

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

Flagler County Public Schools

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A. OVERARCHING PROJECT PLANS

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

Enter narrative for (A)1. here. Complete the attached Form (A)1. LEA Student Goals and Measures by setting LEA targets to address Florida’s Race to the Top student achievement goals.

a. - b.) Flagler County Public Schools’ reform plan, which encompasses the areas of Standards and Assessments, Data Systems to Support Instruction, and Great Teachers and Leaders, connects and coordinates the assurance areas. It supports Florida’s Theory of Action, “Highly effective teachers and leaders make the difference in student achievement,” by supporting teachers and principals, providing additional rigorous opportunities for students, and increasing accountability for students, teachers, and leaders.

Flagler’s participation in Race to the Top will strengthen the long-standing district expectation that all teachers will provide rigorous, authentically engaging, standards-based instruction that challenges students and results in students graduating from high school ready to be successful in college or post-secondary career education. It will cause the district to focus Professional Development so that a correlation can be drawn between what teachers learn and how they implement that knowledge to raise student achievement. Through its redesigned evaluation system, the district will identify and reward teachers who are consistently achieving student growth so that others may emulate their practices.

The Flagler Board of Education has recently adopted their 2010-14 District Strategic Plan, which includes an emphasis on increasing the graduation rate and improving college readiness. This is supported in the Race to the Top district reform plan and aligns Flagler County’s goals for student achievement with the state’s.

The 2010-14 Flagler County Schools District Strategic Plan achievement goals for Flagler’s students which are aligned with Race to the Top student achievement goals are as follows:

Goal 1: Improve student achievement

Objective 1: Increase student proficiency levels in all subgroups not meeting criteria for Adequately Yearly Progress by 15% as reported on the school grade report.

Strategies:

1.1.1. Improve instruction in the classroom by training teachers in effective classroom strategies and differentiated instruction with a focus on Math grades K-10.

1.1.2. Foster student/staff relationships by providing opportunities for meaningful discussion to engage students.

1.1.3. Share previously awarded Education Foundation grants with teachers to encourage replication in their classroom.

Objective 2: Increase the graduation rate from 81.3% to 85%.

Strategies:

1.2.1. Provide parent/family outreach and mentoring programs to students who are at risk by recruiting mentors and providing family awareness workshops.

1.2.2. Increase the number of students participating in Take Stock in children by intervening with at-risk students at Middle Schools.

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- 1.2.3. Increase the number of minority students enrolling in and successfully completing advanced courses in secondary schools by 5% a year.
- 1.2.4. Increase the number of students being promoted from elementary to middle school by developing and implementing a provisional 7th grade program for students who fail one course in 6th grade.
- 1.2.5. Improve student attendance by regular monitoring and referring truant students for the appropriate services.
- 1.2.6. Provide a variety of opportunities to meet individual student needs and engage them in learning.
- 1.2.7. Analyze the effectiveness of alternative programs currently in place.

Objective 3: Use highly effective teaching and learning strategies when delivering curriculum content.

Strategies:

- 1.3.1. Develop plans to preview upcoming content material with students using Learning-Focused strategies from Catching Kids Up.
- 1.3.2. Continue to design lesson plans that include Learning-Focused strategies and implement them consistently and pervasively in all classrooms.
- 1.3.3. Integrate technology into instruction to engage students in learning and investigate Challenge Based Learning.
- 1.3.4. All core subjects in non-FCAT courses will have district-developed or state-developed End-of-Course Assessments.

Objective 4: Drive instruction using data.

Strategies:

- 1.4.1. Develop a standardized method of measuring annual learning gains for all students to include:

Reading:

*For grades K-2, reading growth will be measured using the first and third administration of the FAIR progress monitor with a goal of a minimum of 10 points gained in the Probability of Success (PRS) percent.

*For grades 3-10, reading growth will continue to be measured using the first and third administration of the FAIR progress monitor with a goal of a minimum of 10 percentile points being gained on the median percentile rank for reading.

Math

*Students in grades 3, 4, 7 and 8 will show a 3% gain on average in their math overall FCAT DSS scores; students in grades 5 and 6, a 5% gain.

*The percent of secondary students scoring on grade level or above on FCAT will increase by a minimum of 2% per year until state averages are met or exceeded.

Science

*Science scores on FCAT in Grades 5, 8, and 11 will increase 5% on average across the district based on the 2010-11 FCAT.

Writing:

*The percentage of students who receive a score of 4 and above will increase by 5% at each school.

- 1.4.2. Use data from End-of-Course Assessments (Algebra, Biology and Geometry) to guide instruction for the following year.

- 1.4.3. Utilize benchmark data to monitor Response to Intervention academic performance trend

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lines.

Objective 5: Hold school-based administrators accountable for improvement in student achievement.

Strategies:

- 1.5.1. Develop a comprehensive plan and process to use data results for administrative accountability and evaluation.
- 1.5.2. Hire only a highly qualified and diverse staff that is reflective of our student demographics by implementing a standard operating procedure for screening, interviewing and hiring.
- 1.5.3. Consistently implement a standard operating procedure for posting, interviewing and hiring employees to assure fair and equitable opportunities for advancement.
- 1.5.4. Train administrators to implement the district evaluation system with fidelity.

Goal 2: Provide opportunities for professional growth that will positively impact student achievement.

Objective 1: Teachers will continuously provide students with engaging, rigorous, technology infused, higher-order thinking activities that are aligned to the state standards.

Strategies:

- 2.1.1. Provide time for teachers to collaboratively plan instruction that implements Learning-Focused strategies, with a focus on increasing the rigor of instruction.
- 2.1.2. Provide professional development based on Learning-Focused for core area teachers with an emphasis on the top five strategies that raise student achievement, according to a U.S. DOE study: extending thinking, summarizing, using non-verbal representations, using graphic organizers, and using vocabulary in context.
- 2.1.3. Provide opportunities for professional learning communities to build capacity for meaningful discussion that leads to improved instruction.
- 2.1.4. Provide technology workshops and peer support for teachers by creating a team of Technology Master Teachers at each school. Align curriculum and technology to provide all students with authentic, engaging and challenging projects.

Objective 2: Maximize the effectiveness of the Individual Professional Development Plan (IPDP)

Strategies:

- 2.2.1. Provide a standard operating procedure for developing the Individual Professional Development Plan that is tied to increased student achievement.
- 2.2.2. Communicate the various professional development options and trainings available for administration and staff on a district calendar.
- 2.2.3. Create a roadmap for training new and current instructional and non-instructional support staff.
- 2.2.4. Create a roadmap for training new and current administrative staff, including aspiring school leaders.

Objective 3: Hold all employees accountable for their performance.

Strategies:

- 2.3.1. Develop and train administrators in the use of a standard operating procedure for addressing areas of weakness in performance and acknowledging areas of strengths.

c.) The Flagler County Reform Plan will enhance these Flagler County Board of Education strategic goals and provide a roadmap for institutionalizing the improvements that are made.

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Flagler County Reform Plan:

- Standards and Assessments
 - Focus Professional development programs on effective instruction consistent with new common core standards, lesson study, formative assessment
 - Develop additional high school career and technical programs that will provide training for occupations requiring science, technology, engineering, and/or math (STEM)
 - Increase STEM-related accelerated courses
 - Provide better access to technology for improved classroom instruction and computer-based assessment
 - Develop K-12 focus on college readiness and success
- Data Systems to Support Instruction
 - Assist in the design, testing, and implementation of initiatives to improve customer-friendly access
 - Use state-level data and local instructional improvement systems
 - Provide effective professional development to teachers and administrators on the use of instructional improvement systems and data
 - Provide data for researchers
- Great Teachers and Leaders
 - Design and implement a teacher, principal, and district administrator evaluation system based on designated criteria
 - Measure student growth based on performance of students on all state-required assessments, and for content areas/grades not assessed on state assessments, use district-developed assessments
 - Use results from teacher and principal evaluations in district professional development system
 - Implement a compensation, promotion, and retention system for teachers and principals that ties the most significant gains in salary to effectiveness, provides differentiated pay and promotional opportunities for effective teachers and principals
 - Award employment contracts to teachers and principals based on effectiveness
 - Coordinate with teacher-preparation program
 - Ensure equitable distribution of effective teachers and principals
 - Base Individual and Leader Professional Development Plans on student performance data and teacher and principal evaluations
 - Implement a beginning teacher support plan
- (Turn Around Lowest Achieving Schools: N/A)

C.) Flagler County's current status, strengths, and challenges with respect to the various reform elements:

- **Standards and Assessments:**
 - Current Status and Strengths:
 - The 2010-11 District Professional Development Plan focuses on providing support to teachers in the areas of Reading, Math, Science, and Writing. This support primarily takes the form of in-class modeling of lessons and Professional Learning Communities. The district Literacy, Math/Science, and Secondary Curriculum Specialists and the Assessment/Accountability Coordinator support these activities. All Professional Development is centered on implementing standards.
 - In 2009-10 the district implemented Learning-Focused with all teachers. Learning-Focused reflects scientifically based research. The emphasis on Curriculum and Student Learning Maps guides teachers in the use of standards and teaches them to develop lessons based on student academic achievement goals and best practices. Principals were trained in

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monitoring for student achievement. This initiative addressed the need to raise the rigor of classes as evidenced by state and local assessments. Professional Development to support this initiative will continue. The emphasis across every subject area and grade is on the top five strategies that raise student achievement, according to a U.S. DOE study: extending thinking, summarizing, using non-verbal representations, using graphic organizers, and using vocabulary in context.

