

The School Board of Broward County, Florida Race to the Top Application

**Submitted to the Florida Department of Education
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REVISED SUBMISSION



Submitted by:

James F. Notter, Superintendent of Schools

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

Table of Contents

Cover Page	1
Pages 2-16 were not included in this revised submission	
Table of Contents	17
A. OVERARCHING PROJECT PLANS	18
FORM (A)1. LEA Student Goals and Measures.....	30
B. STANDARDS AND ASSESSMENTS.....	33
Project 1: Expand Lesson Study.....	34
Project 2: Expand STEM Career and Technical Program Offerings.....	37
Project 3: Increase Advanced STEM Coursework.....	41
Project 4: Bolster Technology for Improved Instruction & Assessment	44
C. DATA SYSTEMS TO SUPPORT INSTRUCTION	46
Project 5: Improve Access to State Data	47
Project 6: Use Data to Improve Instruction	50
D. GREAT TEACHERS AND LEADERS	54
Project 7: Provide Support for Educator Preparation Programs.....	63
Project 8: Improve Teacher and Principal Evaluation Systems.....	68
Project 9: Use Data Effectively in Human Capital Decisions.....	74
Project 10: Focus Professional Development.....	80
E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS.....	88
Project 11: Drive Improvement in Persistently Low-Achieving Schools.....	90
Project 12: Implement Proven Programs for School Improvement.....	93
F. GENERAL.....	102
Project 13: Include Charter Schools in LEA Planning.....	103

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

A. OVERARCHING PROJECT PLANS

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

Under the leadership of the Broward County School Board and Superintendent of Schools, James F. Notter, Broward County Public Schools (BCPS) is "Educating Today's Students For Tomorrow's World". The District staff has worked tirelessly to build a system of high expectations, rigorous curricula, and meaningful accountability that allows Broward teachers to be effective and their student to compete with their peers around the world.

With over 255,000 students, 288 schools and centers, three virtual schools, 15,716 teachers and 37,482 full-time employees in all, the District is ready to accelerate our efforts and begin a new phase of education reform to ensure that every students that graduates from a Broward County school is prepared to succeed in college, career, and life in the 21st century.

Over the course of the grant period, the District will achieve this vision for every student and teacher through four interconnected reform areas designed to transform teaching and learning in every classroom in Broward, and ultimately decreasing or eliminating the achievement gap, and ensuring that all students graduate ready for lifelong success. These areas include:

- Providing curricular and instructional resources for educators to promote and support student achievement so that all students graduate from high schools and are ready for post-secondary education;
- Utilizing data in the classroom to ensure an effective teaching and learning system and a more effective educator workforce;
- Attract, develop and retain effective, academically capable, diverse and culturally proficient educators to ensure that every student has the a great teacher and every school has a great leader; and
- Concentrate effective instruction and support for educators and students in Broward’s lowest performing schools and their feeder schools to create an environment for improved student achievement.

Recognized as a finalist for the California-based Broad Foundation’s Annual Urban Education Award, the District has been recognized as a leader in accelerated ongoing improvement efforts, and increasingly making efforts to close the achievement gap. Using RTTT, the District will be able to target new strategies for reform in areas of the greatest need and where student performance gaps still exist. Evidence exists from a number of sources demonstrating BCPS success in increasing student achievement for all groups, reducing achievement gaps, and increasing graduation rates. Data related to Broward’s success in closing achievement gaps for subgroups was reported in the Council of the Great City Schools’ (CGCS) most recent urban-schools achievement report, *Beating the Odds IX* (Uzzell et al., 2010), which examined reading and mathematics achievement data for 2005-06 through 2008-09 for 65 major city school districts in the United States. Each year,

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

Broward has been recognized in this annual report as a district making key achievement gains. In the latest report, achievement gap data indicates Broward's success in closing achievement gaps for fourth grade Black, Hispanic, and low socioeconomic students in both reading and mathematics. Achievement gaps were reduced between 2007-08 and 2008-09 for virtually all groups in both subject areas. The only exception was mathematics for Hispanic students, who maintained their small (two point) achievement gap across this time period. Broward was selected as a finalist in both 2008 and 2009 for the prestigious Broad Prize for Urban Education, which is "awarded to the urban school districts that demonstrate the greatest overall performance and improvement in student achievement, while reducing achievement gaps among poor and minority students." In 2009, Broad researchers noted that Broward:

- Narrowed achievement gaps between Hispanic and White students in mathematics at all school levels and in middle and high school reading.
- Narrowed achievement gaps between African-American and White students in mathematics at all school levels.
- Narrowed achievement gaps between its low-income students and the state average for non-low-income students in mathematics at all school levels.

A longitudinal examination of student achievement on the Florida Comprehensive Assessment Test (FCAT) reflects Broward's success with English Language Learners (ELL) and Students With Disabilities (SWD) subgroups (Ligas & Starratt, 2010). From 2002-03 to 2008-09:

- In Fourth and eighth grades, a larger percentage of Broward's ELL students scored at or above proficiency in reading and mathematics, compared to their peers across the state.
- Across virtually all years and both grades, a larger percentage of Broward's SWD students scored at or above proficiency in reading and mathematics, compared to their state peers.

Broward's success in increasing achievement for all groups was also noted by the Broad Foundation and the CGCS, each using their own unique metric. The Broad Foundation (2009) reported that in 2008, "Broward outperformed other districts in Florida serving students with similar family income levels in mathematics at all school levels (elementary, middle and high) and in reading at the middle and high school levels." Moreover, Broad Foundation researchers cited that between 2005 and 2008:

- Participation rates and average scores increased for African-American students taking the SAT exam in Broward.
- Participation rates and passing rates for Hispanic students taking Advanced Placement exams in core subjects increased in Broward.
- Participation rates for both African-American and Hispanic students taking the ACT exam in Broward increased an average of 9 percentage points each year, placing Broward in the top 4 percent of the Broad Prize-eligible districts.

CGCS' researchers, in the 2010 *Beating the Odds IX* report, recognized Broward as one of only six (out of 65) CGCS districts in which both fourth and eighth grade scores were equal to or greater than their respective states in both reading and mathematics. Broward has maintained this achievement in reading for eight of the last nine years for fourth grade and for the last nine years for

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

eighth grade; and in mathematics for the last nine years for both grades.

Broward continues to place a major emphasis on increasing enrollment in Advanced Placement (AP) courses. This has resulted in almost an 18% increase in AP enrollment and a 25% increase in the number of AP examinations from 2006-07 to 2008-09. Broward has not sacrificed performance in its endeavor to increase enrollment. The percent of AP examinations with a score of 3 and above increased from 47.7% to 49.2% during this three-year period. Conversely, during the same three-year period, AP performance—globally and in Florida—showed declines in the percent of AP examinations with scores of 3 or above (Genevive & Lower, 2009). Broward’s success in increasing graduation rates was recently reported by the Florida Department of Education (Florida Department of Education, 2009). From 2007-08 to 2008-09, BCPS registered a 4.2 percentage point graduation rate increase, with increases noted for all racial/ethnic subgroups. Black and Hispanic students registered the largest graduation rate increase (4.9%), followed by multiracial and American Indian students (4.0%), and White and Asian/Pacific Islander students (3.7% and 2.2%, respectively) (Baum, 2010). Broward also places a premium on high-quality teachers. According to the National Board for Professional Teaching Standards (NBPTS), Broward has over 1,700 National Board Certified Teachers (NBCTs), more than any other school district in the nation. In 2009 alone, more than 100 teachers and school counselors became certified by NBPTS (2010).

Although BCPS has made strides in decreasing the achievement gap and the increasing the graduation rates, both are challenging areas for the District as demonstrated in the table below. The 2009-10 student scores and graduation rates shows how the District continues to struggle heavily in decreasing the achievement gap between the White and Black students, as well as in the economically disadvantaged, English Language Learners, and the Students with Disabilities students against the total population of students.

Subgroup	% Proficient on the reading section of the FCAT	% Proficient on the mathematics section of the FCAT	Graduation Rate
Total	63%	72%	73%
White	77%	84%	82%
Black	49%	57%	63%
Hispanic	67%	76%	76%
Asian	79%	90%	88%
American Indian	65%	76%	--
Economically Disadvantaged	53%	62%	63%
English Language Learners	46%	57%	61%
Students with Disabilities	40%	47%	44%

Source: Florida Department of Education, 2009-10 School Accountability Report

The District is poised to make strong progress in reducing the achievement gap and to show District-wide improvement in student achievement, high school graduation, and college enrollment. RTTT will help the District reach these goals by making critical investments in Broward’s teachers and leaders which aligns to the State’s Theory of Action. The initiatives in the District’s RTTT local plan will drive student improvement and gains, especially for the District’s furthest behind students.

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

Each element in Broward’s plan focuses on improving the quality of teaching and learning that each student receives, and on providing comprehensive support to students and families in Broward’s persistently lowest performing schools.

The teaching and learning initiatives of Broward’s plan consist of providing teachers and principals with consistent real-time feedback of student performance, along with rich opportunities to implement practices and strategies in order to continuously improve outcomes for students. These initiatives link efforts to prepare, recruit, evaluate, develop, reward, promote, and when necessary, dismiss teachers and principals with efforts to connect educators with curricular resources and instructional models that are effective. Both the human resources and curriculum and instruction initiatives place particular focus on areas that are collectively challenging for Broward, but are strengths when considering Broward’s exceptional programs for attracting new teachers through alternative certification to meet the needs of English language learners, disabled students and work in high need subject areas; new teacher induction and mentoring support; STEM curriculum for career and technical programs; the number of advanced courses which meets the 2010 legislative requirements; developed leadership training and teacher Professional Growth Plans; a local improvement instructional system that has been recognized for its abilities to provide data across the District; and differentiating instruction to meet the needs of all students. Broward has also adopted what it calls the “Effective Schools 7-8-9” plan, which sets rigorous student academic and behavioral goals and put in place effective instructional processes and strategies consistently across schools.

The comprehensive support to students and families in Broward’s persistently lowest performing schools is incorporated in the each school’s selected intervention model funded through the School Improvement Grant (SIG). Initiatives in the SIG include comprehensive approaches to transform the lowest performing schools by strengthening educator development, improving curriculum and instruction, developing accountability and assistance systems, and coordinating resources to provide more effective supports to students and families. By design, these initiatives align closely with Broward’s proposed RTTT local plan. In addition, the plan focuses on the feeder schools of the persistently lowest performing high schools, of which will receive support so that when students enter high school they will be more prepared for the high rigor coursework needed to graduate and go on to post-secondary education.

Broward has a longstanding history of valuable and productive collaboration among education partners, and its community, to help complete the work needed to be accomplished and to ensure that all students achieve.

Providing curricular and instructional resources for educators to promote and support student achievement so that all students graduate from high schools and are ready for post-secondary education

Broward has already implemented multiple strategies and provided numerous resources to educators in the schools. To strengthen these resources, the District will provide additional time for the persistently lowest performing schools and Correct II high schools in the District to allow for common planning time for lesson study. The District will also provide technology for schools to ensure that teachers have the necessary tools for improved classroom instruction and for computer-based assessment according to the State’s online certification tool.

