

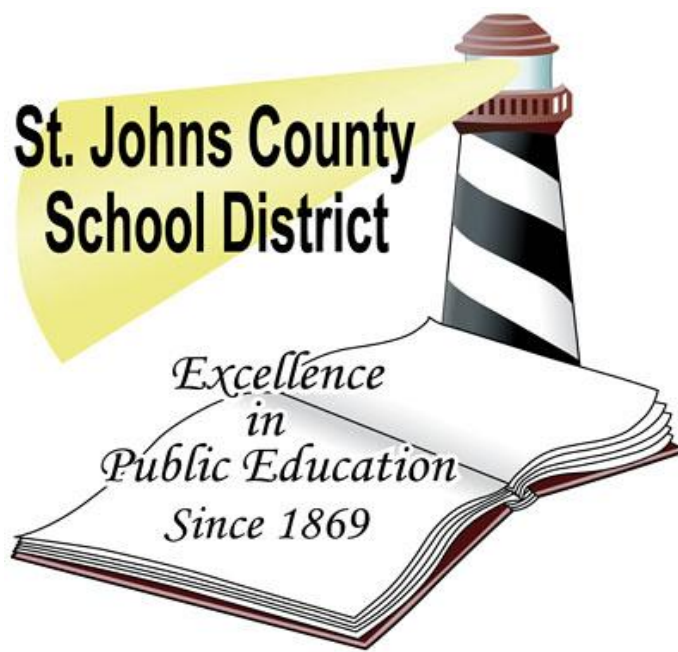
# St. Johns County School District

## Race to the Top

### Final Scope of Work

#### Mission

The St. Johns County School District will inspire a passion for lifelong learning in all students, creating educated and caring contributors to the world



# Table of Contents

	Page Number
Form DOE 100A	3
Attachment I	4
Attachment II	6
Form DOE 101 – RTTT	7
Section A Narrative	9
Work Plan Tables for 13 Projects	37
Form (A)1. LEA Student Goals and Measures	89
Acronyms Used	99
Appendices	
A – School Board Strategic Plan and Goals 2010-2011	100
B – SAT/CollegeBoard	109
C – SJTHS Calendar	110
D – Program of Study/CAPE four-year Strategic Plan and Implementation for Energy Academy	117
E – Information and Technology Financials	122
F – Great Teacher and Leaders Financials	125
G – SJEA Meeting Demand to Bargain Notes	127
H – Appraisal Form	129
I – Professional Development Financials	130
J – 2009-2010 and 2010-2011 SJTHS Bell Schedule	132
K – Substitute Levels – January 2010	134
L – St. Johns County School District Travel Facts	135
M – Energy Class Setup referenced in Appendix D	136

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

**TAPS Number  
11AT01**

<b>Please return to:</b>  Florida Department of Education Race to the Top Room 1502 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0659	<b>A) Program Name:</b>  <h2 style="margin: 0;">Race to the Top – Local Education Agency Application</h2>	<b>DOE USE ONLY</b>  Date Received
<b>B) Name and Address of Eligible Applicant:</b>  St. Johns County School District 40 Orange Street St. Augustine, Florida 32084		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b>  \$ _____  <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$ 1,174,253.00	<b>D) Applicant Contact Information</b>	
	<b>Contact Name:</b> Pamela L. Stewart	<b>Mailing Address:</b> 40 Orange Street St. Augustine, FL 32084
	<b>Telephone Number:</b> (904) 547-7520	<b>SunCom Number:</b>
	<b>Fax Number:</b> (904) 547-7535	<b>E-mail Address:</b> stewarp@stjohns.k12.fl.us
<b>CERTIFICATION</b>		
I, <u>Joseph G. Joyner, Ed.D.</u> , (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.		
Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
<b>E)</b> _____ Signature of Agency Head		





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

**Attachment I  
Program-Specific Assurances**

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

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

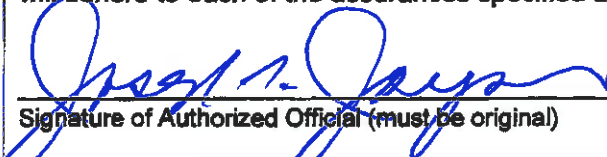
- A. Achieving equity in teacher distribution
- B. Improving the collection and use of data
- C. Regarding standards and assessments
  - 1) Enhancing the quality of academic assessments
  - 2) Including children with disabilities and limited English proficient students
  - 3) Improving State academic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

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

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

**Additionally, the applicant assures that:**

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

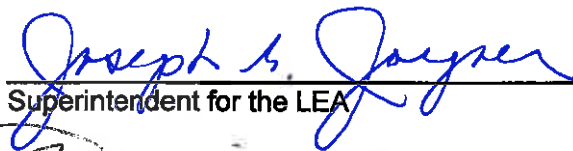
<b>Certification:</b>	
I hereby certify that <u>St. Johns County School District</u> (Local Educational Agency) will adhere to each of the assurances specified above.	
	11/9/2010
Signature of Authorized Official (must be original)	Date

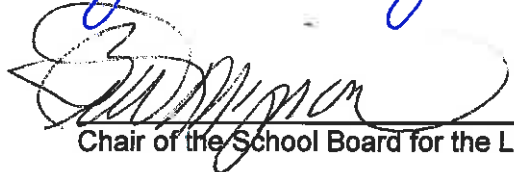


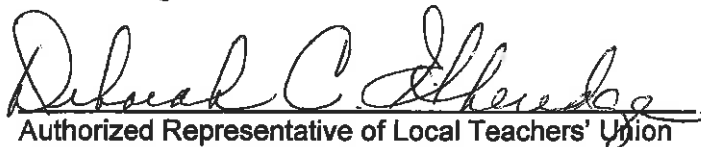
**Florida Department of Education  
American Recovery and Reinvestment Act of 2009 (ARRA)  
Race to the Top – Local Education Agency Applications**

**Attachment II  
Three-Party Assurances**

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

  
\_\_\_\_\_  
Superintendent for the LEA

  
\_\_\_\_\_  
Chair of the School Board for the LEA

  
\_\_\_\_\_  
Authorized Representative of Local Teachers' Union

Quarterly Budget

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET DESCRIPTION FORM - RACE TO THE TOP

A) NAME OF ELIGIBLE RECIPIENT: St. Johns County District School Board  
B) Project Number (DOE USE ONLY): 550-RL111-1C301

E) TAPS Number  
11AT01

F) SPECIAL REVENUE FUND CODE  
434

MOU Criterion Totals:

MOU Criterion	Total	Percent of Total Budget
2	\$112,688.00	9.60%
4	\$182,319.00	15.53%
6	\$185,000.00	15.75%
8	\$650,547.00	55.40%
10	\$43,699.00	3.72%
Total	\$1,174,253.00	100.00%

MOU Criterion Totals By Quarter:

MOU Criterion	Y1 Q2	Y1 Q3	Y1 Q4	Year 1 Total	Y2 Q1	Y2 Q2	Y2 Q3	Y2 Q4	Year 2 Total	Y3 Q1	Y3 Q2	Y3 Q3	Y3 Q4	Year 3 Total	Y4 Q1	Y4 Q2	Y4 Q3	Y4 Q4	Year 4 Total
2	\$0.00	\$0.00	\$85,688.00	\$85,688.00	\$4,920.00	\$720.00	\$720.00	\$720.00	\$7,080.00	\$5,640.00	\$1,440.00	\$1,440.00	\$1,440.00	\$9,960.00	\$5,640.00	\$1,440.00	\$1,440.00	\$1,440.00	\$9,960.00
4	\$0.00	\$0.00	\$0.00	\$0.00	\$72,319.00	\$0.00	\$0.00	\$0.00	\$72,319.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
6	\$0.00	\$0.00	\$35,000.00	\$35,000.00	\$12,500.00	\$12,500.00	\$12,500.00	\$12,500.00	\$50,000.00	\$12,500.00	\$12,500.00	\$12,500.00	\$12,500.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
8	\$0.00	\$0.00	\$152,875.25	\$152,875.25	\$101,784.25	\$17,500.00	\$17,500.00	\$17,500.00	\$154,284.25	\$113,103.25	\$17,500.00	\$17,500.00	\$17,500.00	\$165,603.25	\$125,284.25	\$17,500.00	\$17,500.00	\$17,500.00	\$177,784.25
10	\$0.00	\$0.00	\$20,000.00	\$20,000.00	\$9,880.00	\$0.00	\$0.00	\$0.00	\$9,880.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00	\$5,819.00	\$0.00	\$0.00	\$0.00	\$5,819.00
Totals	\$0.00	\$0.00	\$293,563.25	\$293,563.25	\$201,403.25	\$30,720.00	\$30,720.00	\$30,720.00	\$293,563.25	\$199,243.25	\$31,440.00	\$31,440.00	\$31,440.00	\$293,563.25	\$199,243.25	\$31,440.00	\$31,440.00	\$31,440.00	\$293,563.25

SJCSD RTTT Final Application 1/24/11 Page 7 of 136

review ID	count	MOU Criterion	Activity	Function	Object	Description	Job Code	4 Year Total	Year 1				Year 2				Year 3				Year 4												
									Y1 FTE	9/10 - 12/10	1/11 - 3/11	4/11 - 6/11	Y1 Total	Y2 FTE	7/11 - 9/11	10/11 - 12/11	1/12 - 3/12	4/12 - 6/12	Y2 Total	Y3 FTE	7/12 - 9/12	10/12 - 12/12	1/13 - 3/13	4/13 - 6/13	Y3 Total	Y4 FTE	7/13 - 9/13	10/13 - 12/13	1/14 - 3/14	4/14 - 6/14	Y4 Total		
135576	1	10	Stipends for STEM Academy Curriculum Development - 1 science, 1 math (see appendix I)	6300	100	Salaries Teacher on Special Assignment, Instruction/Curriculum		\$19,529.00	0.000	\$0.00	\$0.00	\$10,882.00	\$10,882.00	0.000	\$4,235.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,235.00	0.000	\$4,412.00	\$0.00	\$0.00	\$0.00	\$4,412.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
135577	2	10	Benefits for Stipends for STEM Academy Curriculum Development - 1 science, 1 math @35%	6300	200	Employee Benefits		\$7,031.00	0.000	\$0.00	\$0.00	\$3,918.00	\$3,918.00	0.000	\$1,525.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,525.00	0.000	\$1,588.00	\$0.00	\$0.00	\$0.00	\$1,588.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
135570	3	10	Substitutes for professional development (see appendix K)	6400	750	Other Personal Services Substitutes		\$2,600.00	0.000	\$0.00	\$0.00	\$2,600.00	\$2,600.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

140291	4	10	Substitutes for professional development (see appendix K)	6400	750	Other Personal Services Substitutes	\$8,720.00	0.000	\$0.00	\$0.00	\$2,600.00	\$2,600.00	0.000	\$4,120.00	\$0.00	\$0.00	\$0.00	\$4,120.00	0.000	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
140292	5	10	Substitutes for professional development (see appendix K)	6400	750	Other Personal Services Substitutes	\$5,819.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$5,819.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,819.00	
135569	8	2	Supplies for Science lab and Energy lab (see appendix M)	5100	510	Supplies/Supplies	\$25,000.00	0.000	\$0.00	\$0.00	\$25,000.00	\$25,000.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
135568	7	2	Furniture: Teacher station and 30 student workstations/ \$8K	5100	642	Furniture, Fixtures and Equipment Non-Capitalized	\$8,000.00	0.000	\$0.00	\$0.00	\$8,000.00	\$8,000.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
135565	8	2	Part-time as needed position for 2 weeks for teacher extension(s) (see appendix D)	6300	100	Salaries Teacher on Special Assignment, Instruction/Curriculum	\$12,480.00	0.000	\$0.00	\$0.00	\$12,480.00	\$12,480.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
135572	9	2	Part-time as needed position for 2 weeks for teacher extension(s) (see appendix D)	6300	100	Salaries Teacher, Special Assignment	\$10,587.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$529.25	\$529.25	\$529.25	\$529.25	\$2,117.00	0.000	\$1,058.75	\$1,058.75	\$1,058.75	\$1,058.75	\$4,235.00	0.000	\$1,058.75	\$1,058.75	\$1,058.75	\$1,058.75	\$1,058.75	\$4,235.00
135568	10	2	Benefits for Part-time teachers @38%	6300	200	Employee Benefits	\$4,800.00	0.000	\$0.00	\$0.00	\$4,800.00	\$4,800.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
135573	11	2	Benefits for Part-time teachers @38%	6300	200	Employee Benefits	\$3,813.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$190.75	\$190.75	\$190.75	\$190.75	\$763.00	0.000	\$381.25	\$381.25	\$381.25	\$381.25	\$1,525.00	0.000	\$381.25	\$381.25	\$381.25	\$381.25	\$1,525.00	
135571	12	2	Professional Development Travel (see Appendix L)	6400	330	Travel/Travel	\$3,288.00	0.000	\$0.00	\$0.00	\$3,288.00	\$3,288.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,525.00	
140293	13	2	Substitutes for professional development (see appendix K)	6400	750	Other Personal Services Substitutes	\$4,120.00	0.000	\$0.00	\$0.00	\$4,120.00	\$4,120.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
135567	14	2	Computer: Dell desktop w/ 4 GB Ram (\$800 per unit x 35 = \$28K)	6500	643	Computer Hardware Capitalized	\$28,000.00	0.000	\$0.00	\$0.00	\$28,000.00	\$28,000.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
135574	15	2	Software: AutoCad-inventor (1 site license at 1 school)	5500	691	Computer Software Capitalized	\$12,600.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$4,200.00	\$0.00	\$0.00	\$0.00	\$4,200.00	0.000	\$4,200.00	\$0.00	\$0.00	\$0.00	\$4,200.00	0.000	\$4,200.00	\$0.00	\$0.00	\$0.00	\$4,200.00	
135581	16	4	Acquire additional computers at schools for online student testing and assessment (unit Price)	6500	644	Computer Hardware Non-Capitalized	\$182,319.00	0.000	\$0.00	\$0.00	\$0.00	\$0.00	0.000	\$72,319.00	\$0.00	\$0.00	\$0.00	\$72,319.00	0.000	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	0.000	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	





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

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

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

**A. OVERARCHING PROJECT PLANS**

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

The St. Johns County School District (SJCSD) has a measurable and demonstrated commitment to high expectations and high performance. The District has nurtured a culture which supports innovative programming, promotes student achievement, develops a caring and competent professional staff and demands high standards of character from all stakeholders. All these priorities are found in the District's Strategic Plan (Appendix A) and support the culture of high performance evidenced in St. Johns County.

The District's goals mirror the objectives of the RTTT application. The following are the St. Johns County School District's goals for the training of teachers and leaders, and potential teachers and leaders:

- One hundred percent of our Career Academy teachers will obtain industry certification and 66 percent of our eligible academy seniors will earn industry certification by July 30, 2011.
- By June 30, 2011, 35 percent of the secondary teachers will be formally trained in Capturing Kids Hearts.
- By June 30, 2011, there will be six on-line professional development courses in the following core content areas; reading, science and math.
- One hundred percent of new teachers and administrators are oriented to **Character Counts!**
- By June 30, 2011 increase the number of individuals who are eligible to be Assistant Principals.
- By June 30, 2011, increase the number of professional development offerings for Paraprofessional and Non-Instructional personnel from 23 to 50.
- By June 30, 2011, all teachers of Next Generation Sunshine State standards courses will receive professional development in standards.
- By June 30, 2011, all schools will implement the Response to Intervention model.
- Fifty percent of new and existing career and technical area teachers will have completed FOR-PD training by August 1, 2011.
- Continue to develop online learning management system content using technologies such as Moodle and other existing District resources to manage introductory and recurring technology training for employees.
- Provide Teachers/Parents with training on the new Parent Assistant Module of eSIS.
- Provide teachers and eSIS trainers with training on the new Teacher Assistant 2.0 Module (when available from the vendor).
- Survey participants of Civility Training to assess effectiveness of training and determine if additional training needed.
- Host the Seventh Annual Media Day training to provide support staff with media contacts and information necessary for responding to media request and enhancing media coverage.
- Provide easy access professional development for custodian, food service workers, maintenance

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

workers, bus drivers, and other personnel through a low cost efficient process.

- Improve student attendance by establishing consistent school-wide policies regarding student attendance and by providing a counseling/social services system to assist schools with at-risk students.
- Improve FTE reporting by preparing a FTE Manual to improve the accuracy of data entry and serve as a training tool for computer operators and registrars.
- Establish and implement a state-wide conference to provide extensive training for all secretaries to School Board members, Superintendents, and senior staff secretaries.

From this foundation, further growth and development will occur as described in (D) (5). School leaders and teachers will be well trained, accountable for student learning, and treated as professionals. An evaluation system that utilizes student performance data as the primary criteria for salary differentiation is a key component of the total plan being developed.

In the area of student achievement, current goals are consistent with those of the state, with all schools well on their way to eliminating the achievement gap by, or before, 2020. St. Johns County School District's student achievement goals for 2011 are as follows:

- By June 30, 2011, the percent of participation in advanced language arts or math courses for middle school FCAT level 4 and 5 students will increase by three percent.
- By June 30, 2011, 100 percent of eighth graders will be promoted to ninth grade.
- In 2010-2011, the percentage of non-proficient students will decrease by three percent as measured by the FCAT.
- By June 30, 2011, the percentage of students who have attended the District's Early Childhood programs and meet kindergarten readiness will increase by three percent.
- By June 30, 2011, curriculum maps for all elementary and secondary required core content courses will be developed and posted on the St. Johns County School District's website.
- By June 30, 2011, End Of Course Exams will be developed and implemented for middle and high school science, social studies, math and language arts courses.
- By June 30, 2011 the per student library book checkout will increase by at least one book per child.
- By June 30, 2011, participation in community education will expand to 190 participants (10 percent increase).
- By June 30, 2011, the number of schools that achieve Adequate Yearly Progress will increase to 20 (62.5 percent).
- By June 30, 2011, the percentage of students making Adequate Yearly Progress will increase by three percent from 77 percent to 80 percent.
- By June 30, 2011, the overall District graduation rate will increase by one percent from 90.8 percent to 91.8 percent.
- Service Learning will continue and expand in the six area high schools and will be expanded into other schools.
- St. Johns Virtual School's number of course completers will increase to 1300, approximately an 18 percent increase.

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

From this foundation additional actions will be taken to ensure compliance with RTTT objectives as evidenced by the information found in sections B-F.

A continuous progress model is in place which emphasizes careful ongoing monitoring and support of students; with the goal of ensuring academic growth as measured through learning gains. The District's highly trained staff is committed to focusing on learning and addressing the individual needs of each learner.

To accomplish this commitment, the District has implemented a specific professional development program designed to ensure teachers have the skills to carry out the mission. An emphasis has been placed on school based collaborative models of staff development and planning. This emphasis enables instructional teams to better meet the specific needs of students on a school by school, grade by grade and course by course basis.

The District has adopted curriculum maps for all core subject areas by grade level or course. These maps will be continuously revised to include the Common Core State Standards that will be available in 2013-14. Investments have also been made in progress monitoring tools, data analysis and reporting programs which enable the staff to assess, monitor and diagnose the status and needs of each student in a formative manner throughout the year. This data is used to inform instruction, enlist family support, develop interventions, plan staff development, guide spending and formulate District goals and objectives.

The District Strategic Plan and School Board Goals (Appendix A), specifically outline the District's vision and how that vision can be reached. Examples of current programming that are consistent with both District plans and the State's goals are as follows:

- Professional Learning Communities established at all schools
- Development and implementation of curriculum maps in all subject areas
- Ongoing development and implementation of End of Course Exams
- Use of monitoring systems such as ThinkLink™, Snapshot, Florida Assessments for Instruction and Reading (FAIR) and Write Score
- Use of specific literacy enhancement programs such as Read180, Language! and Education City
- Fourteen Career Academies, many with a strong relationship to Science, Technology, Engineering and Math (STEM)
- One or more of the following programs available at each high school: Advanced Placement (AP), International Baccalaureate (IB), Advance International Certificate of Education (AICE), Dual enrollment (DE) and Industry Certification
- Staff development initiatives to include Lesson Study, Professional Learning Communities, Differentiated Instruction, Formative Assessment and Data Analysis to Inform Instruction and Planning

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

The District has a history of collaborative negotiations with all bargaining units. Innovative thinking is the norm in SJCS D as evidenced by various contract provisions including the establishment of an Associate Teacher Program. Currently, an eighteen member committee made up of an equal number of bargaining unit representatives and administrators is meeting to address all relevant components of the Race to the Top (RTTT) proposal. There is no doubt that by the end of this process teachers and school leaders will reach the goals of the RTTT proposal by being “well-selected, prepared, supported, respected and accountable for their students’ achievement,” in fact the culture in the St. Johns County School District already supports all of these outcomes.

The synergistic effect of a caring, competent and well-trained staff; that has easy access to essential data and appropriate technology tools, working within the framework of proven instructional programs, has produced a culture in which individual learners have excelled to the highest of expectations. The St. Johns County School District has been the highest achieving district as measured by FCAT for the past two years. District students regardless of socio-economic status, race or ethnicity consistently perform above average on state, nationally and internationally normed achievement tests. (Appendix B)

None of this would be possible without the quality leadership of our principals, district staff, award winning superintendent, supportive school board and a community that values education. Still, there are a number of challenges that must be address to ensure continued progress.

Some of those challenges include:

- Consistent funding over time that enables the District to sustain all initiatives at a level sufficient to positively impact student achievement
- Dissidence between Adequate Yearly Progress (AYP) standards and state accountability standards in regard to school grades
- Resources and expertise to develop End of Course Exams that can be proven to be reliable, valid and secure both before and after use
- Data systems that are robust and flexible enough to track student achievement over time, using a variety of measurements, and in such a manner that student growth can be tied to teacher performance in a meaningful way
- Establishing meaningful, measurable and statistically realistic goals that demonstrate continuous improvement in an already high achieving district
- Improving the infrastructure and number of qualified staff who can implement, provide training, monitor and support all innovations as they are developed and phased in over time

The challenges of improving performance from already high levels; including producing even higher percentages of students in advanced course work, and taking data systems and professional development to the next level, are not insurmountable. The leadership, the willingness, and the plan are in place, but assistance is needed in the form of flexible, consistent and sufficient levels of multi-year funding. Also the already positive relationship with the State could be further improved with the development of user-friendly access to State data at all levels, especially in the classroom. The challenge of designing a tool that could be used to measure student growth over time, based on numerous variables and differentiated assessments,

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

while at the same time connecting that information to individual instructors, may be a task too time consuming and expensive for any single district to achieve.

The St. Johns County School District has a demonstrated record of achievement that has been earned through the performance of students working with world class instructional and leadership teams. The District's tradition of proactive planning, collaboration with all stakeholders, use of instructional technology and data driven decision making, has produced outstanding results. While there are challenges, the strengths of the District working in partnership with the State, leave no doubt that progress will be made in all assurance areas.

