time.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Write questions for item banks	X	X	X	X	X	X
b. Field test items with small groups of students when possible.	X	X	X	X	X	X
c. Build, publish, and print new exams.	X	X	X	X	X	X
d. Analyze, replace items as necessary and republish exams for the next school year.	X	X	X	X	X	X
e. Develop second form of tests for major tests.				X	X	X
f. Align items with the Common Core Standards and add items as necessary for appropriate coverage.					X	X

Deliverable: 8. To support effective use of data by teachers and principals, develop a district-wide test banking and administration system to promote district-wide access of formative/diagnostic assessments available to all teachers.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Design specifications of district-wide test banking and administration system				X	X	X
b. Follow district procurement procedures to obtain district-wide test banking and administration system				X	X	X

Deliverable: 9. Integrate test item banks with a computer adaptive test administration system based on the principles of Item Response Theory (IRT).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
					X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Collect IRT data on existing items					X	X
b. Acquire software and administer computer adaptive tests in core subject areas						X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$1,700,889.00	\$1,677,475.00	\$1,677,477.00	\$3,210,623.00	\$3,856,721.00	\$4,764,925.00

Sustainability Factors:

Sustainability planning throughout the four years of Race to the Top will result in the identification of other funding sources to support this criterion after Race to The Top funding ends. Data infrastructure to support the new systems will be developed by the end of the grant period and will continue to support implementation.

Supporting Narrative (optional):

The district currently has in place an extensive assessment system that supports the additional district deliverables. RTTT funding will allow for ongoing expansion and enhancements to the current system. Funding from a variety of sources, including federal and private foundation grants, has allowed HCPS to begin implementation of this criteria prior to the RTTT award. Further details may be found at <http://communication.sdhc.k12.fl.us/empoweringteachers/>. The district is currently implementing a revised evaluation system for ALL teachers, including grades and subjects not covered by State assessments.

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

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: Dr. Rebecca T. Kaskeski

Title: Manager of Personnel Services

Phone #: (813) 272-4148

E-mail Address: Becky.Kaskeski@sdhc.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Deputy Superintendent	X	X	X	X	X	X
General Manager, Employee Relations	X	X	X	X	X	X
Manager, Personnel Services	X	X	X	X	X	X
Director – Evaluation and Compensation	X	X	X	X	X	X
General Director of Federal Programs	X	X	X	X	X	X
Manager of Performance Evaluation	X	X	X	X		

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

Deliverable (required): 1. Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Collect evaluation result data			X	X	X	X
b. Run possible compensation models		X	X	X	X	X
c. Select compensation model for district that ties significant gains in salary to effectiveness demonstrated by annual evaluations and includes differentiated pay and promotional opportunities for effective teachers and principals. New career ladder will go into effect in 2013-14.			X	X	X	X
d. Implement compensation system based on evaluation results that tie significant gains in salary to demonstrated effectiveness.						X
d. Submit salary schedule			X	X	X	X

Deliverable (required): 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).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Plan and negotiate with union a system based on evaluation data to manage surplus, loss and movement of units, per D(2)(iv)(d)			X			
b. Plan and negotiate with union a system to award employment contracts to teachers and principals based on the effectiveness rating earned on their most recent annual evaluation.			X			
c. Submit negotiated plan per timeline.			X			

Deliverable (required):	2010-11	2011/12	2012/13	2013/14
--------------------------------	---------	---------	---------	---------

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.	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. With union, create staffing plan that includes compensation and incentives for neediest schools and students, and hard-to-staff subject areas, that includes attracting and retaining highly effective teachers and attracting and retaining new teachers from high performing teacher preparation programs.			X	X	X	X
b. With union, create compensation system to recruit, retain, and provide incentives to encourage effective teachers and principals to work in the neediest schools and in hard to staff subject areas			X			
c. With union, create plan that includes strategies in addition to compensation to staff neediest schools with highly effective teachers and principals, including how individual success will be supported by HCPS.			X			
d. With union, create plan to develop incentives for the district’s most effective teachers to work in the persistently lowest-achieving schools.			X			
e. With union, create plan to ensure new teachers assigned to lowest-achieving schools have completed or are participating in a high-performing teacher preparation program.			X			
f. Submit plan and revisions annually.			X	X	X	X
g. Submit teacher and principal effectiveness report annually.			X	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Collectively Bargain			X	X	X	X
b. Ratify union agreement with district			X	X	X	X
c. Submit agreement			X	X	X	X

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

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Develop accountability process for principals, their supervisors, and LEA staff who have responsibility in human capital decisions as described in this Work Plan table.			X			
b. Provide promotional opportunities for teachers who rank as “effective” and “highly effective” on their annual multi-metric performance appraisal to remain teaching in addition to moving into school leadership.						X

Deliverable (required): 6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X

Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Continue to implement the Salary Differential Program for teachers and principals at high needs schools	X	X	X	X	X	X
b. Collect required data					X	X
c. Report data on regularly scheduled student and staff surveys					X	X

Deliverable (required): 7. Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X

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

a. Collect data on terminations, including teachers and principals dismissed for ineffective performance as demonstrated through the district’s evaluation system			X	X	X	X
b. Collect data on teachers and principals rated highly effective through the district’s evaluation system who have resigned or are no longer employed by HCPS			X	X	X	X
c. Report data			X	X	X	X

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

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

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* Sustainability planning throughout the four years of Race to the Top will result in the identification of other funding sources to support this criteria by the end of Year 4. Developed processes will be in place by the end of the grant period.

