

| FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION | | | TAPS: 1. 11AT01 |
|---|---|--------------------------------|--------------------------------------|
| Please return to: | A) Name and Address of Eligible Applicant: | DOE USE ONLY | |
| Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 | Sarasota County District School Board 1960 LANDINGS BLVD SARASOTA, FL 34231 | Date Received | |
| B) Applicant Contact Information | | | |
| Contact Name: Denise Cantalupo | | Telephone Number: 941-927-9000 | |
| Mailing Address: 1960 Landings Blvd. Sarasota, FL | | Fax Number: 941-927-4021 | |
| E-mail Address: denise_cantalupo@sarasota.k12.fl.us | | | |
| Programs | | | |
| C) Program Name: | Project Number: (DOE Assigned): | D) Total Funds Requested: | Total Approved Funds (DOE USE ONLY): |
| 1. Race to the Top | 580-xxxxx-xxxxx | \$3,509,769.00 | |
| CERTIFICATION | | | |
| <p>I, <u>Lori White</u> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> | | | |
| E) <u><i>Lori White</i></u> _____ Signature of Agency Head | | | |

DOE 100



Dr. Eric J. Smith, Commissioner



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

**Attachment I
Program-Specific Assurances**

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

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

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

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

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

Additionally, the applicant assures that:

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

Certification:

I hereby certify that School Board of Sarasota County, FL (Local Educational Agency) will adhere to each of the assurances specified above.

Lari White

Signature of Authorized Official (must be original)

October 11, 2010

Date



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

**Attachment II
Three-Party Assurances**

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

Handwritten signature of Lori White in blue ink.

Lori White, Superintendent of Schools
Sarasota County Public Schools

Handwritten signature of Shirley Brown in black ink.

Shirley Brown, Board Chair
The School Board of Sarasota County

Handwritten signature of an authorized representative in black ink.

Authorized Representative
Sarasota Classified/Teacher's Association

**Race to the Top (RTTT)
School Board of Sarasota County, FL**

Final Scope of Work

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LEA FINAL SCOPE OF WORK – EXHIBIT II

General

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

Template Overview

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

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

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

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

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

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

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

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

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

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

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

Receipt of Funds

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

Submission Instructions

- Return the information listed on the "Submission Checklist" electronically by 11:59 pm EDT on October 13, 2010. Earlier submissions are encouraged.
- A signed, electronic copy in PDF format (excluding budget) must be sent to RaceToTheTop@fldoe.org. The budget must be completed in the web-based system.
- A hard copy with original signatures (excluding budget) must be sent to Holly Edenfield, 325 West Gaines Street, Room 1502, Tallahassee, Florida, 32399. The hard copy must be received by October 15, 2010.

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Submission Checklist

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

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A. OVERARCHING PROJECT PLANS

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

A) Sarasota County School District’s Comprehensive Reform

The Sarasota County School District has a long history as a high-performing district in the state of Florida. Sarasota is rated an “A” district by the Florida Department of Education. Our Florida Comprehensive Achievement Test (FCAT) scores have improved steadily since 2001. Reading scores have improved 15 points in grades 3-5, 13 points in grades 6-8, and 12 points in grades 9-10. Mathematics scores have increased 17 points in grades 3-5, 14 points in grades 6-8, and 10 points in grades 9-10. Graduation rates reached an all time high of 86 percent in 2008 and out dropout rate reached an all-time low of 1.8 percent in 2009. Sarasota County college bound students scored 27 points higher on the College Board Scholastic Achievement Test (SAT) than the state average in both reading and mathematics, respectively. Sarasota’s proficiency scores rank in the top ten in reading and mathematics at every tested grade level. These results are evidence of a strong commitment to continuous improvement of the quality of instruction in every classroom.

Sarasota’s *Strategic Plan* is ideally structured for the integration of the Race to the Top (RTTT) Theory of Action reform, guiding principles and RTTT program operations. Our *Strategic Plan* sets forth goals and objectives grouped around focus areas:

1. *Quality*: Improving student achievement through high quality instruction, targeted assessments and the application of data,
2. *People*: Developing and retaining a high-performing work force,
3. *Service*: Promoting professional, efficient and productive interactions among staff, students, parents and stakeholders,
4. *Resources*: Optimizing resources to support high quality instruction and,
5. *Safety*: Protecting our resources, staff, students and parents and providing a learning environment that is conducive to maximizing learning.

A common thread throughout the five focus areas is the district’s commitment to attain organizational excellence by investing in our greatest resource – our educators and support personnel. District-wide strategic initiatives over the past years have focused on increasing the capacity of all teachers to deliver high quality instruction aligned to the state standards.

Much of the strategic project work Sarasota has completed over the past two years has laid the groundwork for many of the RTTT initiatives. District Strategic Plan specific annual projects which are directly aligned to RTTT include:

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- Implementing strategies to increase readiness for careers in Science, Technology, Engineering and Mathematics (STEM).
- Implementing career and professional education (CAPE) Academy models within our Small Learning Communities structure.
- Developing and delivering professional development in Differentiated Instruction and Lesson Study.
- Continuing the development of formative assessments in reading, mathematics and science.
- Expanding professional development in the use of formative assessment in math and science and the application of data.
- Establishing a data-driven system to provide access to data to inform school improvement and the delivery of classroom instruction.
- Implementing strategies to increase participation and performance in advanced courses, such as Advanced Placement (AP), Honors, International Baccalaureate (IB) and Dual Enrollment (DE).
- Conducting a pilot of alternative instructional delivery models using technology tools such as *Safari Montage* and *AngelWeb*.
- Expanding the current Student Information System, *Gradebook* and the *Parent Portal*.
- Developing a multi-dimensional process for the hiring of principals.
- Implementing Leadership Learning Communities.

These District Strategic Plan projects will be accomplished by building and expanding our own support systems and empowering teachers with the technology and curricular tools, relevant assessments and data, and the professional development necessary to enhance quality instruction.

B) Alignment of Sarasota’s Goals to Florida’s Student Achievement Goals

Sarasota County has set rigorous standards and expectations for students and has set ambitious goals to increase student achievement. The student achievement outcome measures in the District Strategic Plan are to:

- Increase proficiency levels in grades 3 – 10 in reading and mathematics
- Increase annual learning gains in grades 4 -10 in reading and mathematics
- narrow the achievement gap in math and reading proficiency levels between White and Hispanic students and between White and Black students,
- Increase participation in accelerated courses (AP, Honors, IB, DE)
- Increase high school graduation rates
- Increase the college readiness rates

Sarasota will contribute to the achievement of the state’s RTTT goals by meeting the following goals:

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RTTT Key Goal 1: By 2015, 85% of Sarasota’s incoming 9th graders will graduate from high school. Of the graduates, 75% will enroll in a college or university within the first 2 years after graduation. Once in college, the majority of them (78%) will earn a year or more of college credit within the first two years in college.

RTTT Key Goal 2: By 2015, Sarasota will narrow by half the achievement gap between White and Black students and between White and Hispanic students on the percent deemed to be proficient in reading and mathematics based on the FCAT 2.0. The specific performance targets will be identified once the achievement levels are set for the new test.

RTTT Key Goal 3: By 2015, Sarasota will significantly increase the percent of students who score at or above proficient on the FCAT 2.0 in reading and mathematics. The specific performance targets will be identified once the achievement levels are set for the new test.

C) Current Status: Sarasota County Schools’ Reform Strengths

Sarasota is prepared and capable of implementing RTTT. Sarasota has demonstrated a commitment to advance excellence in teaching and learning. Among the district’s many organizational strengths are the strong ties and established partnerships with parents, students, teachers, local businesses, universities and community members. Sarasota has a long history of open and honest communication and collaboration with our teacher’s union, the Sarasota Classified / Teachers Association (SC/TA) and the Sarasota School-based Administrators Association.

The district initiatives currently in place support state RTTT reform efforts and demonstrate that Sarasota has strong instructional programs and has aligned instruction with technology and assessment. Most importantly, Sarasota is committed to ensuring that all teachers, school-based and district-based leaders are well prepared and supported and accountable for the performance of the students they serve.

Great Teachers and Leaders. District initiatives included the implementation of a revised teacher and administrator evaluation system incorporating research-based competencies measured through a defined rubric that provides feedback about specific areas rather than offering an overall rating of teacher effectiveness.

The district has a strong and well established system to provide assistance to identified low performing teachers to develop skills in classroom management and instructional best practices to increase the overall level of performance of the teachers who are assisted.

The Leadership Development Program for Sarasota County is inclusive as well as developmental, emphasizing continuous professional growth and learning during each of its sequential phases. The program is based on the Sarasota County Leadership Development Standards and Indicators. The Standards and Indicators were developed using School Leadership Licensure Consortium Standards (ISLLC), the Florida Leadership Standards, National Staff Development Council Standards, and the Educational Leadership Constituent

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Council Standards (ELCC).

The Leadership Academy program trains and supports more than 400 professionals in the school district, who exchange ideas, problems and solutions. It encourages current and future administrators to collaborate and network with their peers to develop innovative approaches to educational leadership. Key components include coaching, mentoring, and action-research programs.

Sarasota's professional development is aligned with the Florida Professional Development Evaluation Protocol and the National Staff Development Council (NSDC) Standards. The focus of our professional development (PD) program is to assist teachers in how to design, develop, and systematically implement and support research-based instructional strategies as guided by student data, students' academic needs, and the goals of the School Improvement Plan.

Data to Improve Instruction. Sarasota County promotes a data-driven culture. Since 2001, Sarasota has generated and disseminated the Educational Quality Improvement Profile (EQulP) reports providing comprehensive data of student achievement by school and grade level and disaggregated by each of the No Child Left Behind/Adequate Yearly Progress (NCLB/AYP) subgroups. Dynamic versions of the graphs and charts are provided to schools with features that enable them to generate and export the list of students represented in the graphs. New reporting features of the school profiles include the presentation of school demographics, teacher/ staff composition and qualification, and non-academic student indicators, such as attendance and referrals. Recent efforts are focused on adding the results of formative assessments to FCAT results in order to display multi-metric data in simple, easy to understand reports. RTTT will accelerate existing plans to unify the currently fragmented data bases into a cohesive Instructional Improvement System (IIS).

Resources and time are heavily invested in directly working towards developing teachers' ability to apply data to analyze the needs of individual students. Until recently, every school had a Data Coach who worked directly with school teachers and staff in the use of data to drive instruction. These positions were recently eliminated due to budget cuts, however, the culture of data-driven decision making is well established at each school, and is maintained with central staff support.

Instructional Programs.

The introduction of the NGSSS, new benchmark assessments and Response to Intervention (RTI) within the past several years has resulted in an instructional paradigm shift which is amenable to the basic tenets of RTTT.

Sarasota County is in the process of implementing the Next Generation Sunshine State Standards (NGSSS) in Reading and Mathematics. The Department of Curriculum and Instructions has just launched a new Instructional Focus Calendar tied to the new standards and aligned with instructional resources and benchmark assessments in mathematics and reading. Although Sarasota County implements a structured core programming at the

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elementary, middle, and high school levels, the design is flexible to introduce supplemental materials to ensure specially designed, targeted instruction to meet student needs. Both academic and behavioral curricula are implemented within the framework of Florida's Response to Intervention/Instruction model to also facilitate the alignment of program to student need.

STEM and Career and Technical Education (CTE):

Sarasota County has historically been a strong advocate of CTE programming at both the middle and high school levels. Each high school currently has several operative CTE programs targeting a variety of industry areas to include: health occupations, engineering, informational technology, travel and tourism, and manufacturing. Recently Sarasota County has targeted the need to enhance STEM opportunities which has resulted in instructional redesigns, and activities to heighten educators', students', and parents' awareness of the importance of these interrelated disciplines. To assist with this instructional emphasis, Sarasota County has received both a local foundation award and the Enhanced Education Through Technology award. Both awards will be used to increase professional development in STEM areas, expand current CTE/STEM initiatives and also to support assessment and reporting in these areas.

