

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

### **General**

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

### **Template Overview**

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

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

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

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

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

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

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

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

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

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

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

**Receipt of Funds**

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

**Submission Instructions**

- Return the information listed on the "Submission Checklist" electronically by 11:59 pm EST on November 9, 2010. Combine into one document if at all possible.
- A signed, electronic copy in PDF format (excluding budget) must be sent to [RaceToTheTop@fldoe.org](mailto:RaceToTheTop@fldoe.org) and the budget must be completed in the web-based system by the deadline listed above.
- A hard copy with original signatures (excluding budget) must be sent to Holly Edenfield, 325 West Gaines Street, Room 1502, Tallahassee, Florida, 32399. The hard copy must be received by November 12, 2010.

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**Submission Checklist**

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

**Submission Reminders**

1. Combine all grant forms (DOE 100A, Attachment 1, Attachment 2), Final Scope of Work, and Appendix into one PDF document for submission.
2. Number pages.
3. Spell out acronyms the first time they are used in each Work Plan Table and provide a list of acronyms in the appendix.
4. The SOW should stand alone from any appendices. Refer the reader to the appendix for detailed descriptions of things explained in your SOW.
5. Number/letter deliverables and activities so they can be referenced specifically during review.
6. Deliverables and Activities should each be in their own separate row in the template.
7. Put \$0 in Project Budget Summary section of the Work Plan Tables as opposed to leaving it blank if you aren’t spending RTTT money for the Project in a particular quarter/year.

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<b>A. OVERARCHING PROJECT PLANS</b>
<p><b>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 (<i>highly effective teachers and leaders make the difference in student achievement, see pp. 11-12 of Florida’s application</i>), (b) how the reform plan will contribute to the state’s student achievement goals (<i>see pp. 24-34 of Florida’s application</i>), and (c) the LEA’s current status with respect to the various reform elements, including strengths and challenges.</b></p>
<p><i>Enter narrative for (A)1. here. Complete the attached Form (A)1. LEA Student Goals and Measures by setting LEA targets to address Florida’s Race to the Top student achievement goals.</i></p>
<p><b>2. Provide a detailed LEA-wide management plan for implementing Race to the Top. The plan should include but is not limited to:</b></p> <ul style="list-style-type: none"> <li>• Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers’ unions, business leaders, community organizations, etc.)</li> <li>• Identification of the leadership/management team(s)</li> <li>• Strategies for monitoring implementation</li> <li>• An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.</li> <li>• 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.</li> </ul>
<p><i>Enter narrative for (A)2. here:</i></p>
<p><b>3. Indicate steps that the LEA will take to evaluate progress in implementing the project (in addition to participating in the statewide evaluation efforts).</b></p>
<p><i>Enter narrative for (A)3. here:</i></p>
<p><b>4. Provide an overview of how the LEA will ensure sustainability of RTTT reforms beyond the grant period.</b></p>
<p><i>Enter narrative for (A)4. here:</i></p>
<p><b>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.</b></p>
<p><i>Enter narrative for (A)5. here:</i></p>

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**B. STANDARDS AND ASSESSMENTS**

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

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

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**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></p> <p><b>Name:</b></p> <p><b>Title:</b></p> <p><b>Phone #:</b></p> <p><b>E-mail Address:</b></p>
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<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			

*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 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			

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<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			

<b>Deliverable (required):</b> Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

<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			

<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)*

**Supporting Narrative (optional):**

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

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**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b></p> <p><b>Name:</b></p> <p><b>Title:</b></p> <p><b>Phone #:</b></p> <p><b>E-mail Address:</b></p>
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<p><b>Project Goal:</b> 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.</p>
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|---|
| <p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>1. Submission of a 4-year LEA timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.</li> <li>2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.</li> <li>3. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.</li> </ol> |
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*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<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			

*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 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>

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documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.						
<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> 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			
						<b>X</b>
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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

<b>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)*

**Supporting Narrative (optional):**

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

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**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b></p> <p><b>Name:</b></p> <p><b>Title:</b></p> <p><b>Phone #:</b></p> <p><b>E-mail Address:</b></p>
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<p><b>Project Goal:</b> The LEA will increase the number of STEM-related acceleration courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>1. Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.</li> <li>2. 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			

*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 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,	<b>X</b>					

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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			