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

Utilizing data in the classroom to ensure an effective teaching and learning system and a more effective educator workforce

The District already has the Virtual Counselor system as its local instructional improvement systems. The District plans to integrate the State’s data into the local data system so that teachers and administrator have access to the data. The District will also enhance the system to provide additional data elements that shows growth of students, teachers, schools, and districts disaggregated by subject and demographics. Additionally, the District will create a data dashboard for schools to ensure that the data is easily accessible and provides the necessary information for instruction and for directing professional development for teachers.

Attract, develop and retain effective, academically capable, diverse and culturally proficient educators to ensure that every student has the a great teacher and every school has a great leader

A pillar of Broward’s RTTT local plan is to enhance strategies and implement new ones to develop effective, academically capable, diverse, and culturally proficient educators.

The District will continue to implement programs in this area including the District’s alternative certification program, new teacher support program, as well as professional development already being offered to teachers and administrators. Through RTTT, the District will develop a Teachers As Leaders program to assist in developing pre-service and in-service/alternative certification teachers; develop a new teacher evaluation system and a compensation system that includes pay for performance, incentives/differentiated pay; and strategies for recruitment. The District will also develop professional development programs to help teachers and leaders become more effective including a Turnaround Principal program to provide more one-on-one mentoring and training for principals of low performing schools, and Turnaround Instruction Facilitators to provide support to coaches and teachers at Differentiated Accountability schools.

Concentrate effective instruction and support for educators and students in Broward’s lowest performing schools and their feeder schools to create an environment for improved student achievement.

The District has already developed, through the School Improvement Grant, an intervention model to transform the District’s persistently lowest performing schools including Larkdale Elementary, Sunland Park Elementary, and Coconut Creek High School. The model will provide a comprehensive approach to increase student achievement. In addition, the District will focus funding from RTTT on the feeder schools of Coconut Creek High School. The funding will additionally provide support for the feeder schools including intensive reading, mathematics, and science interventions for K-2nd and 8th grade students and professional development for teachers and administrators at those schools.

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

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

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

- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.
- A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (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 team of leaders and administrators will be responsible for the overall implementation of the District’s RTTT local plan initiatives and results. To support this team, a Project Coordinator will be hired to develop an agency-wide program management, evaluation, and communication strategy, as well as build systems for local accountability and support for implementation. The Project Coordinator will work closely with the Grants Administration and Government Programs Department and reporting directly to Dr. Joanne Harrison, Deputy Superintendent, Education Programs and Student Support Services.

To monitor overall grant process and identify areas for potential intervention, the Project Coordinator will meet with the Deputy Superintendent and members of the District’s Executive Leadership Team (ELT) for each reform area at least every six to eight weeks. The working sessions will include an in-depth review of progress in each reform area, highlights of any emerging projects and/or strategies potentially at risk, and patterns of problems with implementation across projects. The Project Coordinator will be responsible for following through with Florida Department of Education staff and District staff when ineffective practices are discovered to ensure they are modified or ended; results will be reported back in the next progress review meeting. Additional activities will include the use of effective project management tools, district-level reports for monitoring implementation and outcomes, and an internal evaluation of the District’s project and grant management functions to identify opportunities for improvement.

Each project under the District’s RTTT plan will lead by an assigned Executive Leadership Team (ELT) member. Although some projects overlap, the assigned ELT member will serve as the primary leader of the project. The leaders and assigned project include:

Project	Executive Leadership Member
Project 1 – Expand Lesson Study	Ms. Gracie Diaz, Assistant Superintendent, Human Resource Development
Project 2 – Expand STEM Career and Technical Program Offerings	Dr. Leontine Butler, Deputy Superintendent - Curriculum
Project 3 – Increase Advanced STEM Coursework	Dr. Leontine Butler, Deputy Superintendent - Curriculum
Project 4 – Bolster Technology for Improved Instruction and Assessment	Mr. Donnie Carter, Chief Operations Officer
Project 5 – Improved Access to State Data	Mr. Donnie Carter, Chief Operations Officer
Project 6 – Use Data to Improve Instruction	Mr. Donnie Carter, Chief Operations Officer
Project 7 – Provide Support for Educator Preparation Programs	Ms. Gracie Diaz, Assistant Superintendent, Human Resource Development
Project	Executive Leadership Member

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

Project 8 – Improve Teacher and Principal Evaluation System	Ms. Gracie Diaz, Associate Superintendent, Human Resources
Project 9 – Use Data Effectively for Human Capital Decisions	Ms. Gracie Diaz, Associate Superintendent, Human Resources
Project 10 – Focus Effective Professional Development	Ms. Gracie Diaz, Assistant Superintendent, Human Resource Development
Project 11 – Drive Improvement in Persistently Low-Achieving Schools	Ms. Sharon Airaghi and Dr. Desmond Blackburn - Area Superintendents
Project 12 – Implement Proven Programs for School Improvement	Ms. Sharon Airaghi - Area Superintendent
Project 13 – Include Charter Schools in District Planning	Dr. Joanne Harrison, Deputy Superintendent - Education Programs & Student Support Services

The Project Coordinator will be responsible for the overall program management function; however each project will have a lead staff person who possesses the expertise in the area and who will lead the development of the specific project. The lead contact and the Project Coordinator will be responsible for tracking performance measures and deliverables that are aligned to the District’s RTTT plan. Please find the organizational chart for the RTTT in the Appendix.

Additional program management staff will be added through grant funds to ensure that the District will have the sufficient capacity to support this important function. These will include a Bookkeeper to support the financial management and expenditures of the grant, and two Research Specialist positions to support the effective implementation and identify best practices, along with the District’s grant review and monitoring process.

To help guide the development and the implementation of the grant, the District has created Advisory Committee groups. The Committee groups will focus on areas in the District’s RTTT local plan. The District will expand these groups during the planning and implementation phases to comprise of stakeholders representing the key constituencies required to ensure successful implementation and follow-through. The role of the Committees will provide overall guidance on strategy and implementation and to develop plans for continuing the work once the grant ends. For specific Committee work, subgroups will be established. The Committees will meet at least three times yearly and will include a mix of practitioners, parents, students, and community members. The ELT member and the lead contact for the projects will coordinate the agenda and activities for each Committee. The specific committees include: (1) Committee for professional development for teachers and administrators; (2) Differentiated Accountability/Race to the Top/School Improvement Grant (SIG) Committee for the evaluation and compensation Committee; (3) STEM and high rigor Committee; (4) Data Systems Committee; (5) SIG Committee; and (6) Charter School Committee. In addition, the District will invite higher education institution partners to be included in the Committees and provide guidance in the areas of teacher preparation programs, as well as teacher professional development.

The District will work closely with the Broward Teachers Union (BTU) to ensure the cooperative and collaborative efforts of both parties to achieve the goals and activities in this application, and to negotiate terms and conditions necessary for submission of this application and plan. This is

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

evidenced by a Memorandum of Understanding (MOU) between the three parties – including the School Board as approved on June 2, 2010, the Superintendent of Schools, and the President of BTU. A copy of the MOU can be found in the Appendix.

Year one will be the planning year for Broward’s RTTT plan. During the first year, the District will train its school schedules in Correct II high schools to modify school schedules to allow for one additional hour for common planning/lesson study; begin to develop the infrastructure and refresh or purchase equipment to ensure that all schools have the necessary technology for computer-based assessment and classroom instruction; begin to prepare the technological environment of the District’s local instructional improvement system for enhancement and integration with the State’s data; begin developing a Teachers As Leaders program to enhance the alternative certification programs at the District; begin the development of its classroom teacher and principal evaluation system while simultaneously develop the compensation system; begin development of professional development for the data systems, and Next Generation State Standards/common core standards, as well as begin implementation of a Turnaround Principal program to support low performing schools across the District; and implementation of select model for the District’s persistently lowest performing schools.

Year two through four will be the implementation phase of the grant, where the District will implement the modified school schedule for all Correct II high schools; continue current activities to increase the STEM career and technical programs and the STEM advanced courses throughout the District; continue to develop the infrastructure and refresh or purchase technology for classroom instruction or computer-based assessment; integrate State level data with the District’s local improvement system and enhance the enhance the system with dashboards and other elements; implement the Teachers As Leaders program; begin the phase in of the implementation of the evaluation and compensation system; conduct professional development; continue implementation of the Turnaround Principal program; implement a Turnaround Instructional Facilitators program that will provide coaches/mentors to teachers and coaches at Differentiated Accountability schools; continue implementation of the selected intervention model at the three persistently lowest performing schools; and implement proven strategies at the feeder schools of the persistently lowest performing high school.

In addition, the District will work with participating charter schools to ensure that each school meeting the requirements of the Memorandum of Understanding (MOU) and that they receive their commensurate share to implement the requirements according the State guidance for charter schools.

Broward’s proposed RTTT local plan budget totals \$37,364,356 (see web-based budget form for the budget summary and narrative and detailed project budgets). The budget includes salary, stipends, fringe benefits, technology, consultant fees, travel, registration fees, and instructional materials and supplies, as well other purchases services for charter school commensurate share to implement the 13 projects.

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

RACE TO THE TOP BUDGET BY ASSURANCE AREA						
Assurance	Budget Areas	2010-11	2011-12	2012-13	2013-14	TOTAL
B	Standards and Assessments	\$4,214,274	\$1,327,246	\$1,593,244	\$593,244	\$7,728,008
C	Data Systems	\$141,306	\$343,716	\$342,956	\$348,348	\$1,176,326
E	Great Teachers and Leaders	\$1,434,097	\$5,247,930	\$7,602,430	\$10,388,982	\$24,673,439
F	Turning Around Struggling Schools	\$0	\$288,391	\$288,393	\$288,392	\$865,176
	Charter Schools	\$224,000	\$0	\$0	\$0	\$224,000
	Project Management & Oversight and Indirect Costs	\$269,997	\$725,610	\$813,408	\$888,392	\$2,697,407
	Total	\$6,283,674	\$7,932,893	\$10,640,431	\$12,507,358	\$37,364,356

RACE TO THE TOP BUDGET BY INITIATIVES				
Project	Year 1	Year 2	Year 3	Year 4
STANDARDS AND ASSESSMENTS				
1.Expand Lesson	\$27,425	\$593,246	\$593,244	\$593,244
2.Expand STEM Career and Technical Programs	\$0	\$0	\$0	\$0
3.Increase Advanced STEM Coursework	\$0	\$0	\$0	\$0
4.Bolster Technology for Improved Instruction and Assessment	\$4,186,849	\$734,000	\$1,000,000	\$0
DATA SYSTEMS TO SUPPORT INSTRUCTION				
5.Improve Access to State Data	\$45,653	\$0	\$0	\$0
6.Use Data to Improve Instruction	\$95,653	\$343,716	\$342,956	\$348,348
GREAT TEACHERS AND LEADERS				
7.Provide Support for Educator Preparation Programs	\$29,158	\$85,242	\$82,832	\$57,768
8.Improve Teacher and Principal Evaluation Systems	\$433,379	\$843,442	\$492,816	\$293,062
RACE TO THE TOP BUDGET				