Technology Advances. Sarasota County's advances in technology have begun to bridge connections with parents, teachers and students to share information and enhance teaching and learning. In 2008, Sarasota County became the largest district in the nation to invest in interactive whiteboards, called ActivBoards. Every classroom has been installed with these dynamic interactive multimedia resources and every teacher has received extensive training on the integration of these resources. The ActivBoards allow the teachers to demonstrate software and Internet resources in daily instruction to further promote student engagement and involvement. Sarasota is committed to assisting our teachers to embrace digital resources for instruction and better connect with real world application.

Sarasota has online services that offer both teachers and student a virtual learning environment which is truly a 24/7 learning opportunity for our NeXt Generation Learners. Angel is an online portal in which teacher post lesson, classroom materials, links for follow up sites, and discussion boards. This allows today's learner continued opportunities to expand their experience after they have left the classroom that day. Students upload assignments, and share resources with fellow classmates in this online environment. Over 500 educators are now using this resource in their classroom

Sarasota's Comprehensive Reform Challenges

The budget shortfalls experienced by all Florida districts in recent years have posed challenges and limited our ability to expand services and accelerate the development of an instructional assessment and data management system.

Although we have made significant gains to advance and integrate technologies to facilitate and enhance instruction and assessment, we must obtain the software and programming capability to create, implement and maintain a uniform, fully operational Instructional

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Improvement System. This need to update and expand the technology environment is essential in order to support the increasing demands for online testing, online instructional tools, dynamic reporting, and access to data for students, parents, teachers, school and district administrators and other stakeholders.

The Sarasota County School District acknowledges the value of having more precise and multiple measures of student achievement and sound statistical methods of calculating student growth. However, limited resources have restricted the capacity to acquire and administer new tests to measure achievement and growth in the non-FCAT content areas. Since 2006 district staff have conducted many analysis and developed models for linking student achievement to teacher performance but lack the confidence to apply these models in the absence of other critical metrics and the required system to simultaneously examine teacher and student performance indicators in a reliable and valid manner.

Another major challenge is to design the framework to restructure our teacher and principal appraisal and compensation systems predicated on a student growth model that is appropriate and amenable to all stakeholders. It is difficult to plan and implement these reform changes during a time when Florida is transitioning to new standards and new tests. RTTT funding coupled with the state’s resources and technical assistance is a necessary catalyst for this large-scale reform effort to succeed.

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

- A. Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers’ unions, business leaders, community organizations, etc.)
- B. Identification of the leadership/management team(s)
- C. Strategies for monitoring implementation
- D. 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.
- E. A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (submitted in web-based system). The release of funds will be contingent upon the successful progress toward completion of identified deliverables in the management plan and detailed budgets.

A) Involvement of all stakeholders

A comprehensive communication plan will be developed and implemented to ensure that multiple strategies are employed to disseminate information about RTTT and encourage the involvement of all stakeholders. The communication plan will rely of a variety of mediums to include district web site, news releases, school newsletters, School Board Meetings, informational meetings and forums for public comment.

Second, the district will use existing standing committees, councils, work groups and

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partnerships that include business and community members as an additional means to share information and solicit feedback throughout the 4-year grant period. Established groups include Sarasota's Business Council, School-Business Partnership Steering Committee, Title I Parent Committee, Communications Council and the Financial Advisory Committee. Schools will be encouraged to use the School Advisory Councils as another vehicle by which school level personnel, parents and community members are kept informed and have opportunities to be involved.

New committees and advisory groups will be established to provide feedback on specific RTTT-related components. These groups will include a cross section of teachers and administrators as well as representatives from our teacher's union, parents, university and community members. Participating Charter schools will play an integral role in the development and implementation of RTTT project activities. Key district personnel may serve in several groups to ensure alignment of work tasks and timelines.

New RTTT committees and advisory groups:

- Instructional Improvement System Advisory Group
- Online Assessment Advisory Group
- Quality Educators and Leaders Advisory Group
- Professional Development Committee
- Career Technology Education and STEM Committee
- Curriculum Task Force
- University Collaboration Team

The project management teams and the district leadership team will use the feedback from the committees and workgroups to design, develop, and implement processes and systems. The district will also participate in state wide efforts and district consortiums to identify best practices, share resources and collaborate on RTTT program implementation.

B) Leadership/Management Team(s)

Sarasota County Schools' district-based leadership team is comprised of the Superintendent, Superintendent's Cabinet, directors for curriculum, professional development, student services, accountability and school improvement, communications, career and technical education, alternative education programs, and information technology. The team membership will be expanded for RTTT to include principal, teacher and SCTA representatives. The district leadership team will oversee the development and the implementation of policies and procedures to establish systems for RTTT through consensus building, infrastructure development and implementation of all program components. The existing district staff who will assume primary responsibility for RTTT components are listed below:

- The Executive Director for Research, Assessment, and Evaluation who reports directly to the Superintendent will serve as the lead project manager and will oversee the grant's administration and coordinate with the other project managers for all RTTT activities and operations.

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- The Director of Curriculum and Instruction will be responsible for overseeing the implementation of instructional programs and professional development for the state Next Generation Sunshine State Standards and the future Common Core Standards as well as supporting STEM and CTE initiatives.
- The Director of Professional Development and Teacher Appraisal will be responsible for overseeing the implementation of lesson study, teacher training programs, including PD in the use of data, and will also oversee work related to revising the teacher and principal appraisal systems.
- The Director of Leadership Development will be responsible for the delivery of professional and leadership development to principals and aspiring administrators.
- The Director of Assessment and Accountability will be responsible for developing the student growth model, designing and implementing the instructional improvement system, directing the development and administration of assessments, and performing statistical analysis to support the new teacher appraisal system.
- The Director of Information Technology will be responsible for the state data reporting requirements, overseeing the integration of the newly developed Instructional Improvement System (IIS) with the district's data-base system (CrossPointe), and supporting the technology needs of the district and schools.
- The Executive Director for High Schools will work with the Director of Career and Technical Education (CTE) to oversee implementation of the new CTE program and STEM-related programs and activities at each of our high schools.
- The Supervisor of School Choice and Charter Schools will be responsible for coordinating activities and providing support to our participating charter schools.
- The Grants Specialist, with the assistance of a contracted evaluator, will work with staff across all projects to monitor processes and ensure compliance with RTTT reporting and accountability requirements.
- The Chief Finance Officer will be responsible for overseeing the fiscal management of grant funds.
- The Executive Director of Human Resources will be responsible for leading the process of collective bargaining, collaborating with various department and stakeholder groups to enhance our teacher and principal appraisal systems, the staffing process, and to restructure the compensation plan.

The district plans to contract with external consultants or agencies for specific “one-time” services such as software development, test development, and program evaluation.

The School Board attorney will provide counsel to the Superintendent and School Board on any legal issues related to policy changes, collective bargaining and contract revisions pertaining to hiring practices, staffing, and compensation.

Because of the alignment of the District Strategic Plan initiatives and RTTT reform components, the district will use current project management teams, comprised of staff members with expertise in the RTTT area plus representatives of other departments and school-based representatives, to manage specific RTTT work tasks and activities. Project managers will also be responsible for facilitating and/or supporting the work of the stakeholder committees listed in the section above.

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C) Strategies for Monitoring Implementation

Several levels of oversight and monitoring, both internal and external, will be implemented to monitor the execution of the plan and progress of the program and its various components.

The district will use the project management process currently used with our Strategic Plan to keep track of project strategies, activities and deliverables and to post status and share updates and reports on SharePoint (intranet). Project teams will identify and establish project benchmarks, indicators of success and review/reporting periods. Management metrics (monthly or quarterly) will be collected to monitor progress along a project or activity and strategic metrics (annually) to monitor progress towards specific program objectives. Fiscal management reports and other state-required compliance reports will also serve to inform the leadership team and project management teams of any corrective actions needed.

An external, third party evaluator will be contracted to conduct annual summative evaluations. Findings from these reports will also be used by the management teams to evaluate work products.

D) Overall implementation timeline

The timeline of key activities for each year is summarized in Table 1 (p. 17). The project design and operational plan will be developed in the first year, including the communications plan, the establishment of committees and work groups, and the procurement of contracted services. Evaluation, monitoring, and reporting activities will be ongoing throughout the grant period, as required.

E) Summary Budget

The four-year RTTT budget summary is shown in Table 2 below. The detailed budget for each activity within each reform area was submitted via the web-based system. The budget allocation by area reflects the district's greatest need, which is to develop and implement an instructional improvement system that will provide relevant and timely data to identify students' academic needs, determine the effectiveness of instruction and professional development, and to drive human capital decision-making.

Participating Charter Schools who will be using and following the district's plan will receive and benefit from all of the services and products offered to non-charter schools. Participating Charter Schools who decide to develop independent processes for a specific component will receive a commensurate share of RTTT funds allocated to that particular component.

Please note that the amounts listed in Table 2 reflect budget figures submitted through the

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RTTT online system. However, the budget figures presented in the individual Work Plan Tables include the project management costs distributed among the appropriate components.

| Table 2. Sarasota County Schools RTTT Budget Summary | | | | | | |
|--|-----------------|------------------|-------------------|--------------------|--------------------|------------------|
| Components | 2010-11 | | | 2011-12 | 2012-13 | 2013-14 |
| | 1st Q | 2nd Q | 3rd Q | | | |
| Expand Lesson Study | \$2,975 | \$5,845 | \$34,793 | \$99,084 | \$84,063 | \$1,000 |
| Expand STEM CTE Offerings | \$0 | \$0 | \$158,006 | \$128,248 | \$10,749 | \$750 |
| Increase Advanced STEM Coursework | \$0 | \$8,943 | \$9,695 | \$38,775 | \$38,775 | \$750 |
| Bolster Technology | \$0 | \$0 | \$50,000 | \$0 | \$0 | \$0 |
| Improve Access to State Data | \$0 | \$975 | \$1,475 | \$5,900 | \$5,900 | \$500 |
| Use Data to Improve Instruction | \$7,500 | \$37,375 | \$472,072 | \$550,113 | \$485,612 | \$76,600 |
| Provide Support for Educator Prep. | \$0 | \$0 | \$1,250 | \$22,365 | \$22,367 | \$500 |
| Improve Teacher & Principal Eval. Syst. | \$0 | \$8,013 | \$16,788 | \$119,041 | \$119,042 | \$88,298 |
| Use Data for Human Capital Decisions | \$0 | \$7,250 | \$16,025 | \$114,182 | \$114,182 | \$95,842 |
| Focus Effective Prof. Development | \$0 | \$0 | \$3,000 | \$75,145 | \$68,678 | \$3,370 |
| Project Management | \$13,097 | \$22,921 | \$22,920 | \$91,679 | \$91,680 | \$55,661 |
| Total | \$23,572 | \$ 91,322 | \$ 786,024 | \$1,244,532 | \$1,041,048 | \$323,271 |

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

Program evaluation will include both formative annual summative evaluations based on qualitative and quantitative data. Existing district staff have the technical expertise in educational evaluation, statistics and research to support internal formative evaluation needs. The district will contract with a third-party consultant to conduct the external summative evaluation. District staff will work with the external evaluator to design a comprehensive annual evaluation plan, establish project objectives, baseline data, timelines, and alignment of activities to objectives and desired outcomes.

The focus of the formative evaluation will be to monitor process indicators to determine if the program components are on track, to ascertain what is working well and what needs to be modified or improved. The summative evaluation will focus on the outcomes and impact of the strategies and initiatives. Evaluation areas include: Fidelity of program implementation, effectiveness of PD and lesson study, impact of STEM on student outcomes, application of data to drive instruction, accessibility to data, quality of

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communication and information, teacher & principal appraisal system, fiscal management and accountability.

The district will consider the state’s guidelines and recommendations related to data analysis and evaluation and incorporate these into our local evaluation plan and research practices. The district will also participate in statewide evaluation and research efforts and will use those evaluation findings to compliment or enhance local evaluation outcomes.