- The district has already started exploring two programs that will support STEM and career education. One is a hydroponic program that would grow produce that would be used in the food service department. The other is collaboration with a scientist who grows coral.
- The district currently has an International Baccalaureate program at one of its two high school that is open to all students in the district. The program offerings include STEM-related courses. In addition, a strong dual enrollment relationship exists between the district and Daytona State College. Students may elect to take any course that meets the Associate degree requirements. Currently, 234 students are enrolled in Dual Enrollment courses.
- The two district high schools already offer more than the minimum number of Advanced Placement courses required by Senate Bill 4.
- The district currently has a 3:1 computer to student ratio and each teacher has a laptop. Wireless connectivity is available at every building in the district. Electronic student response systems provide teachers with immediate feedback so that they can differentiate instruction. Computer labs and computer carts are widely available to facilitate computer-based assessment.
- Challenges:
 - To develop ways to deliver job-embedded professional development
 - To ensure that teachers are implementing the current standards and moving toward Common Core Standards
 - To integrate elements of Lesson Study in all professional development
 - To develop common summative assessments in non-FCAT subjects
 - To develop a plan to accommodate computer-based assessments without displacing classes
- **Data Systems to Support Instruction**
 - Current Status and Strengths:
 - Flagler County, with a student enrollment of approximately 13,000, currently has a 3:1 ratio of students to computers. The emphasis for the last several years has been instructional technology integration into instruction. The 2010-11 district Professional Development plan, as reflected in Title II, calls for school-based Technology Team members to be trained to provide workshops and peer support for teachers in their respective schools. These workshops will provide hands-on experience in how to:
 - Access student data online and use software to sort and filter it to make data-driven decisions about appropriate teaching and learning strategies that address the needs of all students
 - Use technology to deliver content and receive immediate feedback about student comprehension
 - Align curriculum and technology to provide all students with authentic, engaging and challenging projects
 - Use technology to increase student collaboration, critical-thinking skills and communication
 - Ongoing training in the Use of Data to Inform Instruction for teachers and school leadership

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supports the district focus on data-driven instruction and decision-making. Data teams are in place at each school and are guided by the district Assessment/Accountability Coordinator. The district Instructional Technology Specialist spearheads technology training and support for teachers.

- Parents have access to student progress through a web-based portal.
- District challenges:
 - To increase teacher use of technology for formative assessment in preparation for computer-based End-of-Course Assessments
 - To train teachers in the use of NEFEC’s Navigator Plus, which reports and disaggregates student and teacher data
 - To train teachers and administrators on the use of instructional improvement systems and data
 - Focusing elementary and middle schools on college readiness
 - Refocusing high schools beyond college acceptance to college success
- **Great Teachers and Leaders**
 - Current Status and Strengths:
 - Flagler County has two alternative certification programs: Educator Preparation Institute, through Daytona State College; and the alternative certification program, through NEFEC.
 - Individual Professional Development plans reflect student performance data.
 - The district currently provides differentiated pay to teachers.
 - Three Professional Development days are built into the regular school calendar and all teachers and school-based administrators are required to participate.
 - District challenges:
 - To design and implement a teacher, principal, and district administrator evaluation system based on designated criteria
 - To identify professional development needs for teachers and principals based on their evaluations
 - To institutionalize and fund a new teacher support program
 - To create End-of-Course Assessments for non-FCAT classes
 - To redesign a district compensation, promotion, and retention system for teachers and principals that ties the most significant gains in salary to effectiveness; and provides differentiated pay and promotional opportunities for effective teachers and principals
 - To develop and implement Leader Professional Development Plans
 - To use a variety of student performance data on Individual Professional Development Plans

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FORM (A)1.
LEA Student Goals and Measures

STATE GOALS

State Goals for the Class of 2015:

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

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

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

LEA GOALS

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	59	62	60	64	65	67	69	72	76	80	85
College Going Rate	60	58	58	60	61	63	64	66	68	71	74
College Credit Earning Rate	59	61	63	64	65	65	66	68	68	69	70
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	21	22	22	25	26	27	29	32	35	39	44

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

- Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers’ unions, business leaders, community organizations, etc.)
- Identification of the leadership/management team(s)
- Strategies for monitoring implementation

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- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.
- A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (include in Section G). The release of funds will be contingent upon the successful progress toward completion of identified deliverables in the management plan and detailed budgets.

Enter narrative for (A)2. here:

- **Stakeholders**, who will act as advisors to provide input, will be involved through meetings coordinated and facilitated by the Project Director who will oversee Race to the Top. They will collaborate online through a shared file housed on the district network. Based on input from the stakeholder the Project Director will develop a calendar of face-to-face and conference call meetings and will create and maintain the shared file.
- Parents: School Advisory Councils
- Teachers: groups of teachers to be determined by expertise needed for individual projects
- Administrators: Superintendent, Chief Financial Officer; Directors of High School, Middle and Elementary School, Human Resources, Technology; all Principals
- Teachers' Union: Flagler County Educators' Association
- Business Leaders: Flagler County Chamber of Commerce
- Community Organizations: Flagler County Education Foundation, Superintendent's African-American Advisory Committee
- **Leadership/management team:** Project coordinator, Director of High School, Director of Elementary and Middle School, Director of Human Resources, Director of Technology, Assessment/Accountability Coordinator
- **Strategies for monitoring implementation:** Regularly scheduled status meetings, progress monitoring benchmarks.

Timeline summary:

Year 1:

Roll out the Instructional Delivery System (Navigator Plus) and provide training to all staff.
 Participate in Technology Assessment Surveys.
 Record data from Reading, Writing, Math and Science Progress Monitoring for DA
 Initiate planning for STEM-related programs and courses
 Continue to work with community partners identifying needs
 Industry certification exams: Analyze and allocate funding and determine projected number
 Annually review all plans and amend as needed to reach 4-year goals
 Attend NEFEC STEM/Senate Bill 4 Summit
 Review district capacity/infrastructure for online testing and submit online readiness certification
 Participate in DOE technical assistance calls, webinars, and meetings
 Participate in statewide infrastructure trial.
 Replace computers as each reaches 5-years old
 Complete DOE report of single-sign on usage
 Provide report to DOE about instructional improvement system
 Institute plan to train and support instructional staff and administrators to use Navigator Plus
 Prepare/acquire technical resources and implement technical changes for DOE single-sign plan
 Analyze data to drive instruction
 Establish Software Development Life Cycle Process for enhancing existing functionality and developing new applications
 Participate in the NEFEC Navigator Plus (NEFEC's instructional improvement system) user group
 Provide feedback to the Department regarding single sign-on implementation

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Develop plan for parent access to Navigator Plus
Publish Navigator Plus frequency of usage reports
Collaborate with institutions to assign supervising teachers
Provide training for teachers eligible to supervise interns
Develop plan to identify effective and highly effective teachers
Develop plan to identify effective and highly effective administrators
Design and pilot a research-based teacher appraisal system
Train administrators in use of teacher appraisal system
Design a principal appraisal system
Devise a compensation system
Identify milestone career events
Use evaluation data to make human capital decisions
Develop staffing plan that meets components of RTTT
Develop bonus and salary bonus process
Develop and use consistent termination procedure
Report assignment of teachers and principals
Use evaluations to plan professional development, IPDPs and ILPDs
Provide professional development targeted to specific needs on the use of data, formative assessment, principles of lesson study, components of the evaluation tool, teacher content knowledge with a focus on common core standards and instructional strategies and methods, and teaching high-needs students
Develop and institutionalize beginning teacher support program
Develop timeline for implementing Professional Development System elements
Develop and implement component to evaluate professional development effectiveness
Submit professional development reports and revisions as required
Provide documentation of the efforts to include Charter Schools in the process, including signed statements from each charter school that they have been fully informed of their opportunity to participate or opt-out.
Submit a budget that provides a commensurate share of grant funds to participating charter schools.
Submit expenditure reports that demonstrate the participating charter schools have received their commensurate share of funds or services.
Provide a signed agreement that states the charter school has a precise plan within the district guidelines and that the charter school will provide all necessary data and reports in a timely manner.
Identify student growth measure assessments
Review the current professional development system
Develop a timetable after reviewing current system for revising Professional Development System for teachers and principals
Conduct a needs assessment to identify site-specific professional development needs for hard-to-staff subjects and specialty areas

