

**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.

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

a. How the reform plan will support the state’s Theory of Action (*highly effective teachers and leaders make the difference in student achievement*):

Brevard Public Schools (BPS) will support Florida’s Theory of Action of *highly effective teachers and leaders make the difference in student achievement* by developing a comprehensive educational reform plan. **Achievement of this Theory of Action will occur through implementation of the comprehensive integrated work plans designed to connect and coordinate all the assurance areas of the Race to the Top initiative (RTTT) (See Appendix A-1 for Integrated Crosswalk, pg. 1).** BPS will work with the state to achieve equity in teacher distribution, teacher and improve the collection, access, and use of data, teacher and principal evaluation systems, enhance the quality of academic assessments for all students, and support struggling schools. Implementation of the RTTT work plans will support the guiding principles for the distribution and use of these funds to improve student achievement through school improvement and reform as well as ensure transparency, reporting, and accountability.

In addressing all aspects of the RTTT initiative there are three central overarching plan elements to the reform design. The reform elements are aligned with long-standing district commitments and the current strategic plan for growth. These efforts will result in increased rigor for students while supporting a professional teaching culture marked by shared purpose, collaboration, innovative spirit and continual learning.

The three critical overarching plan elements are as follows:

- 1. Restructuring of the Teacher and Administrator Appraisal Evaluation System:** BPS focus is to restructure a teacher and administrator appraisal evaluation system to strengthen strategic plan operational expectations centered on meaningful collaboration, continual learning, and innovation through reasonable levels of autonomy, accountability, and ownership. Strategic plan outcome indicators are anchored on maximizing student potential in core area achievement, closing achievement gaps and promoting student acquisition of 21st century skills. BPS currently has two project teams working on incorporating the strategic plan elements into a *multi-metric evaluation* system based on measured standards of professional performance and student achievement. This system will result in the creation of evaluation timelines, and improved system processes and instruments that will meet the required elements of the RTTT initiative aimed at developing and supporting highly effective teachers and leaders. As outlined in the work plans the project team members will make recommendations on the more traditional portions of the multi-metric approach, which will connect to the operational expectations, and support the RTTT initiative. Key elements related to ongoing professional learning,

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meaningful collaboration to improve instructional practice and make critical intervention decisions, and classroom observation grounded in best-practice research will be included.

2. **Implementation of a Learning Management System:** BPS has a project team assigned to recommend the processes and products that will support and develop a single sign-on Learning Management System (LMS) to serve the teachers, parents, and students in the district. This team is comprised of educational technology and curriculum and instruction leaders, building administrators, teachers and parents. Surveys and focus groups will be part of the planning team. Currently, BPS uses multiple vendor software packages causing users to maintain multiple log-in credentials to access tools and resources needed to perform everyday duties. The district's vision is to create a single sign-on, user-friendly system to provide timely and valuable resources and information to stakeholders. Teachers and principals will benefit from a single sign-on system that provides descriptive statistics related to state, district, local common assessments and teacher made instruments. Additionally, teachers would access a variety of materials, chronologically aligned to district pacing guides, designed to support instructional best practice efforts such as model lessons, video of colleagues delivering lesson-line elements, United Streaming clips, original sources, and state assessment item banks. Parents and students will utilize the LMS system to access these resources and to receive ongoing information on individual performance. Finally, the LMS will be a platform for students and teachers to work and learn collaboratively. The ultimate outcome of implementing a single sign-on LMS will be a powerful system for teacher training, student assessment and monitoring, parent accessibility for teaching and learning.
3. **Increase Science, Technology, Engineering, and Math (STEM) Coursework:** For over a decade, Brevard has been committed to providing exemplary opportunities for students in rigorous STEM coursework and high quality stem-related career and technical education (CTE) programs. Examples at the district comprehensive high schools include web design, drafting/illustrative design, communications technology, geospatial/geographic information systems, and engineering technology. Career academies in engineering, environmental studies, health sciences, technology, and digital arts and media are available to all secondary students. To insure equitable student participation the district provides corridor busing to students who choose to attend a CTE-program which aligns with the student's college or career goals. BPS plans to open a new STEM-related **Drafting/Illustrative Design** program in August 2012, with a planning phase initiated 2011-2012. This new Drafting/Illustrative Design program will be the multi-faceted prism through which BPS meets the RTTT STEM criteria and resulting in an industry certification.

The district application supports 3 of the 8 targeted sectors identified by *Enterprise Florida*: 1. Aviation/Aerospace; 2. Emerging Technologies (Materials Science, Nanotechnology and Marine Science); and 3. Manufacturing. This new program will create enhanced learning opportunities for students by providing rigorous and relevant academic and technical curriculum opportunities through integrated career-themed courses that articulate to postsecondary coursework and lead to industry certification. The new program's *Advisory Committee* will be engaged, highly supportive and poised to help insure student success. The *Drafting/Illustrative Design Program Advisory Committee* membership will consist of representatives from post-secondary institutions, professional design associations, architectural firms, and private sector design/technology-related companies. Integration of

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STEM concepts through this career program will help all students become more STEM literate ultimately preparing students to be successful in STEM-related careers.

b. *How the reform plan will contribute to the state's student achievement goals:*

The BPS plan for reform is aligned to the three key student achievement goals of the state application. The educational reform efforts implemented by BPS through the RTTT initiative will create the impetus for increased student achievement to directly result in meeting the three goals and giving students opportunities to gain the competitive edge needed for success in a 21st century global economy. Baseline data will be collected during the planning phase in 2010-11 and used to calculate performance toward accomplishing the established Goals as indicated in **Form A-1** in this section.

- **State Key Goal 1:** BPS students entering ninth grade in 2011-12 will be afforded opportunities for participation in accelerated program and monitored to ensure that at a minimum 85 of every 100 students from this cohort will graduate in 2015 from high school, and at a minimum 63 (74%) of the 85 students will go to college by 2017 and of the 63 students, 44 (70%) will earn at least a year's worth of college credit by 2019.
- **State Key Goal 2:** BPS will implement strategies and programs to close the student achievement gap by 2015 by reducing the achievement gap in half for graduation rate, college-going rate, and college credit earning rate as compared to 2010-11 baseline data.
- **State Key Goal 3:** BPS will increase the percentage of students scoring at or above proficiency on NAEP by 2015 as compared to the highest-performing states.

c. *The LEA's current status with respect to the various reform elements, including strengths and challenges:*

Early analysis indicates BPS is positioned and ready to take on the challenge of the RTTT reform elements. In the reform areas of Standards and Assessment and Turning Around the Lowest-Achieving Schools, BPS has conducted thorough statistical analysis of student achievement outcomes for all public and charter schools in the district. Individual regression analysis charts are compiled using FCAT Reading, Math, Writing, and Science results for elementary, middle, and high school proficiency. Total points from the individual regression analysis charts are used to create cumulative performance charts. As indicated, a statistical line of prediction based on the percentage of free and reduced lunch is use to determine the average proficiency level of schools with similar factors. Through this analysis process BPS makes informed data-driven decision for assessment of all public and charter school progress.

Chart #1 shows the regression analysis comparison for all 67 Florida school districts based on total points earned. The BPS goal is to achieve performance at least one standard deviation above the line of prediction. As of spring 2010 BPS is ranked 14th (.72 Std.) of 67 districts in the state with a standard deviation above the mean.

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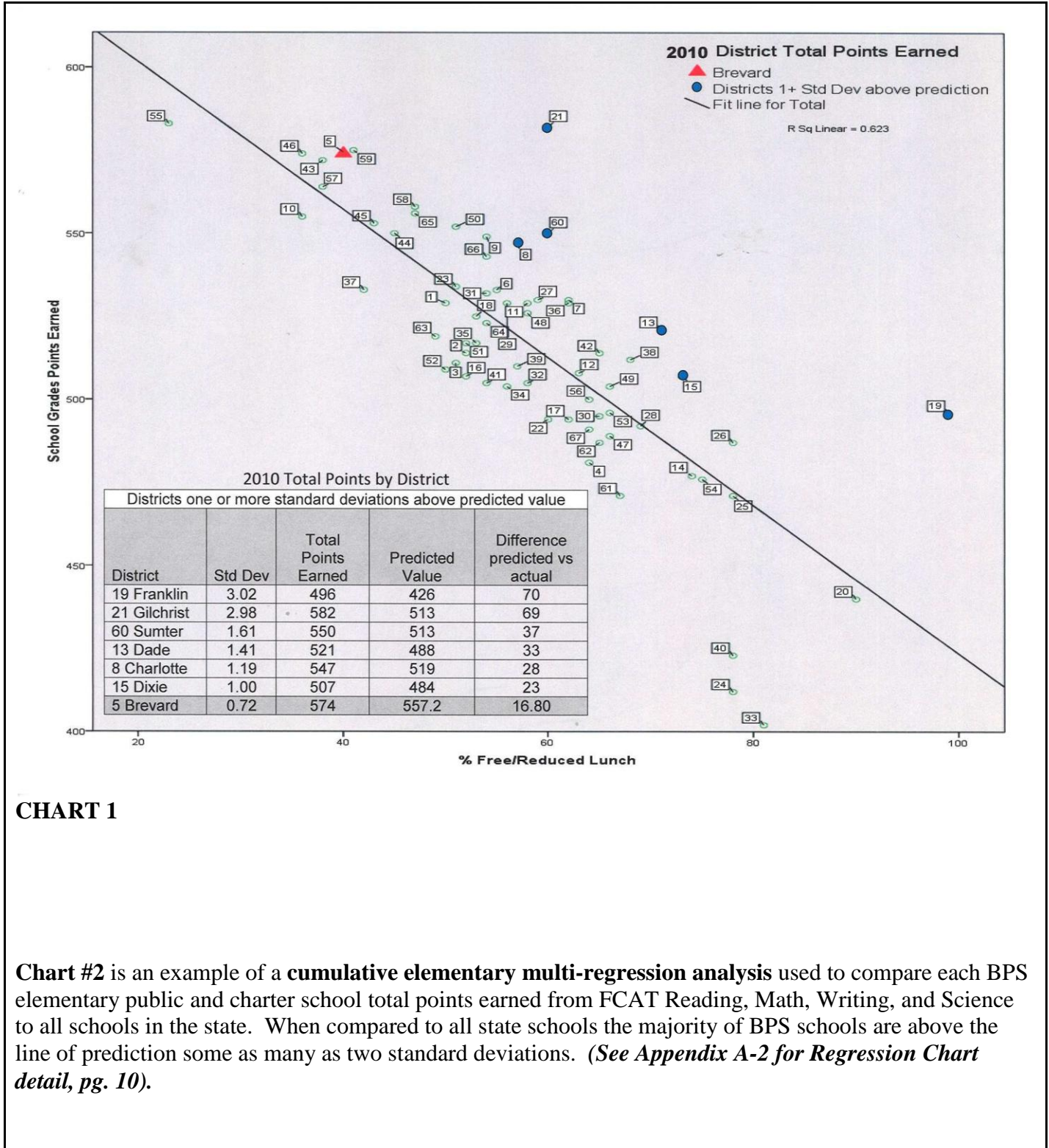


CHART 1

Chart #2 is an example of a **cumulative elementary multi-regression analysis** used to compare each BPS elementary public and charter school total points earned from FCAT Reading, Math, Writing, and Science to all schools in the state. When compared to all state schools the majority of BPS schools are above the line of prediction some as many as two standard deviations. (*See Appendix A-2 for Regression Chart detail, pg. 10*).

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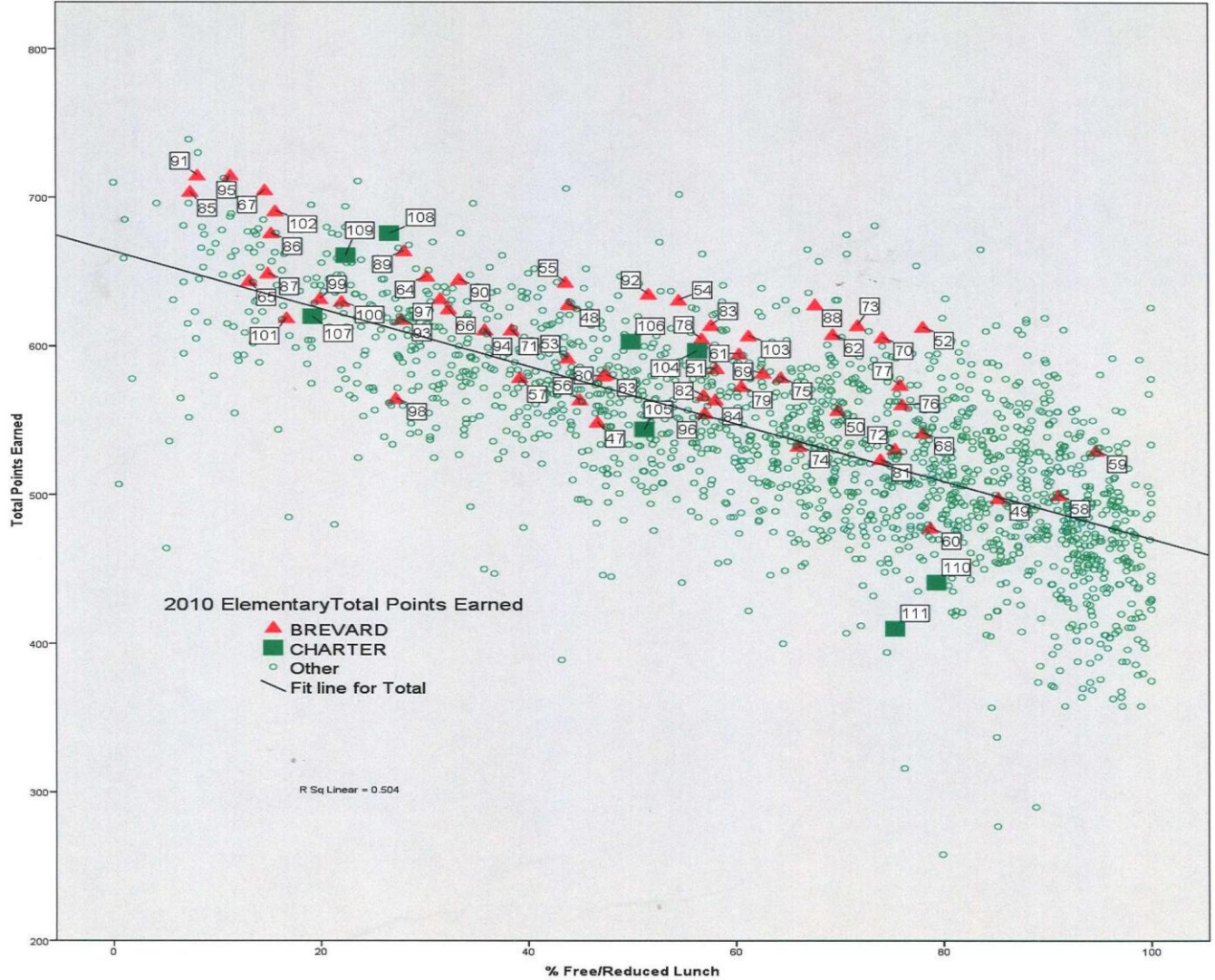


CHART 2

The reform elements for Great Teachers and Leaders will include the development of a comprehensive approach to evaluating professional practice. Teachers and administrators will have stratified evaluation outcomes based on a multi-metric system of evaluating professional practice, combined with value-added growth measures in student performance. Principal evaluations will be based on overall district outcomes, teacher, and school performance.