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

The district has a proven record of its commitment to creating long-term solutions and building sustainable systems. RTTT funds will directly augment our current investment in developing a comprehensive Instructional Improvement System, enhanced technologies to increase access to information and data, enhanced STEM programs, and the other district initiatives that are in alignment with RTTT reform efforts.

Sarasota has 20+ year history of formally supporting interns and new teachers through inductions, mentoring, and coaching programs. This investment in our professional staff will continue through the grant period and beyond.

The district will readily adopt and use all resources, training and services provided by the state such as new assessments, teacher tool kits, access to data, evaluation protocol, and guidelines for building a sound instructional improvement system.

As our proposed budget indicates, funding is earmarked for professional development, contracted professional services and specialized training for current staff. This approach will ensure that Sarasota County has the internal capacity to sustain these efforts long after the RTTT grant period has ended. The systems developed with RTTT funding will be continued with existing personnel and recurring fund sources will be used to continue the district’s work towards meeting our strategic plan goals.

Sarasota County has the capacity to implement the RTTT plan and will continue to use its fiscal and human capital resources to build on established RTTT systems and continue to support the initiatives and programs after the RTTT grant ends.

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

RTTT funding will provide much needed support to enhance and accelerate our current and future strategic planning initiatives and to leverage our existing assets, thus enabling our district to build internal capacity and develop sustainable programs that will improve student achievement.

Federal Title I School Improvement funds will continue to assist in providing support to

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lower performing schools. IDEA, FDLRS, and Title II funds will continue to support ongoing professional development for teachers and principals in the application of instructional technology tools to deliver effective instructional programs and the use of formative assessment to identify student needs and drive instruction.

The district has partnered with the Education Foundation to provide over 1,000 families with a donated refurbished computer through the TeXcellence program. Many of these computers have come from local business, the county government, and our schools. Each computer is also installed with over a dozen instructional programs. Future plans are to establish low cost Internet access for these families as part of the program.

Sarasota was awarded Enhancing Education Through Technology funding next year to support district's efforts to improve the alignment of technology, assessment and instruction as well as to support STEM initiatives. Funds will be used to facilitate the online administration of new formative assessments aligned to instructional focus calendars and report generation for timely access to student progress data.

The Gulf Coast Community Foundation of Venice 5-year STEM partnership will provide funding to accelerate professional development and improve teaching and learning in STEM-related courses in our south county middle and high schools. STEM project goals are in alignment with RTTT and include increasing enrollment in advance courses, provide access and opportunities for students to engage in STEM-related programs and activities such as internships, competitions, and increasing student achievement and college readiness for STEM careers. With the Foundation's support the district will have the capacity to develop a sustainable STEM model.

Our federal Carl D. Perkins funds provide ongoing support for all CTE programs by providing professional development, student industry certification exam costs, instructional materials and test preparation materials needed for implementation of quality CTE programs.

In summary, the additional RTTT funds will enable Sarasota to leverage its assets and resources in order to scale up and accelerate current and future initiatives to retain highly qualified educators, promote effective instruction, improve student achievement, and ensure the success of our graduates in post-secondary programs and technical careers.

**TABLE 2: TIME TABLE OF RTTT COMPONENTS AND KEY ACTIVITIES
2010-2011 through 2013-2014**

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---------------------------------------|---|--|--|--|
| Expand Lesson Study | Identify schools to participate in Lesson Study based on student achievement data | Provide PD on Lesson Study to include the state toolkit | Continued support to schools | Continued support to schools |
| | Modify schedules to support lesson study at selected schools | Provide coaching to support teachers in lesson study; Submit teacher's lesson plan | Collect evidence on level of implementation | Collect evidence on level of implementation |
| | Conduct orientation sessions and design professional development (PD) for year two | Design evaluations and collect evidence on level of implementation | Trained teachers provide leadership to other teachers | Trained teachers provide leadership to other teachers |
| Expand CTE Offerings | Evaluate the enrollment and success of existing CTE programs and new programs needed. | Implement the new STEM CTE program at identified school | Continue to monitor program success of new STEM CTE program and all other CTE programs | Continue to monitor program success of new STEM CTE program and all other CTE programs |
| | Develop plan for the implementation of a new STEM CTE program | Provide professional development | | |
| | Provide evidence of budget for Industry Certification | | Administer exams aligned to new program | Report exam results and number of awarded certifications |
| | Purchase materials/hardware/ for new STEM CTE program | | | |
| Increase Advanced STEM Courses | Identify the advanced course offerings/enrollments/performance at each HS | Identify opportunities to expand STEM course offerings for each HS | Identify opportunities to expand STEM course offerings for each HS | Identify opportunities to expand STEM course offerings for each HS |
| | Identify any gaps between course offerings and Senate Bill 4 mandates | Provide PD on new course offerings | Provide PD on new course offerings | |
| | Identify opportunities to expand STEM course offerings for each HS | Evaluate success of programs | Evaluate success of programs | Evaluate success of programs |

**TABLE 2: TIME TABLE OF RTTT COMPONENTS AND KEY ACTIVITIES
2010-2011 through 2013-2014**

| | | | | |
|--|--|---|---|---|
| Ensure Technology for Improved Instruction and Assessment | Completion and submission of computer-based testing readiness certification through Florida's online tool | Pilot the use of online assessment dissemination system with mathematics and science. | Continue monitoring and adjusting the assessment dissemination system and the integration of results to the IIS | Continue monitoring and adjusting the assessment dissemination system and the integration of results to the IIS |
| | Readiness analysis of computer access capability to state formative and summative online assessments | Pilot the new Instructional Information System with existing assessment and new assessment reports | Continue professional development on online assessments | Continue professional development on online assessments |
| | Create online modules to assist with logistics of online assessments | Implement the new IIS at all schools with assessment data to include new state developed formative assessments | | |
| | Purchase /contract to create a system of test dissemination that would provide transmission of results to the Instructional Information System | Continue monitoring and adjusting the assessment dissemination system and the integration of results to the IIS | | |
| Access to State Data | Investigate the challenges and prepare timeline for providing single sign-on access to state data for identified stakeholders. | Implement a single access sign on to state data systems. | Monitor the use of state data | Monitor the use of state data |
| | Prepare a timeline and identify the steps to include state data into local Instructional Information System | Include state data in newly constructed IIS system | Provide professional development so teachers/administrators use state and local data more effectively for instructional decisions | Provide professional development so teachers/administrators use state and local data more effectively for instructional decisions |

**TABLE 2: TIME TABLE OF RTTT COMPONENTS AND KEY ACTIVITIES
2010-2011 through 2013-2014**

| | | | | |
|---|---|---|---|---|
| Use of Data to Improve Instruction | Create a Sarasota - owned Instructional Information System (IIS) | Link the IIS with teacher and principal evaluation system | Incorporate state data downloads to the IIS for accountability comparisons and instructional decision making | Continue to add new reports to IIS |
| | Meet with stakeholders to gather information on most –needed elements of system | Prepare for linking IIS to professional development evaluation system | Complete implementation of IIS | |
| | Transfer existing district reports to new IIS | Pilot the IIS functionality | Continue to train district and school staff on IIS | |
| | Train District Research staff to learn the IIS programming to ensure sustainability | Implement the IIS partially at all schools, collect feedback | Continue to add new reports to IIS | |
| Support for Educational Preparation Programs | Collaboration with College Teacher Preparation Programs | PRIDE (Professional Rubrics Investing and Developing Educator Excellence) training for teachers, administrators SCIP (Sarasota County Induction Program) mentor training | Continue to update procedures and implementation based on the revised teacher evaluation system, teacher and mentor performance and student achievement | Continue to update procedures and implementation based on the revised teacher evaluation system, teacher and mentor performance and student achievement |
| | Identification of qualifications for highly effective teachers, administrators, mentors, supervising teachers | Set effectiveness criteria of selected supervisors and mentors | | |
| | Begin training process (PRIDE, FPMS [Florida Performance Measurement System], SCIP) | Identify administrators and teachers to serve as mentors/report to DOE | Report to DOE | Report to DOE |
| | Revise ACT program based on new teacher evaluation system | Implement revised ACT Program based on Continued Approval Standard Three (use of data for continuous program improvement and the assignment and training of peer mentors) | Continue to monitor use of data, update procedures and implementation for new ACT program | Continue to monitor use of data, update procedures and implementation for new ACT program |

**TABLE 2: TIME TABLE OF RTTT COMPONENTS AND KEY ACTIVITIES
2010-2011 through 2013-2014**

| | | | | |
|---|---|---|---|--|
| Improve Teacher and Principal Evaluation Systems | Create a plan to revise the teacher and principal evaluation systems reflecting that the major component for each is student achievement/student growth | Continue simulations of a new evaluation system with newly created statistical value-added model – focus ALL non-FCAT areas | Phase in the new teacher evaluation system with non-FCAT areas of study | Full implementation of new evaluation model with teachers and principals |
| | Negotiation of new teacher evaluation with Collective Bargaining Unit | Evaluate the effectiveness of new evaluation system | | |
| | Revise the teacher evaluation system based on student growth and other metrics. Must include Highly Effective and Effective Categories | Apply the new growth value added model to the approval for teachers in FCAT tested areas | | |
| | Negotiation of new teacher evaluation with Collective Bargaining Unit | Negotiation of new teacher evaluation with Collective Bargaining Unit for non-FCAT areas Provide training in the use of the new appraisal system | | |
| | Begin simulations of a new evaluation system with newly created statistical value-added model | Ratings reported to DOE | Negotiations with Collective Bargaining Unit, as needed | |
| | Link the new evaluation system to the IIS reporting system | | | |
| | Develop informational materials to communicate changes to all stakeholders | Continuously solicit feedback from teachers and principals | | |

**TABLE 2: TIME TABLE OF RTTT COMPONENTS AND KEY ACTIVITIES
2010-2011 through 2013-2014**

| | | | | |
|---|---|---|---|---|
| Use Data Effectively for Human Capital Decisions | Submit annual salary schedule to DOE | Negotiation with Collective Bargaining Unit | Negotiation with Collective Bargaining Unit | Document the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions |
| | Plan and create a timeline for the implementation of using evaluations with student achievement/growth data decisions such as assignment, retention, promotion, and compensation. | Report terminations to DOE | Submit a sample staffing plan that reflects human capital decisions - (for example effective and highly effective teachers to high needs schools) | Report all bonuses and salary augmentations to include new adjustments due to new evaluation systems |
| | Based on value-added model results, create a simulation to demonstrate how the new evaluation systems affect staffing decisions | Conduct impact studies | Report terminations to DOE | Report terminations and staffing assignments to DOE |
| | Negotiation with Collective Bargaining Unit | | | Evaluate how bonuses affected student achievement. |
| | Annually submit the Collective Bargaining Agreement | Annually submit the Collective Bargaining Agreement | Annually submit the Collective Bargaining Agreement | Annually submit the Collective Bargaining Agreement |
| | Link the new evaluation system to the IIS reporting system and to the Human Resources database | | | |
| | | | | |

**TABLE 2: TIME TABLE OF RTTT COMPONENTS AND KEY ACTIVITIES
2010-2011 through 2013-2014**

| | | | | |
|---|--|--|--|--|
| Focus Effective Professional Development | Revise the PD system to meet the Florida's Protocol Standards for Professional Development and reflects the inclusion of targeted areas below. | Initial Overview Training Common Core Standards | Training Common Core Standards | Training Common Core Standards |
| | Create a timetable to all new PD in targeted areas of MOU (see below) | Provide PD on differentiation, formative assessment, common planning time use, using student data to drive instruction, new IIS, classroom observation, lesson study | Provide PD on differentiation, formative assessment, common planning time use, using student data to drive instruction, new IIS, classroom observation, lesson study | Provide PD on differentiation, formative assessment, common planning time use, using student data to drive instrn., new IIS, classroom observation, lesson study |
| | Provide PD on differentiation, formative assessment, common planning time use, using student data to drive instruction, new IIS, classroom observation, lesson study | Use teacher and principal evaluation results to plan professional development | Use teacher and principal evaluation results to plan professional development | Use teacher and principal evaluation results to plan professional development |
| | | Timetable for evaluation of PD in the district | Monitor the district's PD system to ensure that it is in alignment with the Protocol Standards, the RTTT MOU and grant | Revise as PD evaluation system as needed |
| Low-Achieving Sch. | Not Applicable | Not Applicable | Not Applicable | Not Applicable |
| Programs for School Improv. | Not Applicable | Not Applicable | Not Applicable | Not Applicable |
| Include Charters in LEA Planning | Disseminate RTTT information at Charter principals' meetings and provide technical assistance. Include Charters in program design and development. | Charters and included in the district's implementation of the RTTT components and deliverables. | Charters and included in the district's implementation of the RTTT components and deliverables. | Charters and included in the district's implementation of the RTTT components and deliverables. |

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

FORM (A)1.