Year 2:

Use the information from the Instructional Delivery System to develop an action plan for student achievement.
Use the information from the Technology Assessment Surveys to develop an action plan for Technology.
Use the information from Progress Monitoring from Prior Year to develop an action plan for Progress Monitoring.
Provide professional development for co-teacher of core and STEM program
Industry certification exams: Analyze and allocate funding and determine projected number
Analyze student performance on STEM course exams
Gather baseline STEM course data
Annually review all plans and amend as needed to reach 4-year goals
Replace computers as each reaches 5-years old
Complete DOE report of single-sign on usage
Prepare/acquire technical resources and implement technical changes for DOE single-sign plan
Obtain data from state, incorporate into instructional improvement system Navigator Plus, and provide report to state

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Institute plan to train and support instructional staff and administrators to use Navigator Plus
Analyze data to drive instruction
Publish Navigator Plus frequency of usage reports
Collaborate with institutions to assign supervising teachers
Provide training for teachers eligible to supervise interns
Select and place teachers as intern supervisors and mentors
Select mentor administrators for principal leadership training
Develop process to report intern/peer mentors
Report district leadership plan data
Survey leadership academy participants
Implement and revise as needed teacher appraisal system
Design a principal appraisal system
Implement and revise as needed a principal appraisal system
Devise a compensation system
Identify milestone career events and base salary increases on
Use evaluation data to make human capital decisions
Develop staffing plan that meets components of RTTT
Develop system and timeline for collecting accountability data
Develop bonus and salary bonus process
Develop and use consistent termination procedure
Report assignment of teachers and principals
Use evaluations to plan professional development, IPDPs and ILPDs
Provide professional development targeted to specific needs on the use of data, formative assessment, principles of lesson study, components of the evaluation tool, teacher content knowledge with a focus on common core standards and instructional strategies and methods, and teaching high-needs students, effective use of common planning
Develop and institutionalize beginning teacher support program
Develop and implement component to evaluate professional development effectiveness
Submit professional development reports and revisions as required
Submit an action plan for each charter school (that has been submitted and reviewed collaboratively with the district and the charter) the charter schools assurance plan for the defined goals (13 projects) for Race to the Top.
Develop student growth measure assessments as needed
Provide training for differentiating instruction
Conduct a needs assessment to identify site-specific professional development needs for hard-to-staff subjects and specialty areas
Implement professional development for principals and aspiring principals that focus on a variety of topics
Continue the expansion of Professional Learning Communities
Revise and strengthen the Individual Professional Development Plan for Teachers and principals
Design and implement an evaluation model for Professional Development
Develop a process to assess the impact of lesson study
Monitor the mentoring support provided to new and early career teachers
Update the Master Inservice Plan annually
Develop EOC's as needed
Incorporate student growth measure on teacher evaluation
Participate in the NEFEC Navigator Plus (NEFEC's instructional improvement system) user group
Provide feedback to the Department regarding single sign-on implementation
Partner with NEFEC to complete an evaluation of ability to provide single sign-on access to state resources
Partner with NEFEC to develop a plan to implement single sign-on access to state resources by school and LEA staff
Submit single sign-on Integration Readiness Certification to the FLDOE
Integrate with the department to provide single sign-on through NEFEC's regional interface

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Integrate single sign-on capability with other NEFEC or locally developed/purchased systems

Year 3:

Monitor the Action Plan for Student Achievement for fidelity.

Monitor the Action Plan for Technology for fidelity.

Monitor the Action Plan for Progress Monitoring for fidelity.

Provide professional development for co-teacher of core and STEM program

Offer students placement in new STEM program

Industry certification exams: Analyze and allocate funding and determine projected number

Annually review all plans and amend as needed to reach 4-year goals

Replace computers as each reaches 5-years old

Institute plan to train and support instructional staff and administrators to use Navigator Plus

Analyze data to drive instruction

Publish Navigator Plus frequency of usage reports

Prepare/acquire technical resources and implement technical changes for DOE single-sign plan

Obtain data from state, incorporate into instructional improvement system Navigator Plus, and provide report to state

Complete DOE report of single sign-on usage

Participate in the NEFEC Navigator Plus (NEFEC's instructional improvement system) user group

Provide feedback to the Department regarding single sign-on implementation

Collaborate with institutions to assign supervising teachers

Select teachers as intern supervisors and mentors

Select mentor administrators for principal leadership training

Report district leadership plan data

Survey leadership academy participants

Implement and revise as needed teacher appraisal system

Implement and revise as needed a principal appraisal system

Devise and implement a compensation system

Base promotions on effectiveness

Identify milestone career events and base salary increases on

Use evaluation data to make human capital decisions

Develop staffing plan that meets components of RTTT

Develop system and timeline for collecting accountability data

Develop bonus and salary bonus process

Develop and use consistent termination procedure

Report assignment of teachers and principals

Use evaluations to plan professional development, IPDPs and ILPDs

Provide professional development targeted to specific needs on the use of data, formative assessment, principles of lesson study, components of the evaluation tool, teacher content knowledge with a focus on common core standards and instructional strategies and methods, and teaching high-needs students, effective use of common planning

Develop and institutionalize beginning teacher support program

Develop and implement component to evaluate professional development effectiveness

Submit professional development reports and revisions as required

Monitor the Action Plan for each of the defined goals (13 projects) for fidelity

Develop student growth measure assessments as needed

Provide training for differentiating instruction

Conduct a needs assessment to identify site-specific professional development needs for hard-to-staff subjects and specialty areas

Implement professional development for principals and aspiring principals that focus on a variety of topics

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Continue the expansion of Professional Learning Communities
Revise and strengthen the Individual Professional Development Plan for Teachers and principals
Design and implement an evaluation model for Professional Development
Develop a process to assess the impact of lesson study
Monitor the mentoring support provided to new and early career teachers
Implement an evaluation model that collects and links teacher effectiveness and student achievement data to professional development
Update the Master Inservice Plan annually
Develop EOC's as needed
Integrate with the department to provide single sign-on through NEFEC's regional interface
Integrate single sign-on capability with other NEFEC or locally developed/purchased systems

Year 4:

Restructure the Action Plan for Student Achievement based on results from year 3 if needed and continue to monitor.
Restructure the Action Plan for Technology based on results from year 3 if needed and continue to monitor.
Restructure the Action Plan for Progress Monitoring based on results from year 3 if needed and continue to monitor.
Provide professional development for co-teacher of core and STEM program
Offer students placement in new STEM program and ensure qualifies instructors
Administer EOC's and industry certification exams to all eligible students
Industry certification exams: Analyze and allocate funding and determine projected number
Annually review all plans and amend as needed to reach 4-year goals
Replace computers as each reaches 5-years old
Complete DOE report of single-sign on usage
Institute plan to train and support instructional staff and administrators to use Navigator Plus
Analyze data to drive instruction
Prepare/acquire technical resources and implement technical changes for DOE single-sign plan
Obtain data from state, incorporate into instructional improvement system Navigator Plus, and provide report to state
Publish Navigator Plus frequency of usage reports
Collaborate with institutions to assign supervising teachers
Provide training for teachers eligible to supervise interns
Develop plan to identify effective and highly effective teachers
Select teachers as intern supervisors and mentors
Select mentor administrators for principal leadership training
Report district leadership plan data
Survey leadership academy participants
Implement and revise as needed teacher appraisal system
Implement and revise as needed a principal appraisal system
Devise and implement a compensation system
Base promotions on effectiveness
Identify milestone career events and base salary increases on
Use evaluation data to make human capital decisions
Develop staffing plan that meets components of RTTT
Submit Collective Bargaining Agreement
Develop bonus and salary bonus process
Develop and use consistent termination procedure
Report assignment of teachers and principals
Use evaluations to plan professional development, IPDPs and ILPDs
Provide professional development targeted to specific needs on the use of data, formative assessment, principles of

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lesson study, components of the evaluation tool, teacher content knowledge with a focus on common core standards and instructional strategies and methods, and teaching high-needs students, effective use of common planning

Develop and institutionalize beginning teacher support program

Develop and implement component to evaluate professional development effectiveness

Submit professional development reports and revisions as required

Restructure the Action Plan for each of the defined goals (13 projects) based on results from year 3 if needed and continue to monitor

Develop student growth measure assessments as needed

Provide training for differentiating instruction

Conduct a needs assessment to identify site-specific professional development needs for hard-to-staff subjects and specialty areas

Implement professional development for principals and aspiring principals that focus on a variety of topics

Continue the expansion of Professional Learning Communities

Revise and strengthen the Individual Professional Development Plan for Teachers and principals

Design and implement an evaluation model for Professional Development

Develop a process to assess the impact of lesson study

Monitor the mentoring support provided to new and early career teachers

Implement an evaluation model that collects and links teacher effectiveness and student achievement data to professional development

Update the Master Inservice Plan annually

Develop EOC's as needed

Participate in the NEFEC Navigator Plus (NEFEC's instructional improvement system) user group

Provide feedback to the Department regarding single sign-on implementation

Create specifications for development enabling single sign-on access through NEFEC

Integrate single sign-on capability with other NEFEC or locally developed/purchased systems

- **Budget Summary:** The total allocation for Flagler County is \$828,941. This will be divided evenly over the four-year grant period, which means the district will expend \$ 207,235 a year.