The BPS reform plan addresses strategies to improve the Data Systems to Support Instruction. Design efforts will include creating a single sign-on managed access to educational resources for all stakeholders, providing access to technological resources for improved classroom instruction, computer-based assessments, data informed decision making. Technology will be integral and vital to the successful to the human capital reform efforts.

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The challenge for BPS will be the enormous amount of work requiring additional funding, human effort and time for the reforms to occur. However, the strength of BPS is the capable and dedicated personnel are committed to and will ensure the successful implementation of the Race to the Top initiative. Ultimately these reform efforts will be a reality as the district strives to “*Serve Every Student with Excellence as the Standard.*”

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
- 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.

Enter narrative for (A)2. here:

In 2009 Brevard Public Schools (BPS) established **three project teams** to begin work on issues critical to the presented scope of work. The project teams were formed to make recommendations related to the development of a *comprehensive learning management system* and of a *multi-metric evaluation system* tied to compensation for performance. Representatives from the district professional development department are members on each team in an effort to provide insight, understanding, and coordination of training and support requirements. Additionally, these teams include representatives of the following **stakeholders**: central office administrators from Curriculum & Instruction, special education and English Language Learners ELL representatives, Title I, Educational Technology, Budget and Finance, Human Resources; school-based administrators; teachers; teacher union president; parents; and private sector patrons. Senior level cabinet members meet with project team leaders monthly to provide both oversight and an opportunity to foster connection and collaboration among project team research, efforts and initiatives.

To coordinate the development, implementation, and monitoring of each section of the Race to the Top (RTTT) grant the district has assembled an additional **Grant Management Team**. A **section leader** is assigned for sections B, C, D, and F (BPS has no schools in the lowest 5%) and each will coordinate the efforts of a multi-stakeholder team whose expertise and areas of responsibility connect to section elements. There is cross-representation between project teams and the grant management team. Each team will be responsible for helping the RTTT Administrator in gathering data, integrating the works of the other groups, keeping to the timeline for deliverables, providing information for the reports, assisting with the scheduling of professional development opportunities, and monitoring progress toward achieving the deliverables. Working with the teams will be representatives from the Budget, Accountability & Testing, and Office of Choice Schools as well as the senior administration as deemed necessary. ***See Appendix A-3 for the Integrated Management Chart, pg. 24.***

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Coordination of all collaboration, implementation, accounting, monitoring and evaluation responsibilities will be conducted by the **RTTT Program Administrator** and an **RTTT Accounting Clerk**. The RTTT Program Administrator will possess a high level of organizational skills, personality and management skills to work with diverse groups, knowledge of federal laws and compliance requirements, understand budgets, allowable expenditures and requirements, and have extensive knowledge of the district and school operations (*Appendix A-4 for Job Description, pg. 25*). The RTTT Accounting Clerk will possess a high level of knowledge of bookkeeping principles, practices, standard office procedures, and be able to apply knowledge to work situations. Additional skills required are to use technology to keep accurate, work collaboratively to initiate requisitions and purchase orders, verify receipt of merchandise, correlate invoices, purchase orders and receiving reports, and process vendor payments. For program accountability the RTTT Accounting Clerk will be able to examine financial records for accuracy and completeness according to prescribed standards, and monitor expenditures to ensure compliance with accounting standards and adherence to budget constraints.

For complete program accountability an **independent evaluator** will be contracted to work with all the project teams as needed, the RTTT Program Administrator, and others will help compile and analyze data, monitor progress, develop reports, and conduct fidelity checks of progress. The evaluator will be on contract to provide specific services within a designated time frame in the areas of 1) Technology and data, and 2) professional development/compensation systems.

An overarching **Summary Timeline** provides a snapshot of the integrated activities of the various Work Plan Teams and how each section team will work in tandem to accomplish the stated goals (*See Appendix A-5 for Summary Timeline, pg. 27*).

A **Summary Budget** by Work Plan Section provides an overview of the four year project and the level of emphasis being placed on the reform components. In the interest of maximizing the monetary possibilities related to the RTTT SOW, Brevard Schools **does not intend to claim** the allowable federal indirect cost rate. Instead, those dollars, totaling 5.74% (or \$401,188), have been redirected into the District's grant to support the reform implementation.

It should also be noted the District is committed to completing the full SOW and therefore realizes that other funding sources may be necessary in year four. The District further acknowledges that it may become necessary to amend the budget over the life of the grant, which may include adding additional accounting strings to accommodate these modifications. *See Appendix A-6 for Summary Budget, pg. 31.*

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

Enter narrative for (A)3. here:

Brevard Public Schools understands the importance of monitoring the key processes that guide decision making and strategic planning as it works toward achieving the district mission and project goals. The District intends to seek assistance from and work cooperatively with the state-level evaluation and management consultants contracted for the RTTT project. Each section work plan will be implemented with fidelity and strict adherence to compliance of the RTTT requirements, governing federal and state laws, and district policies. The compliance monitoring will be the responsibility of the RTTT Program Administrator,

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District Administration, and Project Work Plan teams. Guidance will be sought from the state contracted evaluators and a district-level contracted evaluator to ensure the accuracy and validity of the evaluation processes.

The RTTT Program Administrator, Section Work Plan Teams, district leadership, teacher union representatives, and stakeholders will work cooperatively to monitor the planning and implementation processes as established in the District Work Plans. During the *Year 1 Planning Phase*, a detailed implementation timeline focused on achieving the required deliverables and meeting the reporting schedules will be finalized by the **Management Team**. Monthly, the Management Team will review the planning and implementation process and identify work plan timelines and activities needing modification. Program level formative and summative evaluations of section reform areas will guide the implementation process across all four years. Timely feedback from project work plan teams, state evaluators, internal and external evaluations, and stakeholder surveys will provide the leadership team with valuable information on the progress toward achievement of the RTTT goals and reform efforts.

The **District Office of Accountability and Testing** will continue conducting *multiple regression analyses* of student achievement in core instructional areas, and assist with the validation process of the compensation plan multi-metric components. *Stakeholder satisfaction surveys* will inform the leadership about how parents, students, teachers, and community envision the reform process and embrace the new changes. State assessment data, classroom assessment data, training and professional development evaluations, feedback from district professional learning communities (PLC), teacher and principal evaluations, student graduation rates, industry certification completions, and college going rates are examples of data to be collected and analyzed. *Timely reports* by section work plan teams will be developed, shared, and distributed to district leadership teams, stakeholders, and state officials as required.

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

Enter narrative for (A)4. here:

Sustainability of the Brevard Public Schools (BPS) **comprehensive reform** plan beyond the funding period will be accomplished by building upon the district's annual *strategic planning process* which identifies specific gap analysis designed to address curriculum, programmatic, and operational areas for improvement. Cross functional **Project Teams** work together on individual analysis data, investigating appropriate research, and making recommendations for strategic efforts in **six areas of improvement** as follows: 1) Performance Appraisal System, 2) Performance Assessment System, 3) Closing the Achievement Gap, 4) Parent and Community Engagement, 5) Learning Management Systems to Support Instruction, 6) integrating 21st Century Skills. Project Team work results and outcomes are an integral part of the district cycle for **continuous improvement** which enables the staffs to make necessary budgetary allocation decisions and programmatic changes to meet the needs for sustainability, securing appropriate funding, and continuing the implemented reform efforts beyond the funding cycle.

A significant portion of the Race to the Top (RTTT) funding will be dedicated to supporting **differentiated compensation** grounded in the newly developed evaluative criteria. Given the unknown levels of state and local funding following the grant period, sustainability of this pay-for-performance model will be addressed by delineating stratified pay increases in the form of percentages. In this approach, no matter what funding amount is available for compensation increases in any given year, those dollars can be distributed

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proportionally in a manner that is consistent with established performance benchmarks.

RTTT provide funding to build a quality, comprehensive *learning management system* (LMS) that will provide invaluable information and decision making tools to teachers, students, and parents. By involving information technology and curriculum experts, private sector stakeholders, and virtually all end users in a visionary development process, BPS will create and implement a dynamic system to be operational in year 4 that will serve the district well into the future. Regular financial commitments to educational technology will allow for the desired additions or upgrades beyond the grant period.

Established in 2007, the Brevard Public Schools *Secondary Schools of National Prominence (SSNP) Initiative* incorporates a number of RTTT reform initiatives. The programs, services, and personnel funded through SSNP are funded by the local operating budget and are scheduled to be continued beyond 2014. STEM-related acceleration opportunities, Academic Academies, Career and Technical Education Academies, on-going and sustained professional development, Small Learning Communities, Rigorous Course requirements, and Industry Certification examination fees are specific examples of the type of support designated for these exemplary programs which are directly aligned to the Race to the Top initiative.

Professional development is a paramount element in the district comprehensive reform plan. Funding from the RTTT initiative will be used to expand professional development to support the critical elements in the Scope of Work Plans. Of particular focus will be the professional development, training, and classroom support to teachers on the elements of *lesson study* and *effective utilization of the enhanced learning management system*. In 2009 the district began implementing a research-based, integrated professional development instructional model and related training program called *Brevard Effective Strategies for Teaching (B.E.S.T.)*. The core element of BEST training utilizes a *train-the-trainer* model for all teachers and school administrators for the integration of Common Core Standards, Florida Professional Development Evaluation Protocol Standards based on the National Staff Development Council (NSDC) Standards, and Instructional Technology Standards. The BEST instructional model, based on research proven strategies will be used by all 4,500 teachers to effectively engage students, teach higher-order thinking, and develop the skills for 21st Century living while contributing positively to increased student achievement and the continuous improvement of instruction. Examples of the BEST module teachings include embedding technology in instruction, content and context standards, learning styles and the learning cycle, setting the learning environment, formative and summative (state and local) assessments, instructional strategies, and lesson unit design. The elements of Lesson Study and using the Learning Management system will be integrated into the appropriate BEST modules. Extended follow up through professional learning communities (PLC) and Lesson Study will occur during the grant and be sustained. BPS has committed time and effort to develop the BEST instructional model and is committed to continued assessment and delivery of the effective approach to improved instruction. (*See Appendix D-3 for B.E.S.T. Module Information, pg 70*).

The District realizes there is a need for **additional funds** to fully accomplish the reform goals and commits to providing those funds in year 4 to supplement the grant. Funds equivalent to approximately 20% may be reallocated, redirected, or sought from tax based sources for use in the RTTT project. The focus of year 4 funds will mainly support the teacher-principal compensation and evaluation systems and the technology components.

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

Enter narrative for (A)5. here:

In developing the RTTT Work Plans and budgets, the administration and staff in the Brevard Public Schools (BPS) realized the need to seek additional funding sources for the total integrated implementation and sustainability the Race to the Top reforms demands. Current strategic plan efforts highly support the elements the RTTT reforms and goals such as rigorous STEM programs, collaborative lesson study, data systems for instruction, and performance growth and evaluation processes that will develop great teachers and leaders. Before RTTT became a reality, project teams were tasked to bring forth solid recommendations on these topics areas with the understanding those recommendations would affect future budget decisions. Thus, the work of these teams has become incorporated in this final Scope of Work with the intent of full implementation of the recommended strategies to occur by year four.

Project teams have projected over the four-year cycle the funding needs to meet the grant deliverables. The RTTT process has enabled the district to prioritize, align programs, and identify areas where additional funding will be required. It is anticipated additional funding will be derived from a variety of competitive and entitlement (Title I and Title IIA) grants, redirecting and reallocation of operating funds, and special tax appropriations. Strategic plan operational expectations are focused around closing achievement gaps, promoting student acquisition of 21st century skills, building human capital leadership, and effective teachers.

Taking into consideration the recommendations, the district work teams have gained an understanding that the implementation of their recommended strategies can begin with the RTTT project. Teams have moved their learning and discussion beyond the preliminary planning and budget process. Initial budget recommendations to begin the reforms are included in the RTTT application, as the Teams understand that more funding must be dedicated to these significant initiatives than is provided by this grant. The District is committed to providing the additional funds required to fully and successfully implement the strategic plan initiatives, the RTTT goals and reform elements. Collectively, these various funding streams will support the district organizational mission of “*servicing every student with excellence as the standard.*”

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

STATE GOALS

State Goals for the Class of 2015:

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

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

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

LEA GOALS

Note: The unshaded boxes will be pre-populated for each LEA by the DOE.