LEA Student Goals and Measures

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

| 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 | | | | | |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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 | | | | | |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

FORM (A)1.

Sarasota County Public Schools: 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 |

SARASOTA COUNTY GOALS

Note: The un-shaded boxes will be pre-populated 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 | 66 | 64 | 65 | 68 | 66 | 68 | 69 | 72 | 76 | 80 | 85 |
| College Going Rate | 53 | 55 | 55 | 57 | 59 | 61 | 64 | 66 | 68 | 72 | 75 |
| College Credit Earning Rate | 71 | 71 | 72 | 72 | 72 | 73 | 73 | 74 | 75 | 76 | 78 |
| Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit | 25 | 25 | 26 | 28 | 28 | 30 | 32 | 35 | 39 | 44 | 50 |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

B. STANDARDS AND ASSESSMENTS

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

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II
Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.

Name: Dr. Pamela Houfek

Title: Director of Professional Development and Teacher Evaluation

Phone #: 941-927-9000, ext. 32103

E-mail Address: pam_houfek@sarasota.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Director of Professional Development | X | X | X | X | X | X |
| Director of Curriculum | X | X | X | X | X | X |
| Program Specialist of Pupil Support Services | X | X | X | X | X | X |
| Program Specialist of Curriculum | X | X | X | X | X | X |
| Program Specialist of Professional Development | X | X | X | X | X | X |
| School-based staff | | | | X | X | |
| Contracted Online PD (Professional Development) Developer | | X | X | X | X | |
| Contracted external trainers | | | | X | X | |
| Substitutes (teachers for training) | | | | X | X | |
| Project Coordinator | | X | X | X | X | X |
| Grant Bookkeeper//Classified | X | X | X | X | X | X |
| Contracted Services Grant Evaluation Specialist | | | X | X | X | X |
| Contracted Services Classified Clerical and data entry | X | X | X | X | X | X |

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

| 1) Deliverable (required): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area. | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Identify school(s) that will implement lesson study. Sarasota does not have a school on the State’s lowest 5% list but will seek to serve our more challenged Differentiated Instruction (DA) schools. | | | X | | | |
| b) Identify grade level(s) and/or subject area(s) based on student achievement data. | | | X | | | |
| c) Collaborate with the principal in the development of a school schedule that will support monthly lesson study without reducing time devoted to student instruction. | X | X | X | X | X | X |
| d) Finalize a schedule for the school(s) that will include collaborative planning devoted to monthly lesson study. | | | X | | | |
| e) Conduct a teacher orientation on lesson study with select teachers in the school(s) and for others that may wish to participate in later years. | | | X | X | X | X |
| f) Project Evaluator will collect evidence on the implementation of Lesson Study Component. | | | X | X | X | X |

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| 2) Deliverable (required): Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) District and school level instructional staffs develop a lesson study calendar based on this data and aligned to School Focus Calendars. | | | X | X | X | X |
| b) Create Lesson Study training workshops using State-provided materials and resources, including online lesson study modules. Model lesson study and provide professional development in lesson study for select teachers that focus on instructional quality, student work, or outcomes. | | | X | X | X | X |
| c) Provide instructional coaching and support for lesson study with select teachers. | | | | X | X | X |
| d) Teachers collect evidence of lesson study (i.e. initial and revised) implemented. | | | X | X | X | X |
| e) Collect evidence of monthly grade level and content lessons that students have learned and instruction improved. | | | | X | X | X |
| f) District staff will review evidence of lesson study on a monthly basis. | | | X | X | X | X |
| g) Progress monitoring data will be collected and analyzed to determine student learning gains. | | | | X | X | X |
| h) Project Evaluator will collect evidence on the implementation of Lesson Study Component and the monthly collection of a lesson for DOE submission. | | | X | X | X | X |

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| 3) Deliverable (required): Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) District Offices of Professional Development and Curriculum and Instruction will work with the DOE liaisons, district specialists and participating teachers to develop lesson plan training materials, including online modules, to assist in sustaining this effort. Trainers will research the implementation of video aids to assist with lesson study observations. | | | X | X | X | X |
| b) District Offices of Professional Development and Curriculum as well as school-level leaders and coaches provide school staff professional development on lesson study through modeling of first month's Next Generation Sunshine State Standard lesson(s) including teaching, observing, analyzing student learning, and designing improved instruction with classroom follow-up. | | | X | X | X | X |
| c) District Offices of Professional Development and Curriculum continue to support the implementation of lesson study throughout the school year while transitioning from the leads to supporters and observers of school level leads. | | | | X | X | X |
| d) Identify the administrator(s) of the school(s) who will participate in lesson study. | | | X | | | |
| e) Identify the select teachers, by grade level and content area, who will participate in lesson study. | | | | X | X | X |
| f) Collect roster(s) of school administrator(s) and participating teachers, by grade level and content area who conducted lesson study. | | | X | X | X | X |
| g) Project Evaluator will collect evidence on the implementation of Lesson Study Component. | | | X | X | X | X |

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| | | | | | | |
|---|--|-------------------------|-------------------------|---------|---------|---------|
| 4) Deliverable (required): 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 |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | a) Project evaluator will organize the collection of Lesson Study implementation evidence. | | | X | X | X |
| b) School instruction and curriculum leads and coaches maintain video and lesson materials that support improved instruction & student performance through lesson study. | | | | X | X | X |
| c) Teachers collect evidence of lesson study (i.e. initial and revised) implemented. | | | X | X | X | X |
| d) District staff will review evidence of lesson study on a monthly basis. | | | X | X | X | X |
| e) Select one participating teacher’s improved lesson plan for submission. | | | X | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|-----------|----------|---------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$4,285 | \$8,137 | \$37,085 | \$108,251 | \$93,231 | \$6,567 |

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

- The district utilizes select school sites as a model for Lesson Study expansion.
- Teachers, trained in lesson study will continue to use reflective practice to analyze lesson implementation to improve student achievement.
- Teachers will provide leadership to colleagues, reinforcing the use of lesson study.
- Teachers who have successfully implemented lesson study will become professional development mentors for new cohort(s) of teachers learning how to implement lesson study.
- Teachers will embed lesson study in weekly collaborative planning time.

Supporting Narrative (optional):
A three-day lesson study summer institute will be provided for approximately 30 teachers during the first year. Substitutes will be provided on a monthly basis for teachers to participate in lesson study. After teachers have successfully implemented lesson study, they will become professional development mentors for new cohort(s) of teachers learning how to implement lesson study. The intensity of district level support throughout the year will be dependent upon evidence of improved student learning and improved instruction at each grade level and in each content area.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Ms. Melissa Morrow
Title: Director of Career and Technical Education
Phone #: 941-927-9000
E-mail Address: Melissa_morrow@sarasota.k12.fl.us

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

- Deliverables (minimum required evidence):**
1. Submission of a 4-year LEA timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
 2. Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.
 3. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications.

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Director of Career & Technical Education | X | X | X | X | X | X |
| Career & Technical Education Program Specialist | X | X | X | X | X | X |
| Career & Technical Education Program Specialist | X | X | X | X | X | X |
| Substitutes (for teachers in training) | | | X | X | X | |
| Project Coordinator | | X | X | X | X | X |
| Grant Bookkeeper//Classified | X | X | X | X | X | X |
| Contracted Services Grant Evaluation Specialist | | | X | X | X | X |

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| 1) Deliverable (required): 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 & technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2013-2014 who were awarded industry certifications. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Survey labor market data | X | | | | | |
| b) Identify 09-10 STEM career and technical education (CTE) course offerings and enrollments | X | | | | | |
| c) Monitor and report # of students awarded industry certifications in STEM CTE courses currently offered | | | X | X | X | X |
| d) Implement courses associated with new STEM CTE Program | | | | X | X | X |
| e) Implement industry certification exams aligned to new STEM CTE program | | | | | | X |
| f) Report industry certification results for students enrolled in new STEM CTE program | | | | | | X |

| 2) Deliverable (required): Evidence of funding allocated providing for the costs associated with student candidates' industry certification exams. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Develop budget for industry certification exams associated with new STEM program, identifying funding sources. | | | | | X | |
| b) Develop budget for student industry certification test preparation and instructional materials | | | X | X | X | |
| c) Submit documentation of budget line items and funding sources for student certifications | | | | | | X |

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| 3) Deliverable (required): Documentation of implementation of a complete program that results in industry certification | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Identify new STEM program and school location for implementation based on analysis of local employer needs and that includes at least one CTE course that has significant integration of math or science that will satisfy core requirements. | | X | | | | |
| b) Identify equipment and facility needs for new STEM program implementation | | X | | | | |
| c) Identify instructional resources required for successful implementation of new STEM program | | X | | | | |
| d) Submit purchase orders for all required furniture, fixtures, instructional resources, and equipment for implementation of new STEM program | | | X | | | |
| e) Identify teacher training needs for attainment of teacher industry certification | | X | | | | |
| f) Implement professional development training for teachers involved in the implementation of the new STEM program | | | | X | X | X |
| g) Implement courses associated with new STEM program | | | | X | X | X |
| h) Develop marketing strategy for parents, students, and community to increase awareness of new course offerings | | | | X | X | X |
| i) Project Evaluator will collect evidence on the implementation of the STEM Component. | | | X | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--------------------------------|-------------------------|-------------------------|-------------------------|-----------|----------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$1,310 | \$2,292 | \$160,298 | \$137,415 | \$19,917 | \$6,317 |

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

Bonus FTE funding generated through industry certifications earned as a career and professional education (CAPE) Academy will provide ongoing support for the new STEM CTE program, as well as our other CAPE Academies throughout the district. Our federal Carl D. Perkins funds provide ongoing support for all CTE programs by providing professional development, student industry certification exam costs, instructional materials and test preparation materials, as well as furniture, fixtures, equipment, and software needed for implementation of quality CTE programs.

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Supporting Narrative (optional):

Many of the costs associated with implementation of new and existing STEM-related career and technical programs are already absorbed through district and federal grant funding, including operating costs for teacher salaries, equipment and software upgrades, and student industry certification costs. Race to the Top funding will enable the startup costs required for implementation of the new STEM pathway, which will then become an integral part of the district-supported STEM programs.

Our strong local partnerships with Chambers of Commerce, the Suncoast Workforce Board, and Economic Development Corporation provide ongoing community support for our CTE programs and for STEM initiatives. In addition, the Gulf Coast Community Foundation of Venice is providing ongoing support to enhance and strengthen our existing STEM career and technical pathways throughout the district.

Our district has invested over \$10 million over the past three years to improve and enhance our career and technical program offerings to students at all middle and high schools and to implement quality CAPE academies. In addition, we provide district level oversight and support through district and grant-funded positions for our Director of Career and Technical Education and two Career and Technical Education Program Specialists.

