

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

The Final Scope of Work is divided into sections A through F. Section A asks LEAs to describe their overarching project plans. Sections B through F correspond to the MOU. Please provide a Table of Contents.

Form (A)1. *LEA Student Goals and Measures* is attached to this template. The budget forms and instructions are also attached. The budget will be completed using the same web-based system for ARRA money that LEAs should be familiar with.

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

Participating LEAs must address all criteria of the MOU. The only exception is that an LEA without a school on the list of persistently lowest-performing schools does not have to submit a plan for criterion (E)(2). LEAs must describe their plan to address implementation of the criteria through the following items in the provided Work Plan Table:

- Goals (MOU requirement; prepopulated)
- Evidence (translates to deliverables; prepopulated)
- Key Personnel
- Deliverables
- Activities (be extremely specific for Year One)
- Timelines (i.e., Year One - quarterly, Year Two, Year Three, Year Four)
- Budget Summary (Budget detail must also be provided in Section G)
- Sustainability Factors
- Supporting Narrative (optional)
- Appendices (optional)

A Work Plan Table is required for each of the following projects (MOU criteria):

1. Expand Lesson Study – (B)(3)1.*
2. Expand STEM Career and Technical Program Offerings – (B)(3)4.
3. Increase Advanced STEM Coursework – (B)(3)5.
4. Bolster Technology for Improved Instruction and Assessment – (B)(3)6.
5. Improve Access to State Data – (C)(2)
6. Use Data to Improve Instruction – (C)(3)(i) and (iii)
7. Support for Educator Preparation Programs – (D)(1)(ii)
8. Improved Teacher and Principal Evaluation Systems – (D)(2)(ii)-(iii)

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9. Using Data Effectively for Human Capital Decisions – (D)(2)(iv)(b)(c)(d), (D)(3), and (E)(2)4.-5.
10. Focused Professional Development – (D)(5), (B)(3)2.-3., (C)(3)(ii)1. and 2., (D)(2)(iv)(a) and (D)(3)(ii)2.
11. Drive Improvement in Persistently Low-Achieving Schools – (E)(2)1.-2.**
12. Implementing Proven Programs for School Improvement – (E)(2)3.**
13. Charter School Participation in LEA Planning– (F)(2)

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

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

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

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

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A. OVERARCHING PROJECT PLANS
<p>1. Describe the LEA’s current status with respect to the various reform elements, identifying strengths and challenges. What is the LEA’s comprehensive reform plan that connects and coordinates all of the assurance areas and how will it support the state’s Theory of Action (<i>highly effective teachers and leaders make the difference in student achievement</i>) and contribute to the state’s student achievement goals?</p> <p>Complete the attached Form (A)1. <i>LEA Student Goals and Measures</i> by setting LEA targets to address Florida’s Race to the Top student achievement goals.</p>
<p><i>Enter narrative for (A)1. here:</i></p>
<p>2. Provide a detailed LEA-wide management plan for implementing Race to the Top. The plan should include but is not limited to:</p> <ul style="list-style-type: none">• Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, the union, business leaders, community organizations, etc.)• Identification of the leadership/management team(s)• Strategies for monitoring implementation• An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table.• Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.• A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (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.
<p><i>Enter narrative for (A)2. here:</i></p>
<p>3. Indicate steps that the LEA will take to evaluate progress in implementing the project (in addition to participating in the statewide evaluation efforts).</p>
<p><i>Enter narrative for (A)3. here:</i></p>
<p>4. Indicate how the LEA will ensure sustainability of RTTT reforms beyond the grant period.</p>
<p><i>Enter narrative for (A)4. here:</i></p>
<p>5. Describe how other fund sources will be coordinated during the four-year grant period (e.g., Title II-A, SIG). Amounts are not necessary in the description.</p>
<p><i>Enter narrative for (A)5. here:</i></p>

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B. STANDARDS AND ASSESSMENTS

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

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

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Work Plan Table

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

Note: This Work Table is optional for LEAs without a persistently lowest-achieving school.