High School Graduating Class of:	2005 (Baseline)	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduation Rate	72	73	75	76	79	80	82	84	86	88	90
College Going Rate	61	62	64	65	66	67	69	71	73	75	77
College Credit Earning Rate	66	67	68	69	70	71	72	73	75	77	79
Percent of 9 th Graders Who Eventually Earn at Least a Year’s Worth of College Credit	29	30	33	34	36	38	41	44	47	51	55

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**FORM (A)1
LEA Student Goals and Measures
STUDENT ACHIEVEMENT**

	2010-11	2011-12	2012-13	2013-14	2014-15
% scoring at or above proficiency (L 3-5) on FCAT 2.0 Reading in grades 3-10	(baseline)				
3					
4					
5					
6			TBD		
7					
8					
9					
10					
% scoring at or above proficiency (L 3-5) on FCAT 2.0 Mathematics in grades 3-8					
3					
4					
5					
6			TBD		
7					
8					
% scoring at or above proficiency (L 3-5) on FCAT 2.0 Science in grades 5 and 8					
5					
8			TBD		
% scoring at or above 4.0 on FCAT Writing in grades 4,8,10					
4					
8			TBD		
10					
% scoring at or above proficiency on End-of-Course (EOC) exams		(baseline)	(baseline)		
Algebra 1					
Geometry				TBD	
Biology					

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	2009-10 (baseline)	2010-11	2011-12	2012-13	2013-14	2014-15
Total Acceleration percentage points earned toward the Florida High School Grade for Participation and Performance in AP, IB, AICE, DE, and Industry Certification				TBD		
% of students demonstrating Postsecondary Readiness in Reading and Mathematics as measured by performance on the SAT, ACT, or CPT as reported on the Florida High School Grade						
Reading				TBD		
Mathematics				TBD		

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**FORM (A)1
LEA Student Goals and Measures
CLOSING THE ACHIEVEMENT GAP**

	2010-11	2011-12	2012-13	2013-14	2014-15
By 2015 reduce the White/African-American achievement gap in % at proficiency (L 3-5) by half on FCAT 2.0 Reading in grades 3-10	(baseline)				
3					
4					
5					
6			TBD		
7					
8					
9					
10					
By 2015 reduce the White/African-American achievement gap in % at proficiency (L 3-5) by half on FCAT 2.0 Mathematics in grades 3-8					
3					
4					
5					
6			TBD		
7					
8					
By 2015 reduce the White/African-American achievement gap in % at proficiency (L 3-5) half on FCAT 2.0 Science in grades 5 and 8					
5					
8			TBD		
By 2015 reduce the White/African-American achievement gap in % at proficiency by 2 percentage points annually on End-of-Course (EOC) exams		(baseline)	(baseline)		
Algebra 1					
Geometry				TBD	
Biology					

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	2009-10 (baseline)	2010-11	2011-12	2012-13	2013-14	2014-15
By 2015 reduce the White/African-American achievement gap by 25% on the Total Acceleration percentage points earned toward the Florida High School Grade for Participation and Performance in AP, IB, AICE, DE, and Industry Certification				TBD		
By 2015 reduce the White/African-American achievement gap by 25% on percent of students demonstrating Postsecondary Readiness in Reading and Mathematics as measured by performance on the SAT, ACT, or CPT as reported on the Florida High School Grade						
Reading				TBD		
Mathematics				TBD		

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	2010-11	2011-12	2012-13	2013-14	2014-15
By 2015 reduce the White/Hispanic achievement gap in % at proficiency (L 3-5) by half on FCAT 2.0 Reading in grades 3-10	(baseline)				
3					
4					
5					
6			TBD		
7					
8					
9					
10					
By 2015 reduce the White/Hispanic achievement gap in % at proficiency (L 3-5) by half on FCAT 2.0 Mathematics in grades 3-8					
3					
4					
5					
6			TBD		
7					
8					
By 2015 reduce the White/Hispanic achievement gap in % at proficiency (L 3-5) half on FCAT 2.0 Science in grades 5 and 8					
5					
8			TBD		
By 2015 reduce the White/Hispanic achievement gap in % at proficiency by 2 percentage points annually on End-of-Course (EOC) exams		(baseline)	(baseline)		
Algebra 1					
Geometry				TBD	
Biology					

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	2009-10 (baseline)	2010-11	2011-12	2012-13	2013-14	2014-15
By 2015 reduce the White/Hispanic achievement gap by 25% on the Total Acceleration percentage points earned toward the Florida High School Grade for Participation and Performance in AP, IB, AICE, DE, and Industry Certification				TBD		
By 2015 reduce the White/Hispanic achievement gap by 25% on percent of students demonstrating Postsecondary Readiness in Reading and Mathematics as measured by performance on the SAT, ACT, or CPT as reported on the Florida High School Grade						
Reading				TBD		
Mathematics				TBD		

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Work Plan Table

B. STANDARDS AND ASSESSMENTS

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

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

Please indicate one LEA point of contact for this Project.
Name: Beth Thedy
Title: Director, Middle School Programs
Phone #: (321) 633-1000 extension 583
E-mail Address: thedy.beth@brevardschools.org

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE IN THIS SECTION						

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

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area.	X	X		X	X	X
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			
NOT APPLICABLE IN THIS SECTION						

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Deliverable (required): Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE IN THIS SECTION						

Deliverable (required): Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE IN THIS SECTION						

Deliverable (required): Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE IN THIS SECTION						

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

Sustainability Factors: (short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends) **NOT APPLICABLE IN THIS SECTION**

Supporting Narrative (optional):
Brevard Public Schools **does not** have any persistently low-achieving schools per the Race To The Top Phase 2 application pages 363 and 364(as defined). The LEA will include formative assessment and the principles of lesson study in work plan table (D)(5).

Title and Page Number of Appendices for this Project (if applicable):
NOT APPLICABLE IN THIS SECTION

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Margaret Lewis
Title: Director, Career and Technical Education
Phone #: (321)633-1000 extension 380
E-mail Address: lewis.margaret@brevardschools.org

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

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

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

Key Personnel by Title: *EXISTING	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
*CTE Director			X	X	X	X
*High School Principal/Asst. Principal				X	X	X
*CTE Resource Teacher			X	X	X	X
*Secondary Math Resource Teacher			X	X	X	X
*High School CTE Department Chairperson				X	X	X
*High School Technology Ed and Math Teachers				X	X	X
*Postsecondary Faculty			X	X	X	X
*High School Guidance Counselor				X	X	X
*Industry Advisory Committee Members			X	X	X	X

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

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1. Deliverable (required): 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 2013-2014 who were awarded industry certifications.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1.1 BPS will begin planning in 2010-12 and will implement one additional Drafting/Illustrative Design Technology program by 2012-2013.			X	X	X	X
1.2 Beginning in the 1st quarter of the 2011-12 school year and through the 2013-14 school year designated CTE and geometry faculty will begin to develop integrated curriculum that will, at a minimum, link the standards, activities, and lessons with the geometry end-of-course exam.				X	X	X
1.3 Drafting/Illustrative Design and Geometry faculty will be provided with professional development, including lesson study, focusing on curricular integration, student support, industry certification, and employer involvement where necessary by experts.				X	X	X
1.4 Drafting Advisory Committee meetings will be ongoing and where appropriate give input into the CTE Program of Study, curricular integration of geometry with drafting and design performance standards, applications of technical content standards and essential skills reflected in the FLDOE Curriculum Framework.			X	X	X	X
1.5 Drafting/Illustrative Design faculty will team with geometry faculty and through workshops and common planning time,				X	X	X

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develop and implement integrated thematic lessons, contextual projects, and authentic assessments which meet STEM requirements.						
1.6 Drafting/Illustrative Design students who concentrate in the program will participate in the approved industry certification exam.						X
1.7 Monitor, evaluate, and revise as needed.			X	X	X	X

2. Deliverable (required): Evidence of funding allocated providing for the costs associated with student candidates' industry certification exams.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			X
2.1 Funding to support the cost of student candidates' industry certification assessments will be allocated from the Carl Perkins Career and Technical Education Act (Perkins) and from BPS district Secondary Schools of National Prominence (SSNP) funding.						X
2.2 Support to the CTE and geometry faculty to cover the costs of professional development will be partially funded from Perkins and SSNP.				X	X	X
2.3 Monitor, evaluate, and revise as needed.			X	X	X	X

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			X
3.1 Ongoing review and analysis of industry certification results will determine the need for curriculum alignment and the need for additional resources and support to promote student success on state-recognized industry certifications.				X	X	X
3.2 BPS will review and revise as needed the CTE Program of Study including grades 9-12 and transitions into postsecondary education. Consideration will also be given to offering the first course in the CTE sequential program to 8 th grade students.				X	X	X
3.3 BPS along with postsecondary faculty				X	X	X

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will engage in planning and developing articulation agreements to improve transition into colleges, technical centers, and/or universities.						
3.4 Improvement in student performance is central to the mission. Data gathering will focus on recording and analyzing student and program improvement.					X	X
3.5 Ensuring and improving the quality of a CTE program requires engaging in a regular cycle of improvement. BPS will seek national certification of the proposed Drafting/Illustrative Design programs through the American Design and Drafting Association (ADDA).					X	X
3.6 Monitor, evaluate, and revise as needed.			X	X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	N/A	N/A	N/A	\$116,900	\$6,050	\$2,550

Rt3 Draft Budget							
Description	SY 10/11			SY	SY	SY	
	2nd Qtr	3rd Qtr	4th Qtr	11/12	12/13	13/14	
Salary for Drafting and Geometry faculty team for extra duty pay or summer hourly rate to create integrated curriculum, contextual projects, lesson study, Program of Study, and curriculum crosswalks with postsecondary faculty.				\$5,000	\$2,500	\$1,200	
Substitutes for CTE Drafting and Geometry faculty.				\$500	\$400	\$200	
Out of County Travel for CTE Drafting and Geometry faculty to attend meetings or conferences.				\$100	\$100	\$100	
Printing costs for informational materials				\$100	\$100	\$100	
Professional services to provide an industry certification workshop for drafting faculty.					\$2,000		
Supplemental instructional materials to enhance student performance on the industry certification.				\$1,000	\$750	\$750	
Dues & Fees				\$200	\$200	\$200	
Furniture for new Drafting/Illustrative Design lab				\$45,000			

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Instructional software for new Drafting/Illustrative Design lab				\$25,000		
Computers & printers for new Drafting/Illustrative Design lab				\$40,000		
Total	\$0	\$0	\$0	\$116,900	\$6,050	\$2,550
				Total Project		\$125,500

Sustainability Factors:

1. BPS and our postsecondary partner Brevard Community College have been recognized for their continued success and leadership in Florida regarding dual enrollment programs and advance standing agreements. Continuing to build upon and further develop this longstanding partnership will leverage value-added time, talent and treasure to the program.
2. BPS has a solid tradition of positive performance and continuous improvement as evidenced by the number of student industry certifications earned to date; the national program certification by the *American Design Drafting Association (ADDA)*, of BPS Drafting/Illustrative Design programs; and the attainment of more than 4,000 Ready to Work credentials earned by CTE students. These accomplishments are a strong indicator of the efficacy of BPS ability to sustain its CTE initiatives.
3. BPS will use district/federal funds designated for industry certification assessment to support students.
4. BPS students following the Program of Study (POS) will complete the course requirements as an integrated course for Geometry.
5. Selected CTE and geometry faculty supported through RTTT will share common planning time and develop integrated, thematic lesson studies, contextual projects, and teaching protocols such as those identified in B.E.S.T. - Brevard's Effective Strategies for Teaching.

Supporting Narrative (optional):

CTE programs (**Appendix B-1**) are uniquely positioned to help students prepare for and pursue careers in STEM areas. Through the planned integration of STEM concepts and transferrable skills, this Drafting/Illustrative Design program will help all participating students become more STEM literate, provide students with exposure to STEM career pathways with a goal of increasing the likelihood that these students will pursue STEM-related careers.

This *Drafting/Illustrative Design* program will be structured to align with the national standards of ADDA (**Appendix B-2**) to further ensure rigor and relevance and appropriate curricula content. To be successful in any course involving a significant amount of geometry, students enrolled in this program will be challenged to make connections from concrete examples to abstract concepts via the design technology process. Practical hands-on learning activities will be a primary methodology for anchoring learning. Learning mathematics is more than a collection of concepts and skills to be mastered. It is an active process of discovering and constructing meaning from information and experience, and the Drafting/Illustrative design program will serve as an optional learning platform to achieve this outcome.

The Drafting/Illustrative Design sequential program will involve geometry and technology education faculty working together in an interdisciplinary teacher team. The team will have common planning time to allow them to collaboratively implement the key features of the RTTT application. Through concentration in the CTE program, students will be prepared to earn the state-identified industry certification — currently the AutoCAD Associate and, if successful on the geometry end of course assessment, earn a math credit.

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Critical to the success of the Drafting/Illustrative Design program are partnerships with postsecondary institutions and local business/industry employers. As Brevard County transitions from a significant sector of its workforce engaged in the space shuttle program to new opportunities in private sector space flight renewable energy development, quadramodal (land, air, sea and space) transportation development, the need for well-prepared design technology employees will continue to remain strong. The Drafting/Illustrative Design Advisory Committee will expand to include this cutting-edge expertise to further enhance the program curricula.

Students will enroll in the Drafting/Illustrative Design program through a voluntary process with parental knowledge and support.

Brevard Public Schools career and technical education programs serve students of various abilities and achievement levels with an ultimate goal of more students graduating from high school ready for college and careers. CTE programs offer students a deeper understanding of STEM career pathways in order to facilitate their transitions into these areas. Building interest in STEM and STEM-related careers and making math content more relevant and tangible to students is our vision.