Supporting Narrative (optional):
Funding from a variety of sources, including federal and private foundation grants, has allowed HCPS to begin implementation of this criteria prior to the RTTT award. Further details may be found at <http://communication.sdhc.k12.fl.us/empoweringteachers/>.

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

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Jamalya Jackson

Title: Director of Professional Development

Phone #: 813-840-7021

E-mail Address: Jamalya.Jackson@sdhc.k12.fl.us

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

Evidence:

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Professional Development	X	X	X	X	X	X
Director of Teacher Evaluation	X	X	X	X	X	X
Supervisor of Teacher Training	X	X	X	X	X	X
Chief Information & Technology Officer	X	X	X	X	X	X
Director of Professional Development	X	X	X	X	X	X
Assistant Director Assessment, Accountability & Evaluation	X	X	X	X	X	X
Manager of Evaluation	X	X	X	X	X	X
Supervisor of Evaluation for PD	X	X	X	X	X	X

Assistant Superintendent for Administration	X	X	X	X	X	X
Area Directors	X	X	X	X	X	X
Director of Administration	X	X	X	X	X	X
EET Director of Evaluation	X	X	X	X	X	X
Director of Professional Development	X	X	X	X	X	X
Manager of Human Resources	X	X	X	X	X	X
Manager of Leadership Training	X	X	X	X	X	X
Principal Coaches	X	X	X	X	X	X

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

Deliverable (required): 1. A revised district professional development system that meets the requirements of <i>Florida's Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	a. Collaborate with the staff development advisory committee to review and revise existing plan.	X	X	X	X	X
b. Ensure that key personnel are certified in the Florida Protocol Standards for Professional Development	X	X	X	X	X	X
c. Collaborate with the staff development advisory committee to review and revise existing plan to include a focus on common core standards (content and teaching strategies), including assisting student with learning challenges to meet those standards; differentiating instruction; instructional strategies that target high-needs students; formative assessment and the principles of lesson study; the use of HCPS's instructional improvement system; and the uses of the state level data system (Protocols 1.2.2; 2.2.2; 3.2.2; 1.2.3, 2.2.3, 3.3.3, 1.2.1; 1.4.2; 2.2.1; 3.2.1; 1.2.5; 2.2.5; 3.2.5; RTTT PD checklist #s 1, 2, 3, 4, 9, 11)		X	X	X	X	X

Deliverable (required): 2. A timetable for implementing the new elements into the professional development	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

system for teachers and principals in the district.			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Revision of course components to align with teacher evaluation instrument.		X	X			
b. Establish teacher IPDPs and principal ILDPs that are partially based on analysis of student performance data and results of prior evaluations.				X	X	X
c. Provide individualized support and training to first and second year teachers that includes mentoring by teachers identified as highly effective			X	X	X	X
d. Provide New Teacher Orientation to new educators	X	X	X	X	X	X
e. Develop prescriptive PD system that utilizes, as part of the evaluation system, student learning data to formulate targets for teacher IPDPs and principal ILDPs. (Protocols 1.1.3; 2.1.5; RTTT PD checklist #7)				X	X	X
f. Implement prescriptive professional development system (Protocols 1.1.3; 2.1.5; RTTT PD checklist #7)					X	X
g. Establish Principal Professional Development Team to develop timeline for implementation of new professional development system elements.		X	X			
h. Create Leadership Development Continuum for all levels of school administrators with specific professional development experiences for each level		X	X			
i. Design training courses for each area of the new principal evaluation with a focus on: instructional leadership, management of human capital, and manager of the learning environment	X	X	X	X		

Deliverable (required): 3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Implementation of new teacher evaluation system based on principal observation, peer			X			

observation and student results.						
b. Revise existing Professional Development components to align with teacher evaluation system.		X	X			
c. Incorporate evaluation results into Individual Professional Development Plans.				X	X	X
d. Complete a professional development needs list for principals in each area based on the principal evaluation results				X	X	X
e. Provide Summer Institute for principals annually				X	X	X
f. Design a prescriptive PD plan for each principal				X	X	X
g. Initiate hiring process for Principal Coaches (full time position for proven principals) and Topic Mentors (current principals who excel in specific principal standards/topics). Coaches will be hired to provide support to principals based on evaluation results. Support will be given via: on-site visits, after-school focus groups, weekend training sessions, shadowing sessions and on-line courses.	X	X	X	X	X	X
h. Provide Coaching and Mentoring Training to principal coaches, principal mentors, and HR Principal Partners	X	X	X	X	X	X
i. Monitor Principal improvement in evaluation areas; communicate information to director of administration, manager of leadership training, HR Partners, and full time coaches for future planning					X	X

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
a. Collect individual professional learning goals from educators based on achievement information and educator need.		X		X	X	X
b. Conduct needs assessment based on individual student data and individual professional learning goals from educators.		X		X	X	X
c. Utilize Needs Assessment results to develop professional development plan		X	X	X	X	X

d. Collect qualitative and quantitative data and evidence for evaluation in accordance with protocol standards.		X	X	X	X	X
e. Collect qualitative and quantitative data on the fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessments.	X	X	X	X	X	X
f. Aggregate and analyze data for evaluation in accordance with protocol standards.			X	X	X	X
g. Complete evaluation in accordance with protocol standards, MOU and grant requirements.			X	X	X	X