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

BY INITIATIVES				
Project	Year 1	Year 2	Year 3	Year 4
9. Use Data Effectively for Human Capital Decisions	\$156,000	\$2,383,700	\$5,046,200	\$8,008,100
10. Focus Effective Professional Development	\$815,560	\$1,935,546	\$1,980,582	\$2,030,052
TURNING AROUND LOWEST ACHIEVING SCHOOLS				
11. Drive Improvement in Persistently Low-Achieving Schools	\$0	\$0	\$0	\$0
12. Implement Proven Programs for School Improvement	\$0	\$288,391	\$288,393	\$288,392
CHARTER SCHOOLS				
13. Include Charter Schools in LEA Planning	\$224,000	\$0	\$0	\$0
MONITORING AND OVERSIGHT				
Administration/Indirect Costs	\$269,997	\$725,610	\$813,408	\$888,392
TOTAL RTTT Budget	\$6,283,674	\$7,932,893	\$10,640,431	\$12,507,358

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

The Project Coordinator will report the progress on grant activities as mandated, and will monitor implementation. To monitor overall grant progress and identify areas for potential intervention, the Project Coordinator will meet with the Executive Leadership Team members for each project at least every eight to twelve weeks. The meeting will include an in-depth review of progress in each project. To support the Project Coordinator, two Research and Evaluation Specialist will be hired to assist in monitoring and evaluating progress of the grant. The Project Coordinator will develop a system-wide project management, evaluation and communication strategy, as well as build systems for accountability and support for grant implementation. The systems will focus on data, focus analysis and reports and engage strong leadership involvement in the implementation process. The Project Coordinator, along with the Research and Evaluation Specialist will set clear goals and a project timeline for the expected deliverables and outcomes. The team made up of the Project Coordinator and Specialist will track the results using the various data systems, conduct evaluation of progress for each area based on the expected deliverables, and gather information for program improvement and to measure program outcomes. The Project Coordinator will work with each lead contact for each project to plan implementation, set goals and benchmarks, develop reporting plans and define the evaluation progress for each project. To support implementation of Broward's RTTT local plan, the District will rely on systems, networks, and tools to disseminate best practices that are uncovered through evaluations.

By design, the District's teacher and principal evaluation system and compensation system will be evaluated through external consultants and a Research Specialist to ensure its effectiveness. The

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

system will be phased in to schools so that the system can be evaluated prior to full District-wide implementation.

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

BCPS staff will provide the leadership, program management, and focus on implementation necessary to effectively execute its RTTT local plan. Drawing on its existing operational systems and by making thoughtful investments in tools and resources with sustained impact, the District intends to sustain the projects defined in this RTTT local plan since the focus of the plan and budget is to infuse the resources to build knowledge, expertise, systems, tools, and resources that will be sustained long after RTTT funding ends. The District has redirected resources from other state and federal grants to support the local plan and have begun to seek other sources of funding and grants for activities targeted in the District’s plan.

Among the most powerful and long-lasting effects of RTTT will be the collaborative partnership of the District and the Broward Teacher’s Union of which the District hopes to maintain this momentum for reform.

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

The District will utilize current funds to continue to support several elements of Broward’s RTTT local plan. In addition, the District is developing a plan to utilize other sources of funds to the initiatives in the RTTT plan such as the School Improvement Grant. The District will examine a variety of other funding sources to be used to support RTTT initiatives, including Title I Part A, Title II Part A, Title III, SAI funds and other funds in the future to help support these initiatives. In addition to these funds, the District will commit in-kind services that include staff time for implementing various components of each initiative.

The District will utilize General Revenue dollars, SIG funds to help support lesson study and common planning at the persistently lowest performing schools and the Correct II high schools. The District has dedicated staff to ensure that lesson study is implemented with fidelity and staff are available to provide guidance through the lesson study cycle.

The District will also utilize General Revenue dollars, Carl Perkins and other funds to support STEM-related initiatives, such as support for students in STEM-related advanced courses, and career and technical education (CTE) programs. The District will continue to seek grant funding that supports student achievement in STEM advanced courses and STEM CTE programs.

The District is also examining plans to utilize capital dollars to fund additional technology, as well as soliciting funds and services from its partners including DELL, Apple, and other technology based local companies. In addition, the District will use Title II Part D competitive funds to provide additional support to school to improve instruction.

Funds from the federal Transition to Teaching Grant program and General Revenue funds will be used to implement the District’s alternative certification program. Partnership commitments from

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

higher education institutions and community partners will help to support all initiatives including the Teachers As Leaders Program, training of supervising teachers, mentors and other areas of support where needed.

The District will utilize Title II Part A funds to support the teacher evaluation and compensation system including recruitment and retention strategies. Title I and Title II Part A and general fund dollars will be utilized for professional development for teachers and principals in the area of data systems, improved classroom instruction, and leadership training.

The SIG funds will be used to implement an intervention model including a number of strategies for the three persistently lowest performing schools in the District which include Larkdale Elementary, Sunland Park Elementary, and Coconut Creek High School. The District has committed staff time (in-kind) and support from numerous District departments to help implement the strategies under the selected model.

In regards to charter schools, the District will utilize staff paid through General Revenue funds in the Charter School Management Department to assist in monitoring and regularly communicating with the charter schools. Quarterly meetings are held to help provide open communication. The District will continue to offer these services and will integrate RTTT requirements and technical assistance to charter schools in the implementation of the requirements.

**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 					

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

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

CLOSING THE ACHIEVEMENT GAP

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.

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.

	2010-11 (Baseline)	2011-12	2012-13	2013-14	2014-15
% Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015) 2011					
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				
% Reduction in White/Hispanic achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015)					
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				
(OPTIONAL) Other District-Determined Closing the Achievement Gap 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 					

FORM (A)1.

LEA Student Goals and Measures

STATE GOALS

State Goals for the Class of 2015:

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

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

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

BROWARD GOALS

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

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	59	60	60	64	68	70	71	73	78	82	87
College Going Rate	60	61	63	64	65	66	67	68	70	74	77
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	23	24	26	28	30	31	33	37	41	47

RACE TO THE TOP
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.

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 1 - Work Plan Table

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

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

<p>Please indicate one LEA point of contact for this Project. Name: Linda Whitehead Title: Director of HRD/Teacher Development Phone #: 754-321-5018 E-mail Address: linda.whitehead@browardschools.com</p>
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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.

<p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 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. 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. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.

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			
Core Curriculum Specialist	X	X	X	X	X	X
Assistant Principal on Assignment	X	X	X	X	X	X
Director of Accountability	X	X	X	X	X	X
Director of Teacher Development	X	X	X	X	X	X
Teacher Development Coordinator	X	X	X	X	X	X
Director of School Applications/ETS	X	X	X	X	X	X

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

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

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

1.1.a. Work with Broward Teachers Union to ensure master schedules are designed to allow for common planning to support teacher collaboration	X	X	X	X	X	X
1.1.b. Train school-site schedulers at all Correct II high schools		X	X	X	X	X
1.1.c. Establish timeline for school schedule modifications		X	X	X	X	X
1.1.d. Implement school schedule modifications at all Correct II high schools			X	X	X	X

1.2.Deliverable (required): Submission of monthly grade level and content area Next Generation Sunshine State Standards lesson used to teach, observe, study evidence of student learning and design improved instruction	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
1.2.a. School staff analyze student performance data to identify prioritized grade level and content area benchmarks with the lowest performance	X			X	X	X
1.2.b. Create a process to implement school lesson study groups including lesson study calendar based on data and aligned to school Focus Calendar	X			X	X	X
1.2.c. Design professional development courses for administrators and teachers on lesson study		X	X	X	X	X

1.3.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	X	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
1.3.a. Deliver professional development courses to administrators and teachers on lesson study including teaching observing, analyzing student learning, and designing improved instruction with classroom follow-up		X	X	X	X	X
1.3.b. Provide continued support to schools in the implementation of lesson study throughout the school year		X	X	X	X	X

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

1.4.Deliverable (required): Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standards lesson study with amendments due to participation in lesson study noted	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
1.4.a.School maintains video and lesson materials that support improved instruction and student performance through lesson study			X	X	X	X
1.4.b.Maintain improved lesson study in District instructional improvement system			X	X	X	X
1.4.c.Submit one sample of improved lesson study with amendments to State			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	\$13,713	\$13,712	\$593,246	\$593,244	\$593,244

TOTAL \$1,807,159

Sustainability Factors: The District will explore the continuation of school schedule modifications of persistently lowest-performing schools and Correct II high schools through contract negotiations, funding opportunities, and school flexibility options. The lesson study process will be institutionalized into the Professional Learning Communities (PLCs) process for schools. The District will post several improved lesson plans with amendments in the District’s improved instructional system for use by all schools in the District. The District’s Human Resource Development Division will continue to support schools through the lesson study process. Additionally, the District will utilize schools as a model for implementation of District-wide lesson study.

Supporting Narrative (optional): Schedule modifications for persistently lowest-performing schools to accommodate lesson study are implemented through the School Improvement Grant. The schools are provided with operational flexibility to support the redesigning of the school master schedule to provide common planning time for data-based decision making with the problem-solving process, job embedded professional development, and Professional Learning Communities (PLCs) with lesson study groups.

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):
Appendix – School Schedules denoting lesson study/common planning – Pages 112-149

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

Project 2 - 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: John Miracola
Title: Director of Career, Technical, Adult and Community Education
Phone #: 754-321-8401
E-mail Address: john.miracola@browardschools.com

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director, Career, Technical, Adult & Community Education	X	X	X	X	X	X
Curriculum Specialists, Career & Technical Education	X	X	X	X	X	X
Director, School Applications - ETS	X	X	X	X	X	X

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

2.1.Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the	X			X	X	X

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

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.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
2.1.a. Develop a process to identify STEM - related Career and Technical Education (CTE) programs by working with existing business partners/advisory committee members to be developed into integrated programs with industry certifications that meets employer needs in the community.				X		
2.1.b. Continue to work with existing business partners/advisory committee members in the implementation of the program.				X	X	X
2.1.c. District identifies at least one additional CTE for STEM occupations and report on actions implemented to date				X		
2.1.d. Develop and submit a 4-year implementation plan including a timeline on the identified CTE program				X	X	X
2.1.e. Plan, develop & implement joint planning activities in related core area and program area courses including professional development.				X	X	X
2.1.f. Purchase appropriate STEM instructional materials/modules, academic pre-tests in core subject areas, and on-line curriculum.				X	X	X
2.1.g. Offer and enroll students in STEM-related CTE program.				X	X	X
2.1.h. Plan, develop & implement tutorial/academic assistance programs before, during and after school. This supporting activity includes extra hours for staff				X	X	X
2.1.i. Purchase appropriate hardware and software required in the identified instructional program(s)			X	X	X	X
2.1.j. Plan, develop & implement collaborative projects with postsecondary			X	X	X	X

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

institutions						
2.1.k. Implement an industry certification-testing program			X	X	X	X
2.1.l. Analyze student performance on industry certification-testing to determine additional support needs to teachers and students						X

2.2.Deliverable (required): Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
						X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
2.2.a. Analyze current district budget allocation and cost related to industry certification exams			X			
2.2.b. Determine projected numbers of exams to be taken annually			X			
2.2.c. Allocate annual funds for project exam costs				X	X	X
2.2.d. Submit documentation of evidence of exam fee funding						X

2.3.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			
2.3.a. Annual review of 4-year plan with amendments as necessary to reach established goals			X	X	X	X
2.3.b. Collection of all planning and implementation documentation of selected STEM-related CTE program including established student baseline data, student course enrollment and completion data, students industry certified data, name of program and courses offered, timeline and activities completed			X	X	X	X

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

TOTAL: \$0. The District will use other funds to meet the requirement which may include Carl Perkins Secondary Education grant and District funds.