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

B-1: CTE Program of Study – Drafting/Illustrated Design Page 32

B-2: ADDA Program Certification Standards Page 33

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Dr. Walter Christy
Title: Director, Secondary Programs
Phone #: (321)633-1000, extension 310
E-mail Address: Christy.walter@brevardschools.org

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			
*EXISTING						
*Resource Teacher for College and Career Readiness (SSNP Guidance)	X	X	X	X	X	X
*Resource Teacher for Dual Enrollment (Part-Time)	X	X	X	X	X	X
*Resource Teacher for Accelerated and Gifted Programs	X	X	X	X	X	X
*Resource Teacher for Secondary Mathematics	X	X	X	X	X	X
*Resource Teacher for Secondary Science	X	X	X	X	X	X
*Resource Teacher for Guidance K-12	X	X	X	X	X	X
*Resource Teachers for Career and Technical Education	X	X	X	X	X	X
*High School Principals	X	X	X	X	X	X
*High School Assistant Principals for Curriculum	X	X	X	X	X	X
*High School Guidance Counselors	X	X	X	X	X	X
*Director, Secondary Programs	X	X	X	X	X	X
*Director, Career and Technical Programs	X	X	X	X	X	X

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

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

1. Deliverable (required): 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					
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			
1.1 Analyze the baseline data 2009-2010 to identify courses for expansion and implementation.	X					
1.2 Develop a district plan to ensure each school provides the requirements as indicted in Senate Bill 4.	X					
1.3 Develop a district plan for the expansion of courses and teacher training.	X			X	X	X
1.4 Articulate with postsecondary institutions to provide educational opportunities in accelerated programs.	X			X	X	X
1.5 Align the increase of STEM-related course offerings to the district Strategic Plan objectives.	X			X	X	X

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			
2.1 Implement district and school based plans.				X	X	X
2.2 Monitor district and school based plans.				X	X	X
2.3 Revise school based plans based on annual data and progress.				X	X	X
2.4 Report data documenting completion of	X			X	X	X

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

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
 Brevard Public Schools will continue to focus on increased STEM-related acceleration course opportunities through the SSNP initiative which is funded by the operations budget of the Brevard County School Board.

Supporting Narrative (optional):
 In 2005, the School Board of Brevard County developed the Secondary Schools of National Prominence (SSNP) initiative to enhance rigor, relevance and relationships in the secondary school experience. SSNP consists of seven components: Increased Opportunities for Credit, Increased Course Requirements, Individualized Programs of Study, Rigorous Course Requirements, Assessment, Professional Development and Personalized (Small) Learning Communities. The goal of SSNP is to ensure that all students graduate from high school prepared to enter and be successful in the workplace, in further career education and/or in postsecondary degree opportunities. **(See SSNP Brochure included in Appendix B-3.)**

SSNP increased the opportunities for STEM-related acceleration course enrollments in dual enrollment, Advanced Placement (AP), Advanced International Certificate in Education (AICE) – Cambridge Program, International Baccalaureate (IB) and industry certification by offering students either a 7-period day or block schedule and by expanding Personalized (Small) Learning Communities. **The Rigorous Course Requirement component of SSNP resulted in additional student enrollments in STEM-related acceleration courses and industry certification, as well as 4 credits in science and 4 credits in mathematics required for graduation.** In addition, this district graduation requirement requires students to earn three credits in either academically rigorous courses (Honors, Dual Enrollment, AP, AICE, or IB) or in a Career and Technical Program of Study that leads to an industry certification. Students are required to earn 26 credits for graduation, with students in block-scheduled schools required to earn 30 credits for graduation.

A key factor in preparing students to enter and be successful in the workplace, in further career education and/or in postsecondary degree opportunities is administration of national standardized assessments such as the PLAN test given in Brevard Public Schools to all 10th graders. PLAN is the ACT's college-readiness test typically given to 10th graders. Results of the test are used by counselors as they recommend and place students in rigorous coursework with a focus on STEM-related acceleration. PLAN test results are also used to predict potential success in AP courses and to place in those courses students who might not otherwise self-select placement. **(See chart from ACT Corporation included in Appendix B-4.)** Counselors use occupation and career information provided by the PLAN test to facilitate student placement in courses that match the student's intended career path (i.e., STEM-related acceleration courses for students desiring a technology career). Professional development was provided to assistant principals for curriculum and counselors to facilitate the interpretation and use of PLAN data.

Furthermore, all 11th graders take the ACT test (unless waived by the Individual Education Plan). The test is used to provide an indication of student readiness for postsecondary education and careers. Through directive guidance, counselors use the ACT test results to develop a Senior Plan which will further refine student aspirations, goals and needs.

Another key is the **individualized program of study**. Beginning in the 7th grade, all students and their parents meet with the school counselor to create an Individualized Program of Study (IPS). The program is based on the

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student's interests and goals and is reviewed and revised annually through face-to-face meetings throughout the secondary school years. The IPS meeting is also used to ensure students are on track to meet graduation requirements which not only includes 4 science courses and 4 math courses, but also requires that each student take 3 Honors, AP, IB, AICE, and/or DE courses or 3 Career and Technical Education (CTE) courses leading to industry certification.

In order to provide access to higher level more rigorous courses, Brevard Public Schools offers a wide variety of STEM-related acceleration courses and programs. Choice programs have been strategically placed throughout the county in order to enable students to choose the program that best meets their goals and interests. **(See chart in Appendix B-5 for a full listing of programs available to BPS students.)**

Programs include the Engineering Career Academy in all areas of our county (south, central and north), Palm Bay SET Career Academy, the P.I.R.A.T.E.S. Academy (Math, Science, Engineering), AICE, and IB in the south end of the county; the Gifted Advanced Placement Program, the Digital Arts and Media Career Academy, IB and AICE in the central section of the county; and the Cocoa Academy of Technology Career Academy, Health Science Career Academy, and the AICE program in the north section of our county. Students in all areas of our county can participate in Dual Enrollment through courses taught on their high school campus as well as through a wide variety of courses taught on the college campus. In addition, all high school students also have access to STEM-related AP courses on each high school campus at 15 of the 16 high schools. As evidenced above, students in all areas of our county are able to participate in a wide variety of STEM-related accelerated courses, programs and options.

A review of Advanced Placement (AP), International Baccalaureate Program (IB), Cambridge Program (AICE), and dual enrollment (DE) courses indicates a wide range of opportunities for students to enroll and participate in rigorous accelerated coursework. **(See chart listing Accelerated Courses Offered at Each High School included in the Appendix B-6.)**

Advanced Placement (AP)

In 2004-2005 Brevard Public Schools offered ten (10) different AP courses associated with the STEM-related acceleration. Nine hundred (**900**) students were enrolled in AP Science or Mathematics courses at 12 of 12 district high schools. The courses included Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, Environmental Science, Physics B, Physics C Electricity & Magnetism, Physics C Mechanics, and Statistics.

In 2009-2010, Brevard Public Schools offered ten (10) different AP courses associated with STEM-related acceleration. One thousand five hundred sixty-three (**1563**) students were enrolled in AP Science or Mathematics courses at 16 of the 16 district high schools, an increase of 74% in five years. The courses were Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, Environmental Science, Physics B, Physics C Electricity & Magnetism, Physics C Mechanics, and Statistics.

As part of *Secondary Schools of National Prominence* and in consultation with the College Board in 2008-2009, the district created an AP Diploma Program in the district high schools. Students are required to take 6 full year courses or a combination of 6 full year and semester courses in five subject areas. Math and Science was one of the five subject areas required. 13 of 16 district high schools are AP Diploma Program Schools. In 2008-2009, ninety (**90**) Brevard students earned an AP Diploma; **105** AP Diplomas were earned in 2009-2010 which represents a 17% increase in one year.

International Baccalaureate Program (IB)

While Cocoa Beach Jr./Sr. High School has implemented an IB Program since January 1998, the first year that the data were reported as part of the district *Accelerated Programs Report* was 2006-2007. Therefore 2007 data were the baseline data for performance.

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In 2006-2007, seven (7) IB STEM-related acceleration courses were offered through the IB Program at Cocoa Beach Jr./Sr. High School: Biology HL, Biology SL, Chemistry HL, Chemistry SL, Physics SL, Math Studies SL, and Mathematics HL. One hundred twenty (**120**) students were enrolled in STEM-related IB Science and Mathematics courses.

In 2009-2010, two (2) Brevard public high schools, Cocoa Beach Jr./Sr. High School and Melbourne High School, offered eight (8) STEM-related acceleration courses through the IB Program: Biology SL and Biology HL, Chemistry SL and Chemistry HL, Environmental Systems, Math Studies SL, Mathematics SL, and Mathematics HL. Two hundred twenty-two (**222**) students were enrolled in the STEM-related science and mathematics courses at the two high schools offering IB Programs.

The IB Diploma is awarded to students who meet the criteria established by International Baccalaureate in Zurich, Switzerland. In 2008-2009 Brevard students earned **39** IB Diplomas; while in 2009-2010 **63** IB Diplomas were earned, an increase of 87%.

Advanced International Certificate in Education - Cambridge Program (AICE)

While Rockledge High School has offered the AICE Program since 2005, the first year that the data were reported as part of the district *Accelerated Programs Report* was 2006-2007. Therefore, the 2007 data are the baseline data for performance for Rockledge High School students.

In 2006-2007, three (3) STEM-related acceleration courses were offered through the AICE Program at Rockledge High School: Mathematics, Physics, and Thinking Skills. Ninety-nine (**99**) students were enrolled in these AICE STEM-related science and mathematics courses.

In 2009-2010, seven (7) AICE STEM-related courses were offered in math and science at Rockledge High School and Eau Gallie High School: Biology, Chemistry, Environmental Management, Marine Science, Mathematics, Physics, and Thinking Skills. Two hundred eighty-three (**283**) students enrolled in these STEM-related math and science courses at Rockledge High School and Eau Gallie High School. Also in 2009-2010, a Pre-AICE Program at Heritage High school was added to the two existing AICE Programs in the district, Rockledge High School and Eau Gallie High School.

In 2010-2011, Titusville High School initiated a Pre-AICE Program. The district now has four (4) AICE Programs located throughout the district. The AICE Diploma is awarded to students who meet the criteria established by the University of Cambridge in Cambridge, England. In 2008-2009 Brevard students earned **53** AICE Diplomas; in 2009-2010 **60** AICE Diplomas were earned, an increase of 13%.

Dual Enrollment (DE) and Industry Certification

In compliance with FS 1007.271, Brevard Public Schools (BPS) offers eligible secondary students participation in postsecondary courses creditable toward high school completion, career certificate, an associate, or baccalaureate degree in the form of a dual enrollment program. The data show a wide variety of STEM-related courses which have been taken by BPS students. As shown on the chart (see Appendix B3-4), there are a wide variety of STEM-related acceleration courses being offered through academic dual enrollment and industry certification programs. BPS guidance counselors work closely with college advisors to utilize directive counseling in an effort to enroll students in accelerated courses as appropriate.

Evidence of this collaboration is supported by the **311** students earning Associate degrees (A.A. and A.S.), Industry Certification in the form of College Credit Certificates (CCC), and Post-Secondary Adult Vocational Certifications (PSAV) in 2010. There were **116** A.A. Degrees and **1** A.S. Degrees conferred, **104** C.C.C. and **90** P.S.A.V. certificates issued. This represents a significant number of graduating students who took advantage of acceleration programs resulting in their being college and career ready.

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In summary, as indicated above, Brevard Public Schools has developed since 2005 Brevard Public Schools has developed a district research-based initiative entitled *Secondary Schools of National Prominence*. The purpose of this initiative is to enhance rigor, relevance, and relationships in the secondary school experience. The goal is that “Every student will graduate from high school prepared to enter and be successful in the workplace, in further career education and/or in postsecondary degree opportunities.” This includes access to AP, IB, AICE, and dual enrollment courses for all students in the district. In addition, the BPS Strategic Plan addresses Goal 1: Student Achievement as listed below:

Operational Expectation 1. Maximize student potential in core area achievement

1.1.3. By 2013, seventy-five percent (75%) of Brevard’s eleventh grade students eligible for a standard diploma, and each ethnic subgroup, will score equal to or greater than the national ACT benchmark scores on each subtest: English 18, Reading 21, Math 22, Science 24.

1.1.5 By 2013, the number of students awarded a postsecondary degree/credential (AA degree, AS degree, AAS degree, CCC, PSAV) from a postsecondary institution at the time of graduation will increase by ten percent (10%) as compared to the baseline year (2010).

Operational Expectation 2. Close the Achievement Gap

1.2.1 By 2013, participation in Advanced Placement (AP) courses, the International Baccalaureate (IB) program, the Cambridge Advanced International Certificate in Education (AICE) Program, and the Dual Enrollment/Collegiate High School Program based on the state defined eligible population and other individualized readiness factors will increase by ten (10%) percentage points from established 2008-2009 baseline data for all students and each ethnic subgroup.

These objectives not only focus on student participation in these programs but also student performance as schools facilitate college and career readiness through their individual programs of study..

(See Strategic Plan objectives included in the Appendix B-7.)

In 2009-2010, AP courses and dual enrollment courses were available to all 16 high schools. In addition, there are choice programs for IB located at 2 high schools and AICE located at 4 high schools, as well as their feeder schools. Senate Bill 4 (SB 4) provides additional support for the continuation and expansion of these programs.

A preliminary review of the data indicates that areas of improvement include an increase in the number of STEM-related courses offered at each high school (even though the requirements of SB 4 may have been met.). Another area of improvement includes the increase in student enrollment in the STEM-related courses as well as subgroup enrollments in the STEM-related courses. These two areas of improvement are keys to meeting the Project Goal.

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

B-3: SSNP Brochure Page 34-35

B-4: ACT Corporation Page 36-37

B-5: Listing of Choice Programs Page 38-40

B-6: Accelerated Courses Offered at Each High School Page 41-43

B-7: Strategic Plan Elements Page 44-61

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Sandy Crews
Title: Acting Assistant Superintendent for Information Technology
Phone #: (321)633-1000
E-mail Address: Crews.sandy@brevardschools.org

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: *EXISTING	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
*Accountability, Testing & Evaluation Director	X	X	X	X	X	X
*Capital Projects Manager	X	X	X	X	X	X
*Network Operations Group Manager	X	X	X	X	X	X
*Assistant Superintendent of Ed. Tech	X	X	X	X	X	X
*Instructional Training Manager	X	X	X	X	X	X
*Director School Choice and Charter School Principals	X	X	X	X	X	X

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

1. Deliverable (required): Completion and submission of computer-based testing readiness certification through Florida’s online tool.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1.1 Submission of Computer-Based-Testing (CBT) contact and readiness certification.	X			X	X	X
1.2 Expand schools capacity to deliver End-of-Course (EOC), FAIR and FCAT 2.0 Testing at secondary sites			X	X	X	X
1.3 Expand district Internet bandwidth to support increased state testing					X	X
1.4 Expand school site internal wide-area network (WAN) infrastructure to support increased State testing.					X	X

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1.5 EOC, FAIR and FCAT 2.0 online testing needs Analysis for 11/12 12/13 and 13/14.	X	X	X	X	X	
---	---	---	---	---	---	--

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$	\$	\$	\$496,740	\$726,870	\$729,570

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

District plans to continue the use of future capital dollars and e-rate reimbursements to support workstation and network infrastructure needs.