Deliverable (required): 5. A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Create timetable for the implementation of recommendations resulting from the evaluation of Professional Development in the district which includes: <ul style="list-style-type: none"> Data sources, responsible departments and collection time frames for each of the protocol standards: Planning, Learning, Implementing, and Evaluating Data Analysis methodology, responsible departments and time frame Logic model 			X	X	X	X

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Design and implement evaluation system to measure the fidelity of lesson study and formative assessment that is tied to interim and summative student assessments	X	X	X	X	X	X
b. Submit annual report of the evaluation of professional development for teachers and principals			X	X	X	X

Deliverable (required): 7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
a. Revise Professional Development system in the Spring and submit revisions in June annually.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$187,130.00	\$180,378.00	\$180,375.00	\$918,848.00	\$918,846.00	\$918,847.00

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 Funding from a variety of sources, including federal and private foundation grants, has allowed HCPS to begin implementation of this criteria prior to the RTTT award. Further details may be found at <http://communication.sdhc.k12.fl.us/empoweringteachers/>

Supporting Narrative (optional):

- All components from the master in-service plan will be aligned with domains from Charlotte Danielson’s framework for effective teaching.
- HCPS will establish an electronic system for linking evaluation results with course offerings.
- Information from the district data dashboard will be used to make revisions to the Professional Development Plan.
- Additional personnel will be hired with RTTT funds to design and implement a comprehensive evaluation of the district’s professional development system. Capitalized and Non-Capitalized computer software requested in the budget is necessary for the job duties of the additional personnel. This is specialized software that the district purchases on an as-needed basis. This software is the industry standard for collecting, analyzing and reporting qualitative and quantitative evaluation data.

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

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

Item from RTTT MOU and corresponding <i>Protocol</i> standards	Page shown in Final Scope of Work
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	69
2. Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	69
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	69
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)	69
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)	24, 25
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)	42
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)	70
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)	55
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	69
10. Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6)	79
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)	69
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].	NA

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.

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).

Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.

Name: Deborah Cook

Title: Supervisor, Title I School Improvement

Phone #: 813-272-4883

E-mail Address: Deborah.Cook@sdhc.k12.fl.us

Project Goal: LEAs will select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. LEAs with more than nine persistently lowest-achieving schools will not select the transformation model option for more than one-half of the schools. All actions must be in accordance with Differentiated Accountability.

Deliverables (minimum required evidence):

1. LEA will select School Intervention Model from list of four options (see Appendix A of MOU).
2. LEA will provide documentation that supports the selection of the intervention model to include:
 - Teacher performance data regarding student learning gains in reading and mathematics.
 - Documentation that reflects the placement of the Principal and his/her record of “turn around” success.
 - Documentation relating to staff turnover/replacement.

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assistant Superintendent, Student Services & Federal Programs	X	X	X	X	X	X
Assistant Superintendent, Curriculum & Instruction	X	X	X	X	X	X
General Director of Federal Programs	X	X	X	X	X	X
General Director of Middle School Education	X	X	X	X	X	X
General Director of Secondary Education	X	X	X	X	X	X
Principal on Special Assignment, Office of School Improvement	X	X	X	X	X	X
Supervisor, Title I School Improvement	X	X	X	X	X	X
Program Manager for Low Performing Schools	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.

Deliverable (required): 1. LEA will select Intervention Model from list of four options (see Appendix A of MOU).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
a. Establish the District Managed Turnaround Team to select the Intervention Model	X					
b. The Program Manager for Low Performing Schools and the District Managed Turnaround Team will collect pertinent data related to criteria as outlined in (E)(1)	X			X	X	X
c. The Program Manager for Low Performing Schools and the District Managed Turnaround Team will use data to determine the Intervention Model	X			X	X	X
d. The Program Manager for Low Performing Schools and the District Managed Turnaround Team will monitor the implementation of the Intervention Model	X	X	X	X	X	X
e. Provide consistent support, mentoring and presence at all meetings pertaining to identified lowest-achieving schools	X	X	X	X	X	X

Deliverable (required): 2. LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
<ul style="list-style-type: none"> Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. Documentation relating to staff turnover/replacement. 						

<ul style="list-style-type: none"> Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. 						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. The Program Manager for Low Performing Schools and the District Managed Turnaround Team will collect and analyze student learning gains data in reading and mathematics, as well as teacher effectiveness ratings based on the newly implemented teacher evaluation system	X		X	X	X	X
b. The Program Manager for Low Performing Schools and the District Managed Turnaround Team will create a report detailing staff turnover/replacement	X			X	X	X
c. The Program Manager for Low Performing Schools and the District Managed Turnaround Team will create a report regarding Principal and administrative team qualifications	X			X	X	X
d. School principals and other administrators will be trained 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; RTTT PD checklist #10)	X	X	X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$16,243.00	\$16,243.00	\$16,240.00	\$64,969.00	\$64,969.00	\$64,969.00

Sustainability Factors: HCPS will continue to monitor student achievement data and teacher effectiveness through the Empowering Effective Teachers initiative. The District Managed Turnaround Team will continue to provide support where needed. Sustainability planning throughout the four years of Race to the Top will result in the identification of other funding sources to support this criterion by the end of Year 4.

Supportive Narrative (optional):
 FCAT performance data has been analyzed and reviewed, by the District Managed Turnaround Team, to select the transformation model for both schools. Franklin Middle School increased their percentage of AYP indicators met by 8% (0809 74% 0910 82%). Middleton High School increased their percentage of AYP indicators met by 23% (0809 64% 0910 87%). A specific reason why the transformation model was chosen are both principals had been replaced the prior year and the schools have made progress. District

and school personnel have worked together on the creation and implementation of the initiatives listed within the transformation model requirements.