**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 and Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the Memorandum of Understanding (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.

Stakeholders are involved in the process of Race to the Top as active participants in planning, implementing, overseeing and ensuring success through the appropriate monitoring systems as well as necessary tools. The communication will be multi-faceted to include face-to-face, email and web-based communication.

The leadership teams involved include members of the District's Curriculum and Learning Department, the Planning, Accountability and Assessment Department, Information Technology Department, Professional Development and Innovation Department and the Human Resource Department as well as school-based personnel.

The monitoring of implementation of the Race to the Top grant will be done through the Deputy Superintendent as well as the rest of the leadership team with close communication throughout.

The amount of monies reflected within the Final Scope of Work is \$5,464,117 over the four years of the grant. While this is more than the RTTT allocation for St. Johns County School District, the budget submitted to the Department through the online system equals the amount allocated. Included within the Final Scope of work Appendices is the total amount for the supporting activities with the amount from RTTT funding in separate columns.

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

<b>Race to the Top Timeline</b>			
<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>
<b>Expand Lesson Study</b>			
During the first year, the school schedule, participation rosters and one lesson plan for each persistently lowest achieving school will be submitted including regularly scheduled blocks of time for lesson study for each grade or subject and lesson study will be conducted regularly through the year.	Schedules will continue to be maintained for common planning times and the lesson study process will continue.	Schedules will continue to be maintained for common planning times and the lesson study process will continue.	Schedules will continue to be maintained for common planning times and the lesson study process will continue.
<b>Expand STEM Career and Technical Program Offerings</b>			
During the first year, research and identify employer critical STEM workforce aligning with state, develop and implement timeline for STEM Energy academy, identify and recruit Advisory Board, compile baseline data on existing STEM career academies, benchmark exiting Energy academy programs within the state, select facilities, equipment, curriculum, industry certification to implement support of a new Energy Academy, create program of study based on require CTE courses, determine the grade level and number of students.	Identify, recruit and sustain an Advisory board of local and state partners. Benchmark exiting Energy academy programs within the state. Select facilities, equipment, curriculum, industry certification to implement and support new Energy Academy. Create program of Study based on CTE courses. Determine the grade level and number of students.	Benchmark existing Energy academy programs within the state. Identify, recruit and sustain an Advisory board of local and state partners. Continue identification and training of qualified instructors with required industry certifications and core STEM competencies.	Benchmark existing Energy academy programs within the state. Identify, recruit and sustain an Advisory board of local and state partners. Continue identification and training of qualified instructors with required industry certifications and core STEM competencies.
Coordinate with postsecondary partners to align technical and four-year postsecondary options.	Coordinate with postsecondary partners to align technical and four-year postsecondary options.	Coordinate with postsecondary partners to align technical and four-year postsecondary options.	Coordinate with postsecondary partners to align technical and four-year postsecondary options.
	Provide student work-based learning opportunities and schedule STEM Energy Academy students in math and science cohorts	Provide student work-based learning opportunities and schedule STEM Energy Academy students in math and science cohorts	Provide student work-based learning opportunities and schedule STEM Energy Academy students in math and science cohorts

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

Engage business in curriculum design, project based activities, externships and create marketing materials targeted to 8th grade students to recruit to the STEM Energy Academy.	Engage business in curriculum design, project based activities, externships and create marketing materials targeted to 8th grade students to recruit to the STEM Energy Academy.		
			Administer and analyze student performance on industry certification exams.
Provide four-year student enrollment projection and number of certifications expected per year		Provide four-year student enrollment projection and number of certifications expected per year	Provide four-year student enrollment projection and number of certifications expected per year
Forecast student enrollment to calculate possible Perkins funds and set recruitment goals	Forecast student enrollment to calculate possible Perkins funds and set recruitment goals	Forecast student enrollment to calculate possible Perkins funds and set recruitment goals	Forecast student enrollment to calculate possible Perkins funds and set recruitment goals
		Seek articulation agreements for students passing industry exams	Seek articulation agreements for students passing industry exams
Research and planning for addition of Power & Energy Tech program called the STEM Energy Academy at Pedro Mendez High School			
Finalize equipment & technology requirements; purchase and install	Finalize equipment & technology requirements; purchase and install		
	Campaign for adequate student enrollment to fund teaching position and industry certifications, model for advising and guiding interested students to energy careers, identify and provide appropriate credentials and industry, ensure Energy Academy is available for all levels of students.	Campaign for adequate student enrollment to fund teaching position and industry certifications, model for advising and guiding interested students to energy careers, identify and provide appropriate credentials and industry, ensure Energy Academy is available for all levels of students.	Campaign for adequate student enrollment to fund teaching position and industry certifications, model for advising and guiding interested students to energy careers, identify and provide appropriate credentials and industry, ensure Energy Academy is available for all levels of students.

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

			Ensure CTE program is sequenced and rigorous such that 66% of eligible students pass the industry certification exam
<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>
<b>Increase of AP, IB, AICE, dual enrollment and industry certification</b>			
Within the first year, confirm baseline data regarding school offerings and enrollment, survey schools by feeder patterns for longitudinal plan of advanced programming expansion and support, confirm all regular high schools continue to meet requirements of Senate Bill 4, supply budget to support advanced programs to all middle schools, use blended class model with gifted and general education to increase number of advanced courses in elementary and middle schools, support on-going professional development efforts related to advanced programming, and promote the use of differentiated instruction at all grade levels throughout the project.			
Support the addition of advanced academic programs at middle schools where they do not already exist, support addition or expansion of Pre-IB, Middle Years, AICE and/or AVID at all high schools.	Support the addition of advanced academic programs at middle schools where they do not already exist, support addition or expansion of Pre-IB, Middle Years, AICE and/or AVID at all high schools.	Support the addition of advanced academic programs at middle schools where they do not already exist, support addition or expansion of Pre-IB, Middle Years, AICE and/or AVID at all high schools.	Support the addition of advanced academic programs at middle schools where they do not already exist, support addition or expansion of Pre-IB, Middle Years, AICE and/or AVID at all high schools.
	Implement expanded differentiated accountability, formative assessment and other "safety net" strategies to support students enrolled in advanced course work.	Implement expanded differentiated accountability, formative assessment and other "safety net" strategies to support students enrolled in advanced course work.	Implement expanded differentiated accountability, formative assessment and other "safety net" strategies to support students enrolled in advanced course work.

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

	Document course offerings at each school using automated data system and school programs of study, document enrollment in STEM/advanced course work, collect performance data (teacher generated and from 3rd party exams) to analyze and confirm success and growth of programs.	Document course offerings at each school using automated data system and school programs of study, document enrollment in STEM/advanced course work, collect performance data (teacher generated and from 3rd party exams) to analyze and confirm success and growth of programs.	Document course offerings at each school using automated data system and school programs of study, document enrollment in STEM/advanced course work, collect performance data (teacher generated and from 3rd party exams) to analyze and confirm success and growth of programs.
<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>
<b>Ensuring schools possess needed technology sufficient access to improved classroom instruction and computer-based assessment, utilize state-level data into local instructional improvement systems</b>			
During the first year, acquire additional computers for online assessments	Continue to acquire additional computers for online assessments, execute 3rd computer refresh plan for teachers, increase WAN bandwidth, install caching hardware/software	Continue to acquire additional computers for online assessments, increase WAN bandwidth, install caching hardware/software	Continue to acquire additional computers for online assessments, increase WAN bandwidth
	Report staff numbers to DOE		
		Provide each type of staff accessing state systems via single sign-on	
		Gather state specifications and analyze technical requirements a needed resources	
			Complete single sign-on certification
	Gather state specifications and determine technical requirements and resources needed		

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

		Acquire/configure new hardware, install MS ForeFront Identity Manager to staff accounts and manage user groups	
			Test and implement tools and procedures needed to support single sign-on with state data system
	State-level data downloads requiring gathering of state specifications		
		Develop requirements for data downloads	
			Develop and produce reports needed for data downloads
	Report on progress of enhancing local instructional improvement system	Report on progress of enhancing local instructional improvement system	Report on progress of enhancing local instructional improvement system
<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>
	Verify LIIS minimum standards and determine gap if any		
		Expand current Teacher Portal in our LIIS to include more data analysis on student performance and growth and include more state data to meet minimum standards	Expand current Teacher Portal in our LIIS to include more data analysis on student performance and growth and include more state data to meet minimum standards
	Expand use of existing Parent Portal to all schools	Expand use of existing Parent Portal to all schools	
Report on progress of enhancing our local instructional improvement system	Report on progress of enhancing our local instructional improvement system	Report on progress of enhancing our local instructional improvement system	Report on progress of enhancing our local instructional improvement system
<b>Educator Preparation Programs</b>			

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

A rubric for qualifying supervising teachers and Principal Leadership candidates will be developed and implemented. Access to Clinical Educator Training will be provided	A rubric for qualifying supervising teachers and Principal Leadership candidates will be developed and implemented. Access to Clinical Educator Training will be provided	A rubric for qualifying supervising teachers and Principal Leadership candidates will be developed and implemented. Access to Clinical Educator Training will be provided	A rubric for qualifying supervising teachers and Principal Leadership candidates will be developed and implemented. Access to Clinical Educator Training will be provided
Develop and implement professional development and evaluation for Supervising/Peer Teacher	Develop and implement professional development and evaluation for Supervising/Peer Teacher	Develop and implement professional development and evaluation for Supervising/Peer Teacher	
Coordinate with IT to develop element, test element, and use to identify supervising/Peer Teacher			
	Use State Alternative Certificate Program and collect/report District leadership program data related to placement, success, and perception	Use State Alternative Certificate Program and collect/report District leadership program data related to placement, success, and perception	Use State Alternative Certificate Program and collect/report District leadership program data related to placement, success, and perception
<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>
<b>Teacher and Principal Evaluation Systems</b>			
During the first year, a teacher system will be developed reflecting the inclusion and implementation process for each content and design requirement. A Collective Bargaining MOU was ratified. A concept appraisal system meeting required RTTT elements will be designed.	Pilot appraisal in 4 schools	Evaluate modify if needed, and expand pilot	Implement appraisal system
Design Principal appraisal system which includes required element	Pilot appraisal	Evaluate modify if needed, and expand pilot	Implement appraisal system
Develop and revise data collection system to report annually all teacher and principal evaluations	report annually all teacher and principal evaluations	report annually all teacher and principal evaluations	report annually all teacher and principal evaluations

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

	Assign RTTT committee through Collective Bargaining to review evaluate and revise teacher and principal evaluations. These will be submitted as required.	Assign RTTT committee through Collective Bargaining to review evaluate and revise teacher and principal evaluations. These will be submitted as required.	Assign RTTT committee through Collective Bargaining to review evaluate and revise teacher and principal evaluations. These will be submitted as required.
During the first year, the selected committee will meet to design draft salary system. They in turn will meet with collective bargaining team to review and receive input			
Negotiate teacher compensation system	Negotiate teacher compensation system	Negotiate teacher compensation system	Negotiate teacher compensation system
	Establish and revise compensation plan annually through Collective Bargaining Agreement and submit salary system as required for FDOE	Establish and revise compensation plan annually through Collective Bargaining Agreement and submit salary system as required for FDOE	Establish and revise compensation plan annually through Collective Bargaining Agreement and submit salary system as required for FDOE
<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>
Revise current staffing plan to include reassignments of Effective and Highly Effective teachers			Implement new staffing plan
Collective Bargaining Agreement submitted	Collective Bargaining Agreement submitted	Collective Bargaining Agreement submitted	Collective Bargaining Agreement submitted
Submit documentation of accountability process for administrators to use evaluation results for teachers and principals in human capital decisions (staffing plan, appraisal system, duties assigned)	Submit documentation of accountability process for administrators to use evaluation results for teachers and principals in human capital decisions (staffing plan, appraisal system, duties assigned)	Submit documentation of accountability process for administrators to use evaluation results for teachers and principals in human capital decisions (staffing plan, appraisal system, duties assigned)	Submit documentation of accountability process for administrators to use evaluation results for teachers and principals in human capital decisions (staffing plan, appraisal system, duties assigned)
	Report all required data regarding bonuses and salary augmentations	Report all required data regarding bonuses and salary augmentations	Report all required data regarding bonuses and salary augmentations
	Report all data related to terminations and reassignments of all teachers and principals	Report all data related to terminations and reassignments of all teachers and principals	Report all data related to terminations and reassignments of all teachers and principals
<b>Professional Development</b>			

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

The professional development system will be revised to meet protocol standards	The professional development system will be revised to meet protocol standards	The professional development system will be revised to meet protocol standards	The professional development system will be revised to meet protocol standards
Develop RTTT priorities for timeline and implementation	Develop RTTT priorities for timeline and implementation	Develop RTTT priorities for timeline and implementation	Develop RTTT priorities for timeline and implementation
Inservice training for career academy teachers and formative assessment	Inservice training for career academy teachers and formative assessment	Inservice training for career academy teachers and formative assessment	Inservice training for career academy teachers and formative assessment
		Lesson Study will be introduced to all staff and pilot schools will share results through the process.	Lesson Study will be introduced to all staff and pilot schools will share results through the process. All schools in District will participate in Lesson Study on quarterly basis
Professional Development will provide training and collaboration opportunities for all SJCS D stakeholders in all required areas of RTTT, including school-based scheduling, differentiation, STEM curriculum delivery, assessment and accountability, monitoring tools and will provide on-going support in the areas of current practices, initiatives and formative and summative assessments.	Professional Development will provide training and collaboration opportunities for all SJCS D stakeholders in all required areas of RTTT, including school-based scheduling, differentiation, STEM curriculum delivery, assessment and accountability, monitoring tools and will provide on-going support in the areas of current practices, initiatives and formative and summative assessments.	Professional Development will provide training and collaboration opportunities for all SJCS D stakeholders in all required areas of RTTT, including school-based scheduling, differentiation, STEM curriculum delivery, assessment and accountability, monitoring tools and will provide on-going support in the areas of current practices, initiatives and formative and summative assessments.	Professional Development will provide training and collaboration opportunities for all SJCS D stakeholders in all required areas of RTTT, including school-based scheduling, differentiation, STEM curriculum delivery, assessment and accountability, monitoring tools and will provide on-going support in the areas of current practices, initiatives and formative and summative assessments.
The Professional Development office will analyze IPDP for all teachers and ILPD for administrators to determine learning needs for the upcoming year.	The Professional Development office will analyze IPDP for all teachers and ILPD for administrators to determine learning needs for the upcoming year.	The Professional Development office will analyze IPDP for all teachers and ILPD for administrators to determine learning needs for the upcoming year.	The Professional Development office will analyze IPDP for all teachers and ILPD for administrators to determine learning needs for the upcoming year.

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

Professional Development will review /revise Teacher induction Program to include professional learning that is fully aligned with Florida Educator Accomplished Practices and FLDOE Protocol Standards.	Professional Development will review /revise Teacher induction Program to include professional learning that is fully aligned with Florida Educator Accomplished Practices and FLDOE Protocol Standards.	Professional Development will review /revise Teacher induction Program to include professional learning that is fully aligned with Florida Educator Accomplished Practices and FLDOE Protocol Standards.	Professional Development will review /revise Teacher induction Program to include professional learning that is fully aligned with Florida Educator Accomplished Practices and FLDOE Protocol Standards.
Professional Development will conduct needs assessment of teacher induction program, and the current mentor program for year 1 teachers	Professional Development will conduct needs assessment of teacher induction program, and the current mentor program for year 1 teachers	Professional Development will conduct needs assessment of teacher induction program, and the current mentor program for year 1 teachers	Professional Development will conduct needs assessment of teacher induction program, and the current mentor program for year 1 teachers
Professional Development Department will review the current components of the Master Inservice Plan for support of each component as effective practice for increasing student achievement	Professional Development Department will review the current components of the Master Inservice Plan for support of each component as effective practice for increasing student achievement	Professional Development Department will review the current components of the Master Inservice Plan for support of each component as effective practice for increasing student achievement	Professional Development Department will review the current components of the Master Inservice Plan for support of each component as effective practice for increasing student achievement
Professional Development will provide teachers with Clinical Education training 3 times per school year to continue partnership with local universities	Professional Development will provide teachers with Clinical Education training 3 times per school year to continue partnership with local universities	Professional Development will provide teachers with Clinical Education training 3 times per school year to continue partnership with local universities	Professional Development will provide teachers with Clinical Education training 3 times per school year to continue partnership with local universities
	Develop and implement new professional development process		
	Revise process for evaluation of district's professional development	Revise process for evaluation of district's professional development	Revise process for evaluation of district's professional development

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

Professional Development to develop timeline for implementing professional development annual review, gather and analyze data to determine strengths and areas of improvement, and report results annually to District leadership	Professional Development to develop timeline for implementing professional development annual review, gather and analyze data to determine strengths and areas of improvement, and report results annually to District leadership	Professional Development to develop timeline for implementing professional development annual review, gather and analyze data to determine strengths and areas of improvement, and report results annually to District leadership	Professional Development to develop timeline for implementing professional development annual review, gather and analyze data to determine strengths and areas of improvement, and report results annually to District leadership
<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>
<b>Drive Improvement in Persistently Low-Achieving Schools</b>			
The District will review student achievement data by teacher and evaluate teachers and principals performance re: gains. Decisions will be made to replace and/or recruit staff to SJTHS.	The District will review student achievement data by teacher and evaluate teachers and principals performance re: gains. Decisions will be made to replace and/or recruit staff to SJTHS.		
<b>Plan implementing programs in each persistently lowest-achieving school and within feeder pattern</b>			
Extension of school day beginning 2010/11	Extension of school day beginning 2010/11	Extension of school day beginning 2010/11	Extension of school day beginning 2010/11
	Positive Behavior Support training provided for staff not already trained	Positive Behavior Support training provided for staff not already trained	Positive Behavior Support training provided for staff not already trained
Response to Intervention and RtI fully implemented and hire Success Coach to mentor and encourage students at SJTHS	Response to Intervention and RtI fully implemented and hire Success Coach to mentor and encourage students at SJTHS	Response to Intervention and RtI fully implemented and hire Success Coach to mentor and encourage students at SJTHS	Response to Intervention and RtI fully implemented and hire Success Coach to mentor and encourage students at SJTHS
		Investigate possibility of implementing mentoring program for students at SJTHS	Investigate possibility of implementing mentoring program for students at SJTHS

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

Investigate use of Junior Great Books, institute use of Read180 and utilize coaching and modeling through literacy, math and science coaches	Investigate use of Junior Great Books, institute use of Read180 and utilize coaching and modeling through literacy, math and science coaches	Investigate use of Junior Great Books, institute use of Read180 and utilize coaching and modeling through literacy, math and science coaches	Investigate use of Junior Great Books, institute use of Read180 and utilize coaching and modeling through literacy, math and science coaches
<b>Charter Schools</b>			
During the first year, all charter schools will be invited to presentation and provided with informational powerpoint.			
Necessary documentation of participation or opt out by charter schools will be provided to FDOE.			

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

Progress evaluation will be done on a quarterly basis by the leadership management team. The goals, strategies for implementation, data available and budget will be reviewed and revisions made when feasible and/or necessary in order to ensure success of the program and alignment with the District’s mission.

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

The allocation to SJCS D from Race to the Top cannot fully fund all RTTT initiatives; therefore, the District will utilize additional resources necessary to implement and sustain the scope of work. Race to the Top is closely aligned with the existing SJCS D’s Strategic Plan and goals, allowing SJCS D to begin implementation of these projects. The District will continue the recurring costs through Title funds (when applicable) and operational dollars.

**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.**

The School Improvement Grant will be utilized for the efforts in the St. Johns County School District’s low-achieving school and will align with Race to the Top initiatives of high-performing staff, end of course exams, accountability, rigor, and student growth. The District’s capital dollars will be included to ensure that the data and technology efforts be included.

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

**Work Plan Table**

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

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name:</b> Pamela L. Stewart  <b>Title:</b> Deputy Superintendent, Curriculum &amp; Learning  <b>Phone #:</b> 904-547-7521  <b>E-mail Address:</b> stewarp@stjohns.k12.fl.us</p>
--

<p><b>Project Goal:</b> An LEA with a persistently lowest-achieving school will modify these schools’ schedules to devote a minimum of one lesson study per month for each grade level or subject area.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study</li> <li>4. Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.</li> </ol>

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent, Curriculum & Learning	X	X	X	X	X	X
Senior Director, Professional Development & Innovation	X	X	X	X	X	X
Senior Director, Curriculum & Learning	X	X	X	X	X	X
Senior Director, Accountability & Intervention Services	X	X	X	X	X	X
Director for Professional Development	X	X	X	X	X	X
Director for Instructional Services	X	X	X	X	X	X
Principal, St. Johns Technical High School (SJTHS)	X	X	X	X	X	X
Program Specialists for Subject Areas	X	X	X	X	X	X

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submission of school schedule for each persistently lowest-achieving school that						

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

includes regularly scheduled blocks of time dedicated to Lesson Study for each grade level or subject area.	X	X		X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Establish and maintain a schedule to include common planning time	X	X	X	X	X	X
Staff trained on Lesson Study by FLDOE	X					

<b>Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Provide Lesson Study Training to all staff not previously trained at SJTHS			X			
Conduct Lesson Study meetings at SJTHS			X	X	X	X
Deliver Lessons at SJTHS			X	X	X	X

<b>Deliverable (required):</b> Rosters of school administrator(s) and grade level and content area teaching staff who participated in the Lesson Study. Joy Taylor, Kim Dugger, Sally Johnson, Tom Barrett, and Laurie Harrah, (administrative team). Teaching Staff: Martin, Garrett, Martin, Conner, Jacobson, Barber, Carden, Russell, Beck, Doughtry, Neeley, Koslewska, Williamson, Laga, Henry, and Wilkinson	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Conduct meetings & submit rosters			X	X	X	X

<b>Deliverable (required):</b> Submission of <u>one</u> participating teacher's improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submit improved lesson plan			X	X	X	X

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

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

**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 success of Lesson Study within SJTHS will ensure the continuance of such efforts beyond RTTT funding since the process began before RTTT and benefits have been experienced.

**Supporting Narrative (optional):** St. Johns Technical High School teachers and administrative staff have been trained by Florida Department of Education (FLDOE) in Lesson Study and currently utilize Lesson Study in their planning. The instructional coaches assist and support this effort and observe and model for teachers. Lesson Study is conducted once per quarter. The schedule is outlined below as well as included in the Appendices, see title and page numbers in next box.