Brevard has historically supported and invested in its technology infrastructure:

- Current budget allocates resources for 9 individuals dedicated to technology maintenance with the Technology Support Services group. This group also has a District budget dedicated to repair-at-failure of District Technology.
- In 2006 the District increased the number of technology support specialist positions to allocate one per school. In 2009 this allocation was lowered for 10 sites designated for shared services (1 position for 2 sites) due to budgetary requirements. In 2010 we have 84 positions still funded.
- The District provides 12 Network Analysts for District and field level support of network infrastructure.
- The District provides 8 Teacher I integrator positions (instructional personnel) to support training and education of Technology investments at school sites.
- The District has funded a Security Analyst position to educate and train District personnel on proper technology practices to ensure availability, confidentiality and Integrity of District data.
- District staffs a technology “helpdesk” to ensure resources are available when help on technology use is needed.
- E-rate reimbursement funds will continue to be targeted for infrastructure support.

Supporting Narrative (optional):

Beginning with the 2006-2007 school year the district initiated a project to replace all non-modern or end-of-life computers throughout the district. Over the past four years 12,000+ modern computers have been purchased. These units provide our students the ability to access network resources and Internet access at a high level of availability. They also meet the requirements for security protection, through anti-virus, malware, and patch management support of Windows XP and Windows 7.

The District has allocated portions of e-rate reimbursement funds to Technology initiatives such as network switch replenishments. We have committed to Network reliability, security and availability with the creation of the Network Operations Center in 2006. This included multiple network monitoring applications/tools and is staffed by highly qualified personnel that have earned and maintain professional certifications such as Cisco’s CCNA. The creation and utilization of the NOC Center has allowed the District to transition from a reactive to a proactive model for network support. Also, in 2006 an effort was initiated to provide network infrastructure redundancy by the installation of dual core network hardware at the District Data Center. In 2007, the acquisition of the LANDESK Management and Security Suites provided centralized control of District computing resources. In 2008 our WAN links were upgraded from 1.5MB to 10MB at elementary and to 100MB at secondary schools providing more capacity, better performance, and higher reliability for access to networked resources, such as EOC and assessment testing.

The deployment of the IronPort anti-spam and virus protection appliance provides the district with real-time

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monitoring of all e-Mails entering and leaving BPS’s Exchange servers. During the week of Sept. 18-24, 2010 over 2,024,000 e-Mails attempting to enter the BPS Exchange servers were stopped based on known bad reputations, content, spam, or virus filtering, approximately 90% of all e-Mails destined to BPS staff. This investment is evidence that protecting the District’s data resources has always been a priority.

Our Websense Internet content filter, a CIPA compliant filter, protects our students and staff from accessing inappropriate web sites. With the deployment of Role Based Access Control (RBAC) on our Internet filter during the 2010-11 school year, teachers and administrators will have the ability to access sites deemed inappropriate for student access. Accessing sites such as YouTube, where instructional material is available, can be controlled at the school site by staff when and when deemed appropriate. This advancement in our content filter further supports the role of the district’s job of instruction.

To further protect our students, staff, and networked devices from “hackers”, an Intrusion Prevention System (IPS) was deployed during the 2009-10 school year. This device stops externally generated attacks from reaching the BPS network outside the firewall. The elimination of attacks that degrade network performance greatly reduces the negative impact our students face while taking on-line tests. In stopping attacks the network and its resources are always available for student use. The District has committed to ***Bolstering Technology for Improved Instruction and Assessment*** as evidenced with the following BPS Strategic Plan:

BPS Goal 2: Safe, Healthy and Productive Learning and Work Environment

Operational Expectation 1. Provide adequate and appropriate facilities.

- i. By 2011-2012, one hundred percent (100%) of the classrooms will be equipped with specified instructional hardware to meet the 21st Century Classroom standard. By 2017-2018, the District will complete the structured cabling component at every school.
- ii. Annually, provide a student to computer equity ratio of fewer than five (5) students per one (1) modern computer with a refresh cycle every four years.
- iii. Achieve one hundred percent (100%) availability of “wireless” capacity, allowing students and staff reliable access to networked resources using mobile network/communication devices by 2011-2012.

Breakdown of Activities for Deliverable “Completion and submission of computer-based testing readiness certification through Florida’s online tool”:

Activity 1.1

Acquire 26 mobile labs with a “class set” of workstations each year, starting in year 2 (2011/2012). Cost per lab is \$18,000 for a total of \$468,000 each year. Acquire replacement batteries for each workstation starting in year 3 (2012/2013) for a total of \$2700 for year 3 (2012/2013) and \$5400 for year 4 (2013/2014). Total cost year 2 \$468,000, year 3 \$470,700, year 4 \$473,400. Labs will be utilized year-round to support required assessments and will also support the “Instructional Improvement System” being implemented by the District. An initial formula for distribution is one lab for every 1,000 enrolled secondary students for all 3 years. A secondary school with an enrollment of 400 students would receive one lab total; a school with 700 students would receive two. A minimum of 750 in student enrollment over 3 years is required to receive a lab. Maximum labs per school are 5. As we progress from year 1 to year 2, 3 and 4 a reassessment will be completed and adjustments made for enrollment changes and needs identified by the analysis of end-of-course assessment certifications, FAIR and FCAT 2.0 online assessment needs.

Activity 1.2

Expand District Internet band width to support increased State testing. This includes upgrade of District “Internet” bandwidth from 400M to 1G to support online state assessments at all sites. Cost for this upgrade is \$28,740 per year.

Activity 1.3

Expand school site internal network infrastructure to support increased State testing. This includes upgrading 69

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WAN links to a 100MB bandwidth to District. Year 3: additional WAN at a cost of \$227,430, Year 4: \$227,430 to maintain level of service.

Activity	Description	Y1Q2	Y1Q3	Y1Q4	Y2	Y3	Y4
1	Secondary Assessment				\$468,000	\$470,700	\$473,400
2	Internet Bandwidth				\$ 28,740	\$ 28,740	\$ 28,740
3	Network Bandwidth					\$227,430	\$227,430
	TOTALS				\$496,540	\$726,870	\$729,570

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

NONE

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Work Plan Table

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

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

Please indicate one LEA point of contact for this Project.

Name: Sandy Crews

Title: Acting Assistant Superintendent of Educational Technology

Phone #: 321 633-1000 x701

E-mail Address: crews.sandy@brevardschools.org

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

Deliverables (minimum required evidence):

1. For teachers, principals, and other LEA staff, provide a report on the following:
 - a. Number of each type of staff in the district
 - b. Number of each type of staff accessing state resources via single sign-on

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

2. Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.
3. Single sign-on integration with the Department.
4. For state-level data downloads, provide a report of the following:
 - a. Name of the download
 - b. Date of most recent download

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

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

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

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Key Personnel by Title: *EXISTING	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
*Network Operations Manager	X	X	X	X	X	X
*Systems and Info. Security Manager	X	X	X	X	X	X
*Instructional Training and Cust Service Mgr	X	X	X	X	X	X
*Asst. Supt. Educational Technology	X	X	X	X	X	X
* Director School Choice and Charter School Principals	X	X	X	X	X	X

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

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

1. Deliverable (required): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X				X	X
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			
1.1 Providing State access reports via single sign-on as defined by the State	X			X	X	X

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			
2.1 Obtain criteria for Single Sign On (SSO) certification			X			
2.2 Needs assessment from Gap Analysis for SSO Certification				X		
2.3 Identify Necessary actions to close gap for SSO				X	X	
2.4 Obtain/Develop SSO that complements State's initiative					X	

3. Deliverable (required):	2010-11	2011/12	2012/13	2013/14
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Single sign-on integration with the Department	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			

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			
4.1 Receipt of state criteria received		X				
4.2 Analysis and programming for state downloads and integration into District System.			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	\$150,000	\$30,000	\$30,000

Sustainability Factors:
Managed access to effective resources for staff, students and parents will lead to the highest level of technological efficiency by focusing on gains in student learning. Single access to technology resources without variation in system authentication types will ensure stakeholder access without distractions. With the focus being learning BPS has been proactive in providing teachers and staff with the tools needed to improve the educational experience of students while using data as a resource tool for instruction. As Brevard continues to improve the user’s experience, we have been implementing products that are “active directory” compliant/compatible and computing practices that allow our users to utilize either an *Single Sign On (SSO)* or duplicate set of credentials thus allowing teachers and staff easy access to the resources. The project is viable and sustainable because Brevard has been committed to this since 2006. Continued implementation will result in a savings in District labor resources resulting in a cost reduction. Above all, learning gains and stakeholder acceptance will position Brevard to make this a viable and sustainable project. Brevard Public Schools will prioritize budgets according to practices, systems and resources that have the most positive impact on academic growth. The Systems and Information Security Manager has responsibility for user access/security before Race to the Top and will continue to support these duties during and after Race to the Top. The Instructional Training and Customer Service Manager will continue to be the training liaison for all users’ access after Race to the Top. Labor and software savings from managing large numbers of user accounts from multiple systems will be utilized along with operating budget to fund the \$20,000 software maintenance cost after RTTT.

Supporting Narrative (optional):

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BPS has been pursuing a *Single Sign On* environment since the restructuring of the Districts implementation of Active Directory in 2006. Since that time we have been targeting systems that are compatible or compliant with Active Directory. To date we have implemented this in multiple products used by Staff and Students. We have also been actively implementing Microsoft Share Point applications that support collaboration between District staff while utilizing Active Directory credentials for logon system access. The activities listed above provide the support needed as we implement the “State” single sign-on initiative to provide the seamless system access necessary in supporting the Instructional Improvement Systems for the State.

Once criteria on the State’s requirements are received, Brevard will research the best plan of action to support and comply with the State’s Single Sign On architecture.

Year 1, Quarter 4 – Phase I: Obtain state criteria to be utilized for Staff, Student and Parent access.

Year 2, Quarter 4 - Phase II: Acquisition or development of Single Sign On product compatible with state criteria to be utilized for Staff, Student and Parent access = \$150,000.

Year 3 – Maintenance cost for SSO Product: = \$20,000. Phase II: Implementation of Single Sign On product for Staff = \$10,000

Year 4 – Maintenance cost for SSO Product = \$20,000. Phase III Implementation of Single Sign On for Students and Parents = \$10,000

The Network Manager, Systems and Information Security Manager and Instructional Training and Customer Service Manager will ensure the product acquisition and implementation align with the State requirements for Single Sign-on.

The Network Manager will oversee the actual installation and customization of the system. The Systems and Information Security manager will be responsible for the user access/security access of the implementation.

The Instructional Training and Customer Service manager will be responsible for the training and education on the use of the product by all parties.

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

NONE

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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: Pat Shelton
Title: Director, Instructional Professional Development
Phone #: (321)633-1000 x243
E-mail Address: Shelton.Pat@brevardschools.org

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: *EXISTING	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
*Director, Secondary Programs	X	X	X	X	X	X
*Director, Middle School Programs	X	X	X	X	X	X
*Director, Elementary Programs	X	X	X	X	X	X
*Director, Accountability and Assessment	X	X	X	X	X	X
*Manager, Technology Training and Support	X	X	X	X	X	X
*Senior Systems Programmer	X	X	X	X	X	X
*Director, Professional Development	X	X	X	X	X	X
*Manager, Network Operations	X	X	X	X	X	X

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

1. Deliverable (required): 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			
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	X			X	X	X
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						

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1.1 Apply for FL DOE IIS Standards Committee. Participate fully in all committee meetings and activities. (Contingent upon acceptance.)	X					
1.2 Identify eligible Instructional Improvement Systems based on review of standards established by FDOE, CELT, state focus groups, and local requirements		X				
1.3 Evaluate local IIS components and determine criteria for integration path, replacement, or purposeful abandonment.			X			
1.4 Select Instructional Improvement System through a competitive bid process. (Name System)			X			
1.5 Develop three-phase project plan with input from representative stakeholder groups (Curriculum, Professional Development, Teachers, Principals, Educational Technology, Vendor, etc.) Report on:				X		
1.6 Execute Phase I of IIS deployment/implementation plan (Described in greater detail within Narrative Summary.)				X		
1.7 Execute Phase II of IIS deployment/implementation plan (Described in greater detail within Narrative Summary.)					X	
1.8 Execute Phase III of IIS deployment/implementation plan (Described in greater detail within Narrative Summary.)						X
1.9 Identify how the system has been adopted and used in the classroom, school, and at the district level to support instruction in the classroom, operations at the school and district levels, and research.					X	X
1.10 Identify how the system is accessed and used by students and parents.					X	X
1.11 Evaluate 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.					X	X
1.12 Describe student growth data available to users on the system					X	X
1.13 Identify/develop the process for					X	X

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reporting the frequency of students, teachers, parents, and principals accessing the system						
1.15 Final Instructional Improvement System Report						X

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 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			
2.1 Provide Point-of-Contact information for receiving FLDOE requests.			X	X	X	X
2.2 Collect data as indicated and required by FLDOE assessment and survey instruments.				X	X	X
2.3 Respond to Department sponsored technology assessments and surveys in an accurate and timely manner.				X	X	X
2.4 Conduct SWOT analysis with stakeholder group representatives, based on assessment/survey responses, to determine strengths, weaknesses, opportunities, and threats associated with Brevard’s IIS implementation.				X	X	X

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3. Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X		X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X		
3.1 Upon receiving file specifications from FDOE, Brevard Public Schools will build a program (or process) to pull the required data elements from both the IIS into a file appropriate for transmitting to the Department.			X	X		
3.2 Provide data files to the Department as requested.				X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	\$	\$	\$	\$350,000	\$350,000	\$50,000

Sustainability Factors:
To the extent the proposed *Instructional Improvement System* will make existing silo data systems redundant or obsolete, the District is poised to recapture those recurring costs by eliminating outmoded services. In turn, those recaptured dollars will be directed toward sustaining the IIS. Professional Development will most certainly contribute as a sustainability factor. We believe that effective training will lead to the highest levels of appropriate utilization and broad use will contribute to gains in student learning. Above all, learning gains and stakeholder acceptance will position the IIS to be a viable and sustainable project. Brevard Public Schools will prioritize budgets according to practices, systems and resources that have the most positive impact on academic growth.