The new governance structure the LEA adopted is appointing a turnaround leader. The turnaround leader that the principal reports to and who reports directly to the Assistant Superintendent is the General Director of Federal Programs. In addition, the District Managed Turnaround Team has been created to provide additional support to Franklin and Middleton. Members of the newly created team include: The General Director of Federal Programs, The Director of Administration, Administrator on Special Assignment Title I, Principal on Special Assignment School Improvement, Administrator on Special Assignment Middle School Education, Administrator on Special Assignment Secondary Education, Supervisor Title I School Improvement, Elementary Generalist, and Department Manager, Personnel Services.

HCPS is implementing the Empowering Effective Teachers initiative. The district will use the funds to develop a quality new-teacher induction program that would include true mentoring relationships; improve our teacher and principal evaluation systems; enhance our professional development system; provide effective incentives for teachers who work with our highest needs students; and improve our entire compensation plan. In partnership with the University of Wisconsin, HCPS will use the value added measure to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer observation, 30% evaluation from the principal and 40% student achievement data. In addition, the new evaluation system was developed based on input from focus teacher and principal groups throughout the stages of development. The value added measure, which is a predicted growth for each student in each subject, is in the developmental stage. Once implemented, HCPS will have the criteria in which student growth is measured, in alignment with teacher effectiveness, and will provide a detailed report.

At the conclusion of the 2009-2010 school year, Franklin lost a unit of Intensive Math as well as Reading, and experienced positive faculty changes. Two experienced teachers joined the Math Department, a beginning teacher joined Social Studies, an experienced teacher joined Reading, an experienced teacher joined Science, and two experienced teachers joined VE.

At the conclusion of the 2009-2010 school year, Middleton replaced four Math teachers with 2 veteran and 2 beginning teachers, as well as moved an Advanced Reading Teacher to English. A veteran teacher was hired to fill the Reading vacancy and the experienced AVID teacher moved to Intensive Reading.

The Administrative Team is led by Franklin Middle School's Principal, Karen French, B.S. in Education Behavior Disorders, MA Ed. Leadership, who has 12 years of administrative experience. Her administrative assignments reflect success at Franklin Middle School (09-10) obtained a C Grade and met 82% AYP (increased AYP by 8%); at Memorial Middle School (08-09) obtained a B Grade and met 69% AYP; Burnett Middle School (07-08) obtained an A Grade and met 85% AYP. Her team consists of two Assistant Principals, Theoron Smith, MA Ed. Leadership, B.A., Physical Education, with 7 years of experience at an A school, and Carla White MA Ed. Leadership, B.A. Business Education, who was a new administrator at Franklin the previous year.

Middleton High School's Administration is led by Principal, Owen Young, Ed. S., MA Ed Leadership. Having 12 years of administrative experience, his administrative assignments reflect success at Middleton (09-10) obtaining 87% AYP, an increase of 23% from 08-09 and King High School from 2005-2008, School Grade B, 69% AYP, increasing School Grade from a D the previous year. Joining his team are: George Fekete, MA Ed Leadership, B.S. Social Studies with 14 years of experience, whose previous schools obtained an B and A respectively; Kim Moore, MA Ed Leadership, previously a Supervisor of

Title I Staff Development and new to school site administration at Middleton; Robert Quinn, MA Ed Leadership, English Ed, with 3 years experience at a C Graded School, Dwayne Dennard, Ed. S., MA Ed Leadership, MBA Business, MBA Public Administration (previously from out of county); and Derrick Gaines, MA Ed Leadership, with 7 years of administrative experience (2 of which were at an A rated school.)

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

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: Deborah Cook

Title: Supervisor, Title I School Improvement

Phone #: 813-272-4883

E-mail Address: Deborah.Cook@sdhc.k12.fl.us

Project Goal:

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

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

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

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

Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.

9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.
11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.
12. Documentation of “other” research based programs that demonstrate a strong record of improving student achievement in these district schools.

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
General Director for Advanced Academic Access	X	X	X	X	X	X
Supervisor of Academic Programs	X	X	X	X	X	X
Supervisor of Psychological Services	X	X	X	X	X	X
Area 4 RtI Facilitator	X	X	X	X	X	X
University Engineering Professor, Engineering Institute	X	X	X	X	X	X

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

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2. Submission of developed full day Pre-K model for students in attendance zones for identified schools.						
Supporting Activities (indicate each year	2010-11			2011/12	2012/13	2013/14

activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

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

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

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

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

Deliverable: 6. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: 7. Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
N/A						

Deliverable: 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 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. General Director of Advanced Academic Access will collect baseline data.	X	X				
b. General Director of Advanced Academic Access and Supervisor of Academic Programs will analyze course offerings.	X	X	X	X	X	X

c. General Director of Advanced Academic Access and Supervisor of Academic Programs will use data to determine district timeline and implementation plan to increase accelerated courses.	X	X		X	X	X
d. General Director of Advanced Academic Access and Supervisor of Academic Programs will monitor the data and implementation of the District Timeline of accelerated course offerings.			X	X	X	X
e. Increase professional development opportunities to build a larger pool of highly qualified teachers of Advanced Placement courses		X	X	X	X	X
f. Align pre-AP curriculum, such as honors courses, to increase preparedness of students for Advanced Placement courses			X	X	X	X
g. Target more students for Advanced Placement courses using AP Potential and other measures of student aptitude, achievement and readiness			X	X	X	X
h. Update instructional tools for use in Advanced Placement classrooms				X	X	X
i. Provide academic support to students in rigorous courses with AVID tutors in the lowest-achieving middle and high school				X	X	X
j. Work with an Engineering Professor from the University of South Florida to design and implement a Dual Enrollment Engineering Institute at a lowest-achieving high school	X	X	X	X	X	X