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

Enter narrative for (A)3. here:

Evaluation measures will concentrate on the required State deliverables. A Project Director will monitor the plan's implementation and regularly deliver progress reports to the Superintendent, Flagler County Board of Education, and stakeholders. He will develop and maintain the following: a calendar of quarterly activities based on the Yearly Activity Timeline in section A2, a system to maintain records, a calendar of dates on which to deliver progress reports and on which to submit DOE deliverables, a system to monitor the allocation of funds for each project, and a checklist for each project to track the completion and implementation of each required component.

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

Enter narrative for (A)4. here:

The Superintendent and the Chief Financial Officer will restructure the district budget as necessary to support and sustain the Flagler County Reform Plan using the general fund, federal entitlements, capital dollars and the half-penny sales tax.

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

Enter narrative for (A)5. here:

- The Directors of High School, Elementary and Middle School, and Federal Programs will coordinate funding resources to include the following steps:
 - Professional Development activities and positions supported by Title II-A will be aligned to the activities in the Flagler County Reform Plan.
 - Title I will supplement Professional Development and provide more in-depth support to the Title I schools.
 - Title III will provide additional resources to classroom teachers.
 - The district Corrective Action grant will focus on the lowest performing academic area, which is math, by providing additional training in SINI schools.
 - Title X will provide services to homeless students to break down barriers that impede academic progress.
 - SINI grants will provide interventions such as tutoring and remedial programs during the school day for our lowest performing students.

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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).

Please indicate one LEA point of contact for this Project.

Name: N/A for Flagler County

Title:

Phone #:

E-mail Address:

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

Deliverables (minimum required evidence):

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

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

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

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

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

Deliverable (required): Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X		X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

Deliverable (required): Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

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

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

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

Supporting Narrative (optional):

Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Diane Dyer
Title: Director of High School Instruction
Phone #: 386-437-7562
E-mail Address: dverd@flaglerschools.com

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of High School Instruction	X	X	X	X	X	X

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Selected High School(s) Principal(s)	X	X	X	X	X	X
Project Director		X	X	X	X	
High School Curriculum Specialist for CTE	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Submission of a 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.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):						
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(B)(3)4 a. Initiate planning for STEM-related career and technical programs(s) by working with community members to analyze employer needs to identify gaps in existing programs.	X					
(B)(3)4 b. Continue to work with community members as partner in the implementation of the program.		X	X	X	X	X
(B)(3)4 c. Identify at least one additional career and technical program for STEM occupations based on research conducted to determine local need and report on actions implemented to date.		X	X	X	X	X
(B)(3)4 d. Provide professional learning for co-teacher planning in related core area and program area courses.				X	X	X
(B)(3)4 e. Offer and enroll students in career and technical program for STEM occupations.					X	X
(B)(3)4 f. Maintain STEM program course offerings, ensuring all courses that are part						X

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of the program have qualified instructors.						
(B)(3)4 g. Administer EOC's and industry certification exams to all eligible participating students.						X
(B)(3)4. h Analyze student performance on program related EOC's to determine additional student support needs in core areas for teachers and students.						X

Deliverable (required): Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(B)(3)4 i. Analyze current district budget allocations and costs related to industry certification exams.	X					
(B)(3)4 j. Determine projected numbers of exams taken annually based on pre-implementation baseline data	X					
(B)(3)4 k. Allocate annual funds for exam costs.			X	X	X	X
(B)(3)4 l. Research alternative funding sources and consortium volume pricing.			X	X	X	X

Deliverable (required): Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(B)(3)4 m. Annually review 4-year plan with amendments as necessary to reach 4-year goals.			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$0	\$6000	\$6000	\$6000

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)* Carl Perkins funding will be aligned to project and general funds will be used as necessary to continue the activities within this section.

Supporting Narrative (optional): Flagler County School District currently pays for student's industry certification exam costs and provides access to the exams through the Flagler Technical Institute. The district will

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continue to absorb those costs through the general fund and Carl Perkins dollars used when appropriate.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Diane Dyer
Title: Director of High School Instruction
Phone #: 386-437-7562
E-mail Address: dverd@flaglerschools.com

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of High School Instruction	X	X	X	X	X	X
Selected High School(s) Principal(s)	X	X	X	X	X	X
Project Director		X	X	X	X	

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

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

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(B)(3)5 a. Attend NEFEC’s STEM/Senate Bill 4 Summit to initiate collaboration with higher education, The College Board, and other LEAs.	X					
(B)(3)5 b. Develop action plan outlining district steps for implementation of Senate Bill 4.	X					
(B)(3)5 c. Identify STEM-related accelerated courses to offer.					X	X
(B)(3)5 d. Provide professional learning for co-teacher planning in related core area and program area courses.			X	X	X	X
(B)(3)5 e. Offer and enroll students in STEM related accelerated courses.				X	X	X
(B)(3)5 f. Maintain STEM program course offerings, ensuring all courses that are part of the program have qualified instructors.				X	X	X
(B)(3)5 g. Administer applicable course exams.				X	X	X
(B)(3)5 h. Analyze student performance on STEM course exams to determine additional support needed for students and teachers.				X	X	X

Deliverable (required): Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(B)(3)5 i. Gather baseline data of currently offered STEM accelerated course offerings.	X					
(B)(3)5 j. Annually review four-year plan with amendments as necessary to reach the 4-year goals.				X	X	X
Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		\$	\$3200	\$3200	\$3200	\$3200

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)*

Carl Perkins, general fund, and weighted funding for Industry Certification will be aligned to project.

Supporting Narrative (optional): Funding is allocated for classroom teacher stipends for professional

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development in STEM related planning and instruction.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Ryan Deising
Title: Director of Technology
Phone #: 386 437 7526
E-mail Address: DeisingR@flaglerschools.com

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Technology	X	X	X	X	X	X
Supervisor of Technology	X	X	X	X	X	X
District Network Engineer	X	X	X	X	X	X
District Technology Coordinator	X	X	X	X	X	X
Instructional Technology Curriculum Specialist	X	X	X	X	X	X
Project Director		X	X	X	X	X

The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable and Supporting Activity will be accomplished 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 nd Quarter	3 rd Quarter	4 th 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 nd Quarter	3 rd Quarter	4 th Quarter			
(B)(3)6 a. Submit readiness information as required by online certification tool.	X					
(B)(3)6 b. Review current district capacity and infrastructure for online test administration in comparison to anticipated demand and feedback.	X	X				
(B)(3)6 c. Attend DOE offered professional learning and tutorials.	X	X	X			
(B)(3)6 d. Participate in statewide infrastructure trial.	X					

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(B)(3)6 f. To maintain current computers in schools at the state required minimum specifications for computer based testing, the district needs to annually replace computers in schools that are 5 years old.			X	X	X	X
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Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$500	\$500	\$2,000	\$2,000	\$2,000

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

The District and community will need to continue to support Technology funding levels through the use of local sales tax referendum to maintain the level of modern computers required to meet computer based testing needs.