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

n/a

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Mr. Steven Cantees

Title: Executive Director of High Schools

Phone #: 941-927-9000

E-mail Address: steven_cantees@sarasota.12.fl.us

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

Deliverables (minimum required evidence):

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Executive Director of High Schools | X | X | X | X | X | X |
| Director of Career and Technical Education | X | X | X | X | X | X |
| Director of Curriculum and Instruction | X | X | X | X | X | X |
| High School Principals | X | X | X | X | X | X |
| Program Specialist - Guidance | X | X | X | X | X | X |
| Program Specialist- Mathematics - | X | X | X | X | X | X |
| Program Specialist- Science | X | X | X | X | X | X |
| Substitutes (for teachers in training) | | X | X | X | X | X |
| Project Coordinator | | X | X | X | X | X |
| Grant Bookkeeper//Classified | X | X | X | X | X | X |
| Contracted Services Grant Evaluation Specialist | | | X | X | X | X |

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

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| 1) Deliverable (required): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies. | X | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Identify 09-10 accelerated STEM course offerings and enrollments (baseline), including any gaps in meeting Senate Bill 4 requirements | X | | | | | |
| b) Analyze school-by-school course offerings and determine where opportunities to expand accelerated STEM course offerings exist | X | X | X | X | X | X |

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| 2) Deliverable (required): Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Work with district high school scheduling committee to identify and schedule courses to be implemented for following school year | | X | X | X | X | X |
| b) Determine teacher certification requirements and training needs for new accelerated STEM course implementation | | | | X | X | X |
| c) Identify instructional resources required for successful implementation of new accelerated STEM courses | | | | X | X | X |
| d) Submit purchase orders for all required instructional resources for implementation of new accelerated STEM courses | | | | X | X | X |
| e) Determine costs associated with student exams required for additional accelerated STEM courses | | | | X | X | X |
| f) Implement professional development training for teachers involved in the implementation of additional accelerated STEM courses | | | | X | X | X |
| g) Implement additional accelerated STEM courses at each district high school | | | | | X | X |
| h) Develop marketing strategy for parents, students, and community to increase awareness of new course offerings. | | | | X | X | X |
| i) Project Evaluator will collect evidence on the implementation of STEM Component. | | | X | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--------------------------------|-------------------------|-------------------------|-------------------------|-----------|-----------|----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$1,310 | \$11,235 | \$11,987 | \$ 47,943 | \$ 47,943 | \$ 6,317 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 Bonus FTE funds generated through Advanced Placement, AICE, IB, and industry certification will be used to offset the costs associated with implementing the accelerated STEM courses. District and federal grant funds will be used to provide ongoing support for teacher salary, professional development, instructional resources, and other course and program implementation requirements.

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Supporting Narrative (optional):

Sarasota County has been increasing and improving our rigorous course offerings at each of our high schools to include more courses and more students over the past two years. We have a process in place to evaluate student performance in our accelerated courses.

In addition to Race to the Top, our district has recently acquired a five-year grant from the local Gulf Coast Community Foundation of Venice to improve and enhance our accelerated STEM course offerings by providing additional teacher training, improving access and support for students, and providing additional course offerings in STEM-related areas. The support received will enable us to identify more students with a potential for success at an earlier rate through use of formative assessments, career interest profiling, parent communication and involvement, and community marketing.

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

n/a

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Denise Cantalupo

Title: Supervisor, Research Assessment and Evaluation

Phone #: 941-927-9000 ext. 32175

E-mail Address: denise_cantalupo@sarasota.k12.fl.us

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

Deliverable (minimum required evidence):

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Supervisor, Research, Assessment and Evaluation | X | X | X | X | X | X |
| Specialist, Research, Assessment and Evaluation | | X | X | X | X | X |
| Specialist, Research, Assessment and Evaluation | | X | X | X | X | X |

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| 1) Deliverable (required): Completion and submission of computer-based testing readiness certification through Florida’s online tool. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|-------------------------|-------------------------|-------------------------|----------|----------|----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Provide school – level analysis of computer access capability to state formative and summative online assessments. | X | X | X | | | |
| b) Provide training in computer-based testing protocol, logistics, and best practice | | X | X | X | X | X |
| c) Purchase required computer hardware. | | | X | | | |
| d) Project Evaluator will collect evidence on the implementation the Technology for Improved Instruction and Assessment Component. | | | X | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--------------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$0 | \$50,000 | \$0 | \$0 | \$0 |

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

The district is already well-prepared for computer-based testing with the majority of hardware, connectivity and other infrastructure in place, and teacher training complete or in progress. Once in place, hardware will undergo routine maintenance and will be included in the district’s replacement plan. Teachers will continue to support one another and regular, ongoing professional development will keep teacher skills current.

Supporting Narrative (optional):

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

n/a

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

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

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

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

(i) Use of local instructional improvement systems

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

(iii) Availability and accessibility of data to researchers

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

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

(ii) Professional development on use of data

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

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II
Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Denise Cantalupo

Title: Supervisor, Research Assessment and Evaluation

Phone #: 941-927-9000 ext. 32175

E-mail Address: denise_cantalupo@sarasota.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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

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

3. Single sign-on integration with the Department.

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

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

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

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

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Supervisor of Research Assessment and Evaluation | X | X | X | X | X | X |
| Specialist Research Assessment and Evaluation | X | X | X | X | X | X |
| Director of Instructional Technology | X | X | X | X | X | X |
| Contracted Services - Classified Specialist (MIS [Management Information Services]- Assist with data transfer reports to DOE) | | X | X | X | X | X |
| Project Coordinator | | X | X | X | X | X |
| Grant Bookkeeper//Classified | X | X | X | X | X | X |
| Contracted Services Grant Evaluation Specialist | | | X | X | X | X |

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

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

| 1) Deliverable (required): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Collect baseline data on the number of each type of staff and those accessing state data via single-sign on. | X | | | | | |
| b) Ensure that single sign on is available to administrative and instructional personnel at all schools, including charters | | | | X | | |
| c) Train instructional and administrative staff in the use of a single sign-on. | | | | X | X | X |

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| 2) Deliverable (required): Single Sign-on Integration Readiness Certification | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) The Research, Assessment and Evaluation (RAE) and IT (Information Technology) Departments will complete the Sign-on Integration Readiness Certification forms when available. | | | | X | X | X |

| 3) Deliverable (required): Single sign-on integration with the Department | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) The RAE and IT team will document the availability of a single sign-on integration with DOE and provide professional development (PD) to stakeholders. | | | | X | X | X |
| b) The RAE team will provide ongoing training on using the single sign on to access and apply state data in local decisions at the district and school levels. Charter schools will be included in training sessions. | | | | X | X | X |

| 4) Deliverable (required): For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) RAE will incorporate State level data downloads into the new Instructional Information System. | | | | | X | X |
| b) RAE will provide on-going training in the use of State data for instructional comparative purposes, and in district decision making. | | | | | X | X |
| c) Project Evaluator will collect evidence on the implementation of this component. | | | | X | X | X |

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| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------------|-------------------------|-------------------------|-------------------------|----------|----------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$1,310 | \$3,267 | \$3,767 | \$15,068 | \$15,068 | \$6,067 |

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

By the end of the grant period, teachers should be familiar and comfortable using the single sign-on to access State data. In addition, all systems will be fully functional and easily sustained.

Supporting Narrative (optional):
The Office of Research, Evaluation and Assessment has offered extensive professional development in the use of data for several years. The RTTT funds will enhance our ongoing efforts to provide increased professional development for students, teachers, and administrators in this area. As state level downloads become available, district research staff will incorporate these data into our local systems to enhance our existing information. This information will be used by district and school staff to monitor the course of instruction for students and in school improvement efforts. In addition, state data will be used in local research efforts for continuous improvement in student achievement.

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

n/a

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LEA FINAL SCOPE OF WORK – EXHIBIT II
Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Denise Cantalupo
Title: Supervisor Research Assessment and Evaluation
Phone #: 941-927-9000 ext. 32175
E-mail Address: denise_cantalupo@sarasota.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Supervisor, Research, Assessment and Evaluation | X | X | X | X | X | X |
| Specialist, Research, Assessment and Evaluation | | X | X | X | X | X |
| Specialist, Research, Assessment and Evaluation | | X | X | X | X | X |
| Statistical Analyst, Research, Assessment and Evaluation | | X | X | X | X | X |

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| | | | | | | |
|---|---|---|---|---|---|---|
| Contracted Services - IIS (Instructional Improvement System) Designer, RTTT (RAE) | X | | X | X | | |
| Contracted Services for IIS program development (RAE) | | X | X | X | X | |
| Contracted Services Online PD Developer, RTTT (RAE) | | | | X | X | X |
| RTTT Project Coordinator (RAE) | | X | X | X | X | X |
| Grant Bookkeeper//Classified (RAE) | X | X | X | X | X | X |
| Contracted Services Grant Evaluation Specialist (RAE) | | | X | X | X | X |
| Contracted Services clerical and data entry (RAE) | | | | X | X | |
| Substitutes (teachers in training) | | | | X | X | X |
| School-based staff | | | | X | X | |
| External trainers | | | | X | X | |
| Contracted assessment services | | X | X | X | X | X |
| Contracted statistical support | | X | X | X | | |
| Contracted analytical support | | | X | X | X | |

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

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| 1) Deliverable (required): For local instructional improvement systems, provide a report that includes: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a. Name of the system | | X | . | | | |
| b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research | | | | X | X | X |
| c. How the system is accessed and used by students and parents | | | | | X | X |
| d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applic. | | | | X | X | X |
| e. A description of the student growth data available to users on the system | | | | X | X | X |
| f. How frequently students, teachers, parents, & principals access the system | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2nd Quarter | 3rd Quarter | 4th Quarter | | | |
| a) Collect information and reporting /instructional data needs from stakeholders | X | X | X | | | |
| b) RAE leads the coordination & creation of a user –friendly Instructional Improvement System (IIS) for use by all schools, including charters. Research Team will inventory existing reports, databases, programming necessary to design IIS. | X | X | X | X | | |
| c) Research Team will receive ongoing PD in reporting services, web services and SharePoint (existing technology) | X | X | X | | | |
| d) Contract with an IIS Designer to oversee the IIS creation and coordinate with other district research departments and programmers to acquire system components, code and to translate existing reports, and create the ‘base’ system and train RAE staff in IIS structure and design. | X | X | X | X | X | |
| e) Research and purchase technical storage (servers) and additional licensing needed to implement the planned IIS and additional online assessments. | | | X | X | | |
| f) Contract with programmers to construct a base IIS with student interface capability for displaying and capturing data. | | X | X | X | X | |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| ASSESSMENTS: | | | | | | |
|--|--|--|---|---|---|---|
| a) Contract for additional assessment services | | | X | | | |
| b) Create online training modules for new online assessments | | | X | X | | |
| c) Coordinate & network with other distr. to procure additional assessm./item banks | | | X | X | X | X |
| d) Coordinate with the IIS developers to create online assessment capability, scoring mechanisms and reporting | | | X | X | | |
| e) Provide school – level analysis of computer access capability to new IIS, including charter schools. | | | X | X | | |
| f) Create and procure assessments in non-FCAT tested areas | | | | | X | X |
| g) Pilot use of new assessments | | | | | X | X |
| h) Integrate assessment results into the IIS | | | | | X | X |
| i) Download state data into IIS | | | | X | X | X |
| j) Download both state and district data on each new assessment into the IIS | | | | X | X | X |
| k) Creation of Initial Interim Assessment Result Reports linked to the Instructional Focus Calendar on Teacher, Admin. Levels | | | | X | X | X |
| l) Creation of Science Interim Assessment Result Reports linked to the Instructional Focus Calendar on Teacher, Admin. Levels | | | | X | X | X |
| m) Creation of Multi-Metric Achievement Reports in Mathematics, Reading incorporating proficiency & growth data on student, parent, teacher & admin. levels | | | | X | X | X |
| n) Creation of Annual Reading and Mathematics Teacher Evaluation Report based on value added methodology | | | | X | X | X |
| o) Creation of Annual Teacher Evaluation Report based on value added methodology for other academic areas, as additional assessments are acquired. Include participating charter schools | | | | | X | X |
| p) Turn-key PD in IIS interactive report development for school-based personnel, including those at charters | | | | X | X | X |
| q) Ongoing PD provided to teachers to use assessment and other metric information to guide classroom instruction and Response to Intervention (RTI) processes, including charter schools | | | X | X | X | X |
| r) Ongoing PD provided to teachers, students, parents, administration, & community stakeholders in achievement report interpretation, report access, data application, including charter schools | | | X | X | X | X |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 2) Deliverable (required): | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department. | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) The Office of Research, Assessment and Evaluation will research and compare IIS products to ensure their minimum compliance with state requirements prior to acquisition | | X | X | | | |
| b) The Office of Research, Assessment and Evaluation will acquire compliant IIS system | | | X | | | |
| c) The Office of Research, Assessment and Evaluation will complete DOE sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. | | | X | X | X | X |
| d) LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from DOE. | | | X | X | X | X |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 3) Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| a) RAE will incorporate download and upload capabilities into the design of the IIS | | | | X | X | X |
| b) RAE will upload local data to the state on a requested basis for approved research purposes. | | | | X | X | X |
| c) RAE will provide all local contact information needed. | | | | X | X | X |
| d) Project Evaluator will collect evidence on the implementation of Use Data to Improve Instruction Component. | | | X | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|-----------|-----------|----------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$10,119 | \$41,959 | \$476,656 | \$568,448 | \$503,947 | \$87,732 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* The Office of Research, Assessment and Evaluation will work will contract with a reporting system designer and contracted programmers during each year of the grant in diminishing amounts to coordinate the transition of currently available reports to an interactive, dynamic Instructional Improvement System (IIS). The new IIS will be developed locally with instructional stakeholders to meet instructional needs. The predominant goal of the IIS is to assist teachers to use a more targeted classroom approach and to foster the development of independent student learning through the RTI process. During development, the RAE staff will be trained in Reporting Services to further design, program, and maintain the IIS after project funds have exhausted. Reporting Services is currently district owned and will ultimately link with the local data repository and state data repository for more comprehensive data use. This local ownership and maintenance will prevent long term hosting fees and long-term vendor contracts for upgrades.