Deliverable: 9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
a. General Director of Advanced Academic Access, General Director of Secondary Education, and General Director of Middle School Education will establish the District Academic Leadership Team including content Supervisors to analyze data and compare baseline data to end-of-grant period.	X	X	X	X	X	X
b. The Academic Leadership Team will determine the criteria to compare data and analyze accelerated course offerings.	X	X		X	X	X

c. The Academic Leadership Team will implement the criteria to measure the effectiveness of accelerated course offerings.		X	X	X	X	X
d. The Academic Leadership Team will monitor the data and implementation of professional development for teachers and academic support programs for students in accelerated courses.			X	X	X	X

Deliverable: 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
a. The Supervisor of Psychological Services and the Area 4 RtI Facilitator collect data	X			X	X	X
b. The Supervisor of Psychological Services and the Area 4 RtI Facilitator works with the school leadership Team to develop the mentoring and Positive Behavior Support (PBS) program	X			X	X	X
c. Submit district timeline and implementation plan as required.				X	X	X

Deliverable: 11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
a. The Supervisor of Psychological Services and the Area 4 RtI Facilitator collect data	X			X	X	X
b. The Supervisor of Psychological Services and the Area 4 RtI Facilitator works with the school leadership Team to analyze data and document information	X			X	X	X
c. Compare baseline to end-of-grant data						X

Deliverable: 12. Submission of other research based program that demonstrates a strong record of	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$17,936.00	\$5,436.00	\$5,437.00	\$12,563.00	\$12,564.00	\$12,564.00

Sustainability Factors: The capacity of the district to offer more advanced placement courses will be sustained through continued commitment to providing professional development opportunities to teachers through partnerships with local universities and the College Board. **Sustainability planning throughout the four years of Race to the Top will result in the identification of federal, state, and foundation grant funding to support this criterion after Race to The Top funding ends.**

Supportive Narrative (optional):
 The Academic Leadership Team will guide the process for the increase of accelerated courses, the planning of needed professional development, and the development of supportive resources. The district’s RtI team will guide the implementation and documentation of both PBS and mentoring programs. RTTT funds will be used to pay for an Engineering Professor from the University of South Florida who will devote 10% of their time to design and implement a Dual Enrollment Engineering Institute at a lowest-achieving high school. This Engineering Professor will work with HCPS school- and district-level administrators to develop curriculum for the Institute, market the program to interested students, and to teach the class. The Dual Enrollment Institute will expand upon the existing Engineering Magnet program at the school and provide high needs students with additional college readiness skills. Students enrolled in the Engineering Institute will utilize iPads in place of traditional bound textbooks. This innovative technology has been shown to be more cost effective and more readily updated with the latest available information than regular textbooks.

Baseline disciplinary data for each school in 2009-10:

School	NonESE Total Students	ESE Total Students	ESE Susp Days*	Non-ESE Susp. Days*	TOTAL Susp. Days
Franklin Middle	304	114	1290	2781	4071
Middleton High	416	142	1277	2609	3886

Timeline to Implement School-wide Positive Behavior Support (SWPBS)

October, 2010

- Gain administrative support and involvement
- Identify SWPBS Coach
- Form SWPBS Team, schedule meetings
- Introduce SWPBS to staff, survey staff on current practices

November, 2010

- Identify data systems to be used (e.g., office referrals, suspensions, etc.)
- Develop positive expectations matrix and priority procedures to be taught to all (universally).
- Develop framework for reward system.

- Adopt continuum of consequences for infractions (must refer back to or include teaching positive expectations)

December, 2010

- Develop and gather materials to implement
 - o Manuals
 - o Posters
 - o Parent letter
 - o Reward system

January, 2011

- SWPBS orientation to all staff.
- Review plan with staff.
- Kick off with students
 - o Teach expectations and implement program with all students
- Kick off with parents

February – June, 2011

- Summarize and analyze data monthly, make changes to SWPBS plan as needed

Summer, 2011

- Begin Tier 2 (targeted) intervention planning.

School-wide Positive Behavioral Support (SWPBS) Implementation Plan

Step 1

Establish commitment and get started.

- HCPS is currently committed to the implementation of Positive Behavior Support (through training and FTE support), with 19 schools currently actively participating in SWPBS.

For Middleton/Franklin, work with administration and staff to cite reasons why current schools are implementing SWPBS:

- To decrease levels of disruptiveness, rates of office referrals, and suspensions.
- To improve school climate, safety, and order.
- To increase instructional time.
- To increase administrative time for purposes other than to manage discipline problems.
- To enhance the overall operation and performance of the school.
- To more effectively partner with parents and the community.

Survey Staff

- Complete SWPBS Implementation Checklist (PIC) to assess the perceived extent that positive behavior support practices are currently being implemented in the school. Summarize results and present to staff along with 2009-2010 discipline data (e.g., office discipline referral data). The PIC results and 2009-2010 discipline data will serve as the data baseline to evaluate the implementation of SWPBS.