Supporting Narrative (optional): The District has a strong Technology Department that has worked over the past 6 years to our meet our goals of 1 to 3 ratio of students to classroom computers, high speed access, and 1 tot 1 laptops for teachers for effective communications and access. The infrastructure has been supported through 2 mil dollars and hardware through ½ penny sales tax. The online computer based testing Assessment School Certification has been updated to show that the district does not have a critical need. We have a 1 to 3 ratio of students to classroom computers and in all EOC testing less than 1/3 of the students will be tested at a time. The computer based assessment school certification process information errors were corrected. They had nothing to do with equipment deficiencies. They were math errors that didn't match the number of sessions with the correct number of students.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Ryan Deising

Title: Director of Technology

Phone #: 386 437 7526

E-mail Address: DeisingR@flaglerschools.com

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

Deliverables (minimum required evidence):

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

a. Number of each type of staff in the district

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

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

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

3. Single sign-on integration with the Department.

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

a. Name of the download

b. Date of most recent download

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Technology	X	X	X	X	X	X
Assessment Coordinator	X	X	X	X	X	X
Network Engineer	X	X	X	X	X	X
Technology Coordinator	X	X	X	X	X	X
Instructional Technology Curriculum Specialist	X	X	X	X	X	X
Sr. Programmer	X	X	X	X	X	X

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

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

Deliverable (required): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Deliverable: Gap Analysis/Needs Assessment Report for providing single sign-on	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
(C)(2) c. Participate in the NEFEC Navigator Plus (NEFEC’s instructional improvement system) user group	X	X	X	X	X	X
(C)(2) d. Provide feedback to the Department regarding single sign-on implementation	X	X	X	X	X	X
(C)(2) e. Partner with NEFEC to complete an evaluation of ability to provide single sign-on access to state resources				X		

Deliverable: Detailed timeline and implementation plan	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

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that addresses the tasks, timing, and resources required to provide single sign-on access to state resources.	Quarter	Quarter	Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(C)(2) f. Partner with NEFEC to develop a plan to implement single sign-on access to state resources by school and LEA staff				X		

Deliverable: Development Specifications	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(C)(2) g. Create specifications for development enabling single sign-on access through NEFEC				X		

Deliverable (required): Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(C)(2) h. Prepare (and acquire, when needed) technical resources to enable single sign-on through NEFEC’s regional interface.			X	X	X	X
(C)(2) i. Submit single sign-on Integration Readiness Certification to the FLDOE				X		
Deliverable (required): Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(C)(2) j. Integrate with the department to provide single sign-on through NEFEC’s regional interface				X	X	
(C)(2) k. Integrate single sign-on capability with other NEFEC or locally developed/purchased systems				X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

Deliverable (required): For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(C)(2) l. Obtain state-level data download when available				X	X	X
(C)(2) m. Incorporate downloaded data into Navigator Plus (NEFEC’s instructional improvement system) which may include component such as Skyward data, local benchmark assessments and Thinkgate				X	X	X
(C)(2) n. Provide a report of state-level data downloads incorporated into Navigator Plus (NEFEC’s instructional improvement system)				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$500	\$500	\$500	\$2,000	\$2,000	\$2,000

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

The district will permanently allocate a staff member to manage role-based access to single sign-on, and will annually survey school staff on the effectiveness of receiving data. The district Professional Development calendar will included on-going training.

Supporting Narrative (optional): All positions are currently on staff with the exception of the Project Director. Travel dollars will be necessary to support the attendance of staff at meetings, user groups and technology software/single sign-on development groups.

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)

Please indicate one LEA point of contact for this Project.
Name: Jim Devine
Title: Assessment/Accountability Coordinator
Phone #: 386-437-7526
E-mail Address: devinej@flaglerschools.com

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Technology	X	X	X	X	X	X
Director of MIS	X	X	X	X	X	X
Instructional Technology Curriculum Specialist	X	X	X	X	X	X
Assessment Coordinator	X	X	X	X	X	X
Project Director		X	X	X	X	

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
For local instructional improvement systems, provide a report that includes the following: a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system	X		X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(C)(3)(i) and (iii) a. Institute a comprehensive plan to train and support instructional staff and administrators to be able to use the system Navigator Plus and state level data systems for the purpose of improving instruction.	X	X	X	X	X	X
(C)(3)(i) and (iii) b. Analyze data to drive instruction through district and school-based data teams.	X	X	X	X	X	X
(C)(3)(i) and (iii) c. Develop plan for parents to have access to parts of Navigator Plus.				X	X	X
(C)(3)(i) and (iii) d. Publish reports on			X	X	X	X

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frequency of usage by all users.						
(C)(3)(i) and (iii) e. School data teams develop action plans to align instruction to the defined needs from the data.		X	X	X	X	X
(C)(3)(i) and (iii) f. Develop and implement a plan for District Assessment Coordinator to meet with data teams to ensure fidelity.			X	X	X	X
(C)(3)(i)and(iii) g. Contract with and collaborate with the North East Florida Educational Consortium on enhancements for Navigator Plus that includes features for reporting and analyzing state and local assessments.		X	X	X	X	X

Deliverable (required): The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department. Sue Nocella Instructional Technology Specialist 386-437-7526 Nocellas@flaglerschools.com	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(C)(3)(i) and (iii) g. Continue to participate in technology assessment surveys.		X	X	X	X	X
(C)(3)(i) and (iii) h. Participate in the following surveys: Inventory of Teacher Technology Skills Student Tool for Technology Literacy Technology Integration Matrix		X	X	X	X	X

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Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
(C)(3)(i) and (iii) i. Identify district person responsible for providing data.						
Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$4250	\$4250	\$14250	\$27,000	\$27,000	\$27,000

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
The district currently pays the user fee for Navigator Plus from general fund dollars and will continue to fund the licensing fee in that way for sustainability purposes.

Supporting Narrative (optional):
Flagler uses Navigator Plus. The budget allocation will be used contract with NEFEC to fund the continued development and enhancement of Navigator Plus through collaborative efforts between the consortium and the district and to pay for substitutes teachers for training teachers in Navigator Plus and Data teams.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Harriett Holiday
Title: Director of Human Resources
Phone #: 386-437-7526
E-mail Address: holidayh@flaglerschools.com

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Human Resources	X	X	X	X	X	X
Project Director		X	X	X	X	

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(1)(ii) a. Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers. Daytona State College Northeast Florida Education Consortium (NEFEC) Stetson University University of Central Florida Bethune-Cookman University Flagler College	X	X	X	X	X	X
Supporting Activities (indicate each year)	2010-11			2011/12	2012/13	2013/14

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activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(1)(ii) b. Participate in the NEFEC College/Career Readiness Task Force that will facilitate collaboration between the LEA and institution preparation programs		X				
(D)(1)(ii) c. Provide training to teachers who are eligible to supervise pre-service interns LEA in conjunction with NEFEC staff.		X		X	X	X

Deliverable (required): Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(1)(ii) d. Use Teacher Insight (Gallup) to identify teacher strengths and potential effectiveness.		X	X	X	X	X
(D)(1)(ii) e. Develop plan using the Core Propositions for Effective Teaching (from the National Board for Professional Teaching Standards) and the Florida Accomplished Practices or other nationally normed standards as the basis for identifying effective and highly effective teachers.		X	X	X	X	X
(D)(1)(ii) f. Select and place effective and highly effective instructional staff as supervising teachers and mentors who will participate in Clinical Educator Training.			X	X	X	X
(D)(1)(ii) g. Develop a plan using the Core Propositions for Accomplished Educational Leaders (from the National Board for Professional Teaching Standards) and Principal Leadership Standards as the basis for identifying effective and highly effective administrators.		X	X			
(D)(1)(ii) h. Select and place effective and highly effective administrators as supervising administrators and mentors who will participate in training sponsored by NEFEC Principal Leadership Academy incorporating the Florida Educator Accomplished Practices and Principal Leadership Standards..			X	X	X	X

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Deliverable (required): Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
(D)(1)(ii) i. Provide a schedule for Clinical Educator training for highly effective teachers who have at least three years of teaching experience			X	X	X	X
(D)(1)(ii) j. Analyze teacher and administrator individual effectiveness results (student growth, multi-metric measures)				X	X	X
(D)(1)(ii) k. Develop measures and set targets for teacher effectiveness and eligibility for additional supervisory/mentoring responsibilities.				X	X	

Deliverable (required): Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
(D)(1)(ii) l. Designate staff to be responsible for reporting data related to pre-service intern/peer mentors		X	X	X	X	X
(D)(1)(ii) m. Develop a process for using the updated state database to accurately report qualifications of pre-service and peer mentors.				X		

Deliverable (required): Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(1)(ii) n. In conjunction with NEFEC						

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the LEA will collect and report district leadership plan data related to placement of participants in administrative positions, success rate of those placed (based on student performance data and other multi-metric measures) and the perception of participants of the value of the district leadership development program.				X	X	X
(D)(1)(ii) o. Develop a satisfaction survey for participants upon completion of the Principal Leadership Academy (PLA)				X	X	X
Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$5,763.00	\$8644.00	\$8644.00	\$94,106.00	\$94,558.00	\$56,486.00

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 Development and training of a Teacher appraisal system to identify highly effective teachers, administrators, mentors and peer teachers will necessitate substitute teachers / stipends. Once these evaluation systems are designed and teachers trained, there will be no need for funding to sustain these practices through the use if a project director. They will become part of the roles and responsibilities of the Curriculum/Instruction and Human Resources Departments.