Supporting Narrative (optional):
The new IIS will be developed locally with instructional stakeholders to meet instructional needs. The predominant goal of the IIS is to assist teachers to use a more targeted classroom approach and to foster the development of independent student learning.

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

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D. GREAT TEACHERS AND LEADERS

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

(ii) Alternative routes to certification that are in use

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

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

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

(i) Measure student growth

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

(ii) Design and implement evaluation systems

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(iii) Conduct annual evaluations

For Teachers:

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

For Principals:

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

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

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

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

For Teachers:

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

For Principals:

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

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

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

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

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

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

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

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

(iv)(d) Use evaluations to inform removal

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

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

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

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

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

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

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

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

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

(i) Quality professional development

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

For Teachers:

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

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

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

For Principals:

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

(ii) Measure effectiveness of professional development

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

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

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: Provide Support for Educator Preparation Programs – (D) (1) (ii)

Please indicate one LEA point of contact for this Project.
Name: Dr. Pamela Houfek
Title: Director of Professional Development and Teacher Evaluation
Phone #: 941-927-9000, ext. 32103
E-mail Address: pam_houfek@sarasota.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Internship placement coordinator | | | X | X | X | X |
| Internship placement coordinator | | | X | X | X | X |
| Director of School Leadership Development | | | X | X | X | X |
| Alternative Certification Program Coordinator | | | X | X | X | X |
| Director of Human Resources | | | X | X | X | X |
| University Collaboration Team (UCT) members | | | X | X | X | X |
| District Trainers (PD) | | | | X | X | |
| Contracted Programmatic Development RTTT (RAE) | | | X | X | X | X |
| Contracted Services Grant Evaluation Specialist (RAE) | | | X | X | X | X |
| Contracted Services Classified Clerical and data entry (PD) | | | | X | X | |
| Project Coordinator | | X | X | X | X | X |
| Grant Bookkeeper//Classified | X | X | X | X | X | X |

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

| 1) Deliverable (required): 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 | | | |
| | X | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/1x2 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Establish university collaboration team for teacher preparation (UCT) membership and goals. | | X | | X | X | X |
| b) Confer with the supervisor of interns at the following institutions to identify intern needs and school internship placements: University of South Florida Keiser University University of West Florida University of Florida Florida State University Gulf Coast University Argosy University Webster University Grand Canyon University Ashland University | X | | X | X | X | X |
| c) UCT meetings held (twice per year in year 1, once per year thereafter) | | X | X | X | X | X |
| d) Annual report on school leadership | | | | X | X | X |
| e) Clinical Education Training | | X | | X | X | X |
| f) Intern Supervision Training | | X | | X | X | X |
| g) Confer with principal | | X | | X | X | X |
| h) Confer with supervising teacher | | X | | X | X | X |

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| 2) Deliverable (required): Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Train all instructional administrators in the PRIDE (Professional Rubrics Investing and Developing Educator Excellence) Teacher Evaluation System which includes the Florida Accomplished Practices. | | | | X | X | X |
| b) Train all teachers in the PRIDE Teacher Evaluation System which includes the Florida Accomplished Practices. | | | | X | X | X |
| c) | | | | | | |
| d) Orient administrators to Sarasota County Induction Program (SCIP) in the selection and assignment of mentors. | | | | X | X | X |
| e) PRIDE Orientation Training for Administrators | | | | X | X | X |
| f) PRIDE Orientation Training for Teachers | | | | X | X | X |
| g) PRIDE Teaching for Success Training | X | | X | | | |
| h) SCIP Mentor Training for Teachers | | | X | X | X | X |
| i) SCIP Orientation Training for Administrators | | | | X | X | X |
| j) Lead Mentor Update Training | | | X | X | X | X |
| k) FPMS (Florida Performance Measurement System) Training | | | X | X | X | X |
| l) FPMS (Florida Performance Measurement System) Recertification Training | | | X | X | X | X |
| m) Program leads from District Alternative Certified Program (DACP) and internship placement supervisor determine placements | X | | | | | |
| n) Plan reviewed and approved by School Board as part of RTTT Scope of Work | X | | | | | |
| o) Plan submitted with Scope of Work to FLDOE | X | | | | | |

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| 3) Deliverable (required): Description of qualifications of personnel to serve as cooperating teachers/supervise interns or as peer mentors. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th quarter | | | |
| a) Verification of teacher evaluations | | | | X | X | X |
| b) Written confirmation from principal | | | | X | X | X |
| c) Clinical Education training | | | | X | X | X |
| d) PRIDE Teaching for Success training | | | | X | X | X |
| e) Analysis of survey and individual effectiveness results; review of teacher – student data reports. | | | | X | | |
| f) Targets set for effectiveness of selected supervisors and mentors. | | | | X | | |
| g) Based on current targets, make adjustments based on data analysis and set targets for effectiveness levels for newly assigned/hired supervisors and mentors. | | | | | X | |

| 4) Deliverable (required): Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Train principals and assistant principals on qualifications for selecting and assigning interns supervisors and peer mentors (continue training for newly assigned administrators). | | | | X | X | X |
| b) Disseminate to schools the process for collecting data from school sites on assignment of effective intern supervisors and peer mentors. | | | | X | | |
| c) Meet with MIS (Management Information Services) to establish internal process to review and report accurate data on mentors and cooperating teachers. | | | | X | | |
| d) Produce annual report for School Board showing results of new process for selecting and assigning intern supervisors and peer mentors. | | | | | X | X |
| e) Data base of mentors will be updated and reported to DOE. | | | | X | X | X |

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| 5) Deliverable (required): Annual DPEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Annual report for district alternative certification for teacher program. | X | | | X | X | X |
| b) Review current ACT program, revise based on new state assessments and revised teacher evaluation system. | | | | X | | |
| c) Approval of revised ACT program. | | | | X | | |
| d) Implement revised ACT program. | | | | | X | X |
| e) Annual report for School Leadership program. | X | | | X | X | X |
| f) Implement all requirements for School Leadership program for Continued Approval Standard Three. | | | | X | X | X |
| g) Surveys given to interns and alternative certified participants regarding effectiveness of assigned mentors. | | | | X | X | X |
| h) Review results of surveys and include in the analysis for DPEP. | | | | X | X | X |
| i) Based on analysis of survey results, performance results for peer mentors and student learning outcomes of participants, reassign peer mentors to participants as needed based on performance reviews. | | | | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--------------------------------|-------------------------|-------------------------|-------------------------|----------|----------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$1,310 | \$2,292 | \$3,542 | \$31,533 | \$31,535 | \$6,066 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
Sarasota has a 20+ year history of formally supporting interns and new teachers through induction and mentoring programs. Coaching training is highly valued by the school district administrators and teachers. Coaching and mentoring of teachers is a required standard in the Florida Professional Development Evaluation Protocol and will contribute to the retention of teachers.

Supporting Narrative (optional):
UCT will include the Director or Professional Development, Director of Human Resources, Alternative Certified Program participants, Program Specialist Coordinators on Interns, and one representative from each service area

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institution that places interns in district schools.

- The team will first document the process for placing interns and selecting peer mentors for alternative certified program participants currently in use.
- In the second year after a state value added measure is selected, the team will incorporate this information into teacher evaluations and use the results in the selection process.
- Improvements to process for collaboration and decision making with participating institutions will be added to the plan and executed in years three and four so that interns receive the most appropriate teacher and placement for their internships.
- Baseline data on current supervising teachers and peer mentors will be collected at the end of years one and two and targets for the percentages of effective teachers and administrators assigned to supervise/mentor will be set at the end of year two.
- Interns and alternative certified participants will be surveyed in years one and two for baseline satisfaction data on their supervisors/mentors.
- Targets will be set at the end of year two for improvements in supervisor/mentor performance regarding satisfaction rates. These will be compared with same surveys given to interns and alt cert participants in years three and four.
- The UCT will calculate the percentage of effective and highly effective personnel assigned to these positions in years 3 and 4. This will be included in the annual report to the School Board. An analysis will be performed in the annual report for years three and four comparing the effectiveness data (from individual evaluation results) with the satisfaction surveys to determine promising practices and changes in procedures. All of these processes and outcomes pertaining to DACP (District Alternative Certified Program) participants will be reported in the DPEP (District Program Evaluation Plan)
- ACT program will be revised in year two to incorporate the new state assessments and revised teacher evaluation system that includes student achievement / student growth data.

Race to the Top grant will afford the district the opportunity to train peer mentors and supervising teachers during the summer. The district will continue to provide stipends to peer mentors and the collaborating universities will provide continuing education tuition waivers to supervising teachers.