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

Sustainability Factors: The project will be sustained through a collaborative effort with the FLDOE, the development and purchase of appropriate instructional materials, and extensive teacher training.

Supporting Narrative (optional): Funds to meet the deliverables may include Carl Perkins Secondary Education grant and District funds.

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 3 - Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Cynthia Park
Title: Director, Advanced Academic Programs
Phone #: (754) 321-2119
E-mail Address: cynthia.park@browardschools.com

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director Advanced Academic Programs	X	X	X	X	X	X
Curriculum Specialist	X	X	X	X	X	X

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

3.1.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)	2010-11			2011/12	2012/13	2013/14

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

activity will be conducted and include collective bargaining, if applicable):	2nd Quarter	3rd Quarter	4th Quarter			
3.1.a. Create a Work Force and College Ready Task Force consisting of District staff, school administrators, school teachers, community partners, higher education institution representatives, and other stakeholders throughout the District and community to set measurable objectives to support student success in collegiate courses and to oversee the alignment of the District in achieving those objectives, as well as to discuss expansion of STEM-related accelerated courses.			X	X	X	X
3.1.b. Address areas identified as “emerging” in the recent assessment of the District’s College Readiness contracted through The College Board.			X	X	X	X
3.1.c. Vertically align elementary, middle and high schools to the goal of graduating all students with a college-ready diploma and an industry certification. This will be accomplished through staff development, revision of K-12 curriculum maps to align to college ready standards, and a communication plan designed to target all stakeholders with regard to Workforce and College Readiness.			X	X	X	X
3.1.d. Broward already meets the 2010 legislative requirements (Senate Bill 4) - documentation can be found in the Appendix. Explore the possibility of the expansion of additional STEM-related accelerated courses.			X	X	X	X
3.1.e. Consensus goal-setting on target Advanced Placement and Dual Enrollment goals on a school-by-school basis.			X	X	X	X
3.1.f. Consensus on materials required for target AP and Dual Enrollment courses, inventory of current materials on school-by-school basis, and purchase of materials to correct gaps.				X	X	X
3.1.g. Standards-organized (cross content and within content) Vertical Teams training for all high schools with ongoing PLCs/data reviews (conducted by Curriculum Specialists).				X	X	X
3.1.h. Observations and feedback of each high school’s vertical alignment in instruction, lessons, and student matriculation into AP and DE courses and				X	X	X

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

accomplishment of college readiness and industry certification.						
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3.2. 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			
3.2.a. Quarterly benchmarking of increased STEM accelerated course offerings and performance on exams compared to baseline data				X	X	X
3.2.b. Quarterly benchmarking of students on target to graduate with college ready diploma and industry certification,				X	X	X
3.2.c. Production of end-of-grant report						X

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

TOTAL: \$0. The District will utilize current budget and other funds to meet the requirement.

Sustainability Factors: Schools will be equipped with the trained staff, materials, and protocol for maintaining increased enrollment and performance in their target AP/DE courses.

Supporting Narrative (optional): Funds for this project will come from other sources including the Department’s current budget and other funds. Currently, the District already meets the 2010 legislative requirements, as evidenced by a listing of all Broward County high schools and courses offered in the Appendix. The District will explore the expansion of additional STEM-related courses using District and other funds, however the District’s goal is not only to continue to increase the number of students participating in advanced courses, but also, based on data, to increase the performance of students on advanced placement and other test.

Title and Page Number of Appendices for this Project (if applicable): Appendix - Listing of all Broward County high schools and how they meet the 2010 legislative requirements – Page 149
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**RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II**

Project 4 - 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: Jeanine Gendron and Angela Coluzzi
Title: Director, Instructional Technology and Director, Network Integration
Phone #: (754) 321-0475, (754) 321-0356
E-mail Address: jeanine.gendron@browardschools.com, acoluzzi@browardschools.com

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Instructional Technology	X	X	X	X	X	X
Director of Network Integration, ETS	X	X	X	X	X	X
Director of Student Assessment	X	X	X	X	X	X

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

4.1.Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
4.1.a. Conduct computer-based testing readiness certification to determine the needs of the schools.	X			X	X	X
4.1.b. Examine school requirement for testing computers and space configuration and rank school in priority order based on data.		X		X	X	X
4.1.c. Refresh out of warranty/obsolete equipment for priority schools to meet online assessment needs.		X	X	X	X	
4.1.d. Add necessary infrastructure where required and testing software for priority schools.		X		X		
4.1.e. Prioritize schools for improved classroom instruction technology needs		X		X	X	

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

based on school needs assessments.						
4.1.f. Refresh out of warranty/obsolete equipment for teachers for improved classroom instruction.		X	X	X		X
4.1.g. Assist schools with building digital classrooms that include the district standard for a modified digital classroom in priority schools.			X	X	X	
4.1.h. Implement roll-out of equipment for selected priority schools with related training and technical support.		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	\$2,204,249	\$1,982,600	\$734,000	\$1,000,000	\$0

TOTAL \$5,920,849

Sustainability Factors: A sustainability plan will be developed to ensure computers that are in warranty and support the FLDOE standards for curriculum integration and testing purposes.

Supporting Narrative (optional):

Title and Page Number of Appendices for this Project (if applicable):
Appendix – Computer Based Testing Readiness Certification Results Summary – Page 151-156

**RACE TO THE TOP
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).

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 5- Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Jeff Stanley
Title: Director, School Applications
Phone #: 754-321-0329
E-mail Address: jeff.stanley@browardschools.com

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

Deliverables (minimum required evidence):

1. For teachers, principals, and other LEA staff, provide a report on the following:
 - a. Number of each type of staff in the district
 - b. Number of each type of staff accessing state resources via single sign-on
 Baseline report based on 2009-10 is due by December 31, 2010. Reports based on the prior two quarters completed are due by September 30 and March 31 of each year. Bi-annual reporting shall begin the first applicable period after single sign-on integration with the Department. The Department will provide a report template.
2. Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.
3. Single sign-on integration with the Department.
4. For state-level data downloads, provide a report of the following:
 - a. Name of the download
 - b. Date of most recent download
 Reports are due by September 30 and March 31 of each year and based on the prior two quarters completed. Reporting shall begin the first applicable period after receipt and incorporation of state-level data into local instructional improvement systems. The Department will provide a report template.

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director, School Applications	X	X	X	X	X	X
Programmer (to be hired)		X	X	X	X	X
Virtual Counselor Steering Committee	X	X	X	X	X	X

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

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

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.

5.1. 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			
	X			X	X	X
5.1.a. Provide reports of staff in the District accessing State resources via single sign-on including PMRN, CPALMS, Interim Assessment Item Bank/Test Platform, FACTS.org, eIPEP, and FloridaSchool Leadership.org.						
5.2. 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			
				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			
5.2.a. Contract with programmer consultant for third and fourth quarter to prepare technical environment for single sign-on integration to create data elements in the District’s student information system.						
5.2.b. Complete and submit Single Sign-on Integration Readiness Certification to the State.				X		
5.3. 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		
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
5.3.a. Integrate the District’s Data Warehouse System with the State to provide single sign-on.						

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

5.4.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			
5.4.a. Obtain state-level data download and request when available.				X	X	X
5.4.b. District Virtual Counselor Steering Committee reviews the process for making state-level data available to ensure all applicable data is available to the school/teacher for identifying strengths and weakness of their students.				X		
5.4.c. District Virtual Counselor Steering Committee reviews the current application used to disseminate data to identify enhancements for showing student, teacher, school and District growth disaggregated by subject and demographics.				X		
5.4.d. Programmer incorporates downloaded data into the District’s Data Warehouse system and implements enhancements to system.				X	X	X
5.4.e. Provide the State with a report of the name of the state-level data downloads incorporated into District’s Data Warehouse system.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$22,826	\$22,827	\$0	\$0	\$0

TOTAL \$45,653

Sustainability Factors: By 2013/14, the District will have made program adjustments to ensure the implementation of the single sign-on integration. The District will allocate a District staff member to manage role-based access to single sign-on.

Supporting Narrative (optional):

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 6 - 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: Jeff Stanley
Title: Director, School Applications
Phone #: 754-321-0329
E-mail Address: jeff.stanley@browardschools.com

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

Deliverables (minimum required evidence):

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director, School Applications	X	X	X	X	X	X
Programmers (to be hired)		X	X	X	X	X
Virtual Counselor Steering Committee	X	X	X	X	X	X

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

6.1. Deliverable (required): For local instructional improvement systems, provide a report that includes the following:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
<ul style="list-style-type: none"> a. Name of the system b. How the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research c. How the system is accessed and used by students and parents d. How state-level data downloads are accessed and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research [Ref. to Section (C)(2)]. This section of the report should be included when it becomes applicable e. A description of the student growth data available to users on the system f. How frequently students, teachers, parents, and principals are accessing the system 	X			X	X	X
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			
6.1.a. The Virtual Counselor Steering Committee reviews Virtual Counselor and other applications that make up the District’s instructional improvement systems annually, and develops a plan for integration such that students needs that are identify by data will connect with instructional resources to address those needs		X	X	X	X	X
6.1.b. Contract with a consultant programmer for the third and fourth quarter, and hire two full-time Programmers for the remaining years to implement enhancements in Virtual Counselor as recommended.		X	X	X	X	X
6.1.c. Programmer to work with Human Resource Department to assist in using Virtual Counselor and other data systems to evaluate the fidelity of professional development throughout the District tied to the instructional improvement system		X	X	X	X	X
6.1.d. Report details of the District’s local instructional improvement systems to State including name of systems, how it is	X			X	X	X

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

adopted and supported, how it is accessed, how state-level downloads are incorporated, and other required data, as well as the enhancements implemented to the systems yearly						
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6.2. Deliverable (required): The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	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		
6.2.a. District technology staff to provide information to State regarding assessments and survey information to verify that the District system meets the minimum requirements for the local instructional improvement system.				X		
6.2.b. Report name of District contact to receive data surveys from the State.				X	X	X
6.3. 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	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
6.3.a. Programmer will review data request from the State, as needed.		X	X	X	X	X
6.3.b. Programmer will create new data elements in the District’s student information system.		X	X	X	X	X
6.3.c. Programmer will develop the programs necessary to extract and format the data requested from the District’s Data Warehouse for reporting to the State.		X	X	X	X	X
6.3.d. Report name of District contact to receive data request from the State.	X			X	X	X

Project	2010-11	2011/12	2012/13	2013/14
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**RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II**

Budget	2 nd Quarter	3 rd Quarter	4 th Quarter			
Summary:	\$0	\$47,826	\$47,827	\$343,716	\$342,956	\$348,348

TOTAL \$1,130,673

Sustainability Factors: The District already has the Virtual Counselor system and local instructional improvement systems developed and operating. By 2013/14, the District will have incorporated all of the enhancements into the systems as required by the State. The District will develop report formats and process that will be used for the continuation of the systems and the enhancements beyond the grant period. In addition, the District will permanently allocate a District staff member to receive data request from the State. The Virtual Counselor Steering Committee will continuously be utilized to annual review the systems for further enhancements.