Supporting Narrative (optional): (D)(1)(ii) d. Use Teacher Insight (Gallup) to identify teacher strengths and potential effectiveness. **Teacher insight has been purchased by the district and all administrators trained in the use of the system to screen for highly effective teachers.**

Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union.

(D)(1)(ii) c. Provide training to teachers who are eligible to supervise pre-service interns LEA in conjunction with NEFEC staff. This is currently offered through NEFEC as part of our contract with the consortium for professional development. No additional dollars are needed.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Harriett Holiday

Title: Director of Human Resources

Phone #: 386-437-7526

E-mail Address: holiday@flaglerschools.com

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Human Resources	X	X	X	X	X	X
Project Director		X	X	X	X	
Teacher Union Representative	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
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			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(2)(i)(ii)(iii) a. Organize a team of district staff, teachers including collective bargaining representative, and administrators		X	X			
(D)(2)(i)(ii)(iii) b. Design a research based		X	X			

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teacher appraisal system that includes student achievement data and the content and design requirements.						
(D)(2)(i)(ii)(iii) c. Identify student growth assessment measures			X			
(D)(2)(i)(ii)(iii) d. Develop student growth measure assessments as needed				X	X	X

Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(2)(i)(ii)(iii) e. Train administrators in the use of the appraisal system			X			
(D)(2)(i)(ii)(iii) f. Pilot the use of the appraisal system with volunteer FCAT classroom teachers to evaluate the appraisal system's reliability.			X			
(D)(2)(i)(ii)(iii) g. Meet with development team, district staff, teachers including collective bargaining representative, and administrators, to revise the appraisal system as needed.			X	X	X	X
(D)(2)(i)(ii)(iii) h. Utilizing state and NEFEC resources, LEA will develop EOC exams for all courses not measured by state or national assessments.				X	X	X
(D)(2)(i)(ii)(iii) i. Applications for value added measures of teacher level student growth will be included in calculations as they are piloted and approved by DOE.				X	X	X
(D)(2)(i)(ii)(iii) j. Share the tool with all stakeholders and plan a timeline for implementation and annual analysis of the tool.			X	X	X	X
(D)(2)(i)(ii)(iii) k. Implement the appraisal system with instructional staff according to the timeline established.				X	X	X

Deliverable (required): A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		

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checklist attached.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):						
(D)(2)(i)(ii)(iii) l. Organize a team of district staff, Schools Advisory Chairperson, and administrators that will meet as often as needed during the developmental stage.		X				
(D)(2)(i)(ii)(iii) m. Meet with community of practitioners and DOE contracted consultant for assistance.		X		X		
(D)(2)(i)(ii)(iii) n. Develop and design a research based principal appraisal system that includes the inclusion of and implementation process for each of the content and design requirements.		X	X	X		
(D)(2)(i)(ii)(iii) o. Incorporate student growth measure based on performance of students on state-required assessments to equal 50% of the evaluation as determined by the LEA and MOU.			X			
(D)(2)(i)(ii)(iii) p. Revise principal appraisal to include emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, removing ineffective teachers and including a comprehensive range of ratings.			X	X		
(D)(2)(i)(ii)(iii) q. Inform principals of the criteria and procedures associated with the appraisal process before the annual appraisal takes place.			X			
(D)(2)(i)(ii)(iii) r. Follow the implementation timeline and conduct an annual review of the principal evaluation system.				X	X	X

Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):						
(D)(2)(i)(ii)(iii) s. Work with stakeholders to develop a timeline for implementation of the principal evaluation system.		X				
(D)(2)(i)(ii)(iii) t. Implement the appraisal system with administrators				X	X	X
(D)(2)(i)(ii)(iii) u. Revise the tool as needed			X	X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

and share with all stakeholders and plan for annual analysis						
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Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X		X	X	X
(D)(2)(i)(ii)(iii) v. Create timelines and a system for gathering the results in order to report accurately to DOE.		X		X	X	X
(D)(2)(i)(ii)(iii) w. Review internal processes to ensure reported data are complete, accurate, and timely.			X	X	X	X

Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
(D)(2)(i)(ii)(iii) x. Complete revisions after annual appraisal if necessary				X	X	X
(D)(2)(i)(ii)(iii) y. Share changes with stakeholders				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$6263.00	\$11,694.00	\$24,739.00	\$54,620.00	\$57,291.77	\$15,800.00

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
Once the appraisal systems are developed for teachers and administration, there is no recurring cost outside of the General Fund.

Supporting Narrative (optional):
Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union.

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.

Please indicate one LEA point of contact for this Project.
Name: Harriett Holiday
Title: Director of Human Resources
Phone #: 386-437-7526
E-mail Address: holiday@flaglerschools.com

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Human Resources		X	X	X	X	X
Director of Finance		X	X	X	X	X
Project Director		X	X	X	X	
Position Control Coordinator				X	X	X

The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable and Supporting Activity will be accomplished 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.

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Deliverable (required): Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(3)a. NEFEC will provide service and training in Learning Instructional Information System (LIIS), Navigator Plus and state assessment system to support human capital decisions.			X	X	X	X
(D)(3) b. Devise a compensation system that ties the significant gains in student achievement to teacher effectiveness as described in D(2)(ii)			X	X	X	X
(D)(3) c. Implement a compensation system that includes differentiated pay through bonuses and/or salary supplements.					X	X
(D)(3) d. Base promotions on effectiveness as demonstrated on annual evaluations, including a multi-metric evaluation in the year prior to promotion.					X	X
(D)(3) e. Identify milestone career events and determine its qualifications			X	X	X	X
(D)(3) f. Base salary increases for milestone career events on the result of multi-metric evaluation one year prior to the event.					X	X

Deliverable (required): Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(3) f. Use evaluation data to make human capital decisions related to the awarding of employment contracts, reductions in staff, compensation incentives, and staff assignment.			X	X	X	X

Deliverable (required): Submit a staffing plan that reflects the	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

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

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.	Quarter	Quarter	Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(3) g. Develop a staffing plan that reflects equitable distribution of teachers and principals based on measures of effectiveness.			X	X	X	X
(D)(3) h. Include compensation incentives for staff placed in high minority, high poverty, and persistently low-performing schools in staffing plan			X	X	X	X
(D)(3) i. Include recruitment strategies and selection of teacher from high-performing teacher preparation programs (when data becomes available) in staffing plan			X	X	X	X
(D)(3) j. Include a Professional Development component that supports the effective implementation of the staffing plan.			X	X	X	X

Deliverable (required): Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(3) k. Collaboratively work with the union to negotiate an agreement that reflects the use of teacher evaluation data in awarding of bonuses and other performance-related incentives		X	X	X	X	X
(D)(3) l. Submit a collective bargaining agreement that reflects the use of teacher evaluation data in the awarding of bonuses and other performance-related incentives.						X

Deliverable (required): Submit documentation of the accountability	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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).	Quarter	Quarter	Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(3) m. Devise a system for collecting multiple artifacts and forms of documentation to support decisions related to staffing and compensation.				X	X	
(D)(3) n. Assign duties related to collecting and reporting accountability data.				X	X	
(D)(3) o. Establish a timeline for collection and submission of accountability data.				X	X	

Deliverable (required): Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(3) p. Assign personnel responsible for reporting bonuses and salary augmentations.			X			
(D)(3) q. Report bonuses and salary augmentations in an accurate and timely fashion, in accordance with the requirements of state statute			X	X	X	X

Deliverable (required): Annually report terminations through the regularly scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(3) r. Assign personnel responsible for the annual reporting of terminations.			X			
(D)(3) s. Devise a system of accountability for all LEA staff that has a responsibility in the dismissal process.			X	X		
(D)(3) t. Hold supervisors accountable for using the process and timeline in statute to remove ineffective teachers from the classroom.			X	X	X	X
(D)(3) u. Report terminations of principals and teachers.			X	X	X	X

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Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly scheduled student and staff surveys.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
(D)(3) v. Designate personnel to report the assignment of teachers and principals, through the staff and student surveys.			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$4,898.00	\$7,348.00	\$7,348.00	\$31,980.00	\$32,616.00	\$0

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

Supporting Narrative (optional): Timeline includes the process for developing procedures, piloting of new appraisal systems to identify highly effective teachers and administrators, restructuring of salary schedule, bargaining and negotiations as well as the development of staffing plans to ensure successful implementation by 2014.

Restructuring of the current salary schedules to reflect teachers and administrators’ performance pay/ bonuses will be the responsibility of the Director of Finance, Chief Financial Officer and Director of Human Resources. Transitioning from the current salary schedule for the Race to the Top deliverables will require financial restructuring and ongoing assessment to sustain the results of this project which will be dependent on maintaining current levels of state funding.