<p>Please indicate one LEA point of contact for this criterion.</p> <p>Name:</p> <p>Title:</p> <p>Phone #:</p> <p>E-mail Address:</p>
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<p>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.</p>
<p>Evidence:</p> <ol style="list-style-type: none"> 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 existing staff and new positions funded through RTTT. List their title in Column 1 and then 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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

Deliverable: 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			

Related 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: Annual submission of monthly grade level	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

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and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	Quarter	Quarter	Quarter			
			X	X	X	X
Related 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: 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
Related 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 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.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Related 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			

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:

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Work Plan Table

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

Please indicate one LEA point of contact for this criterion.
Name:
Title:
Phone #:
E-mail Address:

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.

- 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 existing staff and new positions funded through RTTT. List their title in Column 1 and then 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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

Deliverable:	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	X			X	X	X

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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.						
Related 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
Related 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
Related 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			

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:

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Work Plan Table

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

Please indicate one LEA point of contact for this criterion.
Name:
Title:
Phone #:
E-mail Address:

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

Evidence:

- 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.
- 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 existing staff and new positions funded through RTTT. List their title in Column 1 and then 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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables.

Deliverable:	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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Related 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
Related 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			

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:

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Work Plan Table

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

Please indicate one LEA point of contact for this criterion.
Name:
Title:
Phone #:
E-mail Address:

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.

Evidence:
 1. Readiness for computer-based testing (FCAT 2.0, EOCs, FAIR) as certified through completion and submission of Florida’s online certification tool.

The Key Personnel box below should include both existing staff and new positions funded through RTTT. List their title in Column 1 and then 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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

Deliverable:	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
Related 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			

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:

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C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

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

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

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

(i) Use of local instructional improvement systems

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

(iii) Availability and accessibility of data to researchers

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

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

(ii) Professional development on use of data

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

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

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Work Plan Table

Project/MOU Criterion: Accessing State Data – (C)(2)

<p>Please indicate one LEA point of contact for this criterion.</p> <p>Name:</p> <p>Title:</p> <p>Phone #:</p> <p>E-mail Address:</p>
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<p>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.</p>
<p>Evidence:</p> <p><i>Note: The following are provided as an example of the single sign-on integration piece only. Actual personnel, timelines, and deliverables will vary depending on each LEA's current technical environment and address all requirements of the MOU.</i></p> <ol style="list-style-type: none"> 1. For teachers, principals, and other LEA staff, provide a report on the following: <ol style="list-style-type: none"> a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on <p>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.</p> 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: <ol style="list-style-type: none"> a. Name of the download b. Date of most recent download <p>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.</p> <p><i>Note: Additional evidence regarding the state-level data downloads is collected with Section (C)(3)(i).</i></p>

The Key Personnel box below should include both existing staff and new positions funded through RTTT. List their title in Column 1 and then 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			

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The Deliverable Box below should list each deliverable and its related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables.