Supporting Narrative (optional):

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

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

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).

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

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

(i) Measure student growth

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

(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

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

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

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

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).

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

(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

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

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.

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

(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

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

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).

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

Toward the absolute priority of comprehensive education reform:

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

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 7 - 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: Linda Whitehead and Elisa Calabrese
Title: Director of Teacher Development and Director of Teaching and Leadership Center
Phone #: 754-321-5018 and 954-236-1191
E-mail Address: linda.whitehead@browardschools.com and elisa.calabrese@browardschools.com

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Director of Teacher Development	X	X	X	X	X	X
Director of Teaching and Leadership Center	X	X	X	X	X	X
Coordinator of Teacher Development	X	X	X	X	X	X
Higher Education Institution partners	X	X	X	X	X	X

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

7.1. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.			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			
7.1.a. Identify stakeholders (management, end-users, partners, Institution of Higher Education (IHE)/Consortium members	X	X	X	X	X	X

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

7.1.b. Define the plan and involve stakeholders in the planning/design process	X	X	X	X	X	X
7.1.c. Consortium and IHEs examine current revised 6A Policy for traditional and leadership preparation (Level I certification)	X	X	X	X	X	X
7.1.d. Conduct stakeholder focus group to review current District practices and procedures, review current programs, compile recommendations for program revisions if needed and as necessary and report findings to Consortium group	X	X	X	X	X	X
7.1.e. District and IHEs develop Teachers as Leaders program for teachers that are not interested in becoming an administrator but are interested in coaching, mentoring, department chairs, etc.	X	X	X	X	X	X
7.1.f. Select District and IHE content designers and developers to design and develop mentor training and Teachers as Leaders component based on qualification and experience to adhere to standards, technology integration and enhancement, methodological implications in content/course development	X	X	X	X	X	X
7.1.g. Design and Deliver mentor training	X	X	X	X	X	X
7.1.h. Identify Teachers as Leaders pilot cohort and begin implementation		X	X	X	X	X
7.1.i. Deliver Teachers as Leaders program				X	X	X
7.1.j. Continue to involve stakeholders/District departments to structure Teachers as Leaders program content and determine process for selection of teacher leaders	X	X	X	X	X	X

7.2. 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			
	X					
7.2.a. Refine plan for determining qualifications for Teachers as Leaders program and for other supervising teachers and peer mentors for teachers and principal leadership candidates	X					
7.2.b. Review and update district database of	X					

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

trained teachers in the Teachers as Leaders program.						
7.2.c. Review clinical educator supervision database of trained teachers and administrators.	X					
7.2.d. Review graduates/completers of leadership programs	X					
7.2.e. Review leadership training programs to further determine training needs.		X	X			
7.2.f. Use data collected from the district's instructional evaluation tool to identify effective and highly effective teachers; review database of NBCT to identify potential supervising teachers and mentors.				X		
7.2.g. Develop and implement a survey to administer to peer and cooperating teachers and administrators, beginning teachers, instructional coaches and mentors to identify needed professional learning and support.				X		
7.2.h. Develop guidelines to recruit supervising teachers and peer mentors for teacher and principal leadership candidates on the basis of merit, skill, experience and training.				X		
7.2.i. Develop guidelines to recruit teacher as leaders candidates on the basis of merit, skill, and experience.				X		
7.2.j. Develop guidelines to recruit district and school-based administrative leadership candidates on the basis of merit, skill, and experience.				X		
7.2.k. After review of training and needs assessment, schedule training courses and programs for clinical educator supervision and other identified training for supervising teachers and peer mentors.				X		
7.2.l. Submit plan to the State	X					

7.3. Deliverable (required): Description of qualifications to supervise program interns or serve as a peer mentor.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X		
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7.3.a. Convene stakeholders and create a rubric for assessing peer, cooperating, and supervising teacher qualifications.				X		
7.3.b. Convene stakeholders and create a rubric for assessing supervising administrator qualifications.				X		
7.3.c. Provide description for qualifications				X		

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

to supervise program interns or serve as a peer mentor to the State						
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7.4. 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			
			X	X	X	X
7.4.a Develop system to collect data on prospective teacher candidates engaged in field experiences and student teaching internships at Urban Academy Professional Development Schools with trained cooperating teachers developed through Teachers as Leaders			X	X	X	X
7.4.b. Submit report to State				X	X	X

7.5.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			
				X	X	X
7.5.a. Prepare DPEP report annually and submit to the State				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$14,576	\$14,582	\$85,242	\$82,832	\$57,768

TOTAL \$255,000

Sustainability Factors: The District will institutionalize the process for Teachers as Leaders. In addition, the District hopes to create a Teacher Leader certificate program with the Higher Education Institutions (IHEs) to ensure that teachers interested in taking a leadership role will have the opportunity for professional development through the IHEs.

Supporting Narrative (optional): The District already implements an alternative certification program that collaborates with higher education institution programs; therefore this requirement is met. The District plans to utilize its current budget to continue the program, while focusing on the needs of the District in the areas of hard to staff subjects, English language learners, and disabled students. The Teachers As Leaders program will be developed to support pre-service and in-service teachers.

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

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 8 - 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: Dr. Cathy Kirk
Title: Employee Evaluation Coordinator
Phone #: 954-632-1416
E-mail Address: cathy.kirk@browardschools.com

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Associate Superintendent, Human Resources	X	X	X	X	X	X
Evaluation Coordinators (3) (1 to be hired)	X	X	X	X	X	X
Research Specialist (To be Hired)	X	X	X	X	X	X
Area Superintendents	X	X	X	X	X	X
Area Directors	X	X	X	X	X	X
Principals	X	X	X	X	X	X
Director, Instructional Staffing	X	X	X	X	X	X
Director, Non-Instructional Staffing	X	X	X	X	X	X
Broward Teachers Union (BTU)	X	X	X	X	X	X
Broward Principals' and Assistants' Association (BPAA)	X	X	X	X	X	X
Director, Employee Relations	X	X	X	X	X	X

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

8.1. 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	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			No			

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

in the MOU in (D)(2)(i)-(iii).			<i>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			
8.1.a. Create a Committee including District staff, teacher representatives, principal representatives, and union representatives to develop and define the vision of teacher effectiveness		X	X			
8.1.b. Hire a team of external consultants specializing in Teacher Evaluation, Pay for Performance, and Compensation Systems, to create assessments for hard to test areas, and in working with Teacher Unions to assist in designing the teacher evaluation system, create the evaluation of new system, as well as assist with union negotiations.		X	X	X	X	X
8.1.c. Consultants and Committee will develop Committee meeting calendar with benchmarks for definitions, teacher effectiveness goals, priorities, support, and RTTT requirements		X				
8.1.d. Utilizing state resources, the District will hire consultants to develop End-of-Course exams for all courses not measured by state or national assessments		X	X	X	X	X
8.1.e. Begin teacher union negotiations on the new evaluation system		X	X			
8.1.f. Hire Research Specialist (hours beyond contract third and fourth quarter, then full-time in years 2-4) to apply the value-added measures of teacher level student growth in order to determine student achievement gains for over 13,000 teachers		X	X	X	X	X
8.1.g. Consultants and Committee present proposed new evaluation system for classroom teachers, based on consultant recommendations, which consist of 50% of the evaluation system including core of effective practices, requirements of F.S. 102.34, and a comprehensive range of ratings (including effective and highly effective); and that incorporates student growth measure-based on performance of students on state-required assessment for 40% of the evaluation and student growth or achievement as determined by the District for the remaining 10%, to Executive Leadership Team (ELT) and to School Board for approval		X	X			

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

8.1.h. Through Committees and/or collective bargaining, define milestone events and at least one additional metric to include in revised teacher evaluation system		X	X			
8.1.i. Implement multi-metric evaluations for teachers in the year prior to a milestone event.				X	X	X
8.1.j. Make recommended changes to proposed evaluation system for classroom teachers based on ELT and School Board feedback			X	X		
8.1.k. Union ratification of proposed evaluation system for classroom teachers			X	X		
8.1.l. Implement new teacher evaluation system for classroom teachers that teach grades and subjects which student growth measures have been developed by the State				X		
8.1.m. Develop Resource Manual for new evaluation system for classroom teachers and disseminate to schools		X	X	X	X	X
8.1.n. Develop online training for school and district leadership on the use of the new evaluation system for classroom teachers		X	X			
8.1.o. Train all school leaders on new evaluation system for classroom teachers				X		
8.1.p. Orient school and district leaders on new evaluation system for all classroom teachers				X		
8.1.q. Hire one additional District Evaluation Coordinator to work with Principals in identifying teachers in need of assistance based on student achievement data.				X	X	X
8.1.r. All complete Professional Growth Plan (PGP) based on student learning goals				X		
8.1.s. Teachers implement the Professional Growth Plan activities and begin evidence and documentation of progress towards meeting the goals of the plan				X		
8.1.t. Administrators monitor implementation of PGPs to determine progress of teachers towards mastery of student achievement goals				X		
8.1.u. Research Specialist applies statistical value-added model to determine student gains by teacher				X		
8.1.v. Administrators conduct annual teacher evaluation conference based on data from student gains and other metrics				X		
8.1.w. Evaluate the new teacher evaluation system for classroom teachers				X		
8.1.x. Consultant and District staff refine the				X	X	X

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

teacher evaluation system for all classroom teachers and manuals based on evaluation results						
8.1.y. Vet changes to all stakeholder groups as appropriate				X	X	X

8.2. 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			
	X					
8.2.a. Work with stakeholders to develop timetable	X					
8.2.b. Conduct annual reviews of teacher evaluation system				X	X	X

8.3. 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			
		X	X			
8.3.a. Convene already established Committee including District staff, principal representatives, Area Directors, and union representatives to develop and define the vision of principal effectiveness		X	X			
8.3.b. Hire a team of external consultants specializing in Administrator Evaluation, Pay for Performance, and Compensation Systems and in working with Teacher Unions to assist in designing the teacher evaluation system, create the evaluation of new system, as well as assist with union negotiations		X	X	X	X	X
8.3.c. Consultants and Committee will develop Committee meeting calendar with benchmarks for definitions, teacher effectiveness goals, priorities, support, and RTTT requirements		X				
8.3.d. Consultants and Committee present proposed new evaluation system based on consultant recommendations to Executive Leadership Team (ELT) and to School Board for approval		X	X			
8.3.e. Make recommended changes to			X	X		

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

proposed evaluation system based on ELT and School Board feedback						
8.3.f. Implement new administrator evaluation system				X		
8.3.g. Develop Resource Manual for new evaluation system and distribute to Area Offices		X	X	X	X	X
8.3.h. Develop online training for Area Directors on the use of the new evaluation system		X	X			
8.3.i. Area Directors in all three areas and District leaders receive training		X	X	X	X	X
8.3.j. Area Directors conduct orientation on new evaluation system to all administrators		X	X			
8.3.k. Administrators complete School Improvement Plan (SIP) based student learning goals				X	X	X
8.3.l. Administrators implement the SIP activities and begin evidence and documentation of progress towards meeting the goals of the plan				X	X	X
8.3.m. Area monitor implementation of SIP to determine progress of administrators towards mastery of student achievement goals				X	X	X
8.3.n. Research Specialist applies calculations to determine student gains by administrator				X		
8.3.o. Area Directors conduct annual principal evaluation conference based on data from student gains and other metrics				X		
8.3.p. Evaluate the new principal evaluation system				X		
8.3.q. Consultant and District staff refine the principal evaluation system and manuals based on evaluation results				X	X	X
8.3.r. Vet changes to all stakeholder groups as appropriate				X	X	X

8.4. 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					
8.4.a. Work with stakeholders to develop timetable						
8.4.b. Conduct annual reviews of principal evaluation system				X	X	X

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

8.5. 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
8.5.a. Evaluate all teachers and principals at least once per year			X	X	X	X
8.5.b. Evaluate first year classroom teachers and classroom teachers prior to a milestone career event (defined by District) at least two times per year				X	X	X
8.5.c. Depending upon timely receipt of state assessment results, Research Specialist enters classroom teacher and principal evaluation data into State system and submits report			X	X	X	X

8.6. 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	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
8.6. a. Submit electronic copy of revised classroom teacher and principal evaluation system to State for approval			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	\$216,690	\$216,689	\$843,442	\$492,816	\$293,062

TOTAL \$2,062,699

Sustainability Factors: By 2013/14, both a teacher and principal evaluation system will be developed and institutionalized in the District. The District will produce products for the continuation of the program beyond the grant period including manuals, orientation materials, and online training modules for principals and Area Directors. In addition, union negotiations will be completed and systems for the refinement of the evaluation systems will be incorporated into the District's continuous quality improvement process for evaluation systems.