Supporting Narrative (optional):
Even before Florida was notified by the USDOE that it's application for Race to the Top (RTTT) was to be funded, Brevard Public Schools had formed a *Learning Management System (LMS) Project Team* as part our local Strategic Planning Process. Guided by the general definitions supplied by recent legislation and FLDOE's RTTT proposal, stakeholders convened to lend a collective interpretation to the conceptual framework of such a system. Consistent with the agenda espoused by the *Center for Educational Leadership and Technology (CELТ)*, Brevard is actively seeking to clarify the key components and functional requirements of an Instructional Improvement System based on the current and projected needs of our stakeholders.

While Brevard already has several of the elements of an *Instructional Improvement System (IIS)* in place, those components are disparate and not tied together in a cohesive system.

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Generally unaware of what a fully functioning IIS might look like in our environment, the District's LMS Project team issued a *Request For Information* (RFI) in early September 2010. In the coming weeks and months, Brevard's team will review vendor responses and feedback from FLDOE to determine the selection criteria that will be used to make decisions in conjunction with a competitive bid process.

Our project timeline seeks to identify the most appropriate IIS for Brevard by May 2011. As suggested by our Ciii Work Plan, the District will then move into the first phase of a three-phased implementation strategy.

Phase I (2011-2012) ventures to tie together *Curriculum, Assessment, and Data*. Budget requests for the first phase are expected to be \$350,000. That figure is based on an estimated per student cost of \$25.00. During the initial configuration, the District anticipates rolling 10,000 students into the system; a number that generally corresponds to two grade levels. The balance of the funds associated with this phase (\$75,000) is to be directed toward professional development activities on how to use and navigate the software package selected.

Phase II (2012-2013) targets intensive *Professional Development* while incorporating Instructional and Curricular Resources. Budget requests for the second phase are expected to be \$350,000. That figure is based on an estimated per student cost of \$25.00. During this stage of the process, the District anticipates rolling 10,000 additional students into the system (20,000 total). The balance of the funds associated with this phase (\$75,000) is to be directed toward professional development activities on how to use and navigate the software package selected.

Phase III (2013-2014) will introduce *Measures of Teacher Effectiveness* as part of the IIS. Budget requests for the third phase are expected to be \$50,000 to be directed toward professional development activities on how to use and navigate the software package selected.

Implicit in the scope and sequence of implementation, Brevard will respond appropriately to the RTTT deliverables according to the timetable established by FLDOE.

Title and Page Number of Appendices for this Project (if applicable):
NONE

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D. GREAT TEACHERS AND LEADERS**

Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Dr. Pat Shelton

Title: Director of Certification & Instructional Professional Development

Phone #: 321.633.1000 ext 243

E-mail Address: Shelton.Pat@Brevardschools.org

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: *EXISTING	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
*Director of Instructional Professional Development (DACP Coordinator)	X	X	X	X	X	X
*Director of Ed Leadership (Intern Coordinator)	X	X	X	X	X	X
*Director of Human Resources & Labor Relations	X	X	X	X	X	X
*Union President	X	X	X	X	X	X
*University Collaboration Team (UCT) members	X	X	X	X	X	X
*Professional Development Council (PDC)	X	X	X	X	X	X
*Director School Choice and Charter School Principals	X	X	X	X	X	X

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

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

1. Deliverable (required): Plan for collaboration with institutions or other program providers (<i>include list-see narrative</i>) to assign supervising teachers.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1.1 Engage our School Principals, College Intern Supervisors, and the Director of Ed Leadership to collaboratively support the placement of new teachers.			X	X	X	
1.2 Establish the <i>University Collaboration Team</i> (UCT) and sub-committees for teacher preparation and mentoring processes.			X			
1.3 UCT will develop a plan of supervising teacher qualifications to ensure quantifiable <i>Effective and Highly Effective</i> measurements.			X			
1.4 Conduct bi-annual UCT meetings to review and modify teacher preparation and mentoring processes.			X	X	X	
1.5 Monitor, evaluate, and revise as needed			X	X	X	
1.6 Submit plan.				X	X	
1.7 Full Implementation						X

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	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			
2.1 Directors of Instructional Professional Development and Ed Leadership will develop and approve plans for selecting supervising teachers and peer mentors for interns, District Alternative Certification Program (DACP), and I-STEP Programs utilizing quantifiable measurements.			X			
2.2 PDC will develop a plan of teacher mentors qualifications to ensure quantifiable <i>Effective and Highly Effective</i> measurements.			X			
2.3 UCT and PDC will monitor, evaluate,			X	X	X	X

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revise, and approve plans.						
2.4 Conduct summer training for supervising teachers of interns and peer mentors to be Coaches and Mentors of classroom teachers.			X	X	X	X
2.5 Submit plan.				X		
2.6 Full plan implementation.				X		

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	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			
3.1 Directors of Instructional PD and Ed Leadership will develop plans for selecting supervising teachers and peer mentors for interns, DACP, and I-STEP Programs.			X			
3.2 Continuous improvement targets established for supervisors and mentors.			X	X	X	X
3.3 PDC and UTC will monitor, evaluate, and revise annual reports.			X	X	X	X
3.4 Annually submit qualifications, if necessary.				X	X	X
3.5 Full implementation.				X		

4. Deliverable (required): Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	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			
4.1 Annually submit staffing reports.			X	X	X	X

5. Deliverable (required): Annual APEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	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			
5.1 In partnership with the technology department staff, develop a process to collect data on mentors and supervising			X			

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teachers in the Electronic Registrar Online (ERO) system.						
5.2 Staff will evaluate and revise plans.			X	X	X	X
5.3 Annually submit the results and recommendations of the UCT and PDC for assigning intern supervisors and mentors.			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	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000

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

BPS contracts with *Electronic Registrar Online (ERO)* to maintain professional development records. At this time we are not utilizing ERO to its full functional capacity and envision our *Professional Development Plans (PDP)* to be incorporated into this online system with the support of our Race to the Top allocations. Once the ERO system has been programmed for this enhancement, we will need to train our teachers on the use of this new process in formulating and reviewing PDP’s in an electronic environment. Race to the Top allows the funds necessary to implement these functional changes and to get our teachers trained. Budget includes training approximately 300 teachers over the summer at a rate of \$22.50 per hour.

Also, our university partners for our *Alternative Certification Program (ACP)* and internship programs will continue to be utilized as a base for collaboration. We will use the PDC and Mentor Council that currently exists to review these new data and develop performance standard reports to the School Board and the DOE. The UCT will include the *Intern Early Start Program (I-StEP)*, PDC, and *Educator Preparation Institute (EPI)* teams.

BPS stands behind our successful ACP program initiatives while embracing continued university and PDC collaboration efforts in support of our teacher preparation programs. This is an area within Great Teachers and Leaders where BPS has made concentrated and focused progress. The on-going sustainability (after the grant has concluded) will be absorbed into the Professional Development budget.

Supporting Narrative (optional):
BUDGET REQUEST

Funds will cover the costs of teacher time for the following training.

2010-2011 – Clinical Educator Training for approximately 300 teacher-trainers = \$40,000
 2011-2012 – Clinical Educator Training for approximately 300 teacher-trainers = \$40,000
 2012-2013 – Clinical Educator Training for approximately 300 teacher-trainers = \$40,000
 2013-2014 – Clinical Educator Training for approximately 300 teacher-trainers = \$40,000

The UCT (*University Collaboration Team*) will include the Director of Instructional Professional Development /ACP Manager, the Director of Ed Leadership/Intern Placement Manager, the Director of Human Resources/Labor Relations, and the PDC. The UCT will document current processes for placement of interns and selection of supervising/mentor teachers. The I-StEP (Intern Start Early Program) results from 2010-11 will be used by the UCT to make recommendations regarding changes in the mentor selection/ intern experience starting in 2011-12 and then annually each year following.

DELIVERABLE LIST #1: UCT members include the following institutions and members

- District Professional Development Council – 30 member team (consisting of 50% teachers and 50%

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administrators)

- Brevard Community College / Educator Preparation Institute – Jennifer Marletta, Director EPI
- University of Central Florida Intern Start Early Program (I StEP) – Dr. Karri Williams and Dr. Nancy Braselton, Professors
- University of Central Florida Intern Support – Sheryl Schagen, Intern Coordinator
- Florida Institute of Technology – Debbie Blenis, Director of Science Education

Data collected from college internships, EPI field experiences, the I-StEP program, and surveys of new teachers, interns, ACP/EPI participants, and principals will be collected in the Electronic Registrar Online (ERO) and utilized by the UCT to monitor, analyze, and adjust processes and qualification factors for placing interns and selecting mentor/coaches.

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

NONE

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Work Plan Table

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

<p>Please indicate one LEA point of contact for this Project. Name: Joy Salamone Title: Director of Human Resources & Labor Relations Phone #: 321.633.1000 ext 265 E-mail Address: Salamone.Joy@Brevardschools.org</p>
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<p>Project Goal: The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.</p>
<p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> 1. A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist 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			
*EXISTING						
*Director of Human Resources Services	X	X	X	X	X	X
*Director of Instructional Professional Development	X	X	X	X	X	X
*Director of Educational Leadership	X	X	X	X	X	X
*Union President	X	X	X	X	X	X
*Performance Assessment Project Team members	X	X	X	X	X	X
*Instructional Appraisal Project Team (IAPT) members	X	X	X	X	X	X
*Director School Choice and Charter School Principals	X	X	X	X	X	X

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

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1. Deliverable (required): A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			<i>No later than May 1</i>	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			
1.1 Develop a Project Team to include Union Leadership and Teachers.	X					
1.2 IAPT (<i>Instructional Appraisal Project Team</i>) will develop (2011) and utilize (2012-13) the state-adopted teacher-level student growth measure as the primary factor in its evaluations systems to include collaboration with all stakeholders in observation methods.	X			X		
1.3 Utilizing state resources, the <i>Performance Assessment Project Team</i> will review (2011) and select student assessments for content and requirements to improve instruction for courses not measured by state or national assessments, and shall be reviewed, analyzed, and adjusted as needed (2011-14).		X	X	X	X	X
1.4 The evaluation system (2011) will include comprehensive components of multi-metric criteria which will be utilized to determine “ <i>Effective</i> ” and “ <i>Highly Effective</i> ” ratings and as a result, shall be reviewed, analyzed, and adjusted (2011-13).			X	X	X	
1.5 Created in August, all stakeholders will have the opportunity to utilize two transparent Share-Point websites for both the <i>Instructional Appraisal Project Team</i> and the <i>Performance Assessment Project Team</i> ; and will be the main depository of all collaborative efforts regarding the teams on-going developments, analysis, draft documentation, etc. over the four-year grant period (2011-14).			X	X	X	X
1.6 Submit teacher appraisal system.				X	X	X
1.7 Full implementation.						X

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2. Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	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			
2.1 Instructional Appraisal Project Team (IAPT) will present the instructional evaluation system to the Union Team.		X				
2.2 IAPT will bargain the instructional evaluation system for ratification.		X				
2.3 IAPT will present the instructional evaluation system to the Board for information and approval.			X			
2.4 IAPT will develop a training plan for classroom teachers.			X			
2.5 The new instructional evaluation system will be phased-in at schools for the 2011-2012 school year.				X		
2.6 A new instructional evaluation system will be implemented district-wide.				X		
2.7 Training will be provided for all classroom teachers during pre-planning week.				X	X	
2.8 The new instructional evaluation system implemented district-wide will include a revised compensation salary schedule.					X	X

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	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			
3.1 Deploy a <i>Principal Appraisal Project Team</i> (PAPT).	X					
3.2 PAPT will review and evaluate best practices during the 2011-2012 school year ensuring comprehensive linkage to student achievement.			X			
3.3 Created in August, all stakeholders will			X	X	X	X

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have the opportunity to utilize two transparent Share-Point websites for both the <i>Principal Appraisal Project Team</i> and the <i>Performance Assessment Project Team</i> ; and will be the main depository of all collaborative efforts regarding the teams on-going developments, analysis, draft documentation, etc. over the four-year grant period (2011-14).						
3.4 PAPT will design a principal evaluation system that utilizes the state-adopted student growth measure cited in (D)(2)(i) as the primary factor of the principal evaluation system.			X	X	X	
3.5 <i>Principal Appraisal Project Team</i> (PAPT) will analyze, revise, and adjust the principal evaluation system as needed.				X	X	
3.6 Submit principal appraisal system.				X	X	X
3.7 Full implementation.						X

4. Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X			
4.1 The final draft of a multi-metric principal evaluation system, to include “ <i>Effective</i> and <i>Highly Effective</i> ” ratings, will be presented to the Board for information and approval.			X			
4.2 PAPT will develop a training plan for principals.			X			
4.3 The new principal evaluation system will be phased-in for the 2011-2012 school year.				X		
4.4 Training will be provided for all principals at schools.				X	X	
4.5 A new principal evaluation system will be implemented district-wide.				X		

5. Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
5.1 HR personnel will meet with technology department personnel (2011) to establish a process to review and report the results of all			X	X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II

classroom teachers’ and principals’ evaluations (2012-14).						
5.2 Annually submit evaluation results.				X	X	X

6. Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6.1 IAPT (<i>Instructional Appraisal Project Team</i>) and PAPT (<i>Principal Appraisal Project Team</i>) will analyze both evaluation systems utilizing strengths, weaknesses, opportunities, and threats (SWOT) analysis after the first year has been completed.					X	X
6.2 Improvement recommendations made by the project teams will be reviewed by the stakeholders for modification.				X	X	
6.3 Any revisions to the instructional evaluation system will be presented, reviewed, and ratified by the Union team.				X	X	X
6.4 Any revisions to the principal evaluation system will be presented to the leadership team for review and input.				X	X	X
6.5 All revisions to either the instructional and/or principal evaluations systems will be provided to the School Board for information and approval.				X	X	X
6.6 Annually submit revisions, if necessary.					X	X
6.7 Full implementation.					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

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

In order to achieve reform sustainability, BPS will reallocate and redistribute the use of federal, state, and district revenue, to include aggressive pursuit in future competitive education grants. BPS recognizes the national crisis in education and will concentrate complete budget transformation based on stakeholder commitment to highly-effective student growth. These budgetary modifications will significantly improve the financial stability required for Brevard to Race to the Top. As we are continuing to be recognized by offering a 21st century public education to Brevard students, we will be persistent in the use of data-driven performance initiatives, compensation reforms, and becoming the nation’s leader in comprehensive, measurable, and highly-effective student achievement.