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: 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			
Related 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: Detailed timeline and implementation plan that addresses the tasks, timing, and resources required to provide single sign-on access to state resources	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Related 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: Procurement documents	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Related 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: Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Related 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: Single sign-on integration with department	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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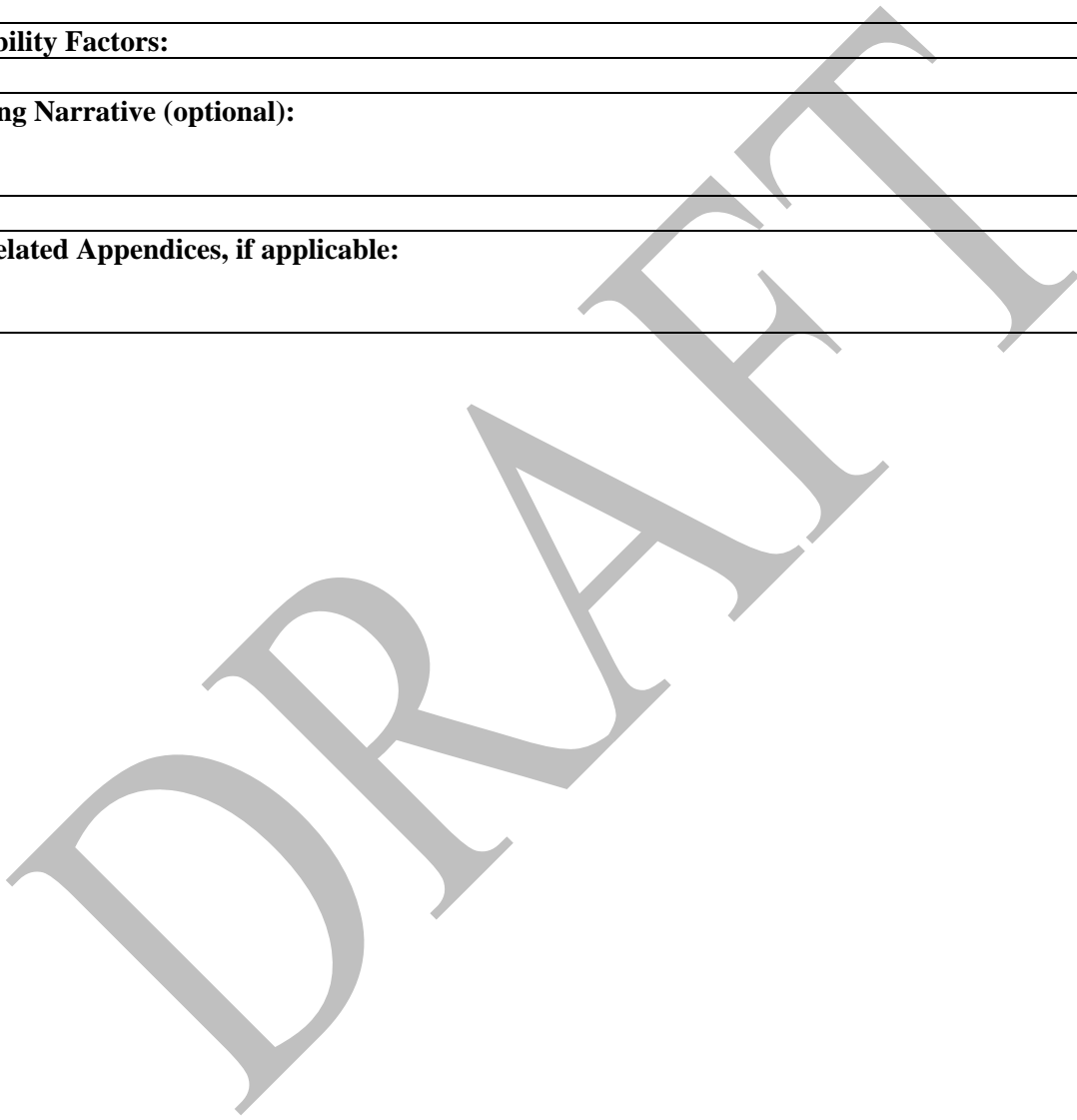
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:



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Work Plan Table

Project/MOU Criterion: Using Data to Improve Instruction – (C)(3)(i) and (iii)

<p>Please indicate one LEA point of contact for this criterion.</p> <p>Name:</p> <p>Title:</p> <p>Phone #:</p> <p>E-mail Address:</p>
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<p>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.</p>

<p>Evidence:</p> <p><i>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 the minimum standards for a local instructional improvement system. Work should be completed by Year 4.</i></p> <ol style="list-style-type: none"> 1. For local instructional improvement systems, provide a report that includes the following: <ol style="list-style-type: none"> a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How 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. d. A description of the student growth data available to users on the system e. How frequently students, teachers, parents, and principals are accessing the system <p>The baseline report for 2009-10 is due by December 31, 2010. Subsequent reports are due annually by September 30 for the prior year.</p> 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 existing staff and new positions funded through RTTT. List their title in Column 1 and then indicate each year of involvement with an X.