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

<b>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)*

**Supporting Narrative (optional):**

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

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**Work Plan Table**

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

<b>Please indicate one LEA point of contact for this Project.</b> <b>Name:</b> <b>Title:</b> <b>Phone #:</b> <b>E-mail Address:</b>
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<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.
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<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.
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*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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

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>Sustainability Factors:</b> <i>(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)</i>
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<b>Supporting Narrative (optional):</b>
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<b>Title and Page Number of Appendices for this Project (if applicable):</b>
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**C. DATA SYSTEMS TO SUPPORT INSTRUCTION**

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

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

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

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

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

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

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

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

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

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

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

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

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**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:**

**Title:**

**Phone #:**

**E-mail Address:**

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

**Deliverables (minimum required evidence):**

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

- a. Number of each type of staff in the district
- b. Number of each type of staff accessing state resources via single sign-on

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

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

3. Single sign-on integration with the Department.

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

- a. Name of the download
- b. Date of most recent download

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

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

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

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

*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.*

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

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

<b>Deliverable (required):</b> Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<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> 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			
<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> 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			
<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:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$	\$	\$	\$	\$

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

**Supporting Narrative (optional):**

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

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b></p> <p><b>Name:</b></p> <p><b>Title:</b></p> <p><b>Phone #:</b></p> <p><b>E-mail Address:</b></p>
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<p><b>Project Goal:</b> 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.</p>
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<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>1. For local instructional improvement systems, provide a report that includes the following:             <ol style="list-style-type: none"> <li>a. Name of the system</li> <li>b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research</li> <li>c. How the system is accessed and used by students and parents</li> <li>d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section should be included when it becomes applicable.</li> <li>e. A description of the student growth data available to users on the system</li> <li>f. How frequently students, teachers, parents, and principals are accessing the system</li> </ol> <p>The baseline report for 2009-10 is due by December 31, 2010. Subsequent reports are due annually by September 30 for the prior year.</p> </li> <li>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.</li> <li>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.</li> </ol>
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*The Key Personnel box below should include both new positions funded through RTTT and existing staff responsible for implementation of this Project. List titles in the first column and indicate each year of involvement with an X.*

<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			

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

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

<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			
For local instructional improvement systems, provide a report that includes the following: <ul style="list-style-type: none"> <li>a. Name of the system</li> <li>b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research</li> <li>c. How the system is accessed and used by students and parents</li> <li>d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable</li> <li>e. A description of the student growth data available to users on the system</li> <li>f. How frequently students, teachers, parents, and principals are accessing the system</li> </ul>						
<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			

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<b>Deliverable (required):</b> The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<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 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			
<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:</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)*

**Supporting Narrative (optional):**

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

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**D. GREAT TEACHERS AND LEADERS**

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

(ii) Alternative routes to certification that are in use

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

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

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

(i) Measure student growth

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

(ii) Design and implement evaluation systems

1. The LEA will design and implement a teacher evaluation system with teacher and principal involvement that:

- a. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems.

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

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

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

However, an LEA that completed renegotiation of its collective bargaining agreement between July 1, 2009, and December 1, 2009, for the purpose of determining a weight for student growth as the primary component of its teacher and principal evaluations, is eligible for this grant as long as the student growth component is at least 40% and is greater than any other single component of the evaluation.

- b. Includes the core of effective practices, developed in collaboration with stakeholders, that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices.
- c. Includes at least one additional metric to combine with the student performance and

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principal observation components to develop a “multi-metric” evaluation system for, at a minimum, the teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. Examples of additional metrics include, but are not limited to, observations by master teachers or instructional coaches, student input, peer input, and parental input.

d. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”

2. The LEA will design and implement a principal evaluation system with teacher and principal involvement that:

a. Utilizes the state-adopted teacher-level student growth measure cited in (D)(2)(i) as the primary factor of the teacher and principal evaluation systems.

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

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

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

b. Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers.

c. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”

3. The LEA will submit teacher and principal evaluation systems to the Department for review and approval.

4. The LEA will utilize student performance data on statewide assessments as a significant factor in the annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.

5. The LEA will report the results of evaluations of each teacher, principal, and district-level

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supervisor [as described in (D)(2)(ii)] to the Department during Survey 5.