Step 2

Form SWPBS team.

- Immediately after the initial staff introduction, while interest is peaked, ask for volunteers for the school's SWPBS team. The SWPBS team should be representative of the school and include the

following:

- Grade level representatives.
- Special education staff.
- Specials teachers (e.g., art, physical education, etc.).
- Administrators.
- Parent representatives.
- Staff with expertise in SWPBS and classroom management (e.g., psychologist, social worker, guidance counselor, behavior specialist, etc.)
- Staff with skills in data analysis and other technologies.
- Staff with enthusiasm for SWPBS.
- SWPBS Coach will mentor team through consensus, infrastructure development, and implementation. HCPS SWPBS coaches have special training in applied behavior analysis.

Develop a plan of work and meeting schedule.

- Determine whether team will work together or work in subgroups to develop program (e.g., teaching expectations, reward systems, consequences, data analysis, etc.)
- Set meeting times should be arranged.
 - At least monthly meetings are needed to sustain the program. Early on in the development phase, more frequent meetings are encouraged.
- Team should update staff on progress and get feedback along the way.

Step 3

Establish data collection system.

- Office discipline referrals (ODRs) are a primary source of data used to guide the process of implementing school-wide SWPBS.
- Ensure teacher training in completing referrals accurately
- As SWPBS is implemented, staff should receive monthly updates on the schools' data

Using Numbers to Improve Education (U.N.T.I.E.)

- Ensure principal and assistant principal training of HCPS' data system (U.N.T.I.E).
- This system allows data disaggregation of the following:
 - Daily average ODRs and suspensions by month.
 - Behaviors leading to ODR
 - ODR by location in building
 - Number of ODRs by student
 - ODRs generated by staff
 - Disciplinary actions (e.g., suspension, detention, etc.)

Step 4

Establish positive behavior expectations

- Identify three to five core behavioral values for the school (e.g., respect, responsibility, safety, productivity, effort, etc.)
- Determine what these behavior expectations/core values look like in various school locations by developing an expectation matrix.
 - Specific expectation is described in a concise and positive manner (e.g., being safe at dismissal is to "go directly home").
- This matrix of universal positive expectations will serve as the school's common language for staff and students.

Develop visuals.

- Create Posters and other visual displays that communicate the expectations and that acknowledge students positively
 - o These will be prominently displayed throughout school to serve as:
 - Teaching tools.
 - Reminders or pre-corrections for everyone throughout the day.
 - A communication to parents, visitors, and the community.

Determine plan for teaching expectations

- All students should receive direct instruction in the behavior expectations
- Create lessons for teacher use
- Ensure teacher modeling of expectations

Step 5

Design systems for positive acknowledgment and reinforcement.

- Systems should be established to ensure that all students receive positive acknowledgment for demonstrating high priority behavior established in the expectations matrix.
- Reward systems can be on continuum beginning with positive teacher attention, moving to visual or written acknowledgments, then to more concrete systems such as activity rewards, and finally lottery or token systems.
 - o Create behavior certificates, coupons, etc.

Step 6

Design system for consequences of behavioral infractions.

- Determine what is considered a major vs. minor infraction
- Ensure consistency between teachers as this creates predictability for students, staff and parents
- Determine how to instruct students, staff, and parents on consequence systems.

Step 7

Data-based decision making

- SWPBS team should review data at least monthly
 - o U.N.T.I.E. provides access to “real time” data that have been imputed into the system
- Determine who will be responsible for bringing data to team meetings
- Data should be compared from month to month, and from year to year to analyze possible trends
- Use of this data will guide the team to create/amend procedures and supervision practices.
- Review of data also provides direction regarding needs for Tier 2 (small group) interventions

Middleton/Franklin School-based Mentoring Implementation Plan 2010 – 2011

Timeline	Target	Persons Responsible
Quarter 1	PLANNING PHASE	
October 15, 2010	Get Buy-in/statement of commitment from School Leadership. Hire a mentor Liaison/Coordinator	Principal and district Personnel
October 19, 2010	Share mentoring plans with faculty, get feedback and suggestions for the framework, budget and implementation.	Mentor Liaison/Coordinator
October 20, 2010	Form an advisory committee or other oversight group that can plan the initial goals, structure, and implementation of the program, as well as provide guidance for the long term.	Mentor Liaison/Coordinator

October 21, 2010	<p><i>Over the course of 4 weeks the committee will work on the following logistics:</i></p> <ul style="list-style-type: none"> - Determine what will be the initial size and scope of the program (By grade level, lowest quartile students, overage students, etc.) - Determine who will serve as mentors? (faculty, students, college students, outside agency) and how will they be recruited? - Determine how students will be referred, when and where will matches meet? What they will discuss and what activities will they do together? Determine the various legal and liability issues. - Determine the role of parents, their involvement in the program, and who coordinates their involvement, what documents would be completed, how goals would be established based on an assessment of student and community needs and resources, how will forms be reviewed with the mentor liaison/coordinator during meeting sessions? 	Advisory Committee
November 1, 2010 November 5, 2010	<p>Begin mentor screenings and select mentors. Provide 1st mentor training-workshop and manual.</p>	Advisory Committee Mentor Liaison/Coordinator
November 8, 2010	Begin mentee recruitment process	Advisory Committee
November 12, 2010	Begin the mentor-mentor matching process	Advisory Committee
November 18, 2010	Meet with Mentors to share mentor-mentee matches and distribute mentor forms	Advisory Committee
Quarter 2	IMPLEMENTATION	
January 3, 2011	Orientation for mentors and mentees. Connect Mentee and Mentor based on matches. Review ground rules and meeting places.	Mentor Liaison/Coordinator
January 5, 2011	Provide 2 nd mentor training	Mentor Liaison/Coordinator
January 7, 2011 (session 1)	Mentors begin weekly meeting sessions with mentee	
January 14, 2011 (session 2)	Mentor-mentee Meeting session.	
January 21, 2011 (session 3)	<p>Mentor-mentee Meeting sessions. Mentee update with Liaison</p> <ul style="list-style-type: none"> - Mentees will meet with Liaison/Coordinator 	Mentor Liaison/Coordinator