Review the collective bargaining agreement to determine how the goals and deliverables in the work plan table fit into the collective bargaining agreement and what impact they may have on wages, hours or terms and conditions of employment. Any changes that impact wages, hours or terms and conditions of employment must be negotiated between the School District and Union.

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

Please indicate one LEA point of contact for this Project.
Name: Diane Dyer
Title: Director of High School Instruction
Phone #: 386-437-7562
E-mail Address: dyerd@flaglerschools.com

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of High School Instruction	X	X	X	X	X	X
Director of Elementary and Middle Instruction	X	X	X	X	X	X
Project Director		X	X	X	X	

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

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

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

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.	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(5) a. Review the current professional development system to determine alignment with Florida’s Protocol Standards for Professional Development, Common Core Standards and Race to the Top MOU, conduct a gap analysis, and revise accordingly.			X			
(D)(5) b. Align Professional Development offerings with Florida’s Professional Development Protocol Standards.		X	X	X	X	X
(D)(5) c. Use evaluation information to plan and implement professional development activities that align with staff needs.			X	X	X	X
(D)(5) d. Develop IPDPs and ILDPs by using student data			X	X	X	X
(D)(5) e. Provide training on the use of data from the local instructional improvement system and student growth results to improve student achievement.				X	X	X
(D)(5) f. Provide training and differentiate instruction to teachers in traditional schools and teachers in Charter Schools by using methods, strategies, and the conceptual background appropriate to differentiating instruction				X	X	X
(D)(5) g. Provide training on the use of formative assessment (Charter Schools included)			X	X	X	X
(D)(5) h. Provide training in teacher content knowledge with a focus on common core standards and instructional strategies and methods for implementation of the common core standards (Charter Schools included)			X	X	X	X
(D)(5) i. Provide training in the principles of lesson study to support implementation of standards (Charter Schools included)			X	X	X	X
(D)(5) j. Provide training in instructional practices that target high-needs students (Charter Schools included)			X	X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

Deliverable (required): A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(5) k. Develop a timetable for implementing the elements described in RTTT grant into the Professional Development System for teachers and principals			X			
(D)(5) l. Review the NEFEC Professional Development System revised plan, conduct a gap analysis, and submit recommendations regarding the revisions and additions to NEFEC for final revision			X			
(D)(5) m. Conduct a needs assessment to identify site-specific professional development needs for hard-to-staff subjects and specialty areas			X	X	X	X
(D)(5) n. Implement professional development for principals and aspiring principals that focus on a variety of topics including Common Core Standards; principles of lesson study; supporting lesson study implementation; data literacy; creating school environments supportive of data-informed decisions, designing instruction to meet specific needs of high need students; aligning systems to improve student learning outcomes; building teacher and school leader effectiveness; data best practices; Florida’s Continuous Improvement Model; designing instructional strategies for improvement; differentiated instruction; and aligning systems and removing barriers to effectively focus and support teacher work on improving instructional and assessment practices			X	X	X	X
(D)(5) o. Provide training in the effective use of common planning time to focus on teaching and learning improvements				X	X	X
(D)(5) p. Continue the expansion of Professional Learning Communities to district-wide faculty and staff.				X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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Deliverable (required): A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(5) q. In collaboration with all key stakeholders and through collective bargaining, the school district will revise and strengthen the Individual Professional Development Plan for Teachers to reflect the use of evaluation results to plan and provide professional development.				X	X	X
(D)(5) r. The Individual Leadership Development Plans for principals will be revised and strengthened to include an analysis of student performance data and results of previous year’s evaluation to inform professional development.			X	X	X	X
(D)(5) s. Provide professional development that matches the components of the evaluation tool and provides for its implementation and accountability.			X	X	X	X
(D)(5) t. Provide professional development that is targeted to the needs of individuals and groups, as indicated by evaluation results.			X	X	X	X
(D)(5) u. Individualize the support and training provided to first- and second-year teachers based on evaluation data of student learning and teacher performance			X	X	X	X
(D)(5) v. Identify effective teachers who will provide coaching/mentoring to beginning teachers.			X	X	X	X

Deliverable (required): A component of the district’s professional development system reflecting a revised process for evaluating the district’s	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(5) w. Design and implement an evaluation model that will triangulate multiple data sources (teacher/principal evaluations, professional development records, and student performance) to report on FLDOE’s evaluation criteria for the impact of PD in the following two key areas: 1. student learning outcomes and 2. changes in classroom or leadership practices.				X	X	X
(D)(5) x. Develop a process to assess the impact of lesson study throughout the year on instructional practice and student achievement.				X	X	X
(D)(5) y. Monitor the mentoring support provided to new and early career teachers and struggling teachers to assess student learning outcomes and changes in classroom practices of the mentees.				X	X	X

Deliverable (required): A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(5) z. Establish an evaluation timetable for monitoring the effectiveness of the professional development system.				X	X	X
(D)(5) aa. Implement an evaluation model that collects and links teacher effectiveness and student achievement data to professional development in order to increase the pool of effective teachers at each school and ensure that there are highly qualified teachers in hard-to-staff subjects and specialty areas.					x	x

Deliverable (required): Annually report evaluation results of the professional development for teachers and principals as part of the review of the	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X

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district's professional development plan.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(5) bb. Assign personnel responsible for collecting and reporting data related to the evaluation results of the professional development system.			X	X	X	X
(D)(5) cc. Annually report evaluation results of the professional development system to the district's stakeholders.			X	X	X	X
(D)(5) dd. Annually report evaluation results as a part of the review of the district's professional development plan.			X	X	X	X

Deliverable (required): Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(D)(5) ee. Annually submit revisions to the professional development system based on a timetable for implementation.			X	X	X	X
(D)(5) ff. Determine revisions to the professional development system by changes in teaching/leadership practice and/or learning outcomes, including findings from data gathered through the system for teacher and administrator performance appraisal systems.			X			
(D)(5) gg. Update the Master Inservice Plan annually by adding/deleting components to support student learning and instructional PD needs.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$20,501.23	\$20,500.00	\$20,500.00	\$20,500.00

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

Funds from Title I, II, and III grants, Perkins funding, and the general fund will be allocated to support these activities.

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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)**

Item from RTTT MOU and corresponding <i>Protocol</i> standards	Page shown in Final Scope of Work
1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	p. 48 (D) 5 h.
2. Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	p. 48 (D) 5 h.
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	p. 48 (D) 5 f.
4. Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B)(3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1)	p. 48 (D) 5 g and i.
5. Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6)	p. 49 (D) 5 m.
6. Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4)	p. 31 (C)(3)(i) and (iii) a.
7. Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5)	p. 48 (D)(5) d.
8. Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2)	p. 50 (D)(5) t.
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	p. 48 (D)(5) j.
10. Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6)	p. 39 & p. 49 (D)(2)(i)(ii)(iii) e, (D)(5) n.
11. A comprehensive plan to deliver professional development to teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5)	p. 31 (C)(3)(i) and (iii) a. and b.
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	NA

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

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

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

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

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

Deliverable (required): LEA will select Intervention Model from list of four options (see Appendix A of MOU).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
X				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

Deliverable (required):	2010-11	2011/12	2012/13	2013/14
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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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

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

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

Supportive Narrative (optional):

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

Work Plan Table

Project/MOU Criterion: 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: N/A

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.

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- Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.
9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
 10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.
 11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.
 12. Documentation of “other” research based programs that demonstrate a strong record of improving student achievement in these district schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

Deliverable: Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

Deliverable: Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

Deliverable: Submission of other research based program that demonstrates a strong record of improving student achievement.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

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

Supportive Narrative (optional):

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

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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: James Devine
Title: Charter School Liaison
Phone #: 386-437-7526
E-mail Address: devinej@flaglerschools.com

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Charter School Liaison/consultant	X	X	X	X	X	X
Chief Financial Officer	X	X	X	X	X	X
School Board Attorney	X	X	X	X	X	X
Project Director		X	X	X	X	

The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable and Supporting Activity will be accomplished 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.