Supporting Narrative (optional):

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 9 - 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: Sue Dumala and Sue Rockelman
Title: Director of Employee Relations and Director of Instructional Staffing
Phone #: 754-321-2140 and 754-321-2324
E-mail Address: susan.dumala@browardschools.com and susan.rockleman@browardschools.com

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Associate Superintendent, Human Resources	X	X	X	X	X	X
Evaluation Coordinators (3) (1 to be hired under Principal Evaluation Systems Work Plan)	X	X	X	X	X	X
Research Specialist (To be hired under Principal Evaluation Systems Work Plan)	X	X	X	X	X	X
Area Superintendents	X	X	X	X	X	X
Area Directors	X	X	X	X	X	X
Principals	X	X	X	X	X	X
Director, Employee Relations	X	X	X	X	X	X
Director, Instructional Staffing	X	X	X	X	X	X

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

Director, Non-Instructional Staffing	X	X	X	X	X	X
Broward Teachers Union (BTU)	X	X	X	X	X	X
Broward Principals’ and Assistants’ Association (BPAA)	X	X	X	X	X	X
Human Resource Development Staff	X	X	X	X	X	X

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

9.1.Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.			X	X	X	X
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			
9.1.a. Convene Committee including District staff, teacher representatives, principal representatives, and union representatives to develop and define the compensation system		X	X			
9.1.b. Hire a team of external consultants specializing in Teacher Evaluation, Pay for Performance, and Compensation Systems and in working with Teacher Unions to assist in designing the compensation system to meet the requirements of RTTT, create the evaluation of new compensation system, as well as assist with union negotiations		X	X	X	X	X
9.1.c. Conduct focus groups and/or surveys to teachers and principals on components of compensation system		X	X			
9.1.d. Research different compensation systems and best practices by staff traveling to Districts and conferences to obtain information on best practices.		X	X			
9.1.e. Research Florida Statute requirements and bargaining agreements		X	X			
9.1.f. Consultants and Compensation Committee present proposed new compensation system based on consultant recommendations and stakeholder feedback to Executive Leadership Team (ELT) and to School Board for approval		X	X			
9.1.g. Make recommended changes to proposed compensation system based on ELT and School Board feedback			X	X		
9.1.h. Union ratification of proposed			X	X		

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

compensation system						
9.1.i. Develop Resource Manual for new compensation system and distribute to all schools		X	X	X	X	X
9.1.j. Develop online training for compensation system to be distributed District-wide		X	X			
9.1.k. Conduct orientation at all schools on new compensation system				X		
9.1.l. Implement new compensation system at all schools				X	X	X
9.1.m. Evaluate the new compensation system at all identified 2009-10 persistently lowest performing schools (lowest 5%), F graded schools, and/or Intervene schools				X		
9.1.n. Consultant and District staff refine the compensation system and manuals based on evaluation results				X	X	X
9.1.o. Vet changes to all stakeholder groups as appropriate				X	X	X
9.1.p. Implement new compensation system at all Correct II D and F graded schools in the District					X	X
9.1.q. Implement new compensation system at all schools in the District						X

9.2. 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			
				X		
9.2.a. Submit copy of teacher and principal evaluation and compensation system to State that reflects requirements in the RTTT Memorandum of Understanding				X		

9.3. 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	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X

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

annually.						
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			
9.3.a. Committee creates staffing plan to include incentives to attract high performing teachers and principals		X	X	X	X	X
9.4. 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			
9.4.a. Submit the District’s collective bargaining agreement regarding the use of the teacher data to make personnel decisions to the State			X	X	X	X
9.5. 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			
9.5.a. Provide District decision makers surrounding reduction in staff (i.e., Area Superintendents, Area Directors, Human Resources staff, Superintendent, etc.) with teacher and principal effectiveness data annually to base decision			X	X	X	X
9.5.b. Develop accountability system to ensure Area Directors and principals at schools involved in the dismissal process to utilize the principal and teacher evaluation results and timeline in Florida Statute (ss.1012.33 and 1012.34) to remove ineffective teachers		X	X	X	X	X
9.5.c. Report list of teachers and principals dismissed from District due to ineffective performance to State			X	X	X	X
9.5.d. Report to the State a list of highly effective teachers and principals who			X	X	X	X

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

resigned or who no longer are employed by the District						
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9.6. 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			
9.6.a. Convene Compensation Committee including District staff, teacher representatives, principal representatives, and union representatives to develop differentiated pay system plan with timetables and goals		X	X			
9.6.b. Hire a team of external consultants specializing in Teacher Evaluation, Pay for Performance, Differentiated Pay System and Compensation Systems and in working with Teacher Unions to assist in designing the compensation system to meet the requirements of RTTT, create the evaluation of new differentiated/compensation system, as well as assist with union negotiations		X	X	X	X	X
9.6.c. Develop criteria for identifying additional responsibilities warranting differentiated pay, school demographics warranting differentiated pay, high-poverty and high minority schools, and hard-to-staff subjects and specialty areas (critical shortage areas)		X	X			
9.6.d. Research different compensation systems and best practices		X	X			
9.6.e. Research Florida Statute requirements and bargaining agreements		X	X			
9.6.f. Develop differentiated pay system based on define criteria		X	X			
9.6.g. Develop compensation system to provide incentives for encouraging effective teachers and principals to work at high-poverty, high-minority, and persistently lowest performing schools, and to provide incentives for effective teachers to teach in hard-to-staff subjects and specialty areas		X	X			
9.6.h. Report list of teachers by school who receive differentiated pay			X	X	X	X

9.7. 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

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

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			
9.7.a. Human Resource Department staff enters all terminations into State system and survey			X	X	X	X

9.8. 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			
9.8.a. Human Resource Department staff enters all assignments of teachers and principals into State system and survey			X	X	X	X
9.8.b. Data is updated when 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			
	\$0	\$78,000	\$78,000	\$2,383,700	\$5,046,200	\$8,008,100

TOTAL \$15,594,000

Sustainability Factors: By 2013/14, the District’s compensation system will be developed and implemented at all schools in the District. The District will have developed the new pay scale, manuals and online orientation module for the continuation of the compensation system throughout the District and for new employees. The differentiated pay scale will be developed to meet the needs of the District and its students and will be continuously refined based on those needs. By 2014/15, District funds for teacher and principal pay will be re-aligned to the new compensation system which includes differentiated pay for the recruitment and retention of effective teachers.

Supporting Narrative (optional):

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

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

Project 10 - 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: Bette Zippin and Sherry Rose
Title: Director of Professional Development Support and Director of Leadership and Non-Instructional Development
Phone #: 754-321-5006 and 754-321-5002
E-mail Address: bette.zippin@browardschools.com and sherry.rose@browardschools.com

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Assistant Superintendent of Human Resource Development	X	X	X	X	X	X
Director of Professional Development Support	X	X	X	X	X	X
Director of Leadership and Non-Instructional Development	X	X	X	X	X	X
Director of Teacher Development	X	X	X	X	X	X
Director of Teaching and Leadership Center	X	X	X	X	X	X
Coordinator of Teacher Development	X	X	X	X	X	X
Selected Turnaround Principals (6)		X	X	X	X	X

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

Selected Intern Principals (6) (To be hired)		X	X	X	X	X
Turnaround Instructional Facilitators				X	X	X
Director of School Applications	X	X	X	X	X	X

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

10.1. Deliverable (required): A revised district professional development system that meets the requirements of <i>Florida's Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
10.1.a. Professional Development Support (PDS) Department gathers data from stakeholders, on the effectiveness of processes and procedures from professional development, as outlined in the District Professional Development System and evaluation of professional development components: <ul style="list-style-type: none"> i. District Professional Development Program Managers via monthly Professional Development Coordinating Council Meetings ii. School Professional Development Teams through their PDS contact iii. SD Advisory (Principals) via quarterly meetings 			X	X	X	X
10.1.b. Revise Professional Development plan to include new elements			X	X	X	X
10.1.c. Implement professional development plan			X	X	X	X

10.2. 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	X	X
Related Activities (indicate each year	2010-11			2011/12	2012/13	2013/14

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

activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
10.2.a. Hire a team of higher education institution and other expert consultants to work with District staff to design and develop face-to-face and online teacher professional development that focuses on pedagogical knowledge and subject matter knowledge content that aligns to the new common core standards, differentiated instruction, and high-needs student instructional strategies based on school data.		X	X	X	X	X
10.2.b. Conduct professional development during the academic school year through PLCs and planning days				X	X	X
10.2.c. Conduct summer institute for selected teachers based on student data and Professional Growth Plans			X	X	X	X
10.2.d. Provide online professional development and follow-up through online subscriptions, and PLCs				X	X	X
10.2.e. Incorporate online professional development and resources into the District’s instructional improvement system				X	X	X
10.2.f. Professional Development Support (PDS) Department develops tools for PD programs to ensure PD programs focus on new common core standards, employ formative assessments, and where appropriate, the principals of lesson study			X	X	X	X
10.2.g. Professional Development Program Managers develop or refine professional development based on tools developed by PDS Department				X		
10.2.h. Professional Development Program Managers develop course types based on tools developed by PDS Department				X		
10.2.i. Identify the methodology for a value-added model or additional components to the District’s New Educator Support System(NESS) above and beyond demonstrating mastery of the required state competencies on the Competency Demonstration Checklist				X		
10.2.j. Develop plan to expand the District’s New Educator Support System (NESS) and to provide support for second year teachers				X		
10.2.k. Develop plan for improving the selection process and training of new				X		