October 13, 2010 – Lesson Study Meeting  
 October 19, 2010 – Lesson Study Lesson Presentation – observed by staff  
 October 20, 2010 – Lesson Study Colloquium

January 5, 2011 – Lesson Study Meeting  
 January 11, 2011 – Lesson Study Lesson Presentation – observed by staff  
 January 19, 2011 – Lesson Study Colloquium

March 2, 2011 – Lesson Study Meeting  
 March 10, 2011 – Lesson Study Lesson Presentation – observed by staff  
 March 16, 2011 – Lesson Study Colloquium

May 4, 2011 – Lesson Study Meeting  
 May 12, 2012 – Lesson Study Lesson Presentation – observed by staff  
 May 18, 2012 – Lesson Study Colloquium

Since SJTHS is such a small school there are only two teachers in each subject area so the Lesson Study process is done with all core content teachers.

The expected student outcomes are that the teachers will be provided with ongoing information to allow the continual tailoring of their lessons to meet their students’ learning needs. The SJTHS teachers have embraced lesson study and strongly believe that school data will reflect that the process results in improved student performance.

**Title and Page Number of Appendices for this Project (if applicable): Appendix C – SJTHS Calendar – October 2010 – May 2011**

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

**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).*

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name:</b> Meredith R. Strickland  <b>Title:</b> Senior Director of Professional Development and Innovation, St. Johns County School District  <b>Phone #:</b> 904-547-3980  <b>E-mail Address:</b> strickm@stjohns.k12.fl.us</p>
---

<p><b>Project Goal:</b> An LEA with a persistently lowest-achieving school will modify these schools’ schedules to devote a minimum of one lesson study per month for each grade level or subject area.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>5. 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.</li> <li>6. 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.</li> <li>7. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.</li> <li>8. Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.</li> </ol>

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent for Curriculum and Learning	X	X	X	X	X	X
Senior Director for Professional Development and Innovation	X	X	X	X	X	X
Senior Director for Curriculum and Learning	X	X	X	X	X	X
Director for Professional Development	X	X	X	X	X	X
Director for Instructional Services	X	X	X	X	X	X
Assistant Principal of St. Augustine High School	X	X	X	X	X	X
Program Specialists for Instructional Services	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time	X	X		X	X	X

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

dedicated to Lesson Study for each grade level or subject area.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
NA	X	X	X			

<b>Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
St. Augustine High School will begin the process of Lesson Study by facilitating a Professional Learning Community that will focus on the concept of Lesson Study itself. Seven teachers will be involved in this initiative as well as the Director of Professional Development and the Assistant Principal. The book entitled <u>Leading Lesson Study</u> by Mitchell, Appel, Leong, Stepanek will be used as a focus for their research on Lesson Study.	X	X	X	X	X	X

<b>Deliverable (required):</b> Rosters of school administrator(s) and grade level and content area teaching staff who participated in the Lesson Study.  Betsy Wierda, Director of Professional Development; Dawn Sapp, Assistant Principal of SAHS; Cheryl Bartz, SAHS Teacher; Renee Aunchman, SAHS Teacher; Scott Benyacko, SAHS Teacher; John Botta, SAHS Teacher; Karen Smither, SAHS Teacher	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Research based study of the pedagogy of Lesson Study.	X	X				

<b>Deliverable (required):</b> Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard Lesson	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X

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

Study with amendments due to participation in lesson study noted.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Lesson Plan Overview	X	X	X			

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

**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)*

This research based study of Lesson Study will allow a small group of professionals to digest the underpinnings of Lesson Study itself in order to begin effective implementation in the 2011 school year. This research and dialog will allow for effective planning, a depth of understanding and a vitalization of interest in this venue.

\*The book is purchased from the Title II budget.

**Supporting Narrative (optional):**

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

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

**Project/MOU Criterion: Expand STEM Career and Technical Program Offerings – (B)(3)4.**  
**Race To The Top Narrative**

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

**Name:** Tim Egnor  
**Title:** Senior Director for Curriculum and Learning  
**Phone #:** 904 547-7563  
**E-mail Address:** egnort@stjohns.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 four-year LEA timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.
3. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
District Director, Career Education	X	X	X	X	X	X
District Program Specialist, Career Education		X	X	X	X	X
High School Career Specialists	X	X	X	X	X	X
High School Principal		X	X	X	X	X
High School Registrar		X	X	X	X	X
High School Guidance Counselors		X	X	X	X	X
District Science Program Specialist		X	X	X	X	X
District Math Program Specialist		X	X	X	X	X

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

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submission of a four-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.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Research, and identify employer critical STEM workforce needs which align with state Targeted Occupations list Align needs with appropriate career and technical programs by working with local and state workforce boards, chambers, economic development councils and industry consortia	X	X				
Develop planning and implementation timeline for STEM Energy Academy.	X					
Identify, recruit and sustain an Advisory Board of local and state partners.		X	X	X	X	X
Compile baseline data on existing STEM career academies (2009-2010) – Refine programs as necessary based on targeted sectors	X	X				
Benchmark existing Energy Academy programs within the state.	X	X	X	X	X	X
Select the facilities, equipment, curriculum, industry certification to implement which support a new Energy Academy	X	X	X	X		
Create Program of Study based on required CTE courses. 8006110 Energy Foundations 8601310 Power & Energy Technology 1 8601320 Power & Energy Technology 2	X	X	X	X		

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

8601330 Power & Energy Technology 3						
Determine the grade level and number of students required to sustain the program	X	X				
Coordinate with postsecondary partners to align technical and four-year postsecondary options.	X	X	X	X	X	X
Identify and train qualified instructors with the required industry certifications and core STEM competencies required.			X	X	X	X
Engage business in curriculum design, project-based activities, and teacher externships.			X	X	X	X
Create marketing materials to recruit students to the STEM Energy Academy targeted at 8 <sup>th</sup> grade students.		X	X			
Schedule STEM Energy Academy students in math and science cohorts.				X	X	X
Administer and analyze student performance on industry certification exams.						X
Provide student work-based learning opportunities including field trips, guest speakers, job shadows and eventually, internships.				X	X	X

<b>Deliverable (required):</b> Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Program approval by Board.			X			
Provide four-year student enrollment projections and number of certifications expected per year.			X		X	X
Funding for student industry certifications: RTTT based funds in year 3 & 4; subsequent years will use Career and Professional Education (CAPE) funding earned to pay for industry certifications.					X	X
Forecast student enrollment to calculate possible Perkins funds and set recruitment goals to ensure the program's sustainability.			X	X	X	X
Seek articulation agreements for students who pass the industry certification exams.					X	X

<b>Deliverable (required):</b> Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year</b>	2010-11			2011/12	2012/13	2013/14

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

activity will be conducted and include collective bargaining, if applicable):	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Research and planning for addition of Power & Energy Technology program called the STEM Energy Academy at Pedro Menendez High School including facility audit, curriculum design and course offerings, articulation, planning and recruit business partners.	X	X	X			
Finalize equipment & technology requirements; purchase and install.			X	X		
Outreach and awareness campaign leading to adequate student enrollment to fund teaching position and industry certifications.			X	X	X	X
Establish a model for advising and guiding interested students into energy careers			X	X	X	X
Identify and provide appropriate credentials and industry.			X	X	X	X
Ensure the CTE program is sequenced and rigorous enough to ensure 66% of eligible students can pass the industry certification exam.						X
Ensure that the Energy Academy is available for all levels of student. - Offer acceleration options such as dual enrollment or honors courses Course offerings will reflect three options: job entry, pre-collegiate, & collegiate.			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			<b>\$85,688</b>	<b>\$7,080</b>	<b>\$9,960</b>	<b>\$9,960</b>

**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)*

St. Johns County School District is fortunate to have the complete support of the School Board and Superintendent Joyner in implementing quality career academies aimed at high-skill, high-wage targeted industries. The Superintendent has committed one full-time Career Specialist to coordinate the effort at their respective high schools. In addition, the Superintendent has requested priority scheduling for Career Academy students. This is to ensure academy cohorts are successfully scheduled.

Funding for the initial implementation and outreach will be requested using RTTT funds. It is expected by the second full year of implementation, the program will be self-sustaining based upon student Full-Time Equivalent (FTE) enrollment and funds earned through CAPE industry certifications (currently .3 FTE), or approximately \$1,200, per student earning the industry credential.)

St. Johns County School District has been recognized nationally for quality Career Academy programs. Each of the six high schools has two or more career academies with one engineering academy at each, including mechanical, architectural, biotechnology, and aerospace engineering. Most recently, the STEM Aerospace

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

Academy at St. Augustine High was designated a “model” academy by the National Career Academy Coalition (NCAC). All SJCS D Career Academies align with both CAPE academy standards and the NCAC’s National Standards of Practice. SJCS D’s academies remain current with the help and support of active Advisory Boards.

**Supporting Narrative (optional):**

While the energy career cluster continues to gain popularity at the state and national level, there are a wide-range of advancement opportunities that include pre-apprenticeships, technical certifications, associate degrees and bachelor degrees. As the State works to pilot and refine the energy career pathway, it is critical to the development and sustainability of the program to build a foundational program that has a multi-faceted approach that can align and adapt with the changing needs of industry. Development of a system that supports common competencies and curriculum will provide a more cohesive energy education system.

St. Johns County Schools District (SJCS D) will establish a Science, Technology, Engineering and Math (STEM) Career and Professional Education (CAPE) Academy at Pedro Menendez High School (PMHS) with a focus on the energy cluster. Based upon extensive business needs communicated by the Florida Energy Workforce Consortium, energy was selected as the key career cluster. Over the next five years, more than fifty percent of Florida’s current workforce in the energy sector is eligible for retirement. More than half of the applicants for the skilled, entry-level positions at utility companies lack the academic or basic skills to become employed. The industry needs students with strong skills in science, technology, engineering and math. The shortage of energy workers threatens the productivity and vitality of every other industry.

According to The Partnership for 21<sup>st</sup> Century Skills, the skills needed to succeed in the global economy involve integration of 21<sup>st</sup> Century interdisciplinary themes. In addition to mastering core subjects, students should develop learning and innovation skills which include creativity and innovation, critical thinking and problem solving, communication and collaboration (Framework for 21<sup>st</sup> Century Learning).

Using the Career Academy model, students will experience rigorous academics with real-world experiences provided by business and industry. Working in cohort teams, the career and academic teachers will integrate STEM disciplines into the project-based learning activities.

In 2010-11, SJCS D will use as a planning year to evaluate best practices at existing programs in Florida and refine the plan to meet the needs of PMHS students, post-secondary institutions and business partners. The Florida Energy Workforce Consortium is piloting various programs and is in development of a new industry certification set for release in August 2011. A team consisting of career, technical, math and science instructors will design a four-year track of curriculum that is integrated and project-based around the science and energy themes. Initially, PMHS will use the Energy Foundation course of Power & Energy Technology I, II and III. In addition, Advanced Applications in Technology will be offered as an accelerated option for seniors. First Coast Technical College and St. Johns River Community College (name scheduled to change in January 2011 to St. Johns River State College) will work with the instructors to align curriculum and offer dual enrollment courses for articulation.

The Energy Academy will begin with ninth grade students and additional grade levels will be added over a four - year timeline. It is expected that 50 students will be recruited to begin in grade 9 in August 2011.

Recruitment of students will occur during the designated Program of Studies application and recruitment timeframe. Beginning in December 2010, the Energy Academy will be featured at Middle School Blitz, as a STEM program that will incorporate all the components of a CAPE Career Academy. A location in the school has been selected that will house an engineering lab with a project/research room for students working independently.

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

Appendix D

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

- |  |
|--|
| <ol style="list-style-type: none"><li>1) Program of Study</li><li>2) CAPE four-year strategic plan and implementation for Energy Academy</li></ol> |
|--|

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

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name:</b> Tim Egnor  <b>Title:</b> Senior Director for Curriculum and Learning  <b>Phone #:</b> 904 547-7563  <b>E-mail Address:</b> egnort@stjohns.k12.fl.us</p>
--

<p><b>Project Goal:</b> The LEA will increase the number of STEM-related acceleration courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>Submission of a District timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in Dual Enrollment or Advanced Placement including one course each in English, mathematics, science and social studies.</li> <li>Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.</li> </ol>

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent for Curriculum and Learning		X	X	X	X	X
Senior Director for Curriculum and Learning		X	X	X	X	X
Director of Instructional Services		X	X	X	X	X
Director of Career Education		X	X	X	X	X
Subject Area Specialists		X	X	X	X	X
High School Principals		X	X	X	X	X
High School Guidance Counselors		X	X	X	X	X

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

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

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

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.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Confirm baseline data regarding school offerings and enrollment.	X					
Modify the criteria stated in the Student Progression Plan for participation in advanced course work with the intent of promoting increase participation at all grade levels.				X		
Survey Schools by feeder pattern to determine a longitudinal plan of advanced programming expansion and support.		X				
Confirm and ensure all regular high schools continue to meet the requirements of Senate Bill 4 in regard to advanced course offerings.	X					
Support the addition of advanced academic programs such as Advancement Via Individual Determination (AVID), Springboard and/or IB Middle Years Program (MYP) at middle schools where they do not already exist.			X	X	X	X
Support the addition or expansion of Pre-IB course work, Middle Years Program, AICE and/or AVID at all high schools.			X	X	X	X
Supply a budget to support advanced programs to each middle school.	X					
Use of blended class model with gifted and general education students to increase the number of advanced courses in elementary and middle school.	X					
Support on-going professional development efforts related to the implementation, improvement and/or support of advanced programming.	X	X	X	X	X	X
Implementation of expanded differentiated accountability, formative assessment and other “safety net” strategies to support students enrolled in advanced course work.				X	X	X
Promote the use of differentiated instruction at all grade levels.	X	X	X	X	X	X

<b>Deliverable (required):</b> Documentation of increased STEM accelerated course	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			

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

offerings, including a comparison of baseline data to end-of-grant period data.	Quarter	Quarter	Quarter			X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Documentation of course offerings at each school through automated data system and school programs of study.			X	X	X	X
Document enrollment in STEM/advanced course work through enrollment data.			X	X	X	X
Collect performance data both teacher generated and from third party exams (AP/IB/AICE/Dual Enrollment/Industry Certification) to analyze and confirm the success and growth of the programs.				X	X	X

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

**Sustainability Factors:**  
 St. Johns County School District already has 14 career academies and one or more of the following programs at each high school: AP, IB, AICE and Dual Enrollment. Plans for additional IB (both Diploma and Middle Years Program) and AP courses were already being investigated for several schools. Since these programs were already being supported by general funds, bonus funding (performance funding from the state) and various grants and the business community, it is very likely that the proposed expansions will be sustainable over time even after the RTTT funds have expired. The total incentive funds received for advanced placement in 2010 was \$1,090,728 for International Baccalaureate \$1,532,446 and for Advanced International Certificate of Education \$229,242 and more than \$30,000 for industry Certification. All these funds were used for teacher training, instructional materials, teacher bonuses and other related expenses to support the program that generated the funds or feeder programs that would promote increased enrollment in advanced programs.

**Supporting Narrative:**  
 Currently two high schools have the full IB diploma program with Pre-IB courses offered in grades 9 and 10. Two middle schools are in the application phase for implementing the IB MYP program. One high school and one middle school have AICE programs. All regular high schools offer AP and Dual Enrollment. The 14 Career Academies include cohort courses in various subject areas that are typically offered at the honors level.

Each middle school has an Advanced Program and a supplemental Advanced Program budget, some are CollegeBoard oriented, and others are related to IB, AICE or generalized. Gifted programs either stand alone or blended are common in the elementary and middle schools. Many of the middle schools offer programming that supports the academy or academies offered in their feeder pattern high schools.

The District allocates a specific budget to all middle schools to promote STEM programming totaling \$54,806.00. This funding may be used for teacher training, instructional materials, and other general expenses related to STEM courses with the exception of capital improvement. These funds are allocated based on per capita student enrollment.

An additional \$70,000 is allocated to support the dues and fees associated with various programs at the middle schools which promote increased enrollment in Advanced Programs. Examples of those programs would include the IB MYP, AVID, SpringBoard, Laying the Foundation and AICE. The total commitment to these projects equated to

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

\$124,806 for the 2010-2011 school year. By dividing the budget in this fashion, schools are offered an incentive to participate in proven national and/or international programs that promote advanced academics. It is anticipated that a commensurate level of funding would be made for the 2011-2014, all of which would be used to support RTTT related STEM programs, but none of which would be taken directly from the grant.

The success of the middle and high schools is built on a K-5 foundation. The elementary schools are very achievement oriented as evidenced by the District’s FCAT performance and other indicators. Even outside the gifted or gifted blended courses, elementary teachers strive to ensure students have the knowledge and skills to perform at advanced levels in middle school and beyond.

There is a system-wide understanding of the goal to ensure that every student is college ready. It is also understood reaching this goal is a K-12 process for which every teacher and administrator must take personal responsibility.

The list of high school programs and courses are:

St. Johns County School District  
STEM Course Enrollment 2009- 2010

Course Number	Course Name	Enrollment in SY 2009- 2010
1201320	Mathematical Analysis (IB)	0
1202310	Advanced Placement (AP) Calculus AB	285
1202320	Advanced Placement (AP) Calculus BC	110
1210310	Statistics and Introduction to Differential Calculus (IB)	0
1202360	AICE Mathematics	0
1700360	Inquiry Skills Pre IB	0
1209800	Mathematical Studies – International Baccalaureate (IB)	21
1209810	Pre AICE Mathematics I	0
1209820	Pre AICE Mathematics II	131
1202371	Pre AICE Additional Math III	74
1210320	Advanced Placement (AP) Statistics	342
MAC 1105	College Algebra	16
STA 2023	Elementary Statistics	47
2000321	AICE Biology I	21
2000322	Pre-AICE Biology	103
2000800	Biology I – Preliminary International Baccalaureate (Pre IB)	66
2000340	Advanced Placement (AP) Biology	59
2000810	Biology II – International Baccalaureate (IB)	27
2000820	Biology III – International Baccalaureate (IB)	35
2001380	Advanced Placement (AP) Environmental Science	109
2001381	AICE Environmental Science	0
2001390	Pre-AICE Coordinated Science I	0
2001400	Pre AICE Coordinated Science II	0
2003432	Pre-AICE Physics	79
2003800	Chemistry I – Preliminary International Baccalaureate (Pre IB)	70
2003810	Chemistry II –International Baccalaureate (IB)	18

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

2003820	Chemistry III–International Baccalaureate (IB)	27
2003370	Advanced Placement (AP) Chemistry	38
2003850	Physics III–International Baccalaureate (IB)	48
2003420	Advanced Placement (AP) Physics B	30
2003430	Advanced Placement (AP) Physics C	24
2003431	AICE Physics	11
BSC 1005	Biology for Non-Majors	0
BSC 1005L	Laboratory for Biology for Non-Majors	0
BSC 2010	Principles of Biology I	0
BSC 2010L	Laboratory for Principles of Biology I	0
PHY 1053	General Physics I	0
PHY 1053L	Laboratory for General Physics I	0
ZOO 2010	Zoology	0
ZOO 2010L	Laboratory for Zoology	0
8913030	Land Resources 3(AP)	30
8725030	Drafting 3 (AP/Ind. Cert.)	236
8915030	Civil Engineering Aide 3(Ind. Cert.)	50
8718030	Commercial Art Technology (Ind. Cert.)	160
8209530	Digital Design 3 (AP/Ind Cert)	175
8739020	Printing and Graphic Communications 4 (AP/Ind. Cert.)	75
8772140	Television Production (AP/Ind. Cert.)	120
8209020	Computing for College and Careers (Ind. Cert)	350
8203310	Accounting Applications	90
8215120	Business and Entrepreneurial Principals (AP)	30
8216120	International Business and Law (AP)	
8215130	Legal Aspects of Business (AP)	
8815120	Personal Financial Planning (AP)	162
2102370	Macroeconomics (AP)	30
8417131	Allied Health Assisting 3 (Ind. Cert.)	277
8207030	Networking 2 (AP/Ind. Cert.)	75
8207410	New Media and Digital Imaging Fundamentals (Ind. Cert.)	180
3027020	Biotechnology 2 (AP)	91
8812000	Business Management and Law (AP)	30
8839130	International Marketing 3 (AP)	190
8812000	Business Ownership (AP)	60
8600680	Aerospace Technology 3(AP)	127
8600670	Engineering Technology 2 (AP)	100

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

St. Johns County School District  
High School Advanced Programs  
SY 2009- 2010

0411	Bartram Trail High School	<p>Offers multiple CollegeBoard Advanced Placement course offerings in the core content areas</p> <p>Advanced Placement (AP) English Language and Composition: 1001420</p> <p>Advanced Placement (AP) English Literature and Composition: 1001430</p> <p>Advanced Placement (AP) Calculus AB: 1202310 Advanced Placement (AP) Calculus BC: 1202320</p> <p>Advanced Placement (AP) Statistics: 1210320</p> <p>Advanced Placement (AP) Biology: 2000340</p> <p>Advanced Placement (AP) Environmental Science: 2001380</p> <p>Advanced Placement (AP) Chemistry : 2003370</p> <p>Advanced Placement (AP) Physics B: 2003420</p> <p>Advanced Placement (AP) Physics C: 2003430</p> <p>Advanced Placement (AP) United States History: 2100330</p> <p>Advanced Placement (AP) Microeconomics: 2102360</p> <p>Advanced Placement (AP) Macroeconomics: 2102370</p> <p>Advanced Placement (AP) Human Geography: 2103400</p> <p>Advanced Placement (AP) United States Government and Politics: 2106420</p> <p>Advanced Placement (AP) Comparative Government and Politics : 2106430</p> <p>Advanced Placement (AP) Psychology: 2107350</p> <p>Advanced Placement (AP) European History: 2109380</p> <p>Advanced Placement (AP) World History: 2109420</p>
0493	Creekside High School	<p>Offers multiple CollegeBoard Advanced Placement course offerings in the core content areas</p> <p>Advanced Placement (AP) English Language and Composition: 1001420</p> <p>Advanced Placement (AP) English Literature and Composition: 1001430</p> <p>Advanced Placement (AP) Calculus AB: 1202310 Advanced Placement (AP) Calculus BC: 1202320</p> <p>Advanced Placement (AP) Statistics: 1210320</p> <p>Advanced Placement (AP) Biology: 2000340</p> <p>Advanced Placement (AP) Environmental Science: 2001380</p> <p>Advanced Placement (AP) Chemistry : 2003370</p> <p>Advanced Placement (AP) Physics B: 2003420</p> <p>Advanced Placement (AP) Physics C: 2003430</p> <p>Advanced Placement (AP) United States History: 2100330</p> <p>Advanced Placement (AP) Microeconomics: 2102360</p> <p>Advanced Placement (AP) Macroeconomics: 2102370</p>