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Deliverable (required): 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	(F)(2) a. Steps for notification of draft and development of draft assurances <ul style="list-style-type: none"> • Require charter school board review and vote during Oct. 12-25 timeline if recommended by school director • Provide timeline for review and decision to charter schools • Point out deliverable and sustainability requirements (must sign off on these as part of assurances) • Assurance that the charter school will provide all necessary data and reports 	X	X	X		
(F)(2) b. Notify charter school of interim steps and processes as needed or required.	X	X	X	X	X	X
(F)(2) c. Develop and send out to each charter school a detailed explanation of RTTT, MOU and final district plan for review and decisions making.			X			
(F)(2) d. Provide support and information to stakeholders as they go through the decision-making process.			X	X	X	X

Deliverable (required): The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X				
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	(F)(2) e. Require each charter school to sign an assurance page for each of the items that the charter school is responsible to provide or participate in for funding.		X			
(F)(2) f. Review state guidance regarding			X	X	X	X

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charter schools and determine what requirements this guidance places on the district and the school board.						
(F)(2) g. Receive from each of the charter schools either: a single page indicating that they will not participate in Flagler’s RTTT plan, or the lengthy document with signed assurances and a sustainability plan indicating that they intend to participate.		X				

Deliverable (required): The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X				
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X				
(F)(2) h. Determine the individual costs of dollars or services to each of the charter schools based on whether or not they choose to participate and the level of participation as determined by factors identified in the Flagler RTTT plan.		X				
(F)(2) i. Review the assurances pages and sustainability plans of the participating charter schools to determine the levels of dollars and services to be provided and notify charter schools of the services and dollars to be provided based on assurances and sustainability plans.			X			

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

Deliverable (required): The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year	2010-11			2011/12	2012/13	2013/14

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activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
(F)(2) k. Review expenditure reports for fidelity of participating charter schools and confirm that their share of funds is commensurate.				X	X	X

Deliverable (required): The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(F)(2) l. Identify charter school responsibilities in each section of the Flagler Plan for RTTT.		X				
(F)(2) m. Identify district responsibilities to charter school in each section of the Flagler plan for RTTT.		X	X			
(F)(2) n. Develop a timeline based on reporting requirements, working backwards from DOE deadlines, district deadlines, to charter school deadlines.		X	X			
(F)(2) o. Identify the deliverables that charter schools must provide and/or implement.		X	X			

Deliverable (required): The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
(F)(2) p. Report on charter school compliance with data and reporting requirements.			X	X	X	X

Project Budget Summary by Year:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$5763.00	\$8644.00	\$10144	\$6,500	\$11,500	\$11,500

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

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of this Project after Race to the Top funding ends)

The sustainability of the results of this project after Race to the Top funding ends will be built into the assurances document. In this document each charter is asked to identify the charter school responsibilities in each of the sections for the Flagler plan for RTTT. In addition, the charter will be asked to define the sustainability factors in this document.

Supportive Narrative (optional): During the first year, a portion (25%) of the Project Director's salary is attributed to the Charter Schools. There are many activities and deliverables that occur during the 2nd, 3rd and 4th quarters of the first year in regards to work with the 3 Charter Schools. During the following the last two quarters of year 2 and all 4 quarters of years 3 and 4, a consultant will be contracted to serve as a liaison with the Charter Schools to ensure the goals and objectives, reporting, deliverables and billing is progressing successfully. The consultant will also communicate and facilitate access to professional development activities aligned to the grant.

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

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**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.

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

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FORM (A)1.

LEA Student Goals and Measures

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

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TEACHER AND PRINCIPAL EVALUATION SYSTEMS REVIEW
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DISTRICT: _____ **FLAGLER** _____

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
TEACHER EVALUATION SYSTEM		
Part 1: System Development		
Involvement: The LEA has designed and committed to implement an evaluation system with teacher and principal involvement.	<ul style="list-style-type: none"> • MOU D(2)(ii) 	
Phase-in Option: 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	<ul style="list-style-type: none"> • MOU D(2)(ii)(1) 	

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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
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).		
Development year: The 2010-11 school year will be considered a development year for the evaluation system.	<ul style="list-style-type: none"> • MOU (D)(ii) 	
Determines need for special procedures and criteria for other teaching fields	<ul style="list-style-type: none"> • 1012.34(2)(d) 	
Supports district and school level improvement plans	<ul style="list-style-type: none"> • 1012.34(2)(a) 	
Supports continuous quality improvement of the professional skills of instructional personnel	<ul style="list-style-type: none"> • 1012.34(2)(b) 	
Provides for district's annual review of instructional personnel assessment systems	<ul style="list-style-type: none"> • 1012.34(7) 	
Part 2: Evaluation Criteria		Page #
Student Growth Measure: 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"> • MOU (D)(2)(ii)(1) 	
Student achievement or growth data as evaluation element, 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"> • MOU (D)(2)(i) and (ii) • 1012.34(3)(a) Primarily uses data and indicators of improvement in student performance • 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 	

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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
of the evaluation.	<p>the state assessment program</p> <ul style="list-style-type: none"> • 1012.34(3)(a)(1) performance of students assigned to their classrooms or schools, as appropriate 	
Early Bargaining Provision: 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"> • MOU D (2)(ii) 	
<p>Core of Effective Practices – Florida Educator Accomplished Practices:</p> <p>Includes the core of effective practices, developed in collaboration with stakeholders that have been strongly linked to increased student achievement for the observation portion of the teacher evaluation.</p> <p>The principal, direct supervisor, and any other individual performing observation will use, at a minimum, this same core of effective practices</p> <p>Incorporates the newly-adopted Florida Educator Accomplished Practices (scheduled for adoption by the State Board of Education in December 2010) into the evaluation system.</p>	<ul style="list-style-type: none"> • MOU (D)(2)(ii) • 1012.34(2)(d): addressing generic teaching competencies • 1012.34(3)(a): basing assessment on contemporary research in effective educational practices • 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 	
Special provisions for evaluating subject knowledge for out-of-field teachers	<ul style="list-style-type: none"> • 1012.34(3)(a)(3) 	
Additional Metric Evaluation Element: Includes at least one additional metric to combine with the student performance and principal observation components to	<ul style="list-style-type: none"> • MOU (D)(2)(ii)(3) • 1012.34(2)(c) Provides a mechanism for parental input, 	

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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
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.	when appropriate	
Evaluation ratings: Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”	<ul style="list-style-type: none"> • MOU (D)(2)(ii)(4) • State board rule 6B-4.010(1)(c)2: providing for determination of satisfactory, unsatisfactory and outstanding performance levels 	
Part 3: Conducting Evaluations		Page #
First Year Teachers: The LEA will conduct multiple evaluations for each <u>first-year teacher</u> that are integrated with the district’s beginning teacher support program and include observations on the core effective practices described in MOU (D)(2)(ii)2. and reviews of student performance data.	<ul style="list-style-type: none"> • MOU (D)(3) 	

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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
Other Teachers’ Evaluations: 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"> • MOU (D)(2)(iii) • 1012.34(3) (a) to provide for an assessment conducted for each employee at least once a year 	
Milestone career event(s) evaluations: The LEA will conduct “multi-metric” evaluations as described in MOU (D)(2)(ii) for teachers who are in the year prior to <u>a 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"> • MOU (D)(2)(iii) 	
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"> • 1012.34(2)(b) 	
Provides training in the proper use of assessment criteria and procedures to all personnel with appraisal responsibilities.	<ul style="list-style-type: none"> • 1012.34(2)(f) 	
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"> • 1012.34(3)(b) 	

PRINCIPAL EVALUATION SYSTEM		
Part 1: System Development		Page #
Involvement: The LEA has designed and committed to implement a principal evaluation system with teacher and principal involvement	<ul style="list-style-type: none"> • MOU D(2)(ii) 	

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<p>Phase in option: 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"> • MOU D(2)(ii) 	
<p>Development year: The 2010-11 school year will be considered a development year for the evaluation systems.</p>	<ul style="list-style-type: none"> • MOU (D)(ii) 	
<p>Supports district and school level improvement plans</p>	<ul style="list-style-type: none"> • 1012.34(2)(a) 	
<p>Supports continuous quality improvement of the professional skills of instructional personnel</p>	<ul style="list-style-type: none"> • 1012.34(2)(b) 	
<p>Provides a mechanism for parental input, when appropriate</p>	<ul style="list-style-type: none"> • 1012.34(2)(c) 	
<p>Provides for district’s annual review of instructional personnel assessment systems</p>	<ul style="list-style-type: none"> • 1012.34(7) 	
<p>Part 2: Evaluation Criteria</p>		Page #
<p>Student growth measure: 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"> • MOU (D)(2)(ii)(1) 	
<p>Leadership Standards evaluation component: 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"> • MOU D(2)(ii) 	

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<p>Student achievement or growth data evaluation component 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"> • MOU D(20(ii) • 1012.34(3)(a): primarily use data and indicators of improvement in student performance • 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 , • 1012.34(3)(a)(1: performance of students assigned to their classrooms or schools, as appropriate 	
<p>Range of ratings: 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"> • MOU D(2)(ii) 	
<p>Part 3: Conducting Evaluations</p>		Page #
<p>Annual evaluation: 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"> • MOU D(2)(ii) • 1012.34(3)(a) to provide for an assessment conducted for each employee at least once a year 	
<p>Provides training in use of assessment criteria and procedures</p>	<ul style="list-style-type: none"> • 1012.34(2)(f) 	
<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"> • 1012.34(3)(b) 	