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

teacher mentors						
10.2.i. Implement expanded NESS program offerings to second year teachers				X	X	X
10.2.m. Develop Turnaround Principal Program to include providing intern principal to take the place of highly effective Turnaround principals, intensive professional development program for Turnaround principal in all areas of school and District operation and effective strategies to turnaround fragile schools, and professional development in new common core standards and other State requirements		X	X	X		
10.2.n. Identify Turnaround Principals based on effectiveness data and intern principal for internship				X		
10.2.o. Place selected intern principal at Turnaround Principal schools		X	X	X	X	X
10.2.p. Conduct intensive training for Turnaround Principals		X	X	X		
10.2.q. Place Turnaround Principal at fragile schools to offer mentoring and support to principals				X	X	X
10.2.r. Work with higher education institutions to provide Turnaround Principals with educational opportunities at higher education institution for advanced degrees			X			
10.2.s. Conduct Leadership Institute including Lesson Study for School Leaders, and Leadership Continuum, and formative assessment each summer			X	X	X	X
10.2.t. Follow-up with attendees of Leadership Institute through monthly Principal and Assistant Principal PLCs with Area Offices				X	X	X
10.2.u. Hire consultants to develop and conduct professional development including materials, videos, podcast, and online tutorials for teachers, principals and administrators on how to access and use student assessment information on student learning from Virtual Counselor and other local instructional improvement system resources, as well as State data systems for improving instruction, and for the Next Generation Sunshine State Standards/common core standards			X	X	X	X
10.2.v. Conduct professional development for teachers, principals and administrators on accessing local instructional				X	X	X

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

improvement systems and State level data systems, and Next Generation Sunshine State Standards/common core standards						
10.2.w. Hire Turnaround Instructional Facilitators (10) to provide coaching and mentoring to teachers at Differentiated Accountability schools				X	X	X

10.3. 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
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
10.3.a. Instruct, monitor principals in completing State developed ILDP based on the analysis of student assessment data and professional development needs (for the two years, the District has been utilizing the ILDPs developed by the State)			X	X	X	X
10.3.b. Develop and implement professional development plan based on ILDPs			X	X	X	X
10.3.c. Contract professional development facilitators			X	X	X	X
10.3.d. Develop schedule for professional development			X	X	X	X
10.3.e. Develop professional development calendar to accommodate training needed by principals based on ILDPs			X	X	X	X
10.3.f. Deliver professional development to principals			X	X	X	X

10.4. 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	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
10.4.a. Hire dedicated Research/Evaluator Specialist to conduct evaluations on professional development programs in accordance with the Protocols (target 3-4 programs a year)				X	X	X
10.4.b. Work with Programmer to develop				X	X	X

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

data systems source to evaluate professional development based on student performance						
10.4.c. Develop system to incorporate the evaluation of professional development offerings into the District’s staff development process/system				X	X	X

10.5. 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			
	X	X		X	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
10.5.a. Review current professional development system	X	X	X	X	X	X
10.5.b. Evaluate 3-4 professional development offerings per year				X	X	X

10.6. Deliverable (required): Annually report evaluation of professional development for teachers and principals as part of the review of the district’s professional development plan.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
10.6.a. Report evaluation results to professional development designers and staff				X	X	X
10.6.b. Use evaluation results to revise and refine the District Professional Development System in alignment with the Florida Protocol Standards				X	X	X

10.7. 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	X	X
Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
10.7.a. School Board approves the District Professional Development System, including any new elements and components				X	X	X
10.7.b. Submit revisions through				X	X	X

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

Superintendent letter to State stating revisions of School Board approved of Professional Development System, as per Florida Statute 1012.98						
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Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$407,780	\$407,780	\$1,935,546	\$1,980,582	\$2,030,052

TOTAL \$6,761,740

Sustainability Factors: After funding ends, the District will incorporate professional development developed through the grant into its professional development system. The District will utilize technology such as podcast and other forms to capture the professional development for all teachers, as well as new teachers that come to the District.

Supporting Narrative (optional):

HRD coordinates the implementation of Individual Professional Development Plans, or IPDPs. In Broward, these are called PGPs (Professional Growth Plans). The PGP is a tool teachers use to document their professional development based teacher performance evaluation results.

HRD coordinates the New Educator Support System (NESS). Mentors, called Instructional Coaches are provided for first year and second year (where appropriate) teachers. School liaisons monitor NESS at each school.

The District received a grant for the Florida Teacher Quality Program to develop professional development in math and science aligned to the Next Generation Sunshine State Standards for teachers. Through this grant, the District has already developed relationship with higher education partners and has begun to develop face-to-face and online professional development modules. RTTT funds will allow the District to continue the development of these professional development modules for math and science teachers, develop new modules in other subject areas, and allow the District to conduct the professional development for all core subject areas. The grant will provide a model for the District in developing other professional development in new common core standards.

In addition, the District already implements a Leadership Institute and training for leaders using current funds. The District will implement one of its best practices including a Turnaround Principal program that provides training for an interim Principal and allows a Turnaround Principal to provide support and one-on-one training for leaders at low performing schools in the District. In addition, the District will hire 10 Turnaround Instructional Facilitator to provide coaching and mentoring to coaches and teachers in the school at Differentiated Accountability schools.

The District will continue to offer professional development through its professional development system approved by the State in areas such as differentiated instruction, and instructional practices for high need students.

Title and Page Number of Appendices for this Project (if applicable):
Appendix – Broward County Public Schools’ Professional Growth Plan Template – Page 157

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

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

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)	80-86
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)	80-86
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	80-86
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)	34-36
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)	34-36
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)	47-53
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)	80-86
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)	80-86
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	37-45
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)	80-86
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)	80-86
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].	91-102

**RACE TO THE TOP
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.

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

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).

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 11 - 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.

Please indicate one LEA point of contact for this Project.
Name: Leslie Brown and Veda Hudge
Title: Executive Director of Educational Programs and Director of Accountability
Phone #: 754-321-2130 and 754-321-1890
E-mail Address: leslie.brown@browardschools.com and veda.hudge@browardschools.com

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.

- Deliverables (minimum required evidence):**
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:
 - Teacher performance data regarding student learning gains in reading and mathematics.
 - Documentation that reflects the placement of the Principal and his/her record of “turn around” success.
 - Documentation relating to staff turnover/replacement.

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Superintendent	X	X	X	X	X	X
Area Superintendents	X	X	X	X	X	X
Deputy Superintendent of Education Programs	X	X	X	X	X	X
Executive Director of Educational Programs	X	X	X	X	X	X
Accountability	X	X	X	X	X	X
Title I Director	X	X	X	X	X	X
Lowest Performing School Principals	X	X	X	X	X	X
Broward Teacher’s Union Representative	X	X	X	X	X	X
District Research Staff	X	X	X	X	X	X
District Curriculum Staff	X	X	X	X	X	X

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
11.1. LEA will select Intervention Model from list of four options (see Appendix A of MOU).	X			X	X	X
Supporting Activities (indicate each year)	2010-11			2011/12	2012/13	2013/14

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

activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
11.1.a. Identify the schools on the State’s lowest performing schools (lowest 5%) list in 2009-10. These schools are identified as Coconut Creek High School, Larkdale Elementary School, and Sunland Park Elementary School.	X					
11.1.b. Collect and analyze school performance data and teacher data to select one of the four intervention models at each of the lowest performing schools in the District	X					
11.1.c. Use data to determine the best intervention model for each persistently-lowest performing school in the District. The approved selected model for the 2010-11 school year for Coconut Creek High, Larkdale Elementary, Sunland Park Elementary School under RTTT and SIG is the Transformational Model.	X					
11.1.d. Develop the target goals for each school based on the chosen model	X					
11.1.e. Develop the School Improvement Grant proposal based on the criteria of the model for each school	X					
11.1.f. Develop a plan to collaborate with the Broward Teacher’s Union to support activities of the model as it relates to school schedules, teacher transfer/placement, and teacher evaluation, performance pay, and other criteria of the chosen model		X				
11.1.g. Collect and analyze the effectiveness of the implemented model			X	X	X	X
11.1.h. Continue to implement the chosen model with adjustments if needed or determine if a new model should be implemented if 80% of the goals are not met			X	X	X	X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
11.2. LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include:	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 						

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

<p>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.</p> <ul style="list-style-type: none"> • 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			
11.2.a. Collect and analyze teacher data (including coaches) related to student learning gains in reading and mathematics for three years at each persistently lowest performing school.			X	X	X	X
11.2.b. Collect and analyze teacher data (including coaches) for all teachers other than reading and mathematics in the school to determine increase in student achievement.			X	X	X	X
11.2.c. Determine criteria for the use of student learning gains in the overall effectiveness ratings of teachers and administrators.			X	X	X	X

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

TOTAL: \$0. Funds for this initiative will come from the SIG grant and other sources of funding/services.

Sustainability Factors: The District will develop a plan to sustain a majority of initiatives in each school’s selected intervention model. Some initiatives will be institutionalized including the development of curriculum and process for professional development. The sustainability plan will include seeking other grant resources such as the Florida Department of Education’s 21st Century Community Learning Centers grant program, US Department of Education’s Smaller Learning Communities grant program and other grants.

Supportive Narrative (optional): Fund for this initiative will come from the School Improvement Grant and other sources of funding and services.

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 12 - 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: Leslie Brown

Title: Executive Director of Educational Programs

Phone #: 754-321-2130

E-mail Address: leslie.brown@browardschools.com

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 each high school offer an International Baccalaureate program, Advanced International Certificate of

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

- 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			
Executive Director, Educational Programs	X	X	X	X	X	X
Area Directors	X	X	X	X	X	X
Area Superintendents	X	X	X	X	X	X
Director of Accountability	X	X	X	X	X	X

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

Deliverable:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
12.1. 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			
12.1.a. Conduct extended learning opportunities at all persistently lowest performing schools. See school schedules for extended learning opportunities in the Appendix.	X	X	X	X	X	X

12.2 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			
12.2.a Identify students for pre-kindergarten at Larkdale Elementary (only Intervene lowest 5% school in Broward) attendance area			X			

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

12.2.b Provide full-time pre-kindergarten for students that qualify at Larkdale Elementary				X	X	X
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12.3 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			
12.3.a Coconut Creek already meets 2010 legislation requirements (Senate Bill 4). Develop plan to expand coursework at Coconut Creek High School to offer additional opportunities for advanced coursework through career learning academies including: Global Academy of Environmental Research & Design, Global Public Policy, Global Engineering, Global Design.			X			
12.3.b Offer students STEM related courses with the appropriate academy.				X	X	X
12.3.c Provide professional development for teachers in the academy to provide instructional support				X	X	X
12.3.d Conduct strategies within each academy including clubs, tutoring, Cyber Café, and other strategies to provide supports for low-achieving students				X	X	X

12.4 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			
12.4.a Gather data from students participating in advanced courses at Coconut	X			X	X	X

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

Creek High School						
12.4.b Increase student participation in advanced placement courses at Coconut Creek High School by at least 1% each year beginning in year 2.				X	X	X

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

12.6 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			
	X			X	X	X

12.7 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			
	X			X	X	X

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

at Coconut Creek High School						
12.8 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			
			X			
12.8.a Coconut Creek already meets 2010 legislation requirements (Senate Bill 4). Develop plan to expand coursework at Coconut Creek High School to offer additional opportunities for advanced coursework through career learning academies including: Global Academy of Environmental Research & Design, Global Public Policy, Global Engineering, Global Design.			X			
12.8.b Offer students STEM related courses with the appropriate academy.				X	X	X
12.8.c Provide professional development for teachers in the academy to provide instructional support				X	X	X
12.8.d Conduct strategies within each academy including clubs, tutoring, Cyber Café', and other strategies to provide supports for low-achieving students				X	X	X
12.9 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			
	X			X	X	X
12.9.a Gather data from students participating in advanced courses at Coconut Creek High School (CCHS)	X			X	X	X