	the 2 nd week to provide updates and review mentee goals and objectives.	
January 28, 2011 (session 4)	Mentor-mentee Meeting sessions. Mentor update with Liaison - Mentors will meet with Liaison/Coordinator the 3 rd week to provide updates and review mentee goals and objectives.	Mentor Liaison/Coordinator
February 4 (session 5)	Mentor-mentee Meeting session.	
February 11, 2011 (session 6)	Mentor-mentee Meeting sessions. Mentor update with Liaison - Mentors will meet with Liaison/Coordinator the 5 th week to provide updates and review mentee goals and objectives.	Mentor Liaison/Coordinator
February 18, 2011 (session 7)	Mentor-mentee Meeting sessions. Mentee update with Liaison - Mentees will meet with Liaison/Coordinator the 6 th week to provide updates and review mentee goals and objectives.	Mentor Liaison/Coordinator
February 25, 2011 Session 8)	Mentor-mentee Meeting session.	
March 4, 2011	End of quarter wrap up (Review individual reports to see if goals were met and the outcome of the mentor-mentee relationships)	Advisory Committee
Quarter 4	IMPLEMENTATION CONTINUED	
March 7-9, 2011	Determine if new mentors or mentees will be added to the program and begin matches.	Advisory Committee
March 11, 2011	Orientation for mentors and mentees Connect Mentee and Mentor based on matches. Review ground rules and meeting places.	Mentor Liaison/Coordinator
March 18, 2011	Provide 3 rd mentor training	Mentor Liaison/Coordinator
March 25, 2011 (session 1)	Mentors begin weekly meeting sessions with mentee	
April 1, 2011 (session 2)	Mentor-mentee Meeting session.	
April 8, 2011 (session 3)	Mentor-mentee Meeting sessions. Mentee update with Liaison - Mentees will meet with Liaison/Coordinator the 2 nd week to provide updates and review mentee goals and objectives.	Mentor Liaison/Coordinator
April 15, 2011 (session 4)	Mentor-mentee Meeting sessions. Mentor update with Liaison - Mentors will meet with Liaison/Coordinator the 3 rd week to provide updates and review mentee goals and objectives.	Mentor Liaison/Coordinator
April 22, 2011 (session 5)	Mentor-mentee Meeting session.	
April 29, 2011	Mentor-mentee Meeting sessions. Mentor update with	Mentor

(session 6)	<p>Liaison</p> <ul style="list-style-type: none"> - Mentors will meet with Liaison/Coordinator the 5th week to provide updates and review mentee goals and objectives. 	Liaison/Coordinator
May 6, 2011 (session 7)	<p>Mentor-mentee Meeting sessions. Mentee update with Liaison</p> <ul style="list-style-type: none"> - Mentees will meet with Liaison/Coordinator the 6th week to provide updates and review mentee goals and objectives. 	Mentor Liaison/Coordinator
May 13, 2011 (Session 8)	Mentor-mentee Meeting session.	
May 20, 2011	End of quarter wrap up (Review individual reports to see if goals were met and the outcome of the mentor-mentee relationships)	Advisory Committee
May 25, 2011	Begin summer planning and budget	Advisory Committee
May 29, 2011	End of year banquet	Advisory Committee

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

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.

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: Jenna Hodgens

Title: Supervisor, Charter Schools

Phone #: 813-272-4049

E-mail Address: Jenna.Hodgens@sdhc.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assistant Superintendent, Administration	X	X	X	X	X	X
Supervisor, Charter Schools	X	X	X	X	X	X
Resource Teacher, Charter Schools	X	X	X	X	X	X
Charter School Advisory Council	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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.	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Individual charter schools and Charter School Advisory Council engaged in preliminary discussions.	X					
b. Charter schools opt in or out of RTTT	X					
c. Charter School Advisory Committee and Charter Schools Office personnel design and implement RTTT charter engagement plan that includes description of all expected documentation.	X					
d. Plan submitted to district leadership and FLDOE.	X					
e. Required documentation submitted regularly.			X	X	X	X

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
a. Individual charter schools and Charter School Advisory Council engaged in preliminary discussions.	X					
b. Charter schools provide signed statements indicating their intent to opt in or out of RTTT	X					
c. Charter schools inform LEA of opt out at any point in project implementation	X	X	X	X	X	X
d. Charter Work Plans submitted to LEA annually		X		X	X	X
e. Charter Work Plan Approval Committee collaborates with charters to garner approvable Work Plans that meet RTTT and MOU requirements		X		X	X	X