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

n/a

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Michael Jones

Title: Executive Director of Human Resources

Phone #: 941-927-9000, ext. 31205

E-mail Address: Michael_Jones@sarasota.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Director of Human Resources | X | | | X | X | X |
| Director of Professional Development and Teacher Evaluation | X | | | X | X | X |
| Director of Leadership Development | X | | | X | X | X |
| Supervisor of Research, Evaluation, and Assessment | X | | | X | X | X |
| SC/TA Union Representative | X | | | X | X | X |
| School based Administrator Representative | X | | | X | X | X |
| Contracted analytical support - Growth Model design and simulations | | | X | X | X | X |
| Contracted Services –Compensation consultant (HR) | | | | X | X | |
| Contracted Services Appraisal Specialist | | | X | X | X | X |
| Contracted Services Classified Clerical and data entry | | | | X | X | |
| Contracted Online PD Developer | | X | X | X | X | |
| Contracted Programmatic Development RTTT for linking to the new IIS system | | | X | X | X | |
| Contracted Services Grant Evaluation Specialist | | | X | X | X | X |

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| | | | | | | |
|------------------------------|---|---|---|---|---|---|
| Project Coordinator | | X | X | X | X | X |
| Grant Bookkeeper//Classified | X | X | X | X | X | X |
| Contracted legal services | | | | | | X |

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

| 1) Deliverable (required): 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). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | <i>No later than May 1</i> | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Consult with collective bargaining about the implementation of the new teacher appraisal system with core subject area teachers. | | | X | | | |
| b) Planning Year: <ul style="list-style-type: none"> • Research effective teacher appraisal systems designed to increase student achievement. • Determine the need for special procedures for non-FCAT related content area and the district and school level instructional improvement plans. • Consider the professional development needs of instructional personnel • Include a comprehensive range of ratings that must include the rating categories of highly effective and effective | | X | X | | | |
| c) Create a local implementation model incorporating each RTTT component to include: growth component, core effective practices, at minimum one additional metric, and includes multiple ratings (effective and highly effective). Multi-metrics will be included for teachers approaching a milestone event as defined in the RTTT application. | | | X | | | |
| d) Implement a revised teacher appraisal system based 50% on student performance and 50% on other metrics for teachers in grades and subjects for which student growth measures have been developed by | | | | X | X | X |

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| | | | | | | |
|--|--|----------|----------|----------|----------|----------|
| DOE. The 50% of nonstudent performance measures will align with the Florida Educator Accomplished Practices and include the evaluation of core effective practices. Special consideration will be given to teachers who are out-of field. | | | | | | |
| e) Implement the revised teacher appraisal system based 50% on student performance and 50% on other metrics for teachers in grades and subjects for which student growth measures have been developed by DOE for other non-FCAT tested areas where suitable assessments which can measure growth are available. The 50% of nonstudent performance measures will align with the Florida Educator Accomplished Practices and include the evaluation of core effective practices. Special consideration will be given to teachers who are out-of field. | | | | | | X |
| f) For teachers in a year prior to a milestone event, the new appraisal systems will evolve to be multi-metric to include: Student Growth, Observation, An additional Metric | | | | | | X |
| g) Run simulation models of the plan with historical and predictive data to determine the instructional and fiscal impact of each new growth model based on new assessment information. Repeat simulations as modifications are made. | | | X | X | X | X |
| h) Consult with stakeholders to receive feedback and provide support as needed. | | X | X | X | X | X |
| i) Produce and use media information for all stakeholders to ensure transparency and correct information is disseminated before the appraisal takes place | | | | X | X | X |
| j) Frequency of Evaluation: First Year Teachers: will be evaluated multiple times and the evaluations will be integrated with the districts beginning support programs to include observations on the core effective practices. All Other Teachers: once a year. | | | | X | X | X |
| k) Ongoing training for individuals using the system will be provided. | | | | X | X | X |
| l) Ongoing assessment of the teacher appraisal system with revisions as necessary. Information from the evaluation system will be sent to support the continuous improvement of teachers. | | | X | X | X | X |

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| 2) Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| a) Create a transparent and reader-friendly timetable for implementing the teacher evaluation system. | X | | | | | |
| b) Identify stakeholders to participate in planning and scheduling of activities and evaluation change process to ensure representation of all stakeholders. | X | | | | | |
| c) Develop timetable for negotiations and schedule group/informational meetings during each level of implementation. | | X | X | X | X | X |

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| 3) Deliverable (required): A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Research effective principal appraisal systems designed to enhance staff and school performance and increase student achievement. | | | X | | | |
| b) Create a local principal evaluation model incorporating each RTTT component to include: growth component, core effective practices, at minimum one additional metric, and includes multiple ratings (effective and highly effective). Multi-metrics will be included for principals approaching a milestone event as defined in the RTTT application. The model will be designed to support school improvement plans, and support continuous quality improvement. Parental input will be sought as applicable. | | | X | | | |
| c) Implement the new principal appraisal system based 50% on student performance and 50% on other metrics for principals in grades and subjects for which student growth measures have been developed by DOE. These other metrics will emphasize the Principal Leadership Standards to include recruiting and retaining effective teachers, improving teacher effectiveness and removing ineffective teachers. The evaluation system must include effective and highly effective ratings. The evaluation will be annual. | | | | X | | |
| d) Implement the new principal appraisal system based 50% on student performance and 50% on other metrics for teachers in grades and subjects for which student growth measures have been developed by DOE for other non-FCAT tested areas where suitable assessments which can measure growth are available. The evaluation will be annual. | | | | | | X |
| e) Run simulation models of the plan with historical and predictive data to determine the instructional and fiscal impact of each | | | X | X | X | X |

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

| | | | | | | |
|---|--|--|----------|----------|----------|----------|
| new growth model based on new assessment information. Repeat simulations as modifications are made. | | | | | | |
| f) Consult with stakeholders to receive feedback and provide support as needed. All principals must be fully informed prior to using the new evaluation system. | | | | X | X | X |
| g) Produce and use media information for all stakeholders to ensure transparency and correct information is disseminated | | | | X | X | X |
| h) Ongoing training for individuals using the system will be provided. | | | | X | X | X |
| i) Ongoing evaluation of the principal appraisal system with revisions as necessary. | | | X | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| 4) Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| a) Create a transparent and reader-friendly timetable for implementing the teacher evaluation system. | X | | | | | |
| b) Identify stakeholders to participate in planning and scheduling of activities and evaluation change process to ensure representation of all stakeholders. | X | | | | | |
| c) Develop timetable/ schedule for informational meetings during each level of implementation. | | | X | X | X | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| 5) Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| a) District staff will ensure that MIS staff receives appropriate training to submit necessary data elements to DOE during the survey windows. | | | X | X | X | X |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|----------|----------|----------|
| 6) Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Evaluate the fiscal and instruction impact of teacher and principal evaluation system | | | | X | X | X |
| b) Implement revision process including relevant stakeholders to evaluate the effectiveness of the teacher and principal evaluation systems annually. | | | | X | X | X |
| c) Submit revisions of the teacher and principal evaluation systems to DOE, if needed. | | | | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|-----------|-----------|----------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$1,310 | \$10,305 | \$19,080 | \$128,209 | \$128,209 | \$93,864 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* The revised teacher and principal appraisal systems, that are aligned to state statute, will be developed and maintained by the district. All project expenditures for planning, program design, programmatic changes, technical adaptations will be led and supervised by district staff with the advice of contracted services as applicable. This approach augmented by enhanced planning, training of all stakeholders, alignment with a new IIS, will facilitate sustained effort in the future.

Supporting Narrative (optional): Sarasota County Public Schools will plan during the 2010-2011 academic year to redesign the evaluation and reporting system of personnel required by RTTT. All planning and implementation activities thereafter will be carefully managed and conducted with sustained stakeholder feedback to ensure that all employee concerns are appreciated and considered.

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

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Michael Jones
Title: Executive Director of Human Resources
Phone #: 941-927-9000. ext. 32105
E-mail Address: Michael_Jones @sarasota.k12.fl.us

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

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Director of Human Resources | | | X | X | X | X |
| Director of Professional Development and Teacher Evaluation | | | X | X | X | X |
| Director of Leadership Development: | | | X | X | X | X |
| Supervisor of Research, Evaluation and Assessment | | | X | X | X | X |
| SC/TA (Sarasota Classified/Teacher Association) Union Representative(s) | | | X | X | X | X |
| Deputy Director of Finance | | | X | X | X | X |

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| | | | | | | |
|---|---|---|---|---|---|---|
| School-based Administrator | | | X | X | X | X |
| Contracted Statistical analytical support (RAE) | | | X | X | X | X |
| Contracted Services – Compensation consultant, RTTT (HR) | | | | X | X | |
| Contracted Services Information Specialist/Trainer, RTTT (HR) | | X | X | X | X | |
| Contracted Services Appraisal Specialist (PD) | | X | X | X | X | X |
| Contracted Services Classified Clerical and data entry (HR) | | | | X | X | X |
| Contracted Services Grant Evaluation Specialist (RAE) | | | X | X | X | X |
| Contracted Online PD Developer | | | | X | X | |
| Contracted IIS program development | | | X | X | X | |
| Project Coordinator | | X | X | X | X | X |
| Grant Bookkeeper//Classified | X | X | X | X | X | X |
| Contracted legal services | | | | | | X |

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

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| 1) Deliverable (required): Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Plan a revised salary schedule incorporating each RTTT component to include: growth component, core effective practices, at minimum one additional metric, and includes multiple ratings (effective and highly effective). Multi-metrics will be included for teachers approaching a milestone event as defined in the RTTT application. | | | | | X | |
| b) Run simulation models of the salary schedule with historical and predictive data to determine the fiscal impact. Repeat simulations as modifications are made. | | | | | X | X |
| c) Consult with stakeholders to receive feedback and provide support as needed. | | | X | X | X | |
| d) Submit the teacher and principal salary schedules reflecting the timeline for each component of the Race to the Top. | | | X | X | X | X |
| e) Produce and use media information for all stakeholders to ensure transparency and correct information is disseminated | | | | | X | X |
| f) Ongoing evaluation of the principal appraisal system with revisions as necessary. | | | X | X | X | X |

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

| 2) Deliverable (required): Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Research effective teacher and principal appraisal and compensation systems which incorporate statutory requirements of differentiated pay through bonuses or salary supplements resulting from 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). | | | X | | | |
| b) Research providing promotional opportunities for effective teachers to remain teaching in addition to moving into school leadership positions and bases promotions on effectiveness as demonstrated on new appraisal system | | | X | | | |
| c) Conduct statistical modeling simulations on revised model to determine impact. | | | X | X | X | |
| d) Submit the revised teacher and principal evaluation systems that affect human capital decisions. | | | | | | X |

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

| 3) Deliverable (required): 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 | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Consult with Sarasota Classified Teacher’s Association (SC/TA) to discuss potential revisions to the staffing process. | | | X | X | X | X |
| b) Identify high-need schools as specified in the MOU. | X | | | | | |
| c) Design a simulation study to determine the effect of a new staffing model that would reassign effective and highly effective teachers for placement in high needs schools. | | | | X | | |
| d) Coordinate with SC/TA to agree on a plan of action. | | | | | X | |
| e) Submit staffing plan which assigns effective and highly effective teachers to high needs schools. | | | | | | X |

| 4) Deliverable (required): Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Consult with the SC/TA to discuss potential revisions to the collective bargaining agreement. | | | X | X | X | X |
| b) Consult with stakeholders to receive feedback and provide support as needed. | | | | X | X | |
| c) Coordinate with the SC/TA to agree on a plan of action. | | | | | X | |
| d) Submit the collective bargaining agreement | | | X | X | X | X |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| 5) Deliverable (required): Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | X |
| | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Create a plan to train administrators in the use of evaluation results to effectively make human capital decisions. | | | | | X | |
| b) After plan is determined and approved provide training for administrators | | | | | X | X |
| c) Evaluation results will be used for teachers and principals in human capital decisions | | | | | | X |
| d) Create a district monitoring process of decisions made about staffing | | | | | | X |
| e) District-implemented monitoring process to ensure evaluation results were used in human capital decisions. | | | | | | X |

| 6) Deliverable (required): Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Incorporate state data elements modifications as required | | | X | X | X | X |
| b) Train MIS staff on reporting processes as data elements are modified. | | | | | X | |
| c) Report all salary augmentations for teachers as necessary. | | | X | X | X | X |

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

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|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 7) Deliverable (required): Annually report terminations through the regularly-scheduled student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| a) Incorporate state data elements modifications as required | | | X | X | X | X |
| b) Train MIS staff on reporting processes as data elements are modified. | | | | | X | X |
| c) Report terminations and revise as needed. | | | X | X | X | X |

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 8) Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| a) Incorporate state data elements modifications as required | | | X | X | X | X |
| b) Train MIS staff on reporting processes as data elements are modified. | | | | X | X | X |
| c) Report and adjust reporting as deemed necessary. | | | X | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|-----------|-----------|-----------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$1,310 | \$9,542 | \$18,316 | \$123,349 | \$123,350 | \$101,407 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* The district will collaborate with other school districts to compliment resources in the accomplishment of this work. Initial fees will be used to program an automated system based on new value added metrics and the new appraisal system parameters.

Supporting Narrative (optional):

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

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

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

Please indicate one LEA point of contact for this Project.