Key Personnel (indicate each year of involvement):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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The Deliverable Box below should list each deliverable and its related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

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

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:

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D. GREAT TEACHERS AND LEADERS

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

(ii) Alternative routes to certification that are in use

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

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

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

(i) Measure student growth

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

Complete one Work Plan Table for (D)(2)(i)-(iii).

(ii) Design and implement evaluation systems

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

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

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

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subjects for which student growth measures have been developed by the Department in collaboration with the advisory body as described in (D)(2)(i).

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

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

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

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

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

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

- b. Utilizes for the remaining portion of the evaluation the Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers.
 - c. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include “effective” and “highly effective.”
3. The LEA will submit teacher and principal evaluation systems to the Department for review and approval.
 4. The LEA will utilize student performance data on statewide assessments as a significant factor in the annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.
 5. The LEA will report the results of evaluations of each teacher, principal, and district-level supervisor [as described in (D)(2)(ii)] to the Department during Survey 5.

Complete one Work Plan Table for (D)(2)(i)-(iii).

(iii) Conduct annual evaluations

For Teachers:

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

For Principals:

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

Complete one Work Plan Table for (D)(2)(i)-(iii).

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

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

For Teachers:

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

For Principals:

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

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

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

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

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

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

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

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

(iv)(d) Use evaluations to inform removal

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

Complete Work Plan Table for (D)(2)(iv) and (D)(3) – one table covers both.

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

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

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

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

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

Complete Work Plan Table for (D)(2)(iv) and (D)(3) – one table covers both.

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

(i) Quality professional development

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

For Teachers:

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

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

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

For Principals:

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

(ii) Measure effectiveness of professional development

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

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

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Toward the absolute priority of comprehensive education reform:

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

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

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Work Plan Table

Project/MOU Criterion: Educator Preparation Program Support – (D)(1)(ii)

<p>Please indicate one LEA point of contact for this criterion.</p> <p>Name:</p> <p>Title:</p> <p>Phone #:</p> <p>E-mail Address:</p>
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<p>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.</p>
<p>Evidence:</p> <ol style="list-style-type: none"> 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 APEP (Annual Program Evaluation Plan) 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 existing staff and new positions funded through RTTT. List their title in Column 1 and then 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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

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

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:

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Work Plan Table

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

<p>Please indicate one LEA point of contact for this criterion.</p> <p>Name:</p> <p>Title:</p> <p>Phone #:</p> <p>E-mail Address:</p>
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<p>Goal: The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.</p>
<p>Evidence:</p> <ol style="list-style-type: none"> 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 attached. 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 attached. 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 existing staff and new positions funded through RTTT. List their title in Column 1 and then indicate each year of involvement with an X.

Key Personnel (indicate each year of involvement):	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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

Deliverable:	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). See combined checklist attached.			<i>No later than May 1</i>			
Related 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: 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					
Related 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: A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Related 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: 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
Related 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: 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
Related 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: 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			
Related 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			

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:

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Work Plan Table

Project/MOU Criterion: Using Effectiveness Data in Human Capital Decisions – (D)(3), including (D)(2)(iv)(b)(c)(d) and (E)(2)4.-5.

<p>Please indicate one LEA point of contact for this criterion.</p> <p>Name:</p> <p>Title:</p> <p>Phone #:</p> <p>E-mail Address:</p>
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<p>Goal: The LEA will use results from teacher and principal evaluations to inform each of the human capital processes listed in the MOU.</p>
<p>Evidence:</p> <ol style="list-style-type: none"> 1. Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline. 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 existing staff and new positions funded through RTTT. List their title in Column 1 and then 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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Annually submit the teacher and principal salary schedules that reflect the use of						

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evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.			X	X	X	X
Related 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: 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			
Related 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: Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district’s schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Related 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: 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	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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district-determined implementation timeline.						
Related 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: Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Related 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: 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
Related 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: 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
Related 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: Report and update as necessary during the	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