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

		<p>Advanced Placement (AP) Human Geography: 2103400  Advanced Placement (AP) United States Government and Politics: 2106420  Advanced Placement (AP) Comparative Government and Politics : 2106430  Advanced Placement (AP) European History: 2109380  Advanced Placement (AP) World History: 2109420</p>
0251	Nease High School	<p>IB World School  Offers multiple CollegeBoard Advanced Placement course offerings in the core content areas  Advanced Placement (AP) English Language and Composition: 1001420  Advanced Placement (AP) English Literature and Composition: 1001430  Advanced Placement (AP) Calculus AB: 1202310 Advanced Placement (AP) Calculus BC: 1202320  Advanced Placement (AP) Statistics: 1210320  Advanced Placement (AP) Biology: 2000340  Advanced Placement (AP) Environmental Science: 2001380  Advanced Placement (AP) Chemistry : 2003370  Advanced Placement (AP) Physics B: 2003420  Advanced Placement (AP) Physics C: 2003430  Advanced Placement (AP) United States History: 2100330  Advanced Placement (AP) Macroeconomics: 2102370  Advanced Placement (AP) Human Geography: 2103400  Advanced Placement (AP) United States Government and Politics: 2106420  Advanced Placement (AP) Psychology: 2107350  Advanced Placement (AP) European History: 2109380  Advanced Placement (AP) World History: 2109420</p>
0401	Pedro Menendez High School	<p>IB World School  Offers multiple CollegeBoard Advanced Placement course offerings in the core content areas  Advanced Placement (AP) English Language and Composition: 1001420  Advanced Placement (AP) English Literature and Composition: 1001430  Advanced Placement (AP) Calculus AB: 1202310 Advanced Placement (AP) Calculus BC: 1202320  Advanced Placement (AP) Statistics: 1210320  Advanced Placement (AP) Biology: 2000340  Advanced Placement (AP) Human Geography: 2103400  Advanced Placement (AP) United States Government and Politics: 2106420  Advanced Placement (AP) Comparative Government and Politics : 2106430</p>

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

		Advanced Placement (AP) World History: 2109420
0492	Ponte Vedra High School	Offers multiple CollegeBoard Advanced Placement course offerings in the core content areas Advanced Placement (AP) English Language and Composition: 1001420 Advanced Placement (AP) English Literature and Composition: 1001430 Advanced Placement (AP) Calculus AB: 1202310 Advanced Placement (AP) Calculus BC: 1202320 Advanced Placement (AP) Statistics: 1210320 Advanced Placement (AP) Biology: 2000340 Advanced Placement (AP) Environmental Science: 2001380 Advanced Placement (AP) Chemistry : 2003370 Advanced Placement (AP) Physics B: 2003420 Advanced Placement (AP) United States History: 2100330 Advanced Placement (AP) Human Geography: 2103400 Advanced Placement (AP) United States Government and Politics: 2106420 Advanced Placement (AP) Comparative Government and Politics : 2106430 Advanced Placement (AP) Psychology: 2107350 Advanced Placement (AP) European History: 2109380 Advanced Placement (AP) World History: 2109420
0181	St. Augustine High School	AICE Program Offers multiple CollegeBoard Advanced Placement course offerings in the core content areas Advanced Placement (AP) English Language and Composition: 1001420 Advanced Placement (AP) English Literature and Composition: 1001430 Advanced Placement (AP) Calculus AB: 1202310 Advanced Placement (AP) Statistics: 1210320 Advanced Placement (AP) Biology: 2000340 Advanced Placement (AP) Chemistry : 2003370 Advanced Placement (AP) Physics B: 2003420 Advanced Placement (AP) United States History: 2100330 Advanced Placement (AP) United States Government and Politics: 2106420
	St. Johns Technical High School	St. Johns Technical High School is located on the campus of First Coast Technical College. Students who attend this campus are afforded opportunities to attend AICE programming, AP programming and Dual Enrollment programming at St. Augustine High School, which is next door to the campus.

Students on all SJCS D high school campuses were afforded the opportunity to take part in Dual Enrollment programming if they met the articulation requirements. The following core courses were offered in SY

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

2009- 2010:

- College Algebra: Course No.: MAC 1105
- Composition: Course No.: ENC 1101
- Composition II: Course No.: ENC 1102
- Elementary Statistics: Course No.: STA 2023
- Florida Heritage: Course No.: AMH 1070
- General Psychology: Course No.: PSY 2012
- Biology for Non-Majors: Course No.: BSC 1005
- Laboratory for Biology for Non-Majors: Course No.: BSC 1005L
- Principles of Biology I: Course No.: BSC 2010
- Laboratory for Principles of Biology I: Course No.: BSC 2010L
- General Physics I: Course No.: PHY 1053
- Laboratory for General Physics I: Course No.: PHY 1053L
- Macroeconomics: Course No.: ECO 2013
- Microeconomics: Course No.: ECO 2023
- United States Federal Government: Course No.: POS 1041
- United States History I: Course No.: AMH 2010
- United States History II: Course No.: AMH 2020
- World Civilization I: Course No.: WOH 1012
- World Civilization II: Course No.: WOH 1022
- Zoology: Course No.: ZOO 2010
- Laboratory for Zoology: Course No.: ZOO 2010L

2009-10 Registered Career and Professional Academies with Enrollment Data Reported as of 9/17/2010

District St. Johns

Academy ID	Academy	School of Instruction	Total Enrollment
001	Communications Academy	Allen D Nease Senior High School	516
002	Stellar Academy of Engineering	Allen D Nease Senior High School	122
003	Vystar Academy of Business and Finance	Bartram Trail High School	158
004	Academy of Architectural and Building Sciences	Pedro Menendez High School	193
005	Flagler Hospital Academy of Medical and Health Careers	Pedro Menendez High School	274
006	Vystar Academy of Business and Finance	Pedro Menendez High School	310
007	St. Johns County Center for The Arts	St. Augustine High School	365
008	Academy of Design and Construction	Bartram Trail High School	182
009	Turfgrass Operations	Bartram Trail High School	66
010	Academy of Emerging Technology	Creekside High School	201
011	Academy of Environmental and Urban Planning	Creekside High School	106
012	Academy of International Business and Marketing	Ponte Vedra High School	207
013	St. Johns County Academy of Future Teachers	St. Augustine High School	65
014	St. Johns County Aerospace Academy	St. Augustine High School	173
015	Air Conditioning, Refrigeration & Heating Technology	First Coast Technical Institute	
016	Carpentry	First Coast Technical Institute	
017	Commercial Art	First Coast Technical Institute	
018	Landscape Operations	First Coast Technical Institute	
019	PC Support	First Coast Technical Institute	
020	Sports and Recreational Turf Operations	First Coast Technical Institute	
021	Web Design	First Coast Technical Institute	
022	Welding	First Coast Technical Institute	

District Enrollment: 2938

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

--

<p><b>Title and Page Number of Appendices for this Project (if applicable):</b></p> <p>Appendix A</p> <ul style="list-style-type: none"><li>1) School Board Strategic Plan</li><li>2) School Board Goals</li></ul> <p>Appendix B</p> <ul style="list-style-type: none"><li>1) SAT/College Board Report (pdf)</li></ul>

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

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name:</b> Bruce Patrou  <b>Title:</b> Chief Information and Technology Officer  <b>Phone #:</b> 904-547-3921  <b>E-mail Address:</b> patroub@stjohns.k12.fl.us</p>
---

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Information and Technology Officer	X	X	X	X	X	X
Asst Dir, Network Services	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Expand Internet Bandwidth				X	X	X
Acquire additional computer at schools for online student testing and assessment			X	X	X	X
Execute the 3 <sup>rd</sup> Computer Refresh Plan for Teachers				X		
Increase Wide Area Network (WAN) bandwidth				X	X	X
Install caching hardware/software				X		

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$	\$0.00	\$72,319.00	\$60,000.00	\$50,000.00

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

**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 success of this project and the ability to sustain normal growth over time is dependent upon adequate funding through RTTT, FEFP, E-rate and Capital sources.**

**Supporting Narrative (optional):**

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

Appendix E

See resources expense summary attachment IT (Appendix E) that pertains to this section.

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

**Work Plan Table**

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

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

**Name:** Bruce Patrou

**Title:** Chief Information and Technology Officer

**Phone #:** 904-547-3921

**E-mail Address:** patroub@stjohns.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.*

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Information and Technology Officer	X	X	X	X	X	X
Senior Director, Accountability and Intervention Services	X	X	X	X	X	X
Systems Analyst, Planning, Accountability and Assessment	X	X	X	X	X	X
Asst Director, Student Info Systems	X	X	X	X	X	X
Director, Business Info Systems	X	X	X	X	X	X
Systems Analyst, State Reporting	X		X	X	X	X
New Software developers, TBA			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 1 (required): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Report staff numbers to FLDOE			X			
Provide each type of staff accessing State systems via single sign-on				X		

Deliverable 2 (required): Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Gather State specifications: analyze certification process, determine technical requirements and resources needed				X		
Acquire software/hardware needed					X	
Complete single sign-on certification						X

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

<b>Deliverable 3 (required):</b> Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Gather state specifications: analyze single sign-on tools/methodology, determine technical requirements and resources needed				X		
Develop tools and procedures to automate passing user credentials using MS AD Federation or other tools					X	
Acquire and configure new hardware needed. Acquire, install and configure MS ForeFront Identity Manager to provision staff accounts and manage user groups.					X	
Test and implement the tools and procedures needed to support single sign-on with state data systems						X

<b>Deliverable 4 (required):</b> For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Gather state specifications				X		
Develop requirements					X	
Develop and produce the reports needed						X

<b>Project Budget Summary:</b> C (2)	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
\$	\$		\$ .00	\$ .00	\$ .00	\$ .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)*  
Appropriate funding to support the additional staff and IT resources obtained during the project are needed to continue to develop and improve access to state data over time.

**Supporting Narrative (optional):**

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

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

See resources expense summary attachment IT (Appendix E) that pertains to this section.

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

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

**Please indicate one LEA point of contact for this Project.**  
**Name:** Bruce Patrou  
**Title:** Chief Information and Technology Officer  
**Phone #:** 904-547-3921  
**E-mail Address:** patroub@stjohns.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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Systems Analyst, Planning and Accountability	X	X	X	X	X	X
Systems Analyst, State Reporting	X		X	X	X	X
New software developers and trainer	X	X	X	X	X	X

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

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

<b>Deliverable 1 (required):</b> For local instructional improvement systems, provide a report that includes the following:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
a. Name of the system						X
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						X
c. How the system is accessed and used by students and parents						X
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						X
e. A description of the student growth data available to users on the system						X
f. How frequently students, teachers, parents, and principals are accessing the system						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Report on progress of enhancing our local instructional improvement system				X	X	X
Verify LIIS minimum standards and determine gap between existing systems				X		
Expand the current Teacher Portal in our LIIS to include more data analysis on student performance and growth for teachers and staff					X	X
Expand use of existing Parent Portal to all schools. Current Parent Portal provides students/parents a host of academic progress data including state testing results, attendance, course history, credits, schedule and more.			X	X		

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

Expand existing LIIS to include more state data (where appropriate) to meet minimum standards.					X	X
<b>Deliverable 2 (required):</b> The LEA will provide timely, accurate and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X

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

<b>Project Budget Summary: C (3)</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			\$35,000.00	\$50,000.00	\$50,000.00	\$50,000.00

**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)*  
**Appropriate funding to support the additional staff and IT resources obtained during the project are needed to continue to develop and improve the instructional improvement system over time.**

**Title and Page Number of Appendices for this Project (if applicable):**  
 Appendix E  
 See resources expense summary attachment IT (Appendix E) that pertains to this section.

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

**Work Plan Table**

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

**Please indicate one LEA point of contact for this Project.**  
**Name:** James T. Springfield  
**Title:** Associate Superintendent for Human Resources  
**Phone #:** 904-547-7600  
**E-mail Address:** springj@stjohns.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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Director, Instructional Personnel, Human Resources	X	X	X	X	X	X
Senior Director, Professional Development and Innovations	X	X	X	X	X	X
University/College Designee	X	X	X	X	X	X

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Negotiate and sign an updated and revised agreement with institutions.	X	X	X	X	X	X

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

Meet with institutions to determine qualifications of supervising teacher.		X	X	X	X	X
Meet with institutions to evaluate success of supervising teacher.			X	X	X	X

<b>Deliverable (required):</b> Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop and review process for determining qualifications of mentors (use of rubrics) and for qualifying supervising teacher, to include use of effective and highly effective status under new evaluation system.	X	X	X		X	
Review and update Clinical Educator database of trained teachers and administrators	X	X	X	X	X	X
Develop and review rubric for qualifications of Principal Leadership candidates including use of new principal evaluation.	X	X	X		X	

<b>Deliverable (required):</b> Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop qualifications of teachers to supervise program interns through a committee consisting of : 1. Representatives from Institutions 2. LEA Administrations 3. LEA Teachers						
Develop professional development for Supervising/Peer Teacher.		X	X			
Evaluation of Supervising/Peer Teacher developed to include beginning teacher survey, peer teacher survey, and principal survey. The survey will identify needed professional development.		X	X			
Evaluation piloted.				X	X	
Evaluation fully implemented to include collection and analysis of data.					X	X

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

<b>Deliverable (required):</b> Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Coordinate with IT to develop element	X					
Test element		X				
Use element to identify supervising/Peer Teacher				X	X	X

<b>Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Use State Alternative Certificate Program	X	X	X	X	X	X
Collect analysis and report annually, the District leadership program data related to placement, success and perception of administrators placed in these positions and review as it relates to program improvement.			X	X	X	X

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

**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 Activities above require minimal additional funds and will be coordinated and evaluated by current staff. The district will be able to sustain the improvements made to the selection of mentor teachers, administrators and for the evaluation of the new process. This activity will be sustained through funding from Title II grant.. This will be accomplished by redirecting priorities of Professional Development. With current staff and our use of school calendars (including early release day each week) we will be able to provide extensive in-service activities to all stakeholders. The district has a great relationship with the Institutions if higher learning and coordination of improvements will not be an issue.*

**Supporting Narrative (optional):**  
 Collaboration between Human Resources, Professional Development and accepted universities/colleges will produce:

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

1. Newly designed articulation/intern agreements with institutions.
2. Specified Professional Development for supervising teachers and principal.
3. Re-design Clinical Educator Training with District involvement for future supervising teachers.
4. Evaluation instrument for all stakeholders.

**Title and Page Number of Appendices for this Project (if applicable):** Appendix F – Great Teacher and Leaders

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

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name:</b> Jim T. Springfield  <b>Title:</b> Associate Superintendent of Human Resources  <b>Phone #:</b> 904-547-7600  <b>E-mail Address:</b> <a href="mailto:springj@stjohns.k12.fl.us">springj@stjohns.k12.fl.us</a></p>
---

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Associate Superintendent of Human Resources	X	X	X	X	X	X
Deputy Superintendent	X	X	X	X	X	X
Selected Administrators as mentioned in MOU (attached) with St. Johns Education Association (SJEA) for committee members to develop appraisal system	X	X	X	X	X	X
SJEA (Union) selected teachers as prescribed in MOU mentioned above.	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):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii).						
<b>Supporting Activities (indicate each year)</b>	2010-11			2011/12	2012/13	2013/14

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

<b>activity will be conducted and include collective bargaining, if applicable):</b>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Collective Bargaining Memorandum of Understanding ratified to include Race to the Top Committee assignments	X					

<b>Deliverable (required):</b> A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X					
Design concept appraisal system to meet required Race to the Top elements.	X					
Incorporate student growth measure based on performance of students on state-required assessments and student growth or achievement as determined by LEA			X			
Include provision for evaluating subject knowledge of teachers who are out of field			X			
Utilizing state and district resources, LEA will develop EOC exams for all courses not measured by state or national assessments			X			
Collective Bargaining Assessment committee (EAPPC) will define milestone events and at least one additional metric to include in revised teacher appraisal system			X			
<del>Pilot appraisal in 4 schools, one from each level and an alternative school. REMOVED</del>				<del>X</del>		
<del>Use appraisal system with revisions throughout the district</del>				<del>X</del>	<del>X</del>	<del>X</del>
EAPPC will evaluate results through interviews and surveys to determine success.				X		
<del>Evaluate and modify if necessary, and expand pilot to 50 percent of all schools. REMOVED</del>					X	
EAPPC will evaluate results through interviews and surveys to determine success.					X	
<del>Implement appraisal system to 100% of all schools. REMOVED</del>						<del>X</del>
<b>Deliverable (required):</b> A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S. and in the MOU in (D)(2)(i)-(iii).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>			

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

<b>collective bargaining, if applicable):</b>	Quarter	Quarter	Quarter			
The Superintendent will appoint a committee to research and design a new Principal appraisal system		X				
Design a Principal appraisal system which includes required elements, including but not limited to; emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, removing ineffective teachers and including a comprehensive range of ratings		X				
Inform Principal of criteria associated with the new appraisal system			X			
Conduct annual reviews of principal appraisals as outlined in timetable.				X	X	X

<b>Deliverable (required):</b> A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<del>Pilot appraisal to include 20% of all principals – REMOVED</del>				X		
<del>Evaluate and redesign appraisal and pilot with 100 percent of principals – REMOVED</del>					X	
Implement Principal appraisal system throughout district.				X	X	X

<b>Deliverable (required):</b> Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X	X	X	X	X
Develop and revise data collection system to report annually all teacher and principal evaluations.		X	X	X	X	X

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

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

Assigned committee will review, evaluate and revise principal evaluation.				X	X	X
Submit, as required, revised teacher and principal evaluation systems.				X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			<b>\$152,875.25</b>	<b>\$154,284.25</b>	<b>\$165,603.25</b>	<b>\$177,784.25</b>

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

**Supporting Narrative (optional):**  
 The St. Johns Education Association (SJEA) and the District have agreed to a committee (Evaluation and Performance Pay Committee “EAPPC”) process to develop a teacher appraisal system which will meet the required elements of the Race to the Top components. The committee began meeting on September 29, 2010. The committee’s recommendations will be accepted by the Bargaining Team. Appendix G

The system will include the required percentage of student growth data and multiple metric processes to include principal appraisal, multiple evaluations for selected personnel, peer evaluations and professional development rubric scores on 10% of overall. (Appendix H). All requirements of 1012.34, F.S. will be included.

Development of End of Course Exams will be required to accomplish this Scope of Work. As it has not been determined if DOE will provide exams or test banks, the dollars here represent an estimate of the cost for the LEA to produce these exams internally or with the aid of a private vendor. These estimates are conservative..

The Superintendent will assign a committee of District staff and principals to prepare a draft of the principals’ total. The assessment will include student growth data as required.

**Title and Page Number of Appendices for this Project (if applicable):**  
 Appendix G – Description of negotiated item – SJEA Meeting Demand to Bargain Notes  
 Appendix H - Appraisal-

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

**Work Plan Table**

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

**Please indicate one LEA point of contact for this Project.**  
**Name:** James T. Springfield  
**Title:** Associate Superintendent of Human Resources  
**Phone #:** 904-547-7600  
**E-mail Address:** springj@stjohns.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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Associate Superintendent for Human Resources	X	X	X	X	X	X
Chief Financial Officer	X	X	X	X	X	X
Director Budget	X	X	X	X	X	X
Selected teacher and principal	X	X	X	X	X	X

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

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

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
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.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Selected committee will meet to design draft salary system. To include: 1. Input from all Stakeholders 2. Tie most significant gains of effectiveness as demonstrated on new annual appraisal system 3. Expanded differentiated pay to include school demographics, critical shortage, STEM, job difficulty, high minority and poverty schools, etc. as required by law and MOU 4. Bonuses 5. Salary supplements	X	X	X			
Meet with collective bargaining team to review and receive input.		X	X			
Negotiate and ratify a teacher compensation system.			X	X	X	X
Establish and revise compensation plan annually through Collective Bargaining Agreement to include: 1. Memorandum of Understanding 2. Promotional opportunities 3. Salary increase for milestone career events.				X	X	X
Submit salary system as required by Florida Department of Education.				X	X	X

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

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

Conduct review of the current evaluation system and placement procedures of teachers and principals.			X			
Work with stakeholders to create a process to use data driven decisions for the placement of teachers and principals.			X	X		
Implement, monitor, and evaluate the process for teacher and principal placement based on evaluation data.					X	X
Collective bargain contract language, as necessary, to provide award of contract, reduction in personnel, compensation incentive and staff assignments based on appraisal systems.			X	X	X	X

<b>Deliverable (required):</b> Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the District’s schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
					X	
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X	X			
Revise current staffing plan to include reassignments of Effective and Highly Effective teachers to designated high needs school(s) (to include MOU required schools)		X	X			
Revise the recruitment plan and procedures to include an emphasis on highly effective minority teachers and principals.		X	X			
The District and the SJEA will negotiate any aspects of the recruitment plan and procedures that impact the collective bargaining agreement.				X	X	X
Implement new staffing plan.						X

<b>Deliverable (required):</b> Annually submit the District’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the District-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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

Negotiate revisions to the District’s collective bargaining agreement to include the use of teacher evaluation data to inform human capital decisions as required.			X	X		
Collective Bargaining Agreement will be submitted as requested.			X	X	X	X

<b>Deliverable (required):</b> Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
					X	
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
Conduct a review of the current accountability process for administrators and revise according to the new teacher’s and principal’s evaluation system to ensure effective human capital decisions.				X		
Administrators will be trained in use of evaluation data in making human capital decisions						X
Design duties related to collection and reporting accountability data.			X	X	X	X

<b>Deliverable (required):</b> Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
Local data system will be modified as needed to provide appropriate data			X	X	X	X

<b>Deliverable (required):</b> Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
The District will report all required data related to terminations, in the process required, of all teachers and principals.			X	X	X	X

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

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

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

**Sustainability Factors:** The LEA currently has a budget and committee for recruitment. The recruitment committee focuses on the critical shortage areas in teacher positions. The committee is already focused on the recruitment of minority candidates for teaching and administrative positions. The change in evaluation system will not require addition monies from the General Fund after the development and pilot program is complete. It will, as always, need to be updated to meet changes in requirements. The current focus in regards to salary system will cost a minimal amount to begin implementation and the increases in salary will be based on available funds in the future. The development of the schedule will be complete by year three and after the complete pilot in 2014 the system will be self-sustaining and negotiable with the SJEA. The changes and increase in the amount of dollars spent on differentiated pay will increase over time based on available funds and successful negotiation. The District already has a robust Differentiated Pay program and the SJEA and the District intend to increase this amount over time.