Supporting Narrative (optional):

Utilizing student growth data, BPS will engage a **collaborative project team** to develop effective measures for creating a new teacher and principal evaluation system. The project team will include teachers, principals, and district staff as indicated specifically in the above timelines.

The *Instructional Appraisal Project Team* will consist of elementary, middle, and high school teachers from the

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initial review period through development, implementation, and annual evaluation. BPS identifies collaboration as the best practice for our students' success and teacher input an invaluable resource when drafting a new performance evaluation system based upon multi-metric data measurements. The ideas generated will be uploaded to a share-point site which will be available to all stakeholders to review and submit comments and/or suggestions throughout the entire process. These share-point sites are being utilized for teacher, community, and parent input to include all stakeholders in idea sharing and feedback throughout the new performance evaluation system development. Various teachers were chosen for the IAPT to include those currently not having state assessments considering they represent more than 60% of BPS' instructional workforce.

Currently teams are meeting weekly and have been reviewing many effective teachers' models. The team posts all meeting agendas and minutes online to display where we are in project development. Our *Performance Assessment Project Team*, with the same type of teacher inclusion, is reviewing value-added metrics as we await the DOE tools for non-state assessments. These two teams will be merged by the end of the third quarter to work on developing a compensation component for the final evaluation system.

Other key personnel and descriptive responsibilities include:

- The **Director of Human Resources Services and Labor Relations** is responsible for
 - organizing the project team and ensuring continued collaboration and involvement with the Union President; and
 - the development of a new teacher evaluation system that includes comprehensive multi-metric criteria to properly measure teacher effectiveness, weighing student achievement as the largest part of the annual evaluation by the end of the grant; and
 - negotiating, approving, and implementing a new teacher evaluation instrument which weights the student achievement component at 50% of the overall multi-metric variables.
- The **Director of Instructional Professional Development** will
 - develop a training plan for teachers with concentrated focus on consistent practice of individual teacher observation, common core standards and protocols to include differentiated instruction, formative assessment, and lesson study.
- The **Director of Educational Leadership** is responsible for
 - the development of a new principal evaluation system that includes comprehensive multi-metric criteria to properly measure teacher effectiveness and student achievement; and
 - implementing the student growth component for at least 50% of the principals evaluation with the remaining portion emphasizing on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers.
- The **Director of School Choice and Charter School Principals** will
 - facilitate charter school participation and collaboration at all levels of the instructional and principal evaluation system to include staff development and compensation components.
- The **Union Leadership** consists of a collaborative team between the Board and the primary elected officers of the Union contribute in many on-going team-oriented projects.

Considering the magnitude of educator reform within this grant, it is imperative that the union leadership is a valued contributor along with all BPS stakeholders to include teachers, principals, parents, community, and most importantly our students. Stakeholder participation is essential to the design, implementation, and effectiveness of the Race To The Top if it is to result in the highest student achievement. As the final performance system is put in place in year four, the project team will meet quarterly during the last two years of the grant to evaluate, revise, and adjust any of the criteria listed above. The team's mission will be to analyze on-going process improvements, report quantitative evaluation results, identify the best practice measures for teacher and principal effectiveness, and finally, to ensure student growth education reform through a new differentiated compensation plan and performance evaluation system.

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

Title and Page Number of Appendices for this Project (if applicable): [NONE](#)

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Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Joy Salamone
Title: Director of Human Resources & Labor Relations
Phone #: 321.633.1000 ext 265
E-mail Address: Salamone.Joy@Brevardschools.org

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: *EXISTING	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
*Deputy Superintendent	X	X	X	X	X	X
*Director Human Resources Services/Labor Relations	X	X	X	X	X	X
*Human Resources Analyst	X	X	X	X	X	X
*Director School Choice and Charter School Principals	X	X	X	X	X	X

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II

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

1. Deliverable (required): Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
1.1 Utilize a project team to include Union Leadership.	X					
1.2 Submit salary schedules for both instructional staff and principals.			X	X	X	X
1.3 New student achievement salary schedules for both instructional staff and principals will be developed.					X	X
1.4 The project team will develop a plan utilizing the effectiveness data from the evaluation systems to attract and retain highly effective teachers and principals to our high poverty (75% free-reduced lunch count), high minority (50% minority student enrollment) and persistently lowest-achieving schools (D or F grade) to include compensation.					X	X
1.5 Bargain the instructional salary schedule for ratification.			X	X	X	X
1.6 Present the instructional and principal salary schedule to the Board for information and approval.			X	X	X	X
1.7 Submit salary schedules.				X	X	X

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	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			
2.1 A revised evaluation system will utilize data from the new evaluation process for instructional personnel and classroom teachers.				X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II

2.2 Once the DOE has finalized the measure of student growth, Brevard will track effectiveness and analyze data annually to improve hiring and retention decisions.					X	X
2.3 Brevard will conduct a review and analysis of the numbers of highly effective teachers and principals at our high-poverty, high minority, lowest achieving schools to ensure equitable distribution.					X	X
2.4 Bargain with union any necessary language for implementation of plans.					X	X
2.5 Review and revise board policies that may be necessary to implement plan.					X	X
2.6 Full implementation.						X
2.7 Submit plan.						X

3. Deliverable (required): Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district’s schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	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	
3.1 Evaluate necessary changes with the Staffing Plan Committee regarding new criterion for all hiring transactions.				X	X	
3.2 Present the Staffing plan to the Board for information, approval, and implementation.				X	X	
3.3 Analyze, review, and adjust staffing plan.					X	X
3.4 Submit staffing plan.					X	X

4. Deliverable (required): Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
4.1 After agreement with Union and ratification by teachers and board, Brevard will electronically submit the collective			X	X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II

bargaining agreement.						
4.2 Submit collective bargaining agreement.			X	X	X	X

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			
5.1 Work with technology staff or an outside vendor to use an electronic application to report results of annual evaluations for teachers and principals; the platform will allow Brevard to aggregate data for analysis when making decisions for hiring, retaining, promoting, terminating, compensating, and training.			X	X		
5.2 Develop an accountability plan using data analysis to make decisions for hiring, retaining, promoting, terminating, compensating, and training.			X	X		
5.3 Monitor, evaluate, and revise as needed.				X	X	X
5.4 Submit plan.				X	X	X

6. Deliverable (required): Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
6.1 Submit differentiated compensation.			X	X	X	X

7. Deliverable (required): Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
7.1 Submit terminations.			X	X	X	X

8. Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X

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student and staff surveys.						
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 Submit staffing assignments.			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	\$ 38,900	\$ 1,038,900	\$ 1,897,822.38

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

In order to achieve reform sustainability, BPS will reallocate and redistribute the use of federal, state, and district revenue, to include aggressive pursuit in future competitive education grants. One of our *Operational Expectations* is to utilize strategic planning that provides organizational focus and fosters continuous improvement in fiscal responsibility and organizational effectiveness; therefore, sustainability links directly to this expectation when evaluating the best human capital decisions. We will be persistent in the reporting and the use of data-driven performance initiatives, student effectiveness, and compensation reforms.

Supporting Narrative (optional):

At the heart of this grant is the ability to quantify the future human capital decisions we need to make in ensuring student growth, soaring effectiveness, and the support and resources for teacher and principal professional development. With an integrated learning management system, BPS can finally utilize multi-metric results from teacher and principal evaluations. This will provide the capacity to analyze human capital staffing decisions, to include a comprehensive range of ratings, so that the student has the maximum chance at success.

As the second school system in the state of Florida to receive the *Governor’s Sterling Quality Award*, we are accountable in the pursuit of operational effectiveness. We know our strengths and have been recognized in a myriad of awards. We also know the areas in need of additional resources and support in order to drive student achievement.

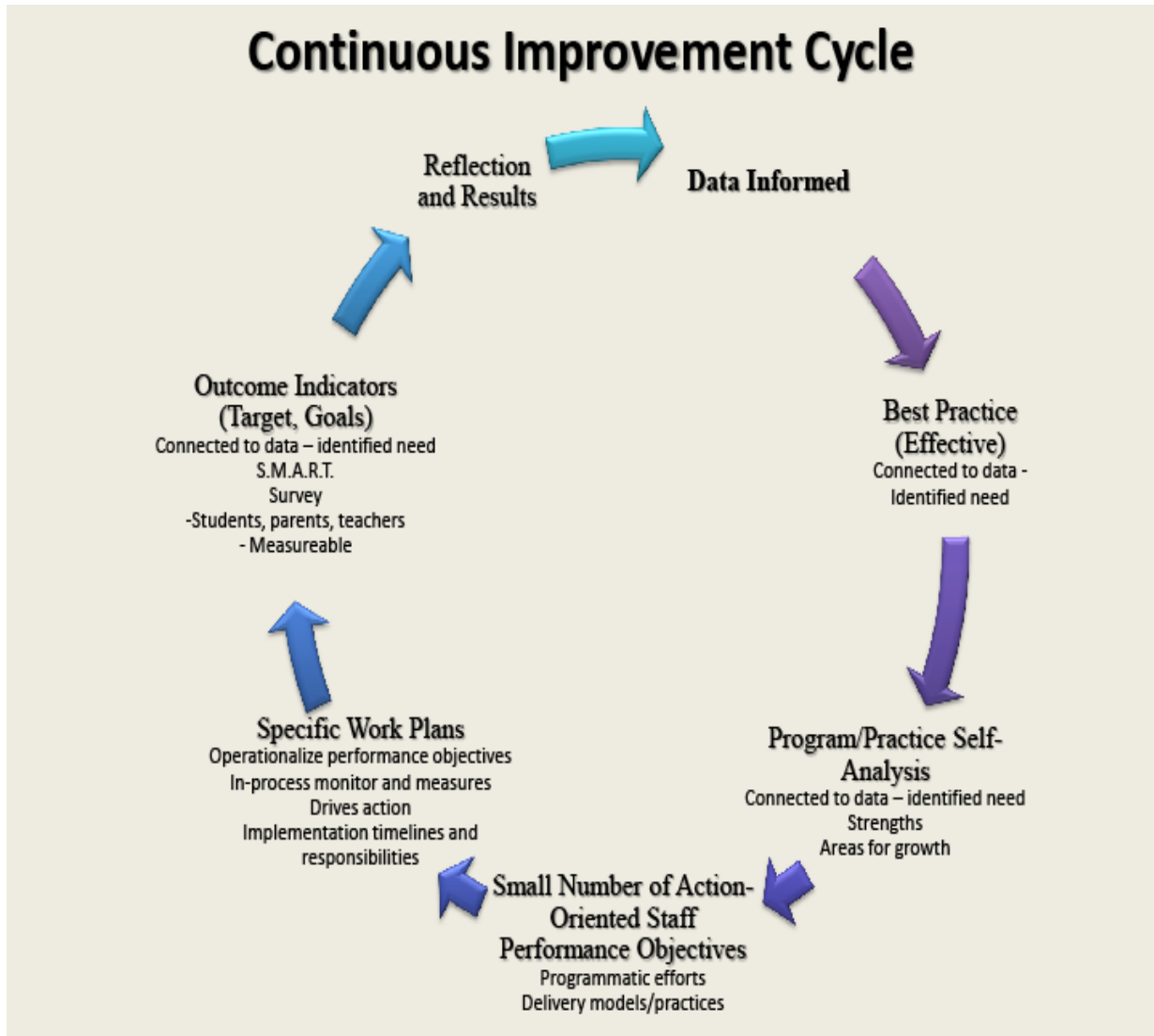
BPS has modeled a *culture of innovative and critical thinking*. Human Capital decisions will be made on the qualifications and competencies that contribute to highly-effective student growth. One of our *Operational Beliefs* is to revere data that provide feedback to students, inform programmatic and instructional decisions, and support focused intervention efforts.

BPS will model a capable and engaged workforce by recruiting and retaining the highest quality staff, building leadership and job-related capacity at every level of the organization and promoting continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

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The newly *created salary systems* for teachers and principals will reflect the use of multi-metric evaluation results to make decisions for hiring and retention. The BPS staffing plan will reflect the assignment of “Effective” and “Highly Effective” teachers and principals to the highest percentage of low-income and/or minority student schools.

This Continuous Improvement graphic demonstrates how BPS will continue to make the best Human Capital decisions:



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BUDGET REQUEST DETAIL:

2011-2014 HR Analyst (*salary and fringe \$90,000 + \$26,7000 = \$116,700*)

2012-2013 Compensation for principals and teachers = \$1,000,000.00

- a) Principal compensation = \$17,000
- b) Teacher compensation = \$983,000

2013-2014 Compensation for principals and teachers = \$1,858,922.38

- a) Principal compensation = \$31,601.68
- b) Teacher compensation = \$1,827,320.70

The total compensation budget listed above must be further delineated into two separate compensation categories; one for teachers and one for principals. When using year three as an example, we have allocated 1M in total compensation to be paid out to both teachers and principals. We are calculating separate classification budgets by dividing 85 principals by 5,000 teachers, which represents the principal's portion to be 1.7% of the total 1M. Those teachers and principals who are eligible for compensation under the new evaluation system will have an equal distribution paid to them by dividing the total allocated categorical budget by all eligible participants and will be reworked into the new salary schedule.