Name: Dr. Pamela Houfek

Title: Director of Professional Development and Teacher Evaluation

Phone #: 941-927-9000, ext. 32103

E-mail Address: pam_houfek@sarasota.k12.fl.us

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

Evidence:

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Executive Director of Human Resources: | X | X | X | X | X | X |
| Director of Human Resources | X | X | X | X | X | X |
| Executive Director of Research, Evaluation, and Assessment | X | X | X | X | X | X |
| Supervisor of Research, Evaluation, and Assessment | X | X | X | X | X | X |
| Supervisor of Professional Development and Teacher Evaluation | X | X | X | X | X | X |
| Director of Leadership Development | X | X | X | X | X | X |
| Director of Curriculum | X | X | X | X | X | X |
| Contracted IIS program development (HR) | | | X | X | X | |

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LEA FINAL SCOPE OF WORK – EXHIBIT II

| | | | | | | |
|--|---|---|---|---|---|---|
| Contracted Services Classified Clerical and data entry (Curriculum/Instruction, Professional Development, RAE) | | | | X | X | X |
| Substitutes (teachers in training) | | | | X | X | |
| Contracted Services Grant Evaluation Specialist (RAE) | | | X | X | X | X |
| Project Coordinator | | X | X | X | X | X |
| Grant Bookkeeper//Classified | X | X | X | X | X | X |
| Contracted external trainers | | | | X | X | |

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

| 1) Deliverable (required): A revised district professional development system that meets the requirements of Florida's Protocol Standards for Professional Development and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Provide training in common core state standards (See Checklist for Professional Development System Revisions under RTTT, Item 1) | | | | X | X | X |
| b) Provide training in research-based and/or evidence-based instruction aligned with common core state standards (Checklist, Item 2). | | | | X | X | X |
| c) Provide training in differentiated instruction (Checklist, Items 3 and 9). | X | X | X | X | X | X |
| d) Provide training in formative assessment and the use of Instructional Focus Calendars to guide instruction (Checklist, Item 4). | X | X | X | X | X | X |
| e) Provide training in lesson study (Checklist, Item 4). | | | | X | X | X |
| f) Continue implementation of collaborative planning time (Checklist, Item 5). | X | X | X | X | X | X |
| g) Provide training and continue use of data systems (FAIR [Florida Assessment Instruction - Reading], FOCUS (Florida Achieves), Successmaker, Compass) on student learning (Checklist, Item 6) | X | X | X | X | X | X |
| h) Professional learning goals for teachers and administrators are determined and targeted based on student learning | X | | | X | X | X |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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|---|--|--|----------|----------|----------|----------|
| (Checklist, Item 7). | | | | | | |
| i) Use qualitative data from interns and supervising teacher evaluations to inform curriculum for beginning teacher program (Checklist, Item 8). | | | X | X | X | X |
| j) Provide training for school leaders in teacher observation, coaching, and evaluation using lesson study and other protocols (Checklist, Item 10). | | | | X | X | X |
| k) Develop comprehensive plan for delivering professional development using technology to access instructional improvement and state-level data systems (Checklist, Item 11). | | | X | | | |
| l) Implement comprehensive plan for delivering professional development using technology to access instructional improvement and state-level data systems (Checklist, Item 11). | | | | X | | |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| 2) Deliverable (required): A timetable for implementing the new elements into the professional development system for teachers and principals in the district. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| a) Create timetable for new elements as specified in the rollout outlined in first deliverable of this work template. | | | X | | | |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

| 3) Deliverable (required): A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| a) Link evaluation of professional development key initiatives to teacher and student identified needs. | | | | X | | |
| b) Develop teacher and principal evaluation reports linked to the instructional reporting system. | | | | X | | |
| c) Analyze the teacher evaluations based on the 2011/12 SY to determine appropriate professional development for teachers. | | | | | X | |
| d) Analyze the principal evaluations based on the core teachers' evaluations 2011/12 SY to determine appropriate professional development for administrators. | | | | | X | |
| e) Pilot teacher and principal evaluation reports linked to the instructional reporting system. | | | | | X | |
| f) Plan and implement PD that focuses on new common core standards, including assisting students with learning challenges to meet those standards. Formative assess. & principles of lesson study will be incorp. | | | | | X | X |
| g) Analyze the teacher evaluations based on the 2012/13 SY to determine appropriate professional development for teachers. | | | | | X | |
| h) Analyze the school-based administrator evaluations based on the core teachers' evaluations 2012/13 SY to determine appropriate PD for administrators. | | | | | X | |
| i) Plan & implement professional development that focuses on new common core standards, including assisting students with learning challenges to meet those standards. Formative assessment & principles of lesson study will be incorp. | | | | | | X |
| j) Analyze the teacher evaluations based on the 2013/14 SY to determine appropriate professional development for teachers. | | | | | | X |
| k) Analyze the school-based administrator evaluations based on the core teachers' evaluations 2013/14 SY to determine appropriate professional development for administrators. | | | | | | X |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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|--|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| 4) Deliverable (required): A component of the district’s professional development system reflecting a revised process for evaluating the district’s professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | X | X |
| a) Monitor the evaluation of the revised professional development system to ensure that it is in alignment with the Protocol Standards which include lesson study, differentiated instruction, core subject standards, FCIM (Florida Continuous Improvement Model), RtI, instructional coaching, instructional leadership, and ESOL (English for Speakers of Other Languages). | | | | | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------|----------|----------|
| 5) Deliverable (required): A timetable for implementing the evaluation of professional development in the district. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| a) Plan evaluation system for key district professional development initiatives. | | | X | | | |
| b) Develop timetable for implementing the evaluation of professional development in the district. | | | X | | | |
| c) Implement focused professional development evaluation system targeting teacher and student identified needs. | | | | X | X | X |
| d) Monitor results of teacher and principal evaluation reports linked to the instructional reporting system. | | | | | X | X |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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| 6) Deliverable (required): 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 |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| a) Report results of the professional development on lesson study, formative and summative assessment training, and selected core effective teaching practices. | | | | X | X | X |

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

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|--------------------------------|-------------------------|-------------------------|-------------------------|----------|----------|---------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$1,310 | \$2,292 | \$5,292 | \$84,313 | \$77,845 | \$8,937 |

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)* After the evaluation system of professional development is developed, the district will maintain systems to evaluate professional development that are linked to student achievement and/or student growth and aligned to teacher and principal evaluations.

Supporting Narrative (optional):
Substantial programming time is required to develop evaluation systems that link professional development, teacher and principal evaluations and student achievement and/or student growth.

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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

| Item from RTTT MOU and corresponding <i>Protocol</i> standards | Page shown in Final Scope of Work |
|--|--|
| 1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2) | 83 |
| 2. Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2) | 83 |
| 3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) | 83 |
| 4. Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B)(3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1) | 83 |
| 5. Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6) | 83 |
| 6. Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4) | 83 |
| 7. Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5) | 83-84 |
| 8. Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2) | 84 |
| 9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) | 83 |
| 10. Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6) | 84 |
| 11. A comprehensive plan to deliver professional development to teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5) | 84 |
| 12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools]. | n/a |

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II
Work Plan Table

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

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

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

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

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

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

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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

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

Supportive Narrative (optional):

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

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

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

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

Please indicate one LEA point of contact for this Project.

Name: N/A

Title:

Phone #:

E-mail Address:

Project Goal:

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

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

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

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

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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The Deliverable box below should list each deliverable and its Supporting Activities. Indicate the year each Deliverable will be accomplished and each Supporting Activity will occur with an X. The box repeats for each additional deliverable as necessary. LEAs are encouraged to propose additional deliverables as appropriate. Deliverables and Supporting Activities should support student achievement targets in Form (A)1.

| Deliverable: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Submission of each school schedule for identified Intervene schools that demonstrates extended learning time. | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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| Deliverable: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Submission of developed full day Pre-K model for students in attendance zones for identified schools. | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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| Deliverable: Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| Deliverable: Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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| 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. | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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| Deliverable: Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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| Deliverable: Documentation of implementation of a complete program that results in industry certification. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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| Deliverable: Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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| Deliverable: Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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| Deliverable: Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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| Deliverable: Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
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LEA FINAL SCOPE OF WORK – EXHIBIT II**

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

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

Supportive Narrative (optional):

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

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

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.

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

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

Please indicate one LEA point of contact for this Project.

Name: Deborrah Metheny

Title: Supervisor, Choice and Charter Schools

Phone #: 941-927-9000 ext 32171

E-mail Address: deborrah_metheny@sarasota.k12.fl.us

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

Deliverables (minimum required evidence):

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

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Supervisor, Choice and Charter Schools | X | X | X | X | X | X |
| Executive Director, Research, Assessment, Evaluation | X | X | X | X | X | X |
| Administrative Assistant, Charter Schools | X | X | X | X | X | X |

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

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

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 1) Deliverable (required): The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| a) Document meetings and discussions | X | X | X | X | X | X |
| b) Include discussion of RTTT at every monthly Charter Principal meeting | X | X | X | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 2) Deliverable (required): The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| a) Provide appropriate discussion of RTTT options to give Charter schools information for making opt-in/out decisions. | X | X | X | X | X | X |
| b) Provide a Technical Assistance Workshop for Charters prior to participation choice | X | | | | | |
| c) Provide Charter School input to district leaders for inclusion in RTTT activities | X | X | X | X | X | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 3) Deliverable (required): The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| a) Alert Charter Schools to availability of RTTT funded activities through monthly meetings and e-mail communications | X | X | X | X | X | X |
| b) Document attendance of charter school staff at RTTT funded activities | X | X | X | X | X | X |

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

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

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 5) Deliverable (required): The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| a) Provide documentation of LEA allocations of grant funds to Charter Schools | X | X | X | X | X | X |
| b) Document discussions with Charter Schools related to determination of commensurate share calculations | X | X | X | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 6) Deliverable (required): The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | | | |
| a) Provide information and training to Charter Schools regarding data collection and reporting protocol and procedures | X | X | X | | | |
| b) Provide documentation that Charter Schools have agreed to provide the LEA with all necessary data and reports | X | X | X | X | X | X |
| c) Monitor submission of data and reports required of charter Schools | X | X | X | X | X | X |

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

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 7) Deliverable (required): The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | X | X | X | X |
| a) Periodic monitoring results will be reviewed to determine compliance; assistance to meet requirements will be offered to Charters | X | X | X | X | X | X |
| b) Provide sample form to be used to submit to FDOE information related to non-submission of data and reports by any participating Charter School. | X | X | X | X | X | X |

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

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

Charter Schools will have products and systems in place that are designed to implement the achievements of activities begun with RTTT grant funds.
 Charter governing boards acceptance of new practices and policies that institutionalize outcomes of the RTTT grant
 Continuing and ongoing dialogue with Charter Schools related to district activities and priorities for improvement.

Supportive Narrative (optional):

The district’s plan is to have a systematic method of monitoring RTTT processes to ensure that participating Charter Schools are following the data reporting guidelines and time lines and to offer support and assistance in meeting the RTTT requirements

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

n/a

**Race to the Top
School Board of Sarasota County**

Appendix

TABLE OF CONTENTS

I. Acronyms p. 104

**Race to the Top
School Board of Sarasota County**

Acronyms

| | |
|------------|---|
| AP | Advanced Placement |
| CAPE | Career and Professional Education |
| CTE | Career and Technical Education |
| DACP | District Alternative Certified Program |
| DE | Dual Enrollment |
| DOE | Department of Education |
| DPEP | District Program Evaluation Plan |
| EquIP | Educational Quality Improvement Profile |
| ESOL | English for Speakers of Other Languages |
| FAIR | Florida Assessment Instruction Reading |
| FCAT | Florida Comprehensive Achievement Test |
| FCIM | Florida Continuous Improvement Model |
| FOCUS | Florida Achieves |
| FPMS | Florida Performance Measurement System |
| IB | International Baccalaureate |
| IIS | Instructional Improvement System |
| IT | Information Technology Department |
| MIS | Management Information Services |
| MOU | Memorandum of Understanding |
| PD | Professional Development |
| PRIDE | Professional Rubrics Investing and Developing Educator Excellence |
| RAE | Research, Assessment and Evaluation Department |
| RTI or Rtl | Response to Intervention |
| RTTT | Race to the Top |
| SC/TA | Sarasota Classified/Teacher Association (union) |
| SCIP | Sarasota County Induction Program |
| STEM | Science, Technology, Engineering and Mathematics |
| UCT | University Collaboration Team |