**Supporting Narrative (optional):**

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

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

**Please indicate one LEA point of contact for this Project.**  
**Name:** Meredith Strickland  
**Title:** Senior Director of Professional Development and Innovations  
**Phone #:** 904-547-3980  
**E-mail Address:** strickm@stjohns.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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Senior Director of Professional Development and Innovations	X	X	X	X	X	X
Director of Professional Development	X	X	X	X	X	X
Director of Human Resources	X	X	X	X	X	X
Senior Director for Instructional Services	X	X	X	X	X	X
Deputy Supt. For Curriculum and Learning	X	X	X	X	X	X
Program Specialists in math, science, language arts, social studies and fine arts	X	X	X	X	X	X
Director for Career Academies	X	X	X	X	X	X
Associate Superintendent for Human Resources	X	X	X	X	X	X

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

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
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.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Revise professional development system to meet protocol standards.			X	X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
A timetable for implementing the new elements into the professional development system for teachers and principals in the District.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop Race to the Top priorities for purpose of development of timeline.		X	X	X	X	X
Create timeline for implementation.			X			
Inservice training for career academy teachers including school-based, district and national for industry certification		X	X	X	X	X
Training will be provided in the use of formative assessment and its use in improving instruction	X	X	X	X	X	X
Lesson Study will be introduced to all staff members within the District.				X	X	X
Pilot Schools will begin the process of Lesson Study and share results through the process. The implementation of Lesson Study will be at the beginning stages at the lowest achieving school and initiated in additional schools.					X	X
All schools in the District will participate in Lesson Study on a quarterly basis.						X
Grade level and content area Standards (NGSSS) are used to teach, train, observe and analyze the evidence of student achievement in order to impact instruction in a positive manner.				X	X	X
Professional Development will be initiated						X

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

with a focus on Common Core State Standards in all content areas.						
Professional Development Department will create training for school-based scheduling that will ensure common planning time for teachers to focus on the analyzation and implementation of best practices in the classroom.				X	X	X
Professional Development Department will provide training and collaboration opportunities for all St. Johns stakeholders in the area of differentiation.	X	X	X	X	X	X
Professional Development will be provided for all stakeholders in the following areas: classroom walkthroughs, differentiation, STEM, collecting and analyzing data, the coaching cycle, lesson study and other related trainings to improve assessment, instruction and student achievement.		X	X	X	X	X
Professional Development Department will provide professional development that is strategically linked to subgroups and their differentiated needs.	X	X	X	X	X	X
Professional Development Department will provide training for a newly formed STEM Academy and accompanying STEM curriculum delivery.				X	X	X
Professional Development Department will provide access and/or training on the delivery of more rigorous STEM and advanced curriculum offerings such as Advanced Placement, AICE, IB, Laying the Foundation, PreAP, SpringBoard, Middle Years Program, Cambridge and AVID.				X	X	X
Professional Development Department will continue to provide professional development in the areas of assessment and accountability.	X	X	X	X	X	X
Professional Development Department will provide new teachers with on-going support and follow-up with professional development in the areas of current practices, district initiatives and formative and summative assessments.	X	X	X	X	X	X
Professional Development Department will use summative and formative assessment data from standardized tests, district assessment and progress monitoring tools to assess the impact of professional development on student learning.			X	X	X	X
Professional Development Department will align all professional development with the			X	X	X	X

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

Comprehensive Reading Plan, Florida Protocol Standards, our District Strategic Plan, District-wide historical data and formative data from all stakeholders.						
Mentoring and coaching for all educators will be provided in order to impact teaching pedagogy positively as well as the fidelity of effective instruction.	X	X	X	X	X	X
All teachers will complete Individual Professional Development Plans (IPDP) and all administrators will complete Individual Leadership Development Plans (ILPD) with evidence indicated in the School Improvement Plan.		X	X	X	X	X
The Professional Development Office analyzes IPDP and ILDP data to determine District-wide professional learning needs for upcoming year.			X	X	X	X
Professional Development Department will review the current components of the Master Inservice Plan to identify research and/or evidence that supports each component as an effective practice for increasing student achievement.			X	X	X	X
Professional Development Department will continue to provide highly effective teachers with Clinical Education training three times per school year in order to continue our partnership with local universities.	X	X	X	X	X	X
Professional Development Department will review and revise the Teacher Induction Program to include professional learning that is fully aligned with the Florida Educator Accomplished Practices and FLDOE Protocol Standards.		X	X	X	X	X
Professional Development Department will conduct a needs assessment of the Teacher Induction Program surveying the beginning teachers and their administrators.		X	X	X	X	X
Professional Development Department will provide new teachers with follow-up professional development designed to bolster their knowledge of ongoing district initiatives and effective instructional practices.		X	X	X	X	X
Professional Development Department will conduct a needs assessment of the current Mentor Program for Year one teachers.			X	X	X	X

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

<b>Deliverable (required):</b> A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop process to include Instructional Professional Development Plan as a result of new appraisal system.			X			
Implement the new professional development process.				X		

<b>Deliverable (required):</b> A component of the District’s professional development system reflecting a revised process for evaluating the District’s professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Revise process for evaluation of district’s professional development in accordance with protocol standards.				X	X	X
Professional Development Department will review the Master Inservice Plan to ensure content specific components are aligned with Florida Protocol Systems.			X	X	X	X

<b>Deliverable (required):</b> A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Professional Development Department will develop a timeline for implementing a professional development annual review.		X		X	X	X
Professional Development Department will gather and analyze data from the annual review to determine program strengths and areas for improvement.			X	X	X	X
Professional Development Department will annually report to District leadership the evaluation results of professional development for teachers and principals as part of the review of the District’s Professional Development Plan.			X	X	X	X

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

<b>Deliverable (required):</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Annually report evaluation results of the professional development for teachers and principals as part of the review of the District’s Professional Development Plan.				X	X	X

<b>Deliverable (required):</b> Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Develop submissions timeline to professional development system revisions.			X			
Submit revisions.				X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			\$20,000.00	\$ 9,880.00	\$8,000.00	\$5,819.00

**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 components of the St. Johns County School District’s Professional Development System are sustainable after the project expires as the current professional development staff will be able to continue with the implementation costs and initiatives long term.

After delivering considerable professional development during the first year of the project to assist instructional staff in incorporating the concepts of lesson study, use of formative assessments, and on-going professional development, these can largely be addressed by existing professional development resources, including the use of funding through Titles I and II. It is expected that we will continue to receive funds specifically designated for professional development. We have received and designated \$1,065,467.00 for the 2010-201 school year. The additional funds provided and budgeted within the RTTT scope of work will be used to provide the necessary planning for new activities which will be required through the grant.

School based staff will be able to build capacity after initial training and implementation is complete. The District has early release Wednesday for all schools which allows in-service opportunities during the contract time. There is no addition coast for requiring in service. The District is considering a mandatory in service day as the first day of the new school year. This will allow for a learning activity to be presented, time to plan and time to evaluate the success during the school year.

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

**Supporting Narrative (optional):**

The St. Johns County School District is committed to providing professional development to all district-level educators, school based educators and staff. The goal is to offer learning opportunities that promote research based instructional practices which are proven to support increased student achievement.

Race to the Top funds will enable the District to conduct a careful review of the current Professional Development System and to make needed changes and enhancements.

Monies will be allocated strategically to fund the teaching, training and supplies needed for the implementation of common core standards, formative assessment lesson study, the Teacher Induction Program, Mentoring Program and all Professional Development aligned with standards and poised to impact student achievement.

**Title and Page Number of Appendices for this Project (if applicable):** Appendix I – Professional Development Budget

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

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

<b>Item from RTTT MOU and corresponding <i>Protocol</i> standards</b>	<b>Page shown in Final Scope of Work (Table (D)(5))</b>
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	p. 63-64
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)	p. 63-64
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	p. 64
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)	p. 63
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)	p. 64
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)	p. 64
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)	p. 65
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)	p. 66
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	p. 63
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)	p. 63
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)	p. 63
12. If the District has schools in the 5 percent of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	n/a

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

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

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

<p><b>Please indicate one LEA point of contact for this Project.</b>  <b>Name:</b> Pam Stewart  <b>Title:</b> Deputy Superintendent, Curriculum &amp; Learning  <b>Phone #:</b> 904-547-7521  <b>E-mail Address:</b> stewarp@stjohns.k12.fl.us</p>
--

<p><b>Project Goal:</b> LEAs will select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. LEAs with more than nine persistently lowest-achieving schools will not select the transformation model option for more than one-half of the schools. All actions must be in accordance with Differentiated Accountability.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>1. LEA will select School Intervention Model from list of four options (see Appendix A of MOU).</li> <li>2. LEA will provide documentation that supports the selection of the intervention model to include:             <ul style="list-style-type: none"> <li>- Teacher performance data regarding student learning gains in reading and mathematics.</li> <li>- Documentation that reflects the placement of the Principal and his/her record of “turn around” success.</li> <li>- Documentation relating to staff turnover/replacement.</li> </ul> </li> </ol>
<p><i>Note: Please attach relevant parts of your School Improvement Grant in the Final Scope of Work Appendix.</i></p>

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent for Curriculum and Learning	X	X	X	X	X	X
Senior Director for Curriculum and Learning	X	X	X	X	X	X
Senior Director for Accountability and Intervention Services	X	X	X	X	X	X
Senior Director for Professional Development & Innovation	X	X	X	X	X	X
Principal, SJTHS	X	X	X	X	X	X

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

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
LEA will select Intervention Model from list of four options (see Appendix A of MOU).	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Review teacher performance data			X	X		
Determine teachers not making gains			X	X		

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

Evaluate principal performance re: gains			X	X		
Determine staff to replace			X	X		
Determine staff to recruit to SJTHS			X	X		

<b>Deliverable (required):</b> LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<ul style="list-style-type: none"> <li>Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU.</li> <li>Documentation relating to staff turnover/replacement.</li> <li>Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU.</li> </ul>	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Review student achievement data by teacher		X	X	X		
<b>Determine teachers not making sufficient gains (minimum of 65% of students making learning gains for staff assigned to FCAT related courses, i.e. reading, language arts, and math)</b>		X	X	X		
<b>Determine teachers not highly effective in other subject areas (utilizing SJTHS revised performance appraisal)</b>		X	X	X		
<b>Evaluate principal performance re: gains (at least 65% of students making learning gains and at least 50% of bottom quartile making learning gains)</b>		X	X	X		
Determine staff to replace		X	X	X		
Determine staff to recruit to SJTHS		X	X	X		

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

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

**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 activities in the turnaround model have begun to be implemented and are the tenets of school reform that SJCS D believes can make a difference in student achievement. Therefore there is a commitment to continue the needed reform activities with operational dollars as well as grant monies to continue success at SJTHS beyond the grant.

**Supportive Narrative (optional):**

St. Johns Technical High School is a small alternative school of choice, serving students two years over age in 7<sup>th</sup> and 8<sup>th</sup> grade and any student who wishes to attend in grades 9-12. The student population is approximately 200 in grades 7-12 with 48 percent of the students identified as students with disabilities. It is believed by District leadership as well as the community that the students of St. Johns Technical High School are best served in this environment. St. Johns Technical High School serves an important role for students within St. Johns County who chose to attend. It is clear that the social/emotional needs of these students are being met by the caring staff who go well above and beyond the call of duty to ensure that the students come to school, are motivated to learn, and are provided with appropriate goals. The District leadership is dedicated to ensuring that the appropriate staff and resources are provided to enable the students to succeed to their highest potential and leave SJCS D with the skills necessary to succeed at whatever they choose. Little change was made to the staff at St. Johns Technical High School for the 2010-2011 school year because of the late arrival of FCAT data. For the 2011-2012 school year, work has already begun to look at the data from 2009-2010 FCAT by teachers at SJTHS as well as throughout the district to determine which teachers, if any, should be moved out of SJTHS and which teachers need to be enticed to move to SJTHS. This will be done with all of the reading, language arts and math teachers. In order to determine placement of the remaining teachers the teacher evaluation will be used and as the District moves to the new appraisal system as outlined within the SOW student performance on End of Course Exams will be included in this determination.

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

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

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

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

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

**Name:** Pam Stewart

**Title:** Deputy Superintendent, Curriculum & Learning

**Phone #:** 904-547-7521

**E-mail Address:** stewarp@stjohns.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 four-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
6. Evidence of funding allocated to provide for the costs associated with student candidates’ industry certification exams.
7. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
8. Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent for Curriculum and Learning	X	X	X	X	X	X
Senior Director for Curriculum and Learning	X	X	X	X	X	X
Senior Director for Accountability and Intervention Services	X	X	X	X	X	X
Senior Director for Professional Development and Innovation	X	X	X	X	X	X
Principal, St. Johns Technical High School	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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Extension of time beginning 2010/11	X	X	X	X	X	X

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

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

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

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

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

<b>Deliverable:</b> Submission of a four-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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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

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

<b>activity will be conducted and include collective bargaining, if applicable):</b>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	
--	----------------------------	----------------------------	----------------------------	--

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

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

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

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

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

Positive Behavior Support training provided for staff not already trained				X	X	X
Response to Intervention fully implemented at SJTHS	X	X	X	X	X	X

<b>Deliverable:</b> Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X			
<b>Develop timeline for Positive Behavior Support (PBS) training and implementation for all staff</b>			X			
<b>Collect baseline data of out of school suspensions and discipline referrals to track effectiveness of PBS</b>			X			
RtI fully implemented at SJTHS	X	X	X	X	X	X
Hire a Success Coach to mentor and encourage students in their work at both SJTHS and at the technical college	X	X	X	X	X	X
Investigate the possibility of implementing a mentoring program for students at SJTHS				X	X	X

<b>Deliverable:</b> Submission of other research based program that demonstrates a strong record of improving student achievement.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
Institute the use of Read180 with disfluent students	X	X	X	X	X	X
Investigate the use of Junior Great Books			X	X	X	X
Utilize the coaching and modeling through the literacy, math and science coaches	X	X	X	X	X	X

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

**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 expectation is that the activities included within this section will become so embedded within the school culture that these will continue well beyond Race to the Top. It is the belief of District leadership that the teacher makes the difference in student achievement. This will allow the program to be sustainable beyond the grant.

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

Additionally, the belief is that the school will no longer be a low-performing school and will no longer be required to continue many activities required as part of Differentiated Accountability.

**Supportive Narrative (optional):**

In 2009-2010 the bell schedule for SJTHS was:

9:15 – 3:45 – Mondays, Tuesdays, Thursdays and Fridays

9:15 – 2:45 – Wednesdays

In 2010-2011 the bell schedule for SJTHS is:

9:15 – 3:45 – Monday – Friday

This is an increase of one hour per week, approximately four hours per month and a total of 45 hours per year beyond all other schools in St. Johns County. The additional hour is used to focus on those skills in which students need the most assistance. These are delivered in a project-based manner to engage students in real-world issues and problems while re-teaching and reinforcing those areas in which they need the most focus.

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

Appendix J – 2009-2010 and 2010-2011 SJTHS Bell Schedule

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

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

**Please indicate one LEA point of contact for this Project.**  
**Name:** Pam Stewart  
**Title:** Deputy Superintendent, Curriculum & Learning  
**Phone #:** 904-547-7521  
**E-mail Address:** stewarp@stjohns.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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Deputy Superintendent, Curriculum & Learning						
Associate Superintendent, Operations						
Director, Student Services						
Principal, Charter School						

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

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

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

discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Charter school invited to board presentation	X					
Powerpoint provided to principal	X					

<b>Deliverable (required):</b> The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Documentation provided to the state			X			

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

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

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

<b>Deliverable (required):</b> The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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

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

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

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

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

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

**Supportive Narrative (optional):**  
 St. Johns County School District has three charter schools: Academy for Business Leadership and Education (ABLE), First Coast Technical College (FCTC) and Therapeutic Learning Center (TLC). Due to the nature of the populations served TLC really cannot participate and have indicated this to SJCS D. First Coast Technical College is primarily an adult education center that also provides Career and Technical courses for students at SJTHS as well as students at St. Augustine High School. The President of FCTC felt that nothing within RTTT fit for their students. ABLE charter school has elected to participate with SJCS D in RTTT and is included in activities within.

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

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

**FORM (A)1.**

**LEA Student Goals and Measures**

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

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

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

**FORM (A)1.**

**LEA Student Goals and Measures**

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

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

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

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

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

- **High School Graduation Rate** (using the Federal Uniform Rate methodology)
- **College Going Rate** (College enrollment is defined as the enrollment of students who graduate from high school and who enroll in an institution of higher education within 16 months of graduation.)
- **College Credit Attainment Rate** (College credit is measured as credit earned that is applicable to a degree within two years of enrollment in an institution of higher education.)
- **Percent of 9<sup>th</sup> 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 9<sup>th</sup> 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**

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

**STATE GOALS**

State Goals for the Class of 2015:

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

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

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

**LEA GOALS**

LEA Goals for the Class of 2015:

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

- 95 will graduate from high school in 2015.
- Of the 95 students who graduate, 77 (or 81%) will go on to college by 2017.
- Of the 77 students who went on to college, 60 (or 78%) will earn at least a year’s worth of college credit by 2019

High School Graduating Class of:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate	71	72	71	80	83	85	87	89	91	93	<b>95</b>
College Going Rate	60	61	65	67	69	71	73	75	77	79	<b>81</b>
College Credit Earning Rate	68	69	70	71	72	73	74	75	76	77	<b>78</b>
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit	29	30	32	38	41	44	47	50	53	57	<b>60</b>

**TEACHER AND PRINCIPAL EVALUATION SYSTEMS REVIEW**

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

**DISTRICT: ST. JOHNS COUNTY SCHOOL DISTRICT**

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

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

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

Elements of State Reform Plans to be addressed in LEAs’ Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
<b>TEACHER EVALUATION SYSTEM</b>		
<b>Part 1: System Development</b>		
<b>Involvement:</b> The LEA has designed and committed to implement an evaluation system with teacher and principal involvement.	<ul style="list-style-type: none"> <li>MOU D(2)(ii)</li> </ul>	
<b>Phase-in Option:</b> 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	<ul style="list-style-type: none"> <li>MOU D(2)(ii)(1)</li> </ul>	

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

Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems	Citation in RTTT MOU and/or Section 1012.34, F.S.	Page # in Documentation
evaluation systems beginning in the 2011-12 school years applies, at a minimum, to teachers in grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in MOU (D)(2)(i).		
<b>Development year:</b> The 2010-11 school year will be considered a development year for the evaluation system.	<ul style="list-style-type: none"> <li>• MOU (D)(ii)</li> </ul>	
Determines need for special procedures and criteria for other teaching fields	<ul style="list-style-type: none"> <li>• 1012.34(2)(d)</li> </ul>	
Supports district and school level improvement plans	<ul style="list-style-type: none"> <li>• 1012.34(2)(a)</li> </ul>	
Supports continuous quality improvement of the professional skills of instructional personnel	<ul style="list-style-type: none"> <li>• 1012.34(2)(b)</li> </ul>	
Provides for district's annual review of instructional personnel assessment systems	<ul style="list-style-type: none"> <li>• 1012.34(7)</li> </ul>	
<b>Part 2: Evaluation Criteria</b>		<b>Page #</b>
<b>Student Growth Measure:</b> The teacher evaluation system utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the evaluation system.	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)(1)</li> </ul>	
<b>Student achievement or growth data as evaluation element,</b> 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.	<ul style="list-style-type: none"> <li>• MOU (D)(2)(i) and (ii)</li> <li>• 1012.34(3)(a) Primarily uses data and indicators of improvement in student performance</li> <li>• 1012.34(3)(a) Student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program</li> <li>• 1012.34(3)(a)(1) performance of students assigned to their classrooms or schools, as appropriate</li> </ul>	
<b>Early Bargaining Provision:</b> An LEA that completed renegotiation of its collective bargaining agreement between	<ul style="list-style-type: none"> <li>• MOU D (2)(ii)</li> </ul>	

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

<b>Elements of State Reform Plans to be addressed in LEAs' Teacher and Principal Evaluation Systems</b>	<b>Citation in RTTT MOU and/or Section 1012.34, F.S.</b>	<b>Page # in Documentation</b>
7/1/09 and 12/1/09 for the purpose of determining a weight for student growth as the primary component of its teacher evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.		
<p><b>Core of Effective Practices – Florida Educator Accomplished Practices:</b></p> <p>Includes the core of effective practices, developed in collaboration with stakeholders that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation.</p> <p>The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices</p> <p>Incorporates the newly-adopted Florida Educator Accomplished Practices (scheduled for adoption by the State Board of Education in December 2010) into the evaluation system.</p>	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)</li> <li>• 1012.34(2)(d): addressing generic teaching competencies</li> <li>• 1012.34(3)(a): basing assessment on contemporary research in effective educational practices</li> <li>• 1012.34(3)(a)(2,4-7): Ability to maintain appropriate discipline; Knowledge of subject matter, including; Ability to plan and deliver instruction and the use of technology in the classroom; Ability to evaluate instructional needs; Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement; Other professional competencies and requirements in State Board of Education rules and local school board policies</li> </ul>	
Special provisions for evaluating subject knowledge for out-of-field teachers	<ul style="list-style-type: none"> <li>• 1012.34(3)(a)(3)</li> </ul>	
<p><b>Additional Metric Evaluation Element:</b> 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.</p>	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)(3)</li> <li>• 1012.34(2)(c) Provides a mechanism for parental input, when appropriate</li> </ul>	
<p><b>Evaluation ratings:</b> Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include</p>	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)(4)</li> <li>• State board rule 6B-4.010(1)(c)2: providing for determination of</li> </ul>	

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

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

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

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

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

retaining effective teachers, improving the effectiveness of teachers, and removing ineffective teachers.		
<b>Student achievement or growth data evaluation component</b> as defined in the grant must account for at least 50% of the principal’s evaluation as follows: By the end of the grant, the LEA shall include student growth as defined in MOU (D) (2) (i), for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation.	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> <li>• 1012.34(3)(a): primarily use data and indicators of improvement in student performance</li> <li>• 1012.34(3)(a): student performance must be measured by state assessments required under s. 1008.22 and by local assessments for subjects and grade levels not measured by the state assessment program ,</li> <li>• 1012.34(3)(a)(1): performance of students assigned to their classrooms or schools, as appropriate</li> </ul>	
<b>Range of ratings:</b> Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>	
<b>Part 3: Conducting Evaluations</b>		Page #
<b>Annual evaluation:</b> The LEA will conduct evaluations as described in MOU (D)(2)(ii) for principals at least once per year.	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> <li>• 1012.34(3)(a) to provide for an assessment conducted for each employee at least once a year</li> </ul>	
Provides training in use of assessment criteria and procedures	<ul style="list-style-type: none"> <li>• 1012.34(2)(f)</li> </ul>	
Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.	<ul style="list-style-type: none"> <li>• 1012.34(3)(b)</li> </ul>	

## **Acronyms**

**AICE – Advance International Certificate of Education**

**AP – Advanced Placement**

**AVID –Advancement Via Individual Determination**

**AYP – Adequate Yearly Progress**

**CAPE – Career and Professional Education**

**EOCE – End of Course Exams**

**ESE – Exceptional Student Education**

**FTE – Full-time Equivalent**

**HR – Human Resources**

**IB – International Baccalaureate**

**IT – Informational Technology**

**MYP – Middle Years Programme**

**PMHS – Pedro Menendez High School**

**RtI – Response to Intervention**

**RTTT – Race to the Top**

**SAHS – St. Augustine High School**

**SJCSD – St. Johns County School District**

**SJTHS – St. Johns Technical High School**

**STEM – Science, Technology, Engineering and Math**

**EPPC – Evaluation and Performance Pay Comittee**

## **Appendix A**

### **School Board Strategic Plan and Goals 2010-2011**

St. Johns County School District

#### **Mission**

The St. Johns County School District will inspire a passion for lifelong learning in all students, creating educated and caring contributors to the world.