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

collective bargaining, if applicable):	Quarter	Quarter	Quarter			
a. Charter schools given access to district's EET plans and documents	X					
b. Charter schools given access to district's complete RTTT Work Plan	X					
c. Charter School Advisory Committee and Charter Schools Office personnel design and implement RTTT charter participation plan that includes plan for documentation	X	X				
d. Charter school plans submitted to district leadership.		X				
e. Required documentation submitted regularly.			X	X	X	X

Deliverable (required): 4. The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X

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

Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X		X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
a. LEA provides charter schools with agreement that states that charter school will provide all necessary data and reports.	X	X	X	X	X	X
b. Charters sign and report agreement.	X	X	X	X	X	X
c. Delivery of required data and reports monitored by district Charter Office and RTTT project director	X	X	X	X	X	X

Deliverable (required): 7. 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 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X			
a. Charter Advisory Council and LEA design and implement plan for assistance and termination of services plan for any charter school that fails to provide required data and reports		X	X			
b. LEA notifies FLDOE if charter school(s) fail to provide necessary data and reports		X	X	X	X	X

Project Budget Summary by Year:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$59,660.00	\$59,660.00	\$59,660.00	\$178,980.00	\$178,980.00	\$178,980.00

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 Charter schools will conduct regular sustainability planning throughout the life of the project to prepare for full sustainability after Year 4.

Supporting Narrative (optional):

Following is a list of the RTTT participation status of the 30 charter schools currently operating in Hillsborough County, as of November 8, 2010. All charter schools in the district have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.

Hillsborough County Public Schools 2010-1011 Charter School RTTT Participation			
SCHOOL	PRINCIPAL	OPT-IN	OPT-OUT
Advantage Academy Elementary	Pam Franco	X	
Advantage Academy Middle	Pam Franco	X	
AT Jones Math, Science & Technology	Brenda Kearse	X	
Brooks DeBartolo Collegiate High	Phildra Swagger	X	
Community Charter School of Excellence	Charles Malatesta	X	
Florida Autism Charter School	Shannon Moss	X	
Kid's Community College	Christy Catlin	X	
Kid's Community College Middle Charter School	Karen Seder	X	
Learning Gate Community	Patti Girard		X
Literacy Leadership Technology Middle	Lesley Logan		X
Mount Pleasant Middle School	Yolonda Waitress		X
New Springs Schools	Emre Akbaba		X

Newpoint High of Tampa	Scott Putnam		X
Pepin Academy	Monika Patton	X	
Pepin Elementary School	Celeste Kellar	X	
Pepin Middle School	Carolyn Scott	X	
Pepin Transitional School	Sonya McAfee	X	
RCMA Wimauma Academy	Mark Haggett		X
Richardson Montessori Academy	Tommie Brumfield	X	
Seminole Heights Charter High School	Bobby Smith	X	
Shiloh Elementary School	Shirley Sanchez	X	
Shiloh Middle School	Shirley Sanchez	X	
Tampa Bay Academy	Bill Orris	X	
Tampa Charter School	Sheila Thomley	X	
Terrace Community Middle School	Gary Hocevar	X	
Trinity School for Children	Madeline O'Dea		X
Trinity Upper School	Madeline O'Dea		X
Valrico Lake Advantage	Bonnie Guertin	X	
Village of Excellence	Cametra Edwards	X	
Walton Academy	Tanika Walton	X	
TOTALS	30	22	8

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

Appendix - List of Acronyms

Acronym	Meaning
ACT	ACT college admission and placement exam
AFT	American Federation of Teachers
AICE	Advanced International Certificate of Education
AP	Advanced Placement
APEP	Annual Program Evaluation Plan
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
B.A.	Bachelor of Arts
B.S.	Bachelor of Science
CELLA	Comprehensive English Language Learning Assessment
CTA	Classroom Teacher's Association
CTAE	Career Technical Adult Education
CTE	Career Technical Education
DPEP	District Program Evaluation Plan
EAI	Enterprise Application Integration
Ed. S.	Educational Specialist
EET	Empowering Effective Teachers
EOC	End-of-Course
ESEA	Elementary and Secondary Education Act
FAIR	Florida Assessment for Instruction in Reading
FAQ	Frequently Asked Questions
FCAT	Florida Comprehensive Assessment Test
FLDOE	Florida Department of Education
FLKRS	Florida Kindergarten Readiness Screener
FRPM	Free or Reduced Price Meals
HCPS	Hillsborough County Public Schools
HR	Human Resources
HS	High School
IB	International Baccalaureate
ILDLP	Individual Leadership Development Plan
INTASC	Interstate New Teachers Assessment and Support Consortium
IPDP	Individual Professional Development Plan
IPT	Instructional Planning Tool
IRT	Item Response Theory
IS	Information systems
KR-20	Kuder-Richardson Formula 20
LDAP	Lightweight Directory Access Protocol
LEA	Local Education Agency
LTM	Lawson Talent Management
MA Ed Leadership	Master of Education Leadership

Acronym	Meaning
MAP	Merit Award Program
MBA	Master of Business Administration
MOU	Memorandum of Understanding
MS	Middle School
NAEP	National Assessment of Educational Progress
NEA	National Education Association
NOC	Network Operation Center
PBCS	Performance Based Compensation System
PBS	Positive Behavior Support
PD	Professional Development
POWER	Performance Outcomes with Effective Rewards
PSAT	Preliminary SAT
RtI	Response to Intervention
RTTT	Race to the Top
SAT	SAT Reasoning Test
STEM	Science, Technology, Engineering & Math
Val-ED	Vanderbilt Assessment of Leadership in Education
VE	Varying Exceptionalities