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

12.9.b Increase student participation in advanced placement courses at CCHS by at least 1% each year beginning in year 2.				X	X	X
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12.10 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			
12.10.a Principal/designee of persistently lowest achieving schools to identify and Accountability Department staff classroom management needs.	X					
12.10.b Principal/designee of persistently lowest achieving schools to identify point person for classroom management/school culture issues	X					
12.10.c Introduce materials and study guides to faculty/staff of persistently lowest achieving schools			X	X	X	X
12.10.d Consultation/Technical Support (as needed) for CHAMPs study guides for persistently lowest achieving schools			X	X	X	X
12.10.e School Leadership to identify Prevention Liaison and Prevention Team			X			
12.10.f School Prevention Liaison/Team to meet monthly to review school culture data, prioritize and address needs.			X	X	X	X
12.10.g Student Support Services Office of Prevention Programs (SSS OPP) staff and school leadership meet to identify areas of need/support	X					
12.10.h School Leadership/ SSS OPP to outline timeline for implementation/support at persistently lowest achieving schools	X					

12.11 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			
12.11.a Gather data on student behavioral incidents at persistently lowest achieving	X			X	X	X

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

schools.						
12.11.b Decrease student behavioral incidents at all persistently lowest achieving schools by at least 2% each year beginning in year 2.				X	X	X

12.12 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			
12.12.a Identify schools in feeder pattern for CCHS, elementary and middle	X					
12.12.b Collect and analyze elementary feeder school performance data and individual teacher data for grade K-2 in reading readiness and reading.	X					
12.12.c Use data to determine Intervention Programs for reading specific to the needs recognized in the student data.		X				
12.12.d Develop target goals for each grade level in reading readiness and reading success for each grade level K-2.		X				
12.12.e Conduct research to identify each of the specific intervention programs needed at each school to assist in reaching target goals for reading success by the beginning of third grade.		X				
12.12.f Develop training modules for each intervention program identified by research that matches the data needs for each school		X				
12.12.g Develop Professional Learning communities process/topics aligned with research based intervention programs		X				
12.12.h Develop CWT protocol and training module for administrative monitoring of the implementation expectations for each teacher that participates in the training.		X				
12.12.i Implement training to designated K-2 teachers. Provide all research based intervention materials to every participant/school.			X			
12.12. j Implement training for administrators to be able to identify in a CWT process what should be the expected teacher and student behavior after completion and implementation of the intervention program.			X			
12.12.k. Collect and analyze middle feeder school performance data and individual	X					

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

teacher data for grade seven in math and science						
12.12.l. Use data to determine math Intervention Programs and science enrichment programs based on school and teacher gaps in meeting NGSSS.	X					
12.12.m. Develop target goals for math and science based on the NGSSS and which benchmarks need support at each school.		X				
12.12.n. Conduct research to identify each of the specific math intervention programs and science enrichment programs needed at each school to assist in reaching target goals for math and science success by the beginning of eighth grade.		X				
12.12.o. Develop training modules for each intervention and enrichment program identified by research that matches the data needs for each school		X				
12.12.p. Develop Professional Learning communities process/topics aligned with research based intervention and enrichment programs		X				
12.12.q. Develop CWT protocol and training module for administrative monitoring of the implementation expectations for each teacher that participates in the training.		X				
12.12.r Implement training to designated seventh grade math and science teachers. Provide all research based intervention and enrichment materials to every participant/school.				X		
12.12.s Implement training for administrators to be able to identify in a CWT process what should be the expected teacher and student behavior after completion and implementation of the intervention and enrichment program.				X		

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$0	\$0	\$0	\$288,391	\$288,393	\$288,392

TOTAL: \$865,176

Sustainability Factors: The District will develop a plan to sustain a majority of initiatives in each school. Some initiatives will be institutionalized including the development of curriculum and process for professional development.

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

Supportive Narrative (optional):

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

Appendix – School Schedules for Extended Learning Opportunities – Pages 158-164

**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
Project 13 - 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: Jody Perry

Title: Director, Charter Schools Support

Phone #: 754 321 2135

E-mail Address: Jody.Perry@Browardschools.com

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

Deliverables (minimum required evidence):

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Project Coordinator	N/A	X	X	X	X	X
Evaluation Coordinators	N/A	X	X	X	X	X
Research Specialist	N/A	X	X	X	X	X
Director, Charter Schools Support	N/A	X	X	X	X	X

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

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

13.1 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
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					
13.1.a Present proposed scope of work for input and discussion to charter schools.	X					
13.1.b Update charter schools on District RTTT efforts.		X	X	X	X	X

13.2 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					
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					
13.2.a Send a form letter to charter schools for opt in – or opt out options.	X					
13.2.b Send a second request (reminder) to charter schools for opt in or opt out options.	X					
13.2.c Collect and coordinate responses from charter schools regarding opt in or opt out options.	X					

13.3 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			
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				
13.3.a Establish Memorandum of Understanding (MOU) for charter schools to establish participation.		X				
13.3.b Establish a committee for compensation/evaluation systems		X				

13.4 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				
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			

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

13.4.a Develop a budget based on the required elements of the grant and the participation of the charter schools in each element of the grant.		X				
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13.5 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			
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
13.5.a Submit expenditure reports to the State that show expenditures for charter school’s commensurate share.			X	X	X	X

13.6 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			
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			
13.6.a Include in the MOU that the charter school will provide all necessary data and reports.		X				

13.7 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			
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			
13.7.a Conduct systems review to determine RTTT MOU requirement compliance.			X	X	X	X
13.7.b Submit reports of non-compliance to the State.			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	\$224,000	\$0	\$0	\$0	\$0

TOTAL: \$224,000

Sustainability Factors: Each participating charter school will develop a plan for sustainability as part of their plans for implementation and beyond the grant period.
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RACE TO THE TOP LEA FINAL SCOPE OF WORK – EXHIBIT II

Supportive Narrative (optional):

According to the Florida Department of Education, Race to the Top, Guidance for Charter School Participation and consistent with federal requirements, charter schools that agree to participate will be provided a commensurate share of grant funds and services provided by the RTTT grant funds. The District has 71 charter schools eligible to participate in Race to the Top, excluding pending applications. As of October 22, 2010, the District received notice from 57 charter schools indicating that they “Opt-In” to RTTT. The District will be communicating to charter schools that are approved to open next school year to determine if they will be participating in RTTT. To ensure that charter schools receive a commensurate share of funds and services, the District will implement the following activities:

1. To ensure that all schools possess the technology to provide sufficient access to strategic tools for computer-based assessment, the District will determine the needs of all of its schools including charter schools based on readiness for computer-based testing as certified through the online certification tool (includes high schools, and middle schools that offer Algebra); *(Funds for this requirement are included in Project 4)*
2. To ensure that all schools possess the technology to provide sufficient access to strategic tools for improved classroom instruction, the District will allocate a per pupil allocation of \$8.59 to all participating charter schools; *(Funds for this requirement are in Project 13) Calculation: Total line item cost for computer technology is \$2,000,000. Charter schools (including new and deferred charter schools) represent approximately 10% of the student enrollment. Therefore, the District will allocate \$200,000 or 10% of the funds to charter schools. This amount is divided by the number of charter school students (23,274 as per the 2010-11 20th day count).*
3. To ensure the integration of 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, the District will give the charter schools the opportunity to utilize the District’s enhanced local instructional improvement system (Virtual Counselor) or use a system of their own that meets the minimum standards. For charter schools that choose to utilize their own system, a per pupil allocation of \$0.19 will be allocated; *(Funds for this requirement are included in Project 5) Calculation: Total line item cost for Project 5 is \$45,653. Charter schools (including new and deferred charter schools) represent approximately 10% of the student enrollment. Therefore, the District will allocate \$4,563 or 10% of the funds to charter schools. This amount is divided by the number of charter school students (23,274 as per the 2010-11 20th day count).*
4. To use a data system that will show growth of students, teachers, schools, and District aggregated by subject and demographics and a system to provide requested data to the State, the District will give charter schools the opportunity to utilize the District’s enhanced local instructional system (Virtual Counselor) or use a system of their own that meets the minimum standards. For charter schools that choose to utilize their own system, a per pupil allocation of \$4.83 in total will be allocated; *(Funds for this requirement are included in Project 6) Calculation: Total line item cost for Project 6 is \$1,124,673. Charter schools (including new and deferred charter schools) represent approximately 10% of the student enrollment. Therefore, the District will allocate \$112,467 or 10% of the funds to charter schools. This amount is divided by the number of charter school students (23,274 as per the 2010-11 20th day count).*
5. To implement a Teacher and School Leader/Principal/Director Evaluation system that includes student growth measures and the requirements of the law and the RTTT MOU, the District will develop an evaluation system and offer charter schools the opportunity to utilize it or develop their own system. For charter schools that will utilize the District evaluation system, the District will collaborate with these charter schools. For charter schools that develop their own evaluation system, the District will allocate a per pupil share of \$2.32. Through RTTT, the District will hire staff for the review of the system that is created by charter schools on their own. *(Funds for this requirement are included in Project 8) Calculation: Total line item cost for the development of the teacher and principal evaluation systems is \$541,148. Charter schools (including new and deferred charter schools) represent approximately 10% of the student enrollment. Therefore, the District will allocate \$54,114 or 10% of the funds to charter schools. This amount is divided by the number of charter school students (23,274 as per the 2010-11 20th day count).*
6. To use evaluation results to improve how teachers and school leaders/principals/Directors are hired, placed/assigned, promoted, retained, dismissed, and compensated (pay for performance – using State criteria/learning gains formula), the District will develop a compensation system. For the pay for performance, the District will provide charter schools to utilize the District’s pay for performance plan, or charter schools can utilize their own. The District will provide to participating charter schools the comparable share of funds to individual charter schools full-time classroom teachers and principals that it provides to its traditional schools teachers and principals that meet the same criteria for the funds based on the pay scale that meets the criteria set by the State and the District. *(Funds for this requirement are included in Project 9)*
7. To ensure the participation of teachers and principals in professional development focusing on the new common core standards, employing formative assessment, and employing principles of lesson study, the District will provide the

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

professional development to participating charter school personnel in these professional development programs. (*Funds for this requirement are included in Project 10*); and

8. To evaluate the fidelity of professional development tied to student performance, the District will provide charter schools with resources to implement this requirement. (*Funds for this requirement are included in Project 10*).

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

Appendix - Sign-in sheet for Charter School Meeting October 11, 2010 on RTTT – Page 165

Charter School Opt-In/Out Form – Page 167

Listing of Charter Schools Opt-in/Out – Page 168

Email Notification to Charter Schools on First Draft FSOW & FAQs from Oct. 11, 2010 meeting –Page 170

Email Notification to Charter Schools on State Feedback on FSOW Page 174

February 17, 2010 Meeting Agenda introducing RTTT to Charter Schools- Page 176