#### **CORE VALUES**

##### **We believe that.....**

- Trustworthiness, respect, responsibility, fairness, caring and citizenship are essential to the well being of individuals and society.
- All individuals have intrinsic value.
- Every individual can contribute something of worth to society.
- Individuals are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance which, in turn, empowers the individual and strengthens society.
- Continued learning is a lifelong process that is essential to a productive and enriched life.
- A safe and orderly environment is conducive to learning.

##### **STRATEGIC DELIMITERS**

We will not initiate any new program or service unless:

- It is consistent with and contributes to our mission.
- It is accomplished by the training, staff development and resources needed to assure its effectiveness.

# Appendix A

## Instructional Delivery System

### GOAL ONE

**Develop, implement, monitor and review enhancements to the delivery system for all students.**

- By June 30, 2011, the percent of participation in advanced language arts or math courses for middle school FCAT level 4 and 5 students will increase by three percent.
- By June 30, 2011, 100 percent of eighth graders will be promoted to ninth grade.
- In 2010-2011, the percentage of non-proficient students will decrease by three percent as measured by the FCAT.
- By June 30, 2011, increase the percentage of students who have attended the District's Early Childhood programs and meet kindergarten readiness by three percent.
- By June 30, 2011, curriculum maps for all elementary and secondary required core content courses will be developed and posted on the St. Johns County School District's website.
- By June 30, 2011, End Of Course Exams will be developed and implemented for high school science, social studies, math and language arts courses.
- Continue to increase the per student library book at all levels by at least one book per child.
- By June 30, 2011, participation in community education will expand to 190 participants (10 percent)
- By June 30, 2011, increase the number of schools that achieve Adequate Yearly Progress to 20 (62.5 percent).

## Student Learning

### GOAL TWO

**Increase the percentage of students mastering the academic standards set forth by the district, state and nation.**

- By June 30, 2011, increase the percentage of students making Adequate Yearly Progress by three percent from 82 percent to 85 percent.
- By June 30, 2011, increase the overall District graduation rate by one percent from 90.8 percent to 91.8 percent.
- By June 30, 2011, increase the Student Tool for Technology Literacy scores on Section Two to 78 percent and Section Four to 80 percent in Spring 2011.
- Service Learning will continue and expand in the six area high schools and will be expanded into other schools.
- St. Johns Virtual School will increase the number of course completers to 1300, approximately an 18% increase.

## Appendix A

- Expand and implement a comprehensive school health plan to meet the medical needs of all students including the Basic School Health contract for St. Johns County.

## Training and Development

### **GOAL THREE**

#### **Provide professional development opportunities to improve the performance of all employees.**

- One hundred percent of our Career Academy teachers will obtain industry certification and 66 percent of our eligible academy seniors will earn industry certification by July 30, 2011.
- By June 30, 2011, 35 percent of the secondary teachers will be formally trained in Capturing Kids Hearts.
- By June 30, 2011, there will be six on-line professional development courses in the following core content areas; reading, science and math.
- One hundred percent of new teachers and administrators are oriented to **Character Counts!**
- By June 30, 2011 increase the number of individuals who are eligible to be Assistant Principals.
- By June 30, 2011, increase the number of professional development offerings for Paraprofessional and Non-Instructional personnel from 23 to 50.
- By June 30, 2011, all teachers of Next Generation Sunshine State standards courses will receive professional development in standards.
- By June 30, 2011, all schools will implement the Response to Intervention model.
- Fifty percent of new and existing career and technical area teachers will have completed FOR-PD training by August 1, 2011.
- Continue to develop online learning management system content using technologies such as Moodle and other existing District resources to manage introductory and recurring technology training for employees.
- Provide Teachers/Parents with training on the new Parent Assistant Module of eSIS.
- Provide teachers and eSIS trainers with training on the new Teacher Assistant 2.0 Module (when available from the vendor).
- Survey participants of Civility Training to assess effectiveness of training and determine if additional training needed.
- Host the Seventh Annual Media Day training to provide support staff with media contacts and information necessary for responding to media request and enhancing media coverage.
- Facilitate training of individuals to provide back-up receptionist services when new switchboard console is installed.

## **Appendix A**

- Provide easy access professional development for custodian, food service workers, maintenance workers, bus drivers, and other personnel through a low cost efficient process.
- Review and resurrect employee volunteer modeling process.
- Improve student attendance by establishing consistent school-wide policies regarding student attendance and by providing a counseling/social services system to assist schools with at-risk students.
- Improve FTE reporting by preparing a FTE Manual to improve the accuracy of data entry and serve as a training tool for computer operators and registrars.
- Establish and implement a state-wide conference to provide extensive training for all secretaries to School Board members, Superintendents, and Senior staff secretaries.

## **Facilities and Operations**

### **GOAL FOUR**

**Implement current Facilities Program, Educational Plant Survey and Five-Year Work Program provide on-going operational services to support SJCS D facilities.**

- Reduce energy costs by identifying and implementing new mechanical systems designed to increase energy savings in school core areas such as auditoriums and cafeterias.
- Design and construct energy-efficient and sustainable buildings for our new and renovated facilities projects consistent with the Florida Energy Conservation and Sustainable Buildings Act.
- Increase the availability of fresh vegetables and fruits in our cafeterias by actively pursuing and participating in the “Farm to School” Program.

## **Communications and Information System**

### **GOAL FIVE**

**Create and implement a comprehensive communications program for all stakeholders.**

**Continue to expand performance and capability of network and information systems.**

- Implement new voice and data communications services using DMS contracts starting on July 1, 2010.
- Evaluate, acquire and implement a more cost-effective Internet filtering system (hardware and software).
- Install and configure voice and data networks along with classroom technology equipment for the four school expansion projects and additional relocatable classrooms placed into service during the school year.
- Complete the RFP process to develop, release, evaluate and select a single or multiple communications vendors to support the District’s voice and data connectivity requirements.
- Introduce and implement district-wide classroom system management software (funding dependent).

## Appendix A

- Test, evaluate and implement the new eSIS JAVA Teacher Assistant 2.0 (IT) (dependent upon delivery date from vendor and testing).
- Implement My Payment Network with eSIS integration.
- Successfully implement SunGard's BusinessPlus ERP System for all four phases on time and budget.
- Retire the legacy systems that are consumed by BusinessPlus.
- Integrate the stand-alone and existing systems into SunGard's BusinessPlus application.
- Continue District Strategic Planning process and prepare for School Board approval in October.
- Create Communications Plan for new Strategic Plan and begin implementation of Year 1 results.
- Continue planning and implement activities surrounding 100<sup>th</sup> anniversary of 40 Orange Street Building in October 2010 - also 50<sup>th</sup> anniversary of first graduating class of SAHS.
- Update and implement the Strategic Communications Plan developed in conjunction with the Communications Audit.
- Increase focus group participation by involving principals in selection of Key Communicators and surveying members regarding meeting schedule.
- Enhance timely communications with stakeholders through website, Alert Now messages, podcasts and weblogs.
- Increase awareness of "Be There" campaign through posters and personalized stories to encourage parent involvement in children's education.
- Re-examine venue and format of annual recognition events such as the American Youth Character Awards, Teachers of the Year, School-Related Employees of the Year, and Volunteers of the Year.
- Explore creation of a county-wide award to promote community involvement secondary to DOE Five Star Award.
- Pursue new fundraiser to support RSVP, increasing match support of RSVP grant.
- Implement recommendations from Corporation of National and Community Service review of RSVP program.
- Facilitate participation of RSVP members in at least two service learning projects taking place in St. Johns County Schools.
- Improve quality of Supplemental Educational Services offered by the St. Johns County Education Foundation.
- Initiate a three to five year capital campaign to establish an endowment account for the St. Johns County Education Foundation.
- Develop additional sponsorships and increase participation and arts funding through Fourth Annual Art Attack!

## **Appendix A**

- Establish a permanent site for Tools for Schools which will allow the program to operate on an on-going basis.
- Increase annual funding from the SJCS D to the school district by 25 percent.  
Increase the number of Take Stock in Children students by ten percent.
- Research new software to produce School Board packet/minutes.
- Build, implement and monitor the District's budget to ensure short and long term financial stability and strategic success. Specific attention to be focused on:
  - a. Controlling operating costs
  - b. Meeting growth costs
  - c. Satisfying class size requirements
  - d. Sustaining Supplemental Discretionary Millage (.25)

## **Human Resources**

### **GOAL SEVEN**

**Recruit, employ, induct and retain a highly qualified workforce to meet the on-going needs of the school district.**

- Actively seek involvement in community and regional Human Resource discussion groups to build productive relationships with other Human Resource professionals.
- Refine exit interview data collection and develop satisfaction surveys for current employees.

## **Internal Controls**

### **GOAL EIGHT**

**Continue to create and implement internal control systems for all facets of the organization.**

- By June 30, 2011, a minimum of three academies will be selected to take part in a National Career Academy Coalition site review evaluation.
- By June 30, 2011, 100 percent of all our schools will utilize the on-line Needs Assessment Surveys (parent, staff and student).
- Research and implement (funding available) improved network security measures.
- Research options to identify hard-wired users for security.
- Continue to streamline and automate user account management for district-wide systems (where practical) including integration with BusinessPlus.
- Coordinate an external network evaluation for security vulnerabilities.
- Migrate disaster recovery systems at NWRDC to support BusinessPlus.

## Appendix A

- Revisit and update procedures for clearance of school visitors and volunteers.
- Develop additional procedures for public records and other areas as needed in alignment with School Board Rules.
- Automate a student accountability system which provides a real time location of school bus riders to include boarding and disembarking times/locations.
- Provide personnel and expertise to provide Human Resources service to Information Technology in the transition to the new ERP.
- Develop additional programs and processes to reduce cost within the Self-funded Medical Plan.
- Improve service to schools by developing a student services/operations resource guide defining areas of responsibility and identify personnel responsible.
- Schedule effective workshops that train and educate appropriate school-based personnel.
- Improve the management of student transfers by developing a comprehensive database for out-of-zone students that include hardships, ESE assignments, and Academy programs.
- Ensure compliance with the state and federal requirements of the American Recovery and Reimbursement Act.
- Work with Information Technology and Human Resources to successfully implement, stabilize and utilize phase one and two of the SunGard software.
- Work with Information Technology and our schools to implement our on-line payment system.

## **Appendix A**

### **ST. JOHNS COUNTY SCHOOL DISTRICT STRATEGIC PLAN Pending Board Approval**

#### **Core Values**

##### **We believe that.....**

- Trustworthiness, respect, responsibility, fairness, caring and citizenship are essential to the well being of individuals and society.
- All individuals have intrinsic value.
- Every individual can contribute something of worth to society.
- Individuals are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance which, in turn, empowers the individual and strengthens society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.
- A safe and orderly environment is conducive to learning.

### **ST. JOHNS COUNTY SCHOOL DISTRICT MISSION STATEMENT Pending Board Approval**

#### **Mission**

The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

## **Appendix A**

### **ST. JOHNS COUNTY SCHOOL DISTRICT STRATEGIC OBJECTIVES Pending Board Approval**

#### **Strategic Objectives**

- By the year 2015, all students will consistently make choices that reflect District standards of good character.
- By the year 2015, all students will continually seek and share new knowledge and experiences related to their personal interests and goals.
- By the year 2015, each student will master all academic standards set forth by the District.
- By the year 2015, all students will consistently and willingly identify community needs and proactively take action for improvement through service learning

### **ST. JOHNS COUNTY SCHOOL DISTRICT STRATEGIES Pending Board Approval**

#### **Strategies**

- We will improve and institutionalize a process for developing and retaining high quality and enthusiastic personnel who exhibit our Core Values and contribute to our Strategic Objectives and Mission.
- We will refine and institutionalize a process which assures that the District promotes the growth of leaders throughout the system who are trusted to achieve our Strategic Objectives and Mission.
- We will increase our current efforts to influence policy and funding proactively wherever necessary to achieve our Mission and Strategic Objectives.
- We will actively seek community partnerships to provide learning and growing experiences for all students and to build mutually beneficial relationships.

### **ST. JOHNS COUNTY SCHOOL DISTRICT STRATEGIC DELIMITERS**

#### **Strategic Delimiters**

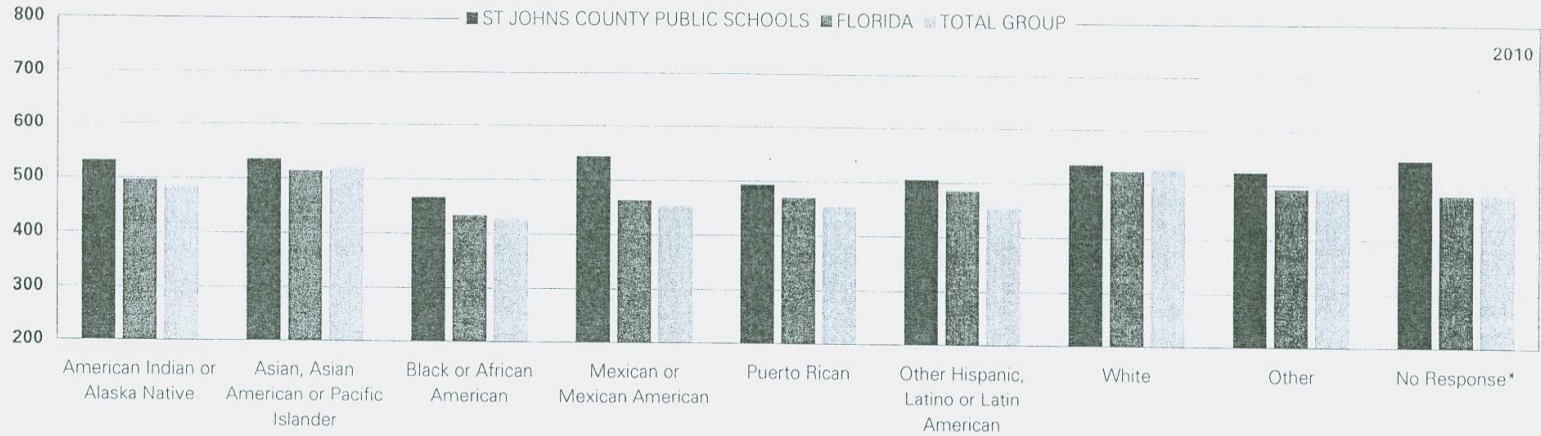
We will not initiate any new program or service unless:

- It is consistent with and contributes to our mission.
- It is accompanied by the training, staff development and resources needed to assure its effectiveness

## Appendix B



### SAT Takers: Critical Reading Mean Scores by Race/Ethnicity



		ST JOHNS COUNTY PUBLIC SCHOOLS					FLORIDA					TOTAL GROUP				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
American Indian or Alaska Native	Mean	533	550	512	508	531	489	506	501	499	496	487	487	485	486	485
	N	6	7	10	8	7	456	468	447	408	382	9,301	9,897	9,595	8,974	8,550
Asian, Asian American or Pacific Islander	Mean	472	515	506	557	535	505	512	510	515	513	510	514	513	516	519
	N	33	37	39	33	46	4,046	4,216	4,267	4,449	4,724	138,303	140,794	151,235	158,757	166,064
Black or African American	Mean	426	454	453	489	467	431	434	434	434	434	434	433	430	429	429
	N	35	47	43	28	48	12,575	13,245	13,877	15,285	16,143	150,643	159,849	174,383	187,136	196,961
Mexican or Mexican American	Mean		558	608	517	544	476	479	475	473	464	454	455	454	453	454
	N	4	5	6	9	5	1,043	1,015	1,212	1,451	1,709	64,019	61,240	70,661	79,766	85,761
Puerto Rican	Mean	502	476	479	524	493	468	467	466	467	471	459	459	456	452	454
	N	13	18	19	17	19	3,012	3,156	3,323	3,577	3,909	19,008	19,778	21,953	22,881	24,365
Other Hispanic, Latino or Latin American	Mean	520	515	524	514	506	479	480	480	483	485	458	459	455	455	454
	N	28	27	50	38	48	14,498	16,943	17,970	18,646	19,679	68,734	87,526	97,589	103,937	112,254
White	Mean	527	523	534	534	535	518	520	522	523	523	527	527	528	528	528
	N	853	943	957	895	946	49,721	50,090	50,684	50,730	50,123	825,921	828,038	858,561	851,014	838,235
Other	Mean	488	503	486	500	523	491	493	495	495	493	494	497	496	494	494
	N	24	21	27	24	17	3,755	3,520	3,319	3,271	3,313	54,469	53,901	52,016	51,215	48,702
No Response*	Mean	524	545	518	515	547	496	495	485	487	483	487	480	471	472	487
	N	44	60	27	26	27	5,495	4,713	3,479	2,362	2,759	135,346	133,508	82,866	66,448	67,098

\*\*No Response\* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire

<h1>October 2010</h1>	Sep 2010							Nov 2010							
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3	4			1	2	3	4	5	6
	5	6	7	8	9	10	11	7	8	9	10	11	12	13	
	12	13	14	15	16	17	18	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	21	22	23	24	25	26	27		
26	27	28	29	30			28	29	30						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sep 26	27	28	29	30	Oct 1	2
	Reading Focus—Validity Social Studies Focus—Analyze and Evaluate Information Math Focus—Area & Volume 9:30 Leadership Team Meeting	IEP Meetings	2:45 RWCC	IEP Meetings 4:30 Faculty Meeting 5:00 SAC Meeting	Department Meetings Social Studies Focus—Validity and Reliability of Information Reading Focus—Compare and Contrast	
3	4	5	6	7	8	9
	Lesson Plans Due 9:30 Leadership Team Meeting	IEP Meetings	7:45 Independent Planning 9:00 Picture day 2:45 RWCC	Data Chats IEP Meetings	Department Meetings	
	Reading and English Student-Teacher Data Chats Reading Focus—Compare and Contrast Social Studies Focus—Validity and Reliability of Information Math Focus—Area & Volume					
10	11	12	13	14	15	16
	Math Student-Teacher Data Chats Reading Focus—Compare and Contrast Social Studies Focus—Validity and Reliability of Information Math Focus—Area & Volume					
	9:30 Leadership Team Meeting	IEP Meetings	7:30 Lesson Study 2:24 RWCC	IEP Meetings	Department Meeting	
17	18	19	20	21	22	23
	Science Student-Teacher Data Chats Reading Focus—Compare and Contrast Social Studies Focus—Validity and Reliability of Information Math Focus—Pythagorean Theorem					
	9:30 Leadership Team Meeting	IEP Meetings 9:00 Lesson	7:30 Lesson Study	End of 1st Quarter	Inservice Day Department Meeting	

<h1>October 2010</h1>	Sep 2010							Nov 2010								
	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2	3	4				1	2	3	4	5	6
	5	6	7	8	9	10	11	7	8	9	10	11	12	13		
	12	13	14	15	16	17	18	14	15	16	17	18	19	20		
19	20	21	22	23	24	25	21	22	23	24	25	26	27			
26	27	28	29	30			28	29	30							

	24	25	26	27	28	29	30
		8:30 Leadership Team Meeting	IEP Meetings 9:00 Lesson Study (lesson presentation)	7:30 Lesson Study Colloquium 2:45 RWCC	End of 1st Quarter IEP Meetings	Inservice Day Department Meetings	
	24	25	26	27	28	29	30
		Grade Due Inservice Day	IEP Meetings	7:30 IP	Report Cards Issued	Department Meetings	
Social Studies and PE Student-Teacher Data Chats							
Reading Focus—Compare and Contrast							
Social Studies Focus—Validity and Reliability of Information							
Math Focus—Pythagorean Theorem							
		8:30 Leadership Team Meeting		2:45 Real World Connections Camp	IEP Meetings 5:00 SAC Meeting	8:30 Faculty Meeting	
31	Nov 1	2	3	4	5	6	
		Lesson Plans Due	IEP Meetings		Data Chats IEP Meetings	Department Meetings	
Reading and English Student-Teacher Data Chats							
Reading Focus—Main Idea and Details							
Social Studies Focus—Synthesize Information from Multiple Sources							
Math Focus—Similar Figures/Scale Drawings							
		8:30 Leadership Team Meeting		7:30 Rigor, Relevance, and Relationship PD 2:45 RWCC			

<h1 style="margin: 0;">2010</h1> <h2 style="margin: 0;">January 2011</h2>	Dec 2010							Jan 2011																				
	S		M		T		W		T		F		S		S		M		T		W		T		F		S	
							1		2		3		4		2		3		4		5		6		7		8	
	5		6		7		8		9		10		11		9		10		11		12		13		14		15	
	12		13		14		15		16		17		18		16		17		18		19		20		21		22	
19		20		21		22		23		24		25		23		24		25		26		27		28		29		
26		27		28		29		30		31		30		31														

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Dec 26	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break Ends	Jan 1
2	3 Welcome Back! Lesson Plans Due	4 IEP Meetings	5 7:30 Lesson Study Part A	6 IEP Meetings	7 Department Meetings	8
Reading and English Student-Teacher Data Chats						
Math Focus — Solving Equations						
	9:30 Leadership Team Meeting		2:45 Real World Connections Camp			
9	10	11	12	13	14	15
Math Student-Teacher Data Chats						
Math Focus — Solving Equations						
	9:30 Leadership Team Meeting	IEP Meetings 9:00 lesson study lesson presented	7:30 IP 2:45 Real World Connections Camp	Data Chats IEP Meetings	End of 1st Semester Department Meetings	
16	17 M. L. KING HOLIDAY—NO SCHOOL	18 Winter Break PLANNING DAY IEP Meetings	19	20 IEP Meetings	21 Report Cards Issued	22
Science Student-Teacher Data Chats						
Math Focus — Solving Inequalities						
			7:30 Lesson study Colloquium 2:45 Real World Connections Camp		Department Meetings	

<b>2010</b>	Dec 2010							Jan 2011						
	S M T W T F S							S M T W T F S						
	1 2 3 4							1						
	5 6 7 8 9 10 11							2 3 4 5 6 7 8						
	12 13 14 15 16 17 18							9 10 11 12 13 14 15						
19 20 21 22 23 24 25							16 17 18 19 20 21 22							
26 27 28 29 30 31							23 24 25 26 27 28 29							
							30 31							

23	24	25	26	27	28	29
Social Studies and PE Student-Teacher Data Chats						
Math Focus — Solving Inequalities						
9:30 Leadership Team Meeting	IEP Meetings	7:30 IP	2:45 Real World Connections Camp	IEP Meetings 5:00 SAC Meeting	8:30 Faculty Meeting	Department Meetings
30	31	<i>Feb 1</i>	2	3	4	5
Reading and English Student-Teacher Data Chats						
Math Focus — Special Triangles, Quadrilaterals, Trig Ratios						
9:30 Leadership Team Meeting	IEP Meetings	Data Chats		Reading Focus — Cause and Effect, Inference, and Context		
Social Studies Focus — Analyze and Evaluate Information						
7:30 Professional Development & PLC						
2:45 Real World Connections Camp						
				IEP Meetings	Department Meetings	