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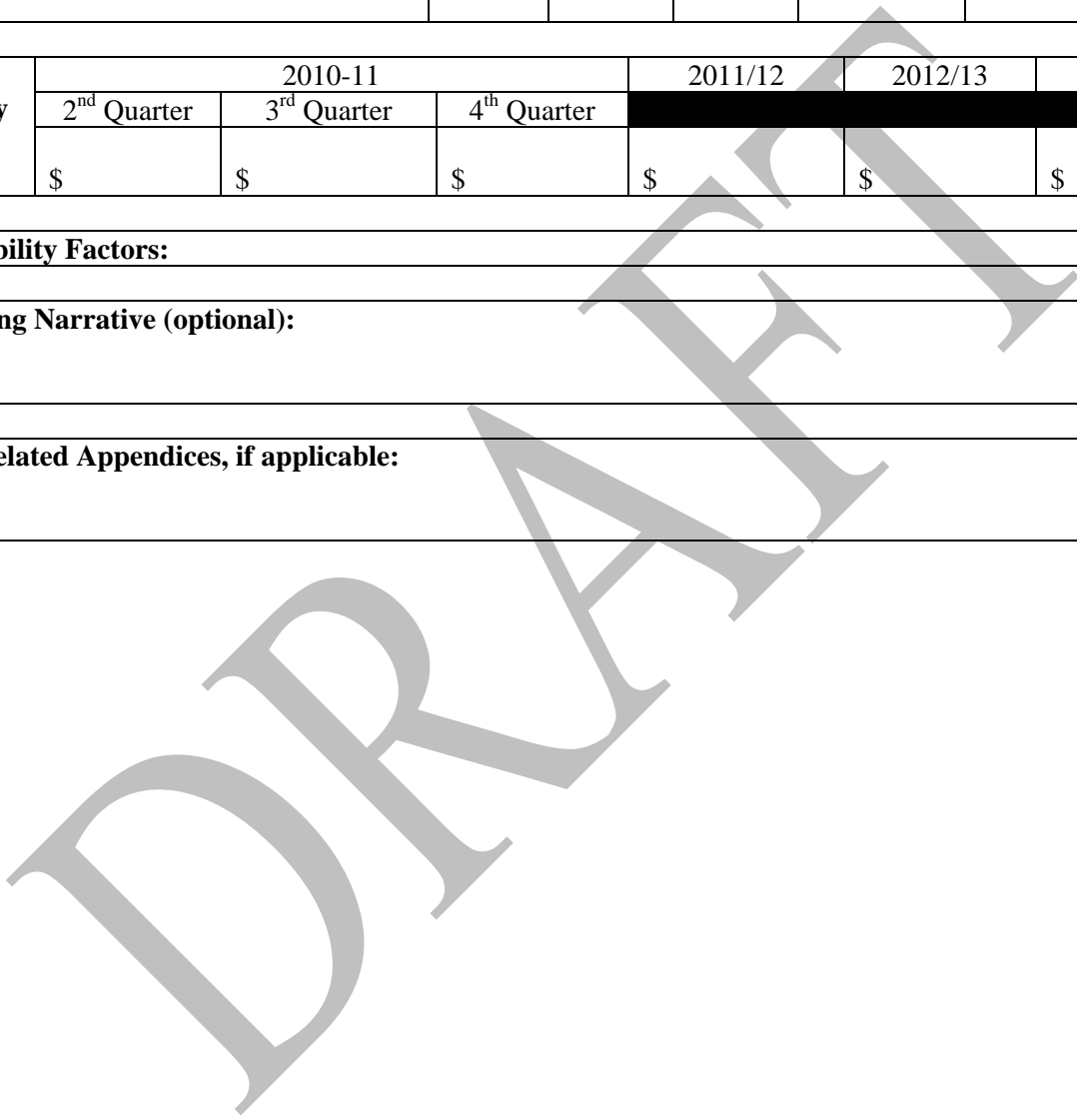
school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.	Quarter	Quarter	Quarter			
			X	X	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:



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Work Plan Table

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

<p>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 principal’s evaluations to plan and evaluate professional development, and will evaluate the effectiveness of professional development based on changes in practice and student outcomes.</p>
<p>Evidence:</p> <ol style="list-style-type: none"> 9. 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. 10. A timetable for implementing the new elements into the professional development system for teachers and principals in the district. 11. A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development. 12. 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. 13. A timetable for implementing the evaluation of professional development in the district. 14. Annually report evaluation results of the professional development for teachers and principals as part of the review of the district’s professional development plan. 15. Submit revisions to the professional development system annually, based on the district-determined timetable for implementation.

The Key Personnel box below should include both existing staff and new positions funded through RTTT. List their title in Column 1 and then 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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

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

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Deliverable: 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			
Related 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: 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			
Related 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: A component of the district’s professional development system reflecting a revised process for evaluating the district’s professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Related 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: 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			
Related 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			

Deliverable: Annually report evaluation results of the professional development for teachers and principals as part of the review of the district’s professional development plan.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Related 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: 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			
Related 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			

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

Sustainability Factors:

Supporting Narrative (optional):

List of Related Appendices, if applicable:

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Checklist for Professional Development System Revisions under RTTT

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

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E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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Work Plan Table

Project/MOU Criterion: Selecting a School Intervention Model – (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 criterion.</p> <p>Name:</p> <p>Title:</p> <p>Phone #:</p> <p>E-mail Address:</p>
--

<p>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>
<p>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. <p><i>Note: Please attach relevant parts of your School Improvement Grant in the Final Scope of Work Appendix.</i></p>

The Key Personnel box below should include both existing staff and new positions funded through RTTT. List their title in Column 1 and then 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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

Deliverable: 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
Related 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:	2010-11	2011/12	2012/13	2013/14

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

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

Sustainability Factors:

Supportive Narrative (optional):

List of Related Appendices, if applicable:

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Work Plan Table

Project/MOU Criterion: Implementing 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 criterion.

Name:

Title:

Phone #:

E-mail Address:

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.

Evidence *(will vary based on the program(s) implemented):*

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

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

The Key Personnel box below should include both existing staff and new positions funded through RTTT. List their title in Column 1 and then indicate each year of involvement with an X.

Key Personnel (indicate each year of involvement):	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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables. Deliverables will vary based on the program(s) implemented. Not all boxes will be applicable to all LEAs.

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
Related 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 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
Related 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: 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
Related 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
Related 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	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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course, and number of students for 2009-2010 who were awarded industry certifications.						
Related 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
Related 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
Related 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
Related 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
Related 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
Related 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
Related 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	2010-11			2011/12	2012/13	2013/14
	2 nd	3 rd	4 th			