**(iii) Conduct annual evaluations**

**For Teachers:**

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

**For Principals:**

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

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

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

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

**For Teachers:**

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

**For Principals:**

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

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

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

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

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

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

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

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

(iv)(d) Use evaluations to inform removal

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

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

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

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

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

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

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

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

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

**(i) Quality professional development**

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

**For Teachers:**

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

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

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

**For Principals:**

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

(ii) Measure effectiveness of professional development

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

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

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Toward the absolute priority of comprehensive education reform:

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

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

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

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

<p><b>Please indicate one LEA point of contact for this Project.</b></p> <p><b>Name:</b></p> <p><b>Title:</b></p> <p><b>Phone #:</b></p> <p><b>E-mail Address:</b></p>
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<p><b>Project Goal:</b> 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.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>1. Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.</li> <li>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.</li> <li>3. Description of qualifications to supervise program interns or serve as a peer mentor.</li> <li>4. Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).</li> <li>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).</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			

*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.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>						

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

<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			

<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			

<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			

<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
<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			

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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)*

**Supporting Narrative (optional):**

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

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table**

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

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

<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			

*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			
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).			No later than May 1			
<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			

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	2010-11			2011/12	2012/13	2013/14
<b>Deliverable (required):</b> A timetable for implementing the teacher evaluation system (this may be adjusted annually).	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			

	2010-11			2011/12	2012/13	2013/14
<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). See combined checklist attached.	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			

	2010-11			2011/12	2012/13	2013/14
<b>Deliverable (required):</b> A timetable for implementing the principal evaluation system (this may be adjusted annually).	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			

	2010-11			2011/12	2012/13	2013/14
<b>Deliverable (required):</b> Annually report evaluation results for teachers and principals through the regular student and staff survey.	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			

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

<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			

<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)*

**Supporting Narrative (optional):**

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

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b></p> <p><b>Name:</b></p> <p><b>Title:</b></p> <p><b>Phone #:</b></p> <p><b>E-mail Address:</b></p>
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<p><b>Project Goal:</b> The LEA will use results from teacher and principal evaluations to inform each of the human capital processes listed in the MOU.</p>
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| <p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.)</li> <li>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.</li> <li>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.</li> <li>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).</li> <li>6. Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.</li> <li>7. Annually report terminations through the regularly-scheduled student and staff survey.</li> <li>8. Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.</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			

*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>	3 <sup>rd</sup>	4 <sup>th</sup>			
Annually submit the teacher and principal						

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**

salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.	Quarter	Quarter	Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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

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MOU will be submitted 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			

<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			
<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> 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			

<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			

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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			

<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)*

**Supporting Narrative (optional):**

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

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**Work Plan Table**

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

<p><b>Please indicate one LEA point of contact for this Project.</b></p> <p><b>Name:</b></p> <p><b>Title:</b></p> <p><b>Phone #:</b></p> <p><b>E-mail Address:</b></p>
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<p><b>Project Goal:</b> 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.</p>
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| <p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. A revised district professional development system that meets the requirements of <i>Florida’s Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached, to be submitted with this Table.</li> <li>2. A timetable for implementing the new elements into the professional development system for teachers and principals in the district.</li> <li>3. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.</li> <li>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.</li> <li>5. A timetable for implementing the evaluation of professional development in the district.</li> <li>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.</li> <li>7. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.</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			

*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			
A revised district professional development system that meets the requirements of <i>Florida’s Protocol Standards for</i>						

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<i>Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

<b>Deliverable (required):</b> A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 <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> 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			
<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> 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			
<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			

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<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			

<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			

<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			

<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)*

**Supporting Narrative (optional):**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**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></p> <p><b>Name:</b></p> <p><b>Title:</b></p> <p><b>Phone #:</b></p> <p><b>E-mail Address:</b></p>
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<p><b>Project Goal:</b> LEAs will select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. LEAs with more than nine persistently lowest-achieving schools will not select the transformation model option for more than one-half of the schools. All actions must be in accordance with Differentiated Accountability.</p>
<p><b>Deliverables (minimum required evidence):</b></p> <ol style="list-style-type: none"> <li>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			

*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			

<b>Deliverable (required):</b>	2010-11	2011/12	2012/13	2013/14
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LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include:	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<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>						
	2010-11			2011/12	2012/13	2013/14
<b>Supporting Activities (indicate each year 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>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)*

**Supporting Narrative (optional):**

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

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**Work Plan Table**

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

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

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

**Name:**

**Title:**

**Phone #:**

**E-mail Address:**

**Project Goal:**

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

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

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

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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

Deliverable:	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

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

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

<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 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each	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

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course, and number of students for 2009-2010 who were awarded industry certifications.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

<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
	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			