<h1>March 2011</h1>	Feb 2011							Apr 2011						
	S M T W T F S							S M T W T F S						
	1 2 3 4 5							1 2						
	6 7 8 9 10 11 12							3 4 5 6 7 8 9						
	13 14 15 16 17 18 19							10 11 12 13 14 15 16						
20 21 22 23 24 25 26							17 18 19 20 21 22 23							
27 28							24 25 26 27 28 29 30							


Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Feb 27	28	Mar 1	2	3	4	5
	Reading and English Student-Teacher Data Chats					
	Reading Focus—Cause and Effect/Compare and Contrast	FCAT IEP Meetings	FACT	FCAT Data Chats	FCAT Writes	
	Reading Focus—Main Idea and Details					
	Social Studies Focus—Synthesize Information from Multiple Sources					
	Social Studies Focus—Analyze and Evaluate Information		7:30 Lesson Study Part A	IEP Meetings	Department Meetings	
	Math Focus — Central Tendency, Collecting Data, Probability					
	9:30 Leadership Team Meeting		2:45 Real World Connections Camp			
6	7	8	9	10	11	12
	Lesson Plans Due	IEP Meetings	7:30 IP	IEP Meetings	Department Meetings	
	Math Student-Teacher Data Chats					
	Reading Focus—Main Idea and Details					
	Social Studies Focus—Synthesize Information from Multiple Sources					
	Math Focus — 3-D Shapes, Nets					
	9:30 Leadership Team Meeting		2:45 Real World Connections Camp	9:00 lesson study lesson presentation		
13	14	15	16	17	18	19
	Science Student-Teacher Data Chats					
	Reading Focus—Main Idea and Details					
	Social Studies Focus—Synthesize Information from Multiple Sources					
	Math Focus — 3-D Shapes, Nets					
	9:30 Leadership Team Meeting	IEP Meetings	7:30 Lesson Study Colloquium	IEP Meetings	Department Meetings	
			2:45 Real World Connections			

<b>March 2011</b>							Feb 2011							Apr 2011																
							S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
										1	2	3	4	5								1	2							
							6	7	8	9	10	11	12	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
							13	14	15	16	17	18	19	17	18	19	20	21	22	23	17	18	19	20	21	22	23			
							20	21	22	23	24	25	26	27	28	24	25	26	27	28	29	30	24	25	26	27	28	29	30	
							27	28	24	25	26	27	28	29	30	24	25	26	27	28	29	30	24	25	26	27	28	29	30	
											2:45 Real World Connections Camp																			
20		21		22		23																								
							Social Studies and PE Student-Teacher Data Chats						Planning Day																	
							Reading Focus—Main Idea and Detail																							
							Social Studies Focus—Synthesize Information from Multiple Sources																							
							Math Focus - Practice FCAT																							
							9:30 Leadership Team Meeting	IEP Meetings	7:30 IP	2:45 Real World Connections Camp	Third Quarter Ends	Early Dismissal	IEP Meetings	5:00 SAC Meeting	5:30 SAC Meeting	Faculty Meeting	Grades List	Department Meetings												
27		28		29		30																								
							SPRING BREAK						SPRING BREAK						SPRING BREAK											

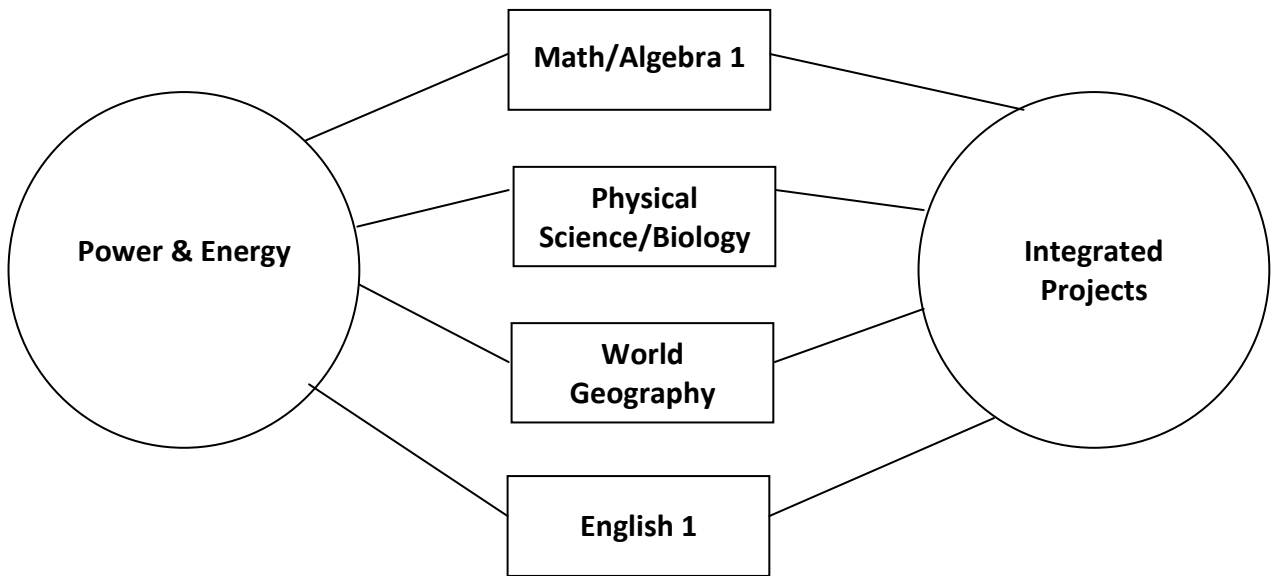
May 2011	Apr 2011	Jun 2011
	S M T W T F S	S M T W T F S
	1 2	1 2 3 4
	3 4 5 6 7 8 9	5 6 7 8 9 10 11
	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
May 1	2	3	4	5	6	7
	Lesson Plans	Interims Issued		Grade Chats		
	Reading and English Student-Teacher Data Chats					
	9:30 Leadership Team Meeting	IEP Meetings	7:30 Lesson Study 2:45 Real World Connections Camp	IEP Meetings	Department Meetings	
8	9	10	11	12	13	14
	Math Student-Teacher Data Chats					
	9:30 Leadership Team Meeting	IEP Meetings 9:00	7:30 IP 2:45 Real World Connections Camp	IEP Meetings 9:00 Lesson study lesson presentation	Department Meetings	
15	16	17	18	19	20	21
	Science Student-Teacher Data Chats					
	9:30 Leadership Team Meeting	IEP Meetings	7:30 Lesson Study Colloquium 2:45 Real World Connections Camp	IEP Meetings	Department Meetings	
22	23	24	25	26	27	28
	Social Studies and PE Student-Teacher Data Chats					
	9:30 Leadership Team Meeting	IEP Meetings	7:30 IP 2:45 Real World Connections Camp	IEP Meetings	Department Meetings 8:30 Faculty Meeting	
29	30	31	Jun 1	2	3	4
	MEMORIAL DAY-NO SCHOOL	IEP Meetings	7:30 Professional Development & PLC 2:45 Real World Connections Camp	IEP Meetings	Department Meetings	

Appendix D

<b>Career Cluster:</b> Science, Technology, Engineering and Math					<b>Secondary CTE Program:</b> Power and Energy Technology			
<b>Career Cluster Pathway:</b> Power and Energy Technology					<b>Eligible Recipient:</b> Grade 9-12			
	<b>16 CORE CURRICULUM CREDITS</b>					<b>8 ADDITIONAL CREDITS</b>		
	<b>ENGLISH</b>  4 credits	<b>MATH</b>  4 credits	<b>SCIENCE</b>  3 credits, 2 with lab	<b>SOCIAL STUDIES</b>  3 credits	<b>OTHER REQUIRED COURSES</b>	<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	<b>RECOMMENDED ELECTIVES</b> (Aligned with State University System Admissions)  Major Area of Interest:	
						FINE or PRACTICAL ARTS (1 cdt) PHYSICAL EDUCATION (1 cdt)		
<b>Career Cluster of interest identified by students enrolled in required middle school career education course that includes interest assessment and career exploration through CHOICES and ePersonal Education Planner through FACTS.org.</b>								
<b>HIGH SCHOOL</b>	<b>9</b>	English 1	Math	Physical Science	World Geography & Teen Leadership AP Human Geography	Hope	Energy Foundations (8006110)	Elective or World Language
	<b>10</b>	English 2	Math	Biology	World History Honors	Elective	Power and Energy Technology 1 (8601310)	Elective or World Language
	<b>11</b>	English 3	Math DE/AP Math	Earth Science	American History	Elective	Power and Energy Technology 2 (8601320)	Legal/Aspects of Business
	<b>12</b>	English 4	Math DE/AP Math	Science or Elective	American Government .5 + Economics .5	Elective: Advanced Applications in Technology (8601900) Preq: P&E 1-3	Power and Energy Technology 3 (8601330)	Internship DE/AP Elective
<b>Dual enrollment courses may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements - see the Articulation Coordinating Committee's Dual Enrollment Equivalency List and the Bright Futures Comprehensive Course Table.</b>								
<b>POSTSECONDARY</b>	<b>Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.</b>							
	<b>TECHNICAL CENTER PROGRAM(S)</b> Sustainable Design, Architectural, Mechanical, Structural Drafting, Electronic Technnology, Electrical line Supervisor, Electrical and Instrumentation, Industrial Electricity			<b>COMMUNITY COLLEGE PROGRAM(S)</b> Sustainable Design, Drafting and Design Technology, Alternative Energy Systems Technology, Electronics Technician, Electrical Distribution Technology			<b>UNIVERSITY PROGRAM(S)</b> Drafting and Design Technology, Engineering Technology, Electrical Distribution Technology, Telecommunications Engineering Technology	
<b>CAREER</b>	<b>SAMPLE CAREER SPECIALTIES (The Targeted Occupations List may be used to identify appropriate careers.)</b>							
	Line Maintainers, Welders, Plumbers, Energy Technician			Architectural Drafting, Engineering, Instrumentation and Control Technicians, Power Plant Operator, Powerhouse, Substation, Electrical and Electronic Repairer			Engineering, Nuclear Power Reactor Operator	
<b>CREDIT</b>	<b>ARTICULATION AND CTE DUAL ENROLLMENT OPPORTUNITIES</b>							
	<b>Secondary to Technical Center (PSAV)</b>			<b>Secondary to College Credit Certificate or Degree</b>			<b>PSAV/PSV to AAS or AS to BS or BAS</b>	
<b>*Possible Industry Certifications (Students):</b>								
<b>Secondary:</b>		AutoDesk Inventor						
<b>Postsecondary:</b>								

# Pedro Menendez High School Design Energy Academy



Appendix D

**Energy Academy**  
Year 1 – 2010-11

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Summer Curriculum Development – 2 science and 1 engineering teacher – June/July  Teacher Externship – curriculum development for the team – July	2 weeks – 40 hours per week 3 teachers – <u>240</u> hours @ \$36 (salary + benefits) - \$23,040 = <u>\$8,640</u> Mr. Crutchfield - lead teacher TBD– Science Instructor TBD – Math Instructor 2 weeks – <u>3</u> teachers <u>240</u> hours @ \$36 (salary + benefits) - <u>\$8,640</u>	\$0	\$17,280	\$17,280
Marketing/printing of brochures and Programs of Study AutoCAD software lease Bus Travel for field trips (students)	Brochures, Flyers, Video and Banners - \$5,000 Software \$4,200 ( <i>not subject to indirect cost</i> ) Field trip bus (4 trips @ \$150 each; 9 <sup>th</sup> grade) \$600	\$9,800	\$0	\$9,800
Energy Lab – 35 new computers	Equipment/furniture/computers - \$50,000 Computers: Dell desktop w/ 4 GB Ram (\$800 per unit x 35 = \$28K) Furniture: <u>Classroom furniture \$8,000</u> ( <i>not subject to indirect cost</i> )	\$0	\$36,000	\$36,000
Supplies for Science lab and Energy lab	Supplies for high school - \$25K <b>See Appendix M</b>	\$0	\$25,000	\$25,000
On-going professional development – each month – August - May	Professional development for high school teams – 4 teachers – 1 day per month 10 months– substitute costs for 40 substitutes @ \$103 per day	\$0	\$4,120	\$4,120
STEM conference & local travel for coordinators/teachers	STEM Conference ( <u>2</u> teachers) @ \$1644 per person Based on STEM tech conference held in Orlando 2010 prices: Registration \$700 pp Hotel \$171.25 x 4 nights = \$685 Mileage = \$115 (230 miles roundtrip x \$.50) Meals \$36.00 daily x 2 teachers=\$288 Per person cost = <u>\$1,644</u>	\$0	\$3,288	\$3,288
<b>Total</b>			<b>\$85,688</b>	<b>\$95,488</b>

Year 2 – 2011-2012, additional training activities will occur in conjunction with the post-secondary partners.

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Teacher Externship – curriculum development for the high school team	2 weeks – <u>2</u> teachers <u>160</u> hours @ \$36 (salary + benefits)	\$2880	\$2880	\$5,760
Software – AutoCAD –inventor	Software \$4,200 ( <i>not subject to indirect cost</i> )	\$0	\$4,200	\$4,200
Contracted Services Bus travel for to field trips (students)	Field trip bus (8 trips @ \$150 each; 9 <sup>th</sup> & 10 <sup>th</sup> grade) \$1200	\$1,200	\$0	\$1,200
Teacher certification and credentialing	Energy and AutoCAD teachers (2)	\$2,000	\$0	\$2,000
Marketing	Brochures, Flyers, Video and Banners	\$2,000		\$2,000
On-going professional development for all tiers	Training initiatives expand to post-secondary partners ( <u>3</u> instructors-math, science,-energy) \$6,000 Professional development for high school teams – 4	\$10,120	\$0	\$10,120

Appendix D

	teachers – 1 day per month 10 months– substitute costs for 40 substitutes @ \$103 per day= \$4,120			
Travel	STEM Conference (2 teachers) @ \$1644 per person Based on STEM tech conference held in Orlando 2010 prices: Registration \$700 pp Hotel \$171.25 x 4 nights = \$685 Mileage = \$115 (230 miles roundtrip x \$.50) Meals \$36.00 daily x 2 teachers=\$288 Per person cost = \$1,644	\$3,288	\$0	\$3,288
Summer Program for Science	2 one-week sessions for 50 middle school students	\$10,000	\$0	\$10,000
<b>Total</b>			<b>\$7,080</b>	<b>\$38,568</b>

Year 3 – **2012-2013**, training and professional development occurs for the upper division courses. Student preparation for industry certification occurs. Teachers are trained and certified over the summer and articulations are finalized with post-secondary partners.

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Teacher Externship – curriculum development for the high school team	2 weeks – 2 teachers 160 hours @ \$36, (salary + benefits)		\$5,760	\$5,760
Software – AutoDesk Certified Associate –inventor	Software \$4,200 ( <i>not subject to indirect cost</i> )		\$4,200	\$4,200
Teacher Certification and credentialing	Energy and AutoCAD teachers (2)	\$ 2,000	\$0	\$ 2,000
Contracted Services. Travel for bus to field trips for students	Field trip bus (6 trips @\$150 each; 9 <sup>th</sup> , 10 <sup>th</sup> , & 11 <sup>th</sup> grade – 2 per grade level) \$1200	\$900	\$0	\$900
Marketing	Brochures, Flyers, Video and Banners	\$2,000	\$0	\$2,000
On-going professional development for all tiers	Training initiatives expand to post-secondary partners (3 instructors-math, science, energy) \$6,000 Professional development for high school teams – 4 teachers – 1 day per month 10 months– substitute costs for 40 substitutes @ \$103 per day= \$4,120	\$10,120	\$0	\$10,120
Travel	STEM Conference (2 teachers) @ \$1644 per person Based on STEM tech conference held in Orlando 2010 prices: Registration \$700 pp Hotel \$171.25 x 4 nights = \$685 Mileage = \$115 (230 miles roundtrip x \$.50) Meals \$36.00 daily x 2 teachers=\$288 Per person cost = \$1,644	\$3,288	\$0	\$3,288
Summer Program for Science and Energy	2 – 1 week sessions for 50 middle school students	\$10,000	\$0	\$10,000
<b>Total</b>			<b>\$9,960</b>	<b>\$38,268</b>

Year 4 – **2013-2014**, students take taking industry certifications. In addition, professional development continues with STEM professional conferences and industry partners assist with real-world experience through externships for teachers.

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Teacher Externship – curriculum development for	2 weeks – 2 teachers 160 hours @ \$36, (salary + benefits)	\$0	\$5,760	\$5,760

Appendix D

the high school team				
Software – AutoCAD – inventor	Software \$4,200 ( <i>not subject to indirect cost</i> )	<b><u>\$0</u></b>	<b>\$4,200</b>	<b>\$4,200</b>
Student Certification and credentialing	Energy and AutoCAD for students	<b>\$ 2,000</b>	<b><u>\$0</u></b>	<b>\$ 2,000</b>
Marketing	Brochures, Flyers, Video and Banners	<b>\$2,000</b>	<b><u>\$0</u></b>	<b>\$2,000</b>
On-going professional development for all tiers	Training initiatives expand to post-secondary partners (3 instructors-math, science, energy) \$6,000 Professional development for high school teams – 4 teachers – 1 day per month 10 months– substitute costs for 40 substitutes @ \$103 per day= \$4,120	<b>\$10,120</b>	<b><u>\$0</u></b>	<b>\$10,120</b>
Travel	STEM Conference (2 teachers) @ \$1644 per person Based on STEM tech conference held in Orlando 2010 prices: Registration \$700 pp Hotel \$171.25 x 4 nights = \$685 Mileage = \$115 (230 miles roundtrip x \$.50) Meals \$36.00 daily x 2 teachers=\$288 Per person cost = \$1,644	<b><u>\$3,288</u></b>	<b><u>\$0</u></b>	<b><u>\$3,288</u></b>
Summer Program for Science	1-week session for 50 middle school students (2 sessions)	<b>\$10,000</b>	<b><u>\$0</u></b>	<b>\$10,000</b>
<b>Total</b>			<b><u>\$9,960</u></b>	<b><u>\$37,368</u></b>
	<b>4-YEAR TOTAL</b>			<b><u>\$209,692</u></b>

RTTT estimated project costs for SJCSD:

	Year 1	2	3	4		
<b>Project Budget summary: Bolster Technology for Improved Instruction and Assessment, section B (3)(6)</b>	2010-2011	2011-2012	2012-2013	2013-2014	4 year total	Expected source
Expand Internet Bandwidth (130Mbs/200Mbs/300Mbs for each yr.)		\$4,560.00	\$21,600.00	\$33,600.00	\$59,760.00	Operating Funds
Acquire additional computers at schools for online student testing and assessment		\$72,319.00	\$60,000.00	\$50,000.00	\$182,319.00	RTTT
<b>Number of additional desktop computers funded via RTTT</b>		<b>87</b>	<b>72</b>	<b>60</b>	<b>219</b>	<b># computers from RTTT funding</b>
Acquire additional computers at schools for online student testing and assessment		\$200,000.00	\$200,000.00	\$200,000.00	\$600,000.00	Capital Funds
Execute the 3 <sup>rd</sup> Computer Refresh Plan for Teachers and key school administrators + growth each year		\$2,200,000.00	\$150,000.00	\$160,000.00	\$2,510,000.00	Capital Funds
Increase WAN bandwidth (HD and line costs)(20Mbs/no change yr. 2/no change yr. 3)(BOE upgrade to 700Mbs)		\$129,900.00	\$129,900.00	\$129,900.00	\$389,700.00	Operating Funds
Caching hardware/software for schools/district		\$160,000.00			\$160,000.00	Operating & Capital funds
Yearly totals (all sources)	\$0.00	\$2,766,779.00	\$561,500.00	\$573,500.00	\$3,901,779.00	All
Yearly totals (RTTT only)		<b>\$72,319.00</b>	<b>\$60,000.00</b>	<b>\$50,000.00</b>	<b>\$182,319.00</b>	<b>RTTT</b>

Notes:

1. The Teacher Refresh Plan is typically funded from capital funds.
2. Additional Internet bandwidth and WAN upgrades are typically operational expenses that are discounted by E-rate funding.
3. RTTT funding will support the costs shown above.

Appendix E

	1	2	3	4		
<b>Project Budget summary: Improve Access to State Data, section C (2)</b>	2010-2011	2011-2012	2012-2013	2013-2014	4 year total	Expected source
Single Sign on integration for teachers/staff with DOE: Additional software and resources to develop the login process needed for single sign-on						
Develop role based requirements for AD Federation (or similar tool) to pass role based data on teachers and staff.	use in house Server Admin's	use in house Server Admin's			\$0.00	NA
Develop the tools and procedures to automate passing AD Federation data to the DOE Portal for these systems.	use in house Server Admin's	use in house Server Admin's	use in house Server Admin's	use in house Server Admin's	\$0.00	NA
Acquire, install and configure MS ForeFront Identity Manager (FIM) to provision AD accounts for all teachers and staff.	\$35,000.00				\$35,000.00	Operating Funds
Test and Implement Teacher and staff single sign-on to the state systems.			use in house Server Admin's	use in house Server Admin's	\$0.00	NA
Yearly totals (all sources)	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	Operating Funds
Yearly totals (RTTT only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	RTTT

Appendix E

	1	2	3	4		
<b>Project Budget summary: Use Data to Improve Instruction, section C (3)(i) and (iii)</b>	2010-2011	2011-2012	2012-2013	2013-2014	4 year total	Expected source
Strengthen existing Student Information System (eSIS Teacher Assistant) to include more data analysis.	1 new developer, 1/2 year	Continue to staff 1 additional developer + trainer	Continue to staff 1 additional developer + trainer	Continue to staff 1 additional developer + trainer		
Hire additional software developer: To develop additional student data analysis software within our existing LIIS. DOE Job code 65028 (programmer analyst instructional technology)	\$35,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$185,000.00	RTTT
Balance of salary to staff an additional software developer: To develop additional student data analysis software within our existing LIIS.		\$20,000.00	\$20,300.00	\$20,604.50	\$60,904.50	Operating funds
Additional furniture/equipment for new IT dept. developer	\$4,000.00	\$4,000.00			\$8,000.00	Operating & Capital funds
Additional server hardware/software	\$30,000.00				\$30,000.00	Capital Funds
Provide IT staff training on Jasper to integrate additional student analysis, trends, growth, etc. to Teachers via Teacher Assistant (TA)		\$10,000.00	\$5,000.00		\$15,000.00	Operating funds
Acquire software tools needed for Jasper reporting and SharePoint services		\$30,000.00			\$30,000.00	Operating funds
Yearly totals (all sources)	\$69,000.00	\$64,000.00	\$25,300.00	\$20,604.50	\$143,904.50	multiple
Yearly totals (RTTT only)	<b>\$35,000.00</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>	<b>\$50,000.00</b>	<b>\$185,000.00</b>	<b>RTTT</b>
Total for all fund sources for all 3 sections above:					\$4,080,683.50	all
<b>RTTT total all 3 sections:</b>					<b>\$367,319.00</b>	<b>RTTT</b>

Notes: Spoke to Nancy Copa: (850) 245-0457 on 10-29-10 regarding C (2) Single sign-on for state systems

**To be used by: Schools (teachers, school administrators) and District access:**

1. C-palms (Teacher instructional tool, shows standards, course description)
2. PMRN (FAIR)
3. Interim Assessment banks
4. Facts.org
5. eiPEP (educator prep)
6. Floridaschoolleaders.org (teacher and principal leadership development)

DOE will build a website that is the portal to these 6 state systems.