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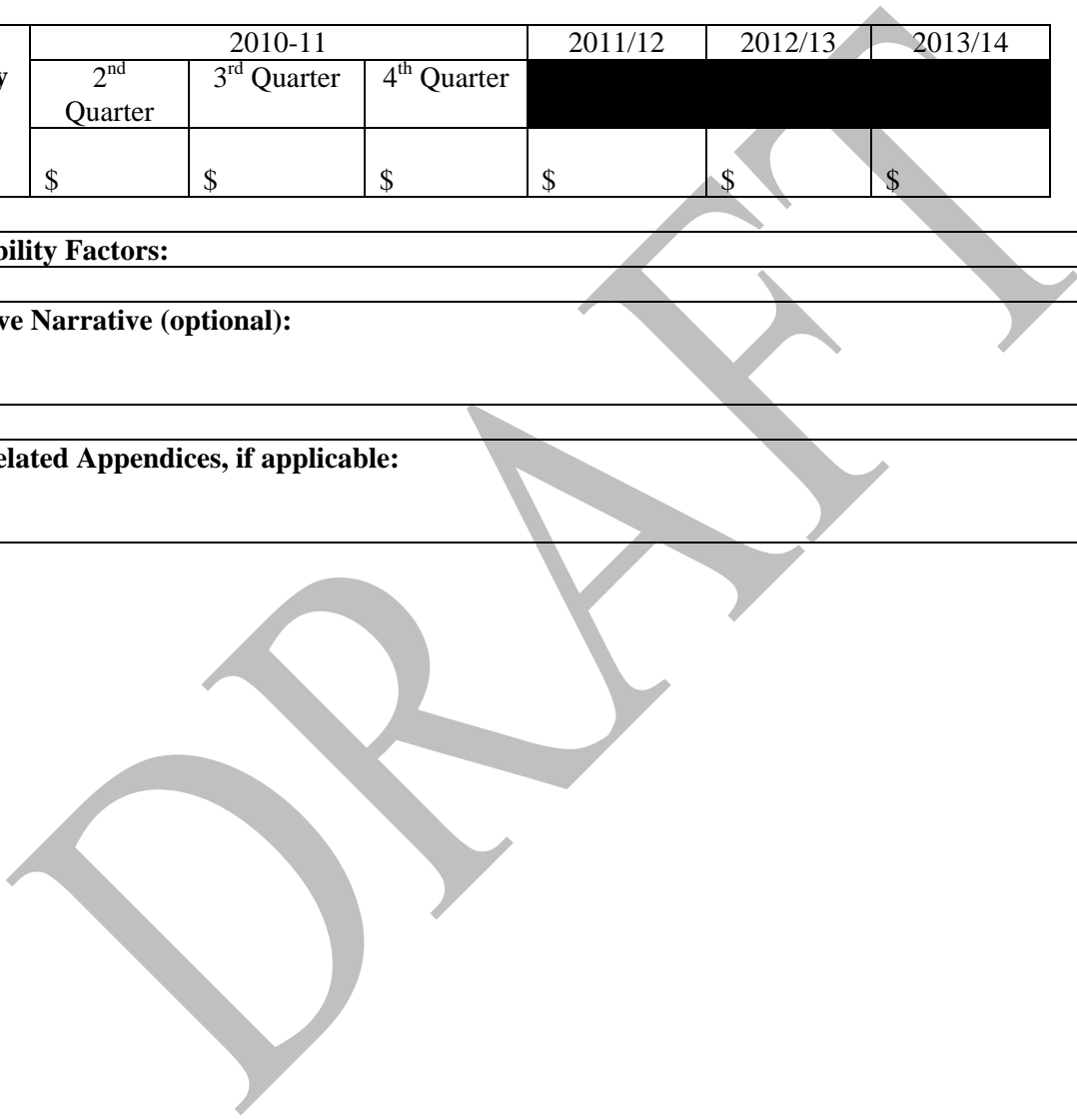
that demonstrates a strong record of improving student achievement.	Quarter	Quarter	Quarter			
	X			X	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

Sustainability Factors:

Supportive Narrative (optional):

List of Related Appendices, if applicable:



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F. GENERAL

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

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

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

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FINAL SCOPE OF WORK – EXHIBIT II

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Work Plan Table

Project/MOU Criterion: Charter School Participation – (F)(2)

<p>Please indicate one LEA point of contact for this criterion.</p> <p>Name:</p> <p>Title:</p> <p>Phone #:</p> <p>E-mail Address:</p>
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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.

- 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 existing staff and new positions funded through RTTT. List their title in Column 1 and then indicate each year of involvement with an X.

Key Personnel (indicate each year of involvement):	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 related activities. Indicate the year each will be accomplished with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to proposed additional deliverables.