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<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			

<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			

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<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			

<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)*

**Supporting Narrative (optional):**

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

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**F. GENERAL**

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

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

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

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**Work Plan Table**

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

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

**Name:**

**Title:**

**Phone #:**

**E-mail Address:**

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

**Deliverables (minimum required evidence):**

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

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

<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			

*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			

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discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools.						
<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 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			

<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	2010-11	2011/12	2012/13	2013/14
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submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services.	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			
<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)*

**Supporting Narrative (optional):**

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

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

**FORM (A)1.**

**LEA Student Goals and Measures**

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

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

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

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

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

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

**STATE GOALS**

State Goals for the Class of 2015:

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

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

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

**LEA GOALS**

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

High School Graduating Class of:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate											
College Going Rate											
College Credit Earning Rate											
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year’s Worth of College Credit											

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

<b>TEACHER AND PRINCIPAL EVALUATION SYSTEMS REVIEW</b>
--

**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	<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**

<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>
student growth or achievement as determined by the LEA for 15% of the evaluation. Implementation of the requirements for the LEA evaluation systems beginning in the 2011-12 school years applies, at a minimum, to teachers in grades and subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in MOU (D)(2)(i).		
<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%	<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</li> </ul>	

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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>
of the evaluation.	assessments for subjects and grade levels not measured by the state assessment program <ul style="list-style-type: none"> <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 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.	<ul style="list-style-type: none"> <li>• MOU D (2)(ii)</li> </ul>	
<b>Core of Effective Practices – Florida Educator Accomplished Practices:</b> Includes the core of effective practices, developed in collaboration with stakeholders that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation. The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices Incorporates the newly-adopted Florida Educator Accomplished Practices (scheduled for adoption by the State Board of Education in December 2010) into the evaluation system.	<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>	
<b>Additional Metric Evaluation Element:</b> Includes at least one additional metric to combine with the student	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)(3)</li> </ul>	

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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>
<p>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>• 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 “effective” and “highly effective.”</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 satisfactory, unsatisfactory and outstanding performance levels</li> </ul>	
<b>Part 3: Conducting Evaluations</b>		<b>Page #</b>
<p><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.</p>	<ul style="list-style-type: none"> <li>• MOU (D)(3)</li> </ul>	

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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>
<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>	

<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>	

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

<p><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)</p>	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>	
<p><b>Development year:</b> The 2010-11 school year will be considered a development year for the evaluation systems.</p>	<ul style="list-style-type: none"> <li>• MOU (D)(ii)</li> </ul>	
<p>Supports district and school level improvement plans</p>	<ul style="list-style-type: none"> <li>• 1012.34(2)(a)</li> </ul>	
<p>Supports continuous quality improvement of the professional skills of instructional personnel</p>	<ul style="list-style-type: none"> <li>• 1012.34(2)(b)</li> </ul>	
<p>Provides a mechanism for parental input, when appropriate</p>	<ul style="list-style-type: none"> <li>• 1012.34(2)(c)</li> </ul>	
<p>Provides for district’s annual review of instructional personnel assessment systems</p>	<ul style="list-style-type: none"> <li>• 1012.34(7)</li> </ul>	
<p><b>Part 2: Evaluation Criteria</b></p>		<p style="text-align: right;">Page #</p>
<p><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.</p>	<ul style="list-style-type: none"> <li>• MOU (D)(2)(ii)(1)</li> </ul>	
<p><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 retaining effective teachers, improving the effectiveness of teachers, and removing ineffective teachers.</p>	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>	

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

<p><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.</p>	<ul style="list-style-type: none"> <li>• MOU D(20(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>	
<p><b>Range of ratings:</b> Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective</p>	<ul style="list-style-type: none"> <li>• MOU D(2)(ii)</li> </ul>	
<p><b>Part 3: Conducting Evaluations</b></p>		Page #
<p><b>Annual evaluation:</b> The LEA will conduct evaluations as described in MOU (D)(2)(ii) for principals at least once per year.</p>	<ul style="list-style-type: none"> <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>	
<p>Provides training in use of assessment criteria and procedures</p>	<ul style="list-style-type: none"> <li>• 1012.34(2)(f)</li> </ul>	
<p>Fully informs all personnel of the criteria and procedures associated with the appraisal process before the appraisal takes place.</p>	<ul style="list-style-type: none"> <li>• 1012.34(3)(b)</li> </ul>	