We pass our AD user data to the state that interfaces with their portal and access the 6 system based the user's role.

User access permissions are role based.

**Appendix F**

**Section D Great Teacher and Leaders**

Year 1 – 2010-11

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Meetings held with <u>Evaluation and Performance Pay Committee</u> (EAPPC). 9 Teachers will be used and substitute teachers will be needed.		\$0	\$4,500.00	\$4,500.00
Visitation to successful districts will be taken by sub-committees of the EAPPC to observe Peer evaluations		\$0	\$9,800.00	\$9,800.00
Testing Coordinator will be hired to begin development and coordination of test data bank, material development, security systems, etc. for end of course exams.	<b>\$70,000 - Salary and benefits for Testing Coordinator</b>	\$0	\$70,000.00	\$70,000.00
Additional Professional Development held for training teachers and administrators in relation to new standards for Supervising / Mentor teachers.		\$2,000.00	\$1,000.00	\$3,000.00
EOC Testing material development and purchases from Private vendors	<b>\$18,494 – General Office Supplies \$800 – Computer – Dell 4GBRAM \$48,281.25 Stipends for 50 teachers</b>	\$425.00	\$67,575.25	\$68,000.00
	Total		<b>\$152,875.25</b>	\$155,300.00

Year 2 – 2011-2012,

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Additional work with EAPPC	Continue to design, pilot, test Appraisal system and pay for performance criteria	\$4,500.00	\$0	\$4,500.00
Testing coordinator and other new staff salary and additional material development, purchases of testing materials, software, etc	<b>\$23,575.25 – General Office Supplies – TBA at a later date \$70,000.00 Salary &amp; Benefits - Testing Coordinator \$60,709.00 – Stipends for 100 Employees</b>	\$95,716.00	<b>\$154,284.25</b>	\$250,000.00
Additional Professional Development held for training teachers and administrators in relation to new standards for Supervising / Mentor teachers.		\$3,000.00	\$0	\$3,000.00
Staff Development for Evaluation, Peers/Mentor teachers/Principals Evaluations, etc.		\$30,000.00	\$0	\$30,000.00
	Total		<b>\$154,284.25</b>	\$287,500.00

Year 3 – **2012-2013**, Additional Professional Development and development of End of Course exams, including test reliance. Continued PD in regards to teacher appraisal system.

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Professional Development	Teachers, Peers evaluators, Mentor teachers, Principals	\$30,000.00	\$20,000.00	\$50,000.00
Development of test material and testing department salaries	<b>\$14,894.25 – General Office Supplies – TBA at a later date</b> <b>\$60,709.00 – Stipends for 100 Employees</b> <b>\$70,000.00 – Salary &amp; Benefits – Testing Coordinator</b>	\$245,716.00	<b>\$145,603.25</b>	400,000.00
Additional Professional Development held for training teachers and administrators in relation to new standards for Supervising / Mentor teachers.		\$3,000.00	\$0	\$3,000.00
	Total		<b>\$165,603.25</b>	<b>\$453,000.00</b>

Year 4 – **2013-2014**, Test Development and Professional Development for administration of EOC.

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Professional Development	EOC administration	\$0	\$30,000.00	\$30,000.00
Additional Professional Development held for training teachers and administrators in relation to new standards for Supervising / Mentor teachers.		\$2,500.00	<b>\$2,500.00</b>	\$3,000.00
Test Development	Final development and purchase of remaining EOC Exams <b>\$14,575.25 – General Office Supplies – TBA at a later date</b> <b>\$60,709.00 – Stipends for 100 Employees</b> <b>\$70,000.00 – Salary &amp; Benefits – Testing Coordinator</b>	\$54,716.00	<b>\$145,284.25</b>	\$200,000.00
	Total		<b>\$177,784.25</b>	<b>\$233,000.00</b>

## Appendix G

### ***SJEA Meeting Demand to Bargain Notes September 8, 2010***

1. Welcome  
Meeting was opened at 5:30 PM
2. Associate Teacher Committee  
First meeting for the committee is scheduled for September 16th at 4:30 PM  
Administrative team has not been appointed yet
3. Race to the Top (RTTT)
  - 10 members on each team
  - Meetings scheduled for 9/20 4:30 PM, then 3 full day meetings 9/29, 10/6, and 10/13.
  - Final document is due the first of November.
  - Recommendation will need to be made to bargaining teams and Board. Bargaining teams will take recommendation of committee members.
  - If it turns out it is not feasible, will the District be able to pull out (Mary Ann Collins)  
The District will and can pull out.
4. School Improvement Grant (SIG) at St. Johns Tech HS  
Jim Springfield outlined that the Letter of Demand to Bargain covered the following areas:
  1. Compensation – voluntary to participate in extra duty time, just like second job for other teachers
  2. Performance Pay – the pay is for the use of “Capture the Kids Heart” not for the teachers performance.
  3. Evaluation - management has the right to evaluate as many times as they like. They must have one formal observation per contract. This evaluation does not affect regular job performance formal observation.

Does not believe any of the areas of concern are infractions of the contract. Asked the Association to provide specifics and articles related to concerns.

Association and administration agreed to write an MOU for the first year of SIG (if grant is approved by DOE). Remaining years under grant would be covered in Negotiated Contract with date certain to grant.

A draft MOU will be written and shared between chief negotiators to write final document.

5. Jobs Bill  
Mary Ann Collins asked how the Board is looking at using funds since it is a one-time offering. Funds may be based on FTE which would be good for the District, or they may be based on Free Lunch which would mean less for our District.

## Appendix G

No decision has been made on how funds will be spent. Superintendent will make his recommendation to the board.

If funds are spent on working conditions and/or compensation, it will have to be negotiated.

Management has the right to determine how to spend funds.

Copy of email from Joy Frank, Attorney for Superintendents, was given to Tammy Whitaker.

Quarterly Meeting - January 26, 2011 5:30 PM

### 6. Closing Comments

**ST JOHNS COUNTY SCHOOL DISTRICT INSTRUCTIONAL PERSONNEL PERFORMANCE APPRAISAL (APPENDIX H)**

Name \_\_\_\_\_ SS# \_\_\_\_\_ Assignment \_\_\_\_\_ School Year \_\_\_\_\_ Contract Status: AC  PSC

**KEY:** Outstanding = OS High Effective = HE Effective = E Needs Improvement = NI Unsatisfactory = US

**(Strength Evident) (Developing Strength) (Needs Improvement) (Support Required)**

**A PLANNING, DELIVERY AND ASSESSMENT**

		OS	HE	E	NI	US	
1	Uses <b>assessment</b> strategies (both traditional and alternative) to assist the continuous development of the learner including the diagnosis of reading skills across the curriculum. (AP1)	A	2	1.5	1.0	0.5	0
		P	2	1.5	1.0	0.5	0
2	Uses appropriate techniques and strategies which promote and enhance the critical, creative and evaluative thinking capabilities of students. (AP4)	A	2	1.5	1.0	0.5	0
		P	2	1.5	1.0	0.5	0
3	Uses an understanding of learning and human development to provide a positive <b>learning environment</b> which supports the intellectual, personal and social development of all students. (AP7)	A	2	1.5	1.0	0.5	0
		P	2	1.5	1.0	0.5	0
4	Demonstrates knowledge and understanding of the <b>subject/field</b> . (AP8)	A	2	1.5	1.0	0.5	0
		P	2	1.5	1.0	0.5	0
5	Plans, implements and evaluates <b>effective instruction</b> in a variety of learning environments. (AP10)	A	2	1.5	1.0	0.5	0
		P	2	1.5	1.0	0.5	0
6	Uses appropriate technology in the teaching and learning process. (AP12)	A	2	1.5	1.0	0.5	0
		P	2	1.5	1.0	0.5	0

**B LEARNING ENVIRONMENT**

1	Creates and maintains positive <b>learning environments</b> in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation. (AP9)	A	2	1.5	1.0	0.5	0
		P	2	1.5	1.0	0.5	0
2	Manages student <b>behavior</b> in various learning environments. (AP9)	A	2	1.5	1.0	0.5	0
		P	2	1.5	1.0	0.5	0

**C COMMUNICATION AND INTERPERSONAL RELATIONS**

1	Uses effective <b>communication</b> techniques with students and all other stakeholders. (AP2)	A	2	1.5	1.0	0.5	0
2	Uses <b>teaching and learning strategies</b> that reflect each student's culture, learning style, special needs and socio-economic background. (AP5)	A	2	1.5	1.0	0.5	0

**D PROFESSIONAL RESPONSIBILITIES**

1	<b>Works with</b> various educational professionals, parents and other stakeholders in the continuous improvement of the educational experiences of students. (AP11)	A	2	1.5	1.0	0.5	0
2	Adheres to the Code of <b>Ethics</b> and Principles of Professional Conduct. (AP6)	A	YES				NO
3	Uses <b>time efficiently and effectively</b> in the learning environment for team, administrative or organizational activities. (AP9)	A	2	1.5	1.0	0.5	0

**APPRAISAL SUB TOTAL**

**E PROFESSIONAL DEVELOPMENT**

1	Engages in <b>continuous professional quality improvement</b> for self and school. (AP3)	A		10	8	6	4	0
---	--	---	--	----	---	---	---	---

**F STUDENT GROWTH**

1	Students assigned have made growth and learning based on District's criteria.	A		50	48	46	44	42	40	38	36	34	32
				30	28	26	24	22	20	18	16	0	

**Comprehensive Appraisal is based on:**

Observations

Classroom Visits

Parent Input

Student Performance Data

Professional Development Evidence

**Comments:** (If *Needs Improvement* or *Unsatisfactory* is noted, supporting comments must be given.)

**OVERALL RATING:**

Unsatisfactory	0-43
Needs Improvement	43.5 - 51.5
Effective	52-72
Highly Effective	72.5-91
Outstanding	91.5-100

**FINAL SCORE:**

Appraisal + Growth Sub Totals

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Appendix I

**Professional Development Budget**

Year 1 – 2010-11

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
STEM Academy Summer Curriculum Development – 1 science, 1 math – June, 2011	2 weeks – 40 hours per week, total 80 hours 2 teachers – 80 hours @ \$36 (salary + benefits) - \$7,400 Includes 1 science and 1 math instructor			
Job embedded training and curriculum development June, 2011	2 weeks – 2 teachers 80 hours @ \$36 (salary + benefits) - \$7,400	\$0	\$14,800	\$14,800
Training for teacher/principal appraisal system using evaluation results for professional development	Facilitator, substitute costs	\$0	\$2,600	\$2,600
Professional development for STEM related rigor in preAP, AP, Middle Years Program, Cambridge, IB, AVID	Professional development for middle and high school teachers	\$0	\$2,600	\$2,600
<b>Total</b>			<b>\$20,000</b>	<b>\$20,000</b>

**Year 2 – 2011-2012 Professional Development**

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
STEM Academy – curriculum development for the high school team	2 weeks – 2 teachers (math, science) 160 hours @ \$36 (salary + benefits)	\$0	\$5,760	\$5,760
On-going professional development for STEM Academy teachers	Professional development for high school teams – 4 teachers – 1 day per month 10 months– substitute costs for 40 substitutes @ \$103 per day= \$4,120	\$0	\$4,120	\$4,120
Professional development for STEM related rigor in preAP, AP, Middle Years Program, Cambridge, IB, AVID	Professional development for middle and high school teachers	\$5,200	\$0	\$5,200
Training and collaboration opportunities in the area of differentiation in all subject areas	Substitute costs for teachers, facilitator costs	\$2,920	\$0	\$2,920
Training in the areas of formative, summative assessments and progress monitoring	Facilitator fees, substitute costs	\$2,000	\$0	\$2,000
<b>Total</b>			<b>\$9,880</b>	<b>\$20,000</b>

**Year 3 – 2012-2013 Professional Development**

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
STEM Academy curriculum development and training	2 weeks – 4 teachers 320 hours @ \$36, (salary + benefits)	\$5,520	\$6,000	\$11,520
Teacher Certification and credentialing	Includes industry certification, ESOL, Gifted, and Reading Competencies	\$2,120	\$0	\$ 2,120
Lesson Study training	Facilitation and substitute costs	\$2,120	\$0	\$2,120

Appendix I

Formative, Summative assessment training and collaboration, End of Course Exams, Curriculum mapping	Facilitation and substitute costs			\$4,240
		\$2,240	\$2,000	
<b>Total</b>			<b>\$8,000</b>	<b>\$20,000</b>

**Year 4 – 2013-2014 Professional Development.**

Description of Items	Specifics	Other Sources	RTTT Funds	Budget Amount
Pilot schools will implement and share results of Lesson Study	Substitute costs	\$301	\$1,819	\$ 2,120
Trainings regarding Common Core Standards and their implementation	Facilitator and substitute costs	\$2,880	\$4,000	\$ 6,880
Formative, Summative assessment training and collaboration, End of Course Exams, Curriculum mapping using Common Core Standards	Facilitation and substitute costs	\$ 6,880	\$0	\$ 6,880
STEM Academy training initiatives for curriculum development and implementation	Professional development for high school teams – 4 teachers – 1 day per month 10 months– substitute costs for 40 substitutes @ \$103 per day	\$4,120	\$0	\$4,120
<b>Total</b>			<b>\$5,819</b>	<b>\$20,000</b>

2009 - 2010  
St. Johns Technical High School  
Bell Schedule

1 <sup>st</sup> Period	9:15-10:00	
2 <sup>nd</sup> Period	10:06-10:51	
3 <sup>rd</sup> Period	10:57-11:42	
4 <sup>th</sup> Period	11:48-12:18	
	Lunch A	11:48-12:18
	Lunch B	12:36-1:06
5 <sup>th</sup> Period	1:09-1:54	
6 <sup>th</sup> Period	2:00-2:54	
7 <sup>th</sup> Period	3:00-3:45	

Wednesday Schedule

1 <sup>st</sup> Period	9:15-9:52	
2 <sup>nd</sup> Period	9:58-10:35	
3 <sup>rd</sup> Period	10:41-11:18	
4 <sup>th</sup> Period	11:24-12:34	
	Lunch A	11:24-11:54
	Lunch B	12:04-12:34
5 <sup>th</sup> Period	12:39-1:16	
6 <sup>th</sup> Period	1:22-2:02	
7 <sup>th</sup> Period	2:08-2:45	

2010 - 2011  
 St. Johns Technical High School  
 Bell Schedule

1 <sup>st</sup> Period	9:15-10:00	
2 <sup>nd</sup> Period	10:05-10:50	
3 <sup>rd</sup> Period	10:55-11:40	
4 <sup>th</sup> Period	11:45-12:13	
	Lunch A	11:40-12:10
	Lunch B	12:13-12:43
5 <sup>th</sup> Period	1:20-2:05	
6 <sup>th</sup> Period	2:10-2:55	
7 <sup>th</sup> Period	3:00-3:45	

Wednesday Schedule

1 <sup>st</sup> Period	9:15-9:50	
2 <sup>nd</sup> Period	9:55-10:30	
3 <sup>rd</sup> Period	10:35-11:10	
4 <sup>th</sup> Period	11:15-11:43	
	Lunch A	11:10-11:40
	Lunch B	11:43-12:13
5 <sup>th</sup> Period	12:50-1:25	
6 <sup>th</sup> Period	1:30-2:05	
7 <sup>th</sup> Period	2:10-2:45	
Real Life Camp	2:45-3:45	

Appendix K

**SUBSTITUTE LEVELS  
January 2010**

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Only current substitutes who have a high school diploma or less than 60 credit hours will be allowed to continue to substitute teach and will be paid at rate of \$80.00 day = \$10.67 per hour</li> <li>• Work day – 7.5 hours</li> </ul>	<ul style="list-style-type: none"> <li>• Must have 60 hours of college credit or AA/AS degree.</li> <li>• Rate of Pay - \$85.00 a day = \$11.33 per hour</li> <li>• Work day – 7.5 hours</li> </ul>	<ul style="list-style-type: none"> <li>• Must have Bachelors, Masters or higher degree</li> <li>• Rate of Pay - \$90.00 a day = \$12.00 per hour</li> <li>• Work day – 7.5 hours</li> </ul>

\*Substitute Teachers engaged for long-term substitute jobs (12 weeks or more) will receive \$150.00 daily rate of pay. These substitute teachers MUST hold a teacher Certification.

***\*\*Substitute Teachers are paid once a month and payroll checks are mailed out on the 15th of each month. If the 15th falls on a weekend or holiday, checks are mailed the Friday before the holiday or weekend occurs.***

**ST JOHNS COUNTY SCHOOL DISTRICT**  
**TRAVEL FACTS**

**MILEAGE** 50 CENTS PER MILE (LOCAL AND OUT-OF-COUNTY)

LOCAL MILEAGE INCLUDES: ST JOHNS, CLAY, DUVAL, FLAGLER & PUTNAM COUNTIES  
MEALS CANNOT BE CLAIMED ON LOCAL TRAVEL

**LODGING** ACTUAL LODGING EXPENSES MAY BE CLAIMED BY HAVING A RECEIPT FOR THE HOTEL/MOTEL AND BY USING THE SET RATE FOR MEALS

**MEALS** **BREAKFAST** - \$6.00 FOR TRAVEL THAT BEGINS AT OR BEFORE 6 AM AND EXTENDS BEYOND 8 AM  
**LUNCH** - \$11.00 FOR TRAVEL THAT BEGINS BEFORE 12 NOON AND EXTENDS BEYOND 2 PM  
**DINNER** - \$19.00 FOR TRAVEL THAT BEGINS BEFORE 6 PM AND EXTENDS BEYOND 8 PM

**PER DIEM** FLAT RATE OF \$80.00 PER DAY (INCLUDES COST OF HOTEL/MOTEL AND MEALS)

PER DIEM DIVIDES THE DAY INTO FOUR 6 HOUR BLOCKS:  
BLOCK 1 – 12 MIDNIGHT TO 6 AM  
BLOCK 2 – 6 AM TO 12 NOON  
BLOCK 3 – 12 NOON TO 6 PM  
BLOCK 4 – 6 PM TO 12 MIDNIGHT



**REGISTRATION FEES** MUST HAVE PAID RECEIPT OR COPY OF FRONT AND BACK OF CANCELLED CHECK. (REIMBURSEMENT FOR INDIVIDUAL MEMBERSHIPS TO ORGANIZATIONS CAN MADE FROM THE "APPROVED MEMBERSHIP LIST" POSTED ON THE INTRANET)

**Note: Expenses incurred while traveling to any type of athletic event must be paid with your internal funds.**

PLEASE CONTACT KRIS BALDWIN AT 904-547-7657 IF YOU HAVE ANY QUESTIONS OR REQUIRE ADDITIONAL INFORMATION.

Appendix - M

ITEM DESCRIPTION	MODEL	VENDOR	QUAN	UNIT PRICE	EXTENDED PRICE
Mobile tech work bench 92" x 28" x 27 1/2", sld mpl top 1 3/4", open wood case w/locking drawers, s/dstclctr pkg, vac hose, e/ jet-15" drill press, jet bench band saw, Dremel 18" scrollsaw, belt/disc sander	M557185 MW-MG91MSP 25	Midwest	2	\$ 3,495.00	\$ 6,990.00
Engineering Principles, teacher guide	33092	Pitsco	1	\$ 39.85	\$ 39.85
Engineering, Sustainable Energy, teacher guide	59775	Pitsco	1	\$ 39.85	\$ 39.85
Fan, Table, 12"	28623	Pitsco	1	\$ 50.00	\$ 50.00
Fuel Cell Car and Experimental Kit, Class Kit	36560	Pitsco	6	\$ 179.95	\$ 1,079.70
Got Sun Go Solar, teacher guide	31909	Pitsco	1	\$ 18.95	\$ 18.95
Savonius Rotor Kit, for wind energy curriculum	30132	Pitsco	5	\$ 27.95	\$139.75
Scale, Digital CJ600	33914	Pitsco	1	\$ 39.95	\$ 39.95
Solar vehicles starter package including ray catcher sprint deluxe power pack, vehicel video (DVD), solar vehicles and graphinte lube	35567	Pitsco	1	\$ 575.00	\$ 575.00
Solar Vehicles teacher guide	59464	Pitsco	1	\$ 24.85	\$ 24.85
T-Bot II Hydraulic Arm-10 pack	34245	Pitsco	4	\$ 379.50	\$ 1,518.00
T-Bot II Getting Started Package (HD bondII, T-Bot II video (DVD), Multi-student packs)	34111	Pitsco	1	\$ 370.00	\$ 370.00
NIDA Systems trainer w/basic systems		NIDA	1	\$ 3,995.00	\$ 3,995.00
NIDA Systems trainer w/ solar energy systems		NIDA	1	\$ 3,000.00	\$ 3,000.00
NIDA Systems trainer w/home energy systems		NIDA	1	\$ 3,000.00	\$ 3,000.00
NEC LCD Projector	NP110	GovConnection	1	\$ 380.00	\$ 380.00
Wind Energy general class pack	32470	Pitsco	4	\$ 290.00	\$ 1,160.00
Wind Energy starter package, incl class pack, video (DVD), Windynamo II	23616	Pitsco	1	\$ 560.00	\$ 560.00
Wind Power teacher guide	33041	Pitsco	1	\$ 50.00	\$ 50.00
Energy Discover Pack	P6-6060	Arbor Scientific	3	\$ 109.00	\$ 327.00
Renewable Energy Education Set	P4-2023	Arbor Scientific	3	\$ 199.95	\$ 599.85
Power House Clean Energy Experiment Kit	P6-6010	Arbor Scientific	3	\$ 144.00	\$ 432.00
Fuel Cell Car Experiment Kit	P6-6000	Arbor Scientific	4	\$ 134.00	\$ 536.00
Solar Cell-Photocell	P6-7201	Arbor Scientific	9	\$ 8.25	\$ 74.25
					\$ -
					\$ 25,000.00