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

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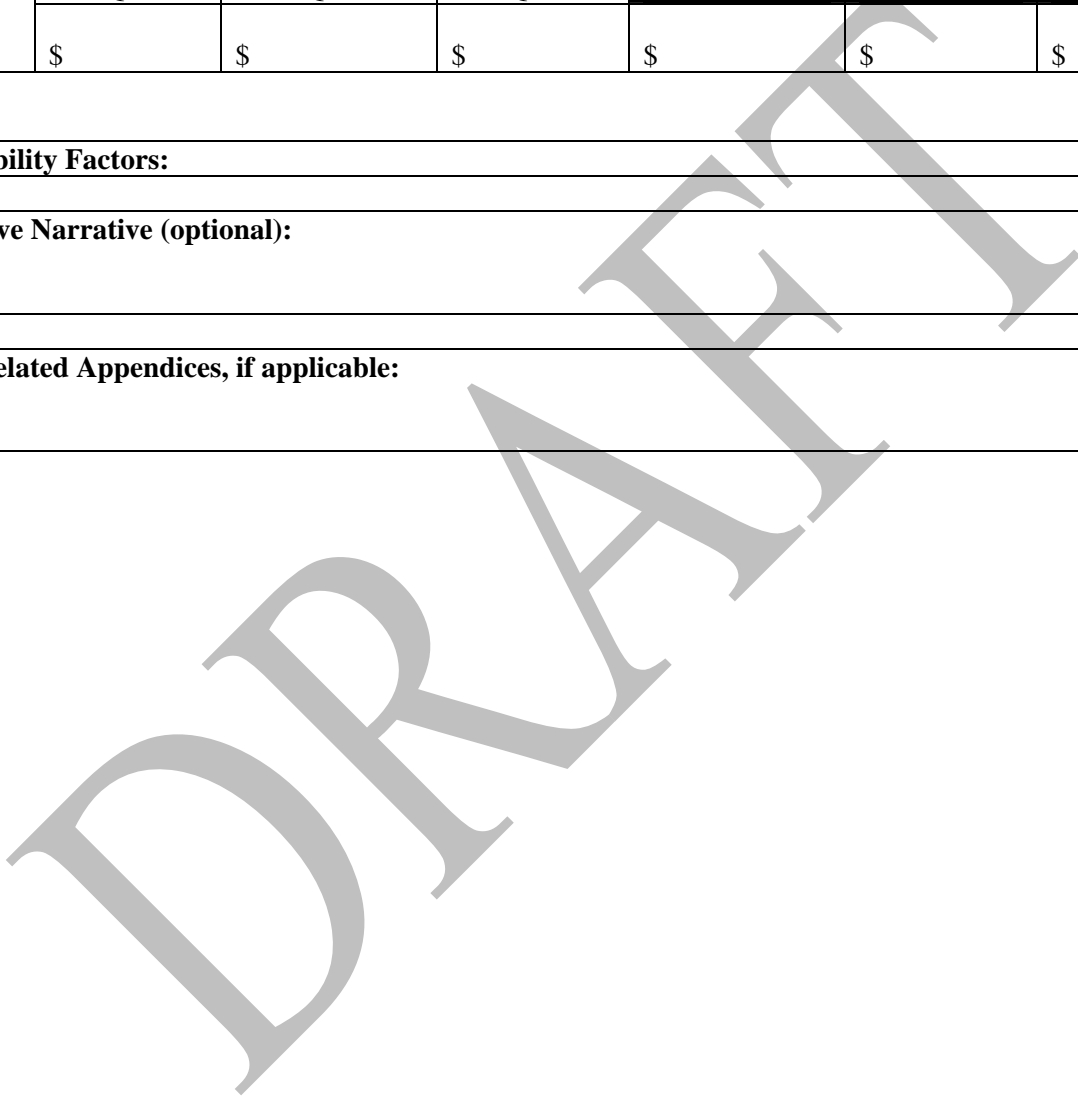
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			

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

Sustainability Factors:

Supportive Narrative (optional):

List of Related Appendices, if applicable:



**FINAL SCOPE OF WORK – EXHIBIT II
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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				
(OPTIONAL) Other District-Determined Student Achievement Goals Examples: <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 					

**FINAL SCOPE OF WORK – EXHIBIT II
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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)</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 					

**FINAL SCOPE OF WORK – EXHIBIT II
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FORM (A)1.

LEA Student Goals and Measures

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

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

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

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

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

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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

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

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