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

None

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LEA FINAL SCOPE OF WORK – EXHIBIT II
Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: William B. Hall
Title: Director of Educational Leadership and Professional Development
Phone #: 321.633.1000 X240
E-mail Address: hallb@brevard.k12.fl.us

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

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

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

Key Personnel by Title: *EXISTING	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
*Director, Educational Leadership	X	X	X	X	X	X
*Director, Instructional Professional Development & PDC Chairperson	X	X	X	X	X	X
*Union President	X	X	X	X	X	X
*Director, Human Resources Services	X	X	X	X	X	X
*Director School Choice and Charter School Principals	X	X	X	X	X	X
Professional Development Specialist (NEW)			X	X	X	X

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

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

1. Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
A revised district professional development system that meets the requirements of <i>Florida’s Protocol Standards for Professional Development</i> and reflects the inclusion of each of the content and design requirements in the MOU sections listed above. See combined checklist attached.			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			
1.1 Where lesson study is implemented, Brevard will devote a minimum of one lesson study per month with common planning time for each grade level or subject area.			X	X	X	X
1.2 Brevard 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 technology will employ formative assessment and the principles of lesson study. The components will be embedded into the BEST Model training for all teachers and administrators.			X	X	X	X
1.3 Methods and strategies for differentiating instruction will be built into the BPS B.E.S.T instructional model and delivered to all teachers and school administrators.			X	X	X	X
1.4 Brevard will implement <i>Individual Professional Development Plan (IPDP)</i> for teachers based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).			X	X	X	X
1.5 Brevard will 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			X	X	X	X

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coaches/mentors.						
1.6 Brevard will train (2011) and implement (2012-14) professional development programs at all schools that focus on the new common standards, including assisting students with learning challenges to meet those standards.			X	X	X	X
1.7 Brevard will train (2011) and implement (2012-14) professional development based on the principles of lesson study and formative assessments as described by the Department and the process needed to implement lesson study in a school.			X	X	X	X
1.8 Brevard will implement <i>Individual Leadership Development Plan (ILDLP)</i> for principals based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii).			X	X	X	X
1.9 Brevard will implement recruitment and professional development strategies to increase the pool of teachers available in the district in hard-to-staff subjects and specialty areas.			X	X	X	X
1.10 Training teachers and school principals in Principles of Lesson Study (integrated into BEST model-2 day summer training 2011) and implementation strategies for selected DA schools (1 day training 2012).			X	X	X	X
1.11 Submit Professional Development Plan.			X	X	X	X

2. Deliverable (required): A timetable for implementing the new elements into the professional development system for teachers and principals in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	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				
2.1 Utilize the <i>Professional Development Council (PDC)</i> for plan review.		X				
2.2 Utilize SWOT analysis to review all new protocol elements.		X				
2.3 Develop action plan(s).			X			
2.4 Monitor, evaluate, and revise as needed			X	X	X	
2.5 Full Implementation.						X

3. Deliverable (required): A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

development.	2010-11			2011/12	2012/13	2013/14
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2 nd Quarter	3 rd Quarter	4 th Quarter			
	3.1 Brevard will establish an <i>Individual Professional Development Plan (IPDP)</i> for each teacher that is, in part, based on an analysis of student performance data and results of prior evaluations.			X	X	X
3.2 Brevard will 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.			X	X	X	X
3.3 Brevard will establish an <i>Individual Leadership Development Plan (ILDP)</i> for each principal that is based, in part, on an analysis of student performance data and results of prior evaluations.			X	X	X	X
3.4 Submit plan.			X	X	X	X

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
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 Brevard will evaluate professional development based on student results and changes in classroom/leadership practice.			X	X	X

5. Deliverable (required): A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			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			
	5.1 Brevard will receive training on methods of evaluating professional development and lesson study.			X	X	X
5.2 Brevard will implement evaluation of professional development provided on Common Core Standards and lesson study; Brevard will report on professional				X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II

development evaluation through the state's online portal.						
5.3 Brevard will receive continued follow-up support on evaluation of professional development and will continue to refine and improve data reporting on professional development; Brevard will begin to make decisions about keeping, changing, removing professional development offerings on new data reporting.					X	X
5.4 Brevard will receive successful practices in professional development evaluation through the state's online portal.						X

6. Deliverable (required): Annually report evaluation results of the professional development for teachers and principals as part of the review of the district's professional development plan.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
				X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
6.1 IAPT (<i>Instructional Appraisal Program Team</i>) and PAPT (<i>Principal Appraisal Program Team</i>) will analyze both evaluation systems utilizing a SWOT analysis after the first year has been completed.			X	X	X	X
6.2 Improvement recommendations made by the project teams will be reviewed by the stakeholders for modification.				X	X	X
6.3 HR personnel will meet with technology department personnel to review and report the results of all classroom teachers' and principals' evaluations.				X	X	X
6.4 Annually submit plan.				X	X	X

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

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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

Budget Summary:	\$0	\$16,250	\$0	\$ 269,050	\$269,050	\$329,050
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Sustainability Factors: (short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)

In order to achieve reform sustainability, BPS will reallocate and redistribute the use of federal, state, and district revenue, to include aggressive pursuit in future competitive education grants.

Supporting Narrative (optional):

BPS will revise our **Professional Development System** to meet the new Protocol Standards through multiple activities carried out during the years 2011-2014. The principles of Lesson Study will be taught to every teacher and school administrator in Brevard by February, 2012 to support teacher work on improving instructional and assessment practices; training teams from each school will be trained in summer of 2011 as part of the B.E.S.T. (*Brevard's Effective Strategies for Teaching*) instructional model and the school training will take place on the Professional Development Day in February 2012 at every school. **Lesson Study** implementation will be taught and used in schools where it is required during 2011-1212; as additional schools are identified annually, Lesson Study implementation will be taught and used in those schools.

The **new common core standards** and instructional strategies for all students, including high-need students, will be taught to all Brevard County teachers and school-based administrators during B.E.S.T. training; school training teams will be trained in summer of 2011 and whole faculties will be trained in February 2012. Updates for new staff will be delivered at each school according to their training plans annually. **Formative assessments** will be modeled and taught to every Brevard County teacher and school-based administrator as part of the B.E.S.T. instructional model (**See Appendix D-3**); training teams will be trained in summer of 2011 and the assessment training will take place at each school in October of 2011. Annual updates will be delivered by school teams in **Professional Learning Community** activities at each school.

The B.E.S.T. Instructional program will be modified to include key elements of the reforms:

- **Principles of Lesson Study** – part of Module 5 (Learning Strategies and Implementation) to be taught to school training teams summer of 2011 and taught to all teachers Feb 2012.
- **Lesson Study Implementation** (whole day training for the DA schools in implementing Lesson Study) - follow up to Module 6 (Lesson Design) – to be taught to school training teams summer of 2011 and taught to all teachers Feb 2012.
- **Formative Assessment training** – part of Module 4 (Effective Assessment Training) to be taught to school training teams summer of 2011 and taught to all teachers Oct 2011.
- **Teacher Performance Appraisal** system training – part of BEST/Performance Appraisal system using Learning Management System - to be taught to all school administrators summer of 2012 and used with all teachers for 2012-13.
- **School Administrator Performance** Appraisal system training including methods and classroom observation, feedback, and coaching for improvement – part of BEST/Performance Appraisal system using Learning Management System - to be taught to all school administrators and their supervisors summer of 2012 and used with school admin for 2012-13.
- **Training on the new data management system** for teachers to include assessment information on student learning in year of installation and ongoing.

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LEA FINAL SCOPE OF WORK – EXHIBIT II

- Training for district staff and admin to include assessment information in student learning on new data management system in year of installation and ongoing.
- Training for teachers and school-based administrators on how to access local instructional and state level data systems to improve instruction will be delivered in association with system implementation in C3.

Each teacher's *Individual Professional Development Plan* based on student achievement data for his/her class will be designed annually following current procedures; the PDP format will be modified in 2010-11 for use during the 2011-12 school year and thereafter to include results of prior evaluations per (D)(2)(ii).

The Brevard County Induction Program will be extended for two years for all new teachers, to meet the beginning teacher support requirements integrating data from multiple observations, coaching/mentoring, and formative and summative assessment data reported as results. Collaboration with Institutions of Higher Ed (IHEs) and the district *Professional Development Council* (PDC) will result in standard selection of mentor procedures and enriched coaching and professional growth for new teachers.

Individual Leadership Development Plans will be developed by the Professional Development Council based, in part, on an analysis of student performance data and results of prior evaluations as specified in the Professional Development Protocol and (D)(2)(ii) in 2010-11 and implemented for all school-based administrators beginning in 2011-12. Recruitment and professional development processes will be reviewed and modified using the SWOT (Strengths – Weaknesses – Opportunities – Threats) process as necessary by the Professional Development Council annually.

Evaluation of professional development programs will be conducted through triangulation of survey data from participants and administrators; implementation data from participants and selected observations; student achievement data; and reflection/change in practice documentation submitted by participants to instructors and administrators. Training in methods of evaluating professional development will be planned in 2011-12 and delivered as part of follow up/ implementation of the B.E.S.T. instructional model and new performance appraisal system in 2012-13 and 2013-14. Professional development evaluation reports will be provided as part of the annual Professional Development System Review to the Professional Development Council, the School Board, and DOE via the online portal by 2014.

We have two Project Research Teams that currently are working to develop the instructional performance appraisal systems for teachers and administrators; these appraisal systems will include the Professional Development Plans of teachers and the Leadership Development Plans of principals, with professional development activities embedded in the plans. The evaluation of the professional development system will include data from the performance appraisal systems and the PDPs/LDPs. The IAPT and the PAPT, as well as the Professional Development Council, will analyze the data using a SWOT procedure annually beginning in 2011-12 in order to make recommendations from their areas of interest to revise and enhance the systems. Data will be reported and collected online. Results will be sorted and collated to focus on specific functions of the evaluation systems and the professional development system to glean an overall view of that system. Evaluation results will be used for retention and professional development as well as promotion and bonus compensation decisions. Training will be ongoing to maintain reliability. By 2013-14, we will have board policies in place to use evaluation results for professional development, salary compensation, promotion, retention, professional contracts, and removal decisions.

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Brevard will use evaluation results for retention and professional development purposes and will use evaluation results when making decisions for hiring, retaining, promoting, terminating, compensating, and training our teachers and principals.

BUDGET DETAILS:

2011-2014 Training Materials \$16,250 each year = \$65,000

2011-2012 -Professional Development Specialist (**Appendix D-1**) (*salary and fringe \$60,000 + 17,800 = \$77,800*)

Training Components: Evaluation, B.E.S.T, and Lesson Study \$175,000

2012-2013 - Professional Development Specialist (*salary and fringe \$60,000 + \$17,800 = \$77,800*)

Training Components: Evaluation, B.E.S.T, and Lesson Study \$175,000

2013-2014 - Professional Development Specialist (*salary and fringe \$60,000 + \$17,800 = \$77,800*)

Training Components: Evaluation, B.E.S.T, and Lesson Study \$235,000

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

D-1 Professional Development Specialist Job Description Page 62-64

D-2 B.E.S.T. Instructional Program Information page 65-68

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**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)	D5 1.1 Page 66
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)	D5 Narrative Page 70
3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	D5 1.3 & 1.10 Page 67
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)	D5 1.7 Page 67
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)	D5 1.1 Page 66
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)	D5 Narrative Page 71
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)	D5 1.4 & 1.8 Page 66 & 67
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)	D5 1.4 Page 66
9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	D5 Narrative Page 70
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)	D5 Narrative Page 70 & 71
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)	D5 Narrative Page 71
12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools].	N/A

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Work Plan Table

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

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: Dr. Beth Thedy

Title: Director, Middle Schools

Phone #: 321-633-1000 ext. 583

E-mail Address: thedy.beth@brevardschools.org

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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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

Deliverable (required): LEA will select Intervention Model from list of four options (see Appendix A of MOU).	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE TO BREVARD SCHOOLS						

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Deliverable (required): LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include: <ul style="list-style-type: none"> Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement. LEA will provide detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. Documentation relating to staff turnover/replacement. Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. 	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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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

Sustainability Factors: *(short description or list of factors that will contribute to the sustainability of the results of this Project after Race to the Top funding ends)*
NOT APPLICABLE TO BREVARD SCHOOLS

Supportive Narrative (optional):

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

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Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.
Name: [Dr. Beth Thedy](#)
Title: [Director, Middle Schools](#)
Phone #: [321-633-1000 ext. 583](#)
E-mail Address: thedy.beth@brevardschools.org

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,

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- 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 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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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

Deliverable: Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE TO BREVARD SCHOOLS						

Deliverable: Submission of developed full day Pre-K model for students in attendance zones for identified schools.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE TO BREVARD SCHOOLS						

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SCHOOLS						
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Deliverable: Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	NOT APPLICABLE TO BREVARD SCHOOLS					

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			
	NOT APPLICABLE TO BREVARD SCHOOLS					

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

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certifications.						
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE TO BREVARD SCHOOLS						

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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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Deliverable: Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X			X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
NOT APPLICABLE TO BREVARD SCHOOLS						

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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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			
NOT APPLICABLE TO BREVARD SCHOOLS						

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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	\$0	\$0	\$0	\$0	\$0

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

Supportive Narrative (optional):
[NOT APPLICABLE TO BREVARD SCHOOLS](#)

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

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Work Plan Table

F. GENERAL—CHARTER SCHOOLS

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

Please indicate one LEA point of contact for this Project.
Name: Vicki L. Mace
Title: Director, School Choice
Phone #: 321-633-1000, Ext. 395
E-mail Address: mace.vicki@brevardschools.org

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: *EXISTING	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
*Director School Choice	X	X	X	X	X	X
*Director, Budgeting	X	X	X	X	X	X
*Associate Superintendent, Financial Services	X	X	X	X	X	X
*Charter School Principals	X	X	X	X	X	X
RTTT Grant Program Administrator	X	X	X	X	X	X

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

1. Deliverable (required): 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					
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			
1.1 Meet with charter school Principals to discuss participation in RTTT and to review documentation provided to assist charter schools in making an informed decision regarding participation.	X					
1.2 Provide support to charter schools in reference to their decision to “OPT IN/OPT OUT” of RTT grant.	X					
1.3 Send charter schools “OPT IN/OPT OUT” participation form to articulate their decisions regarding participation on September 30, 2010.	X					
1.4 Provide charter schools DRAFT copy of the District’s RTTT scope of work and FLDOE evaluation comments.	X					
1.5 Solicit input from the charter schools regarding the submitted DRAFT copy of the District’s RTTT scope of work.	X					

2. Deliverable (required): The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X					
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			
2.1 Provide charter schools with RTT documentation at Charter School Principals Meeting on September 22, 2010.	X					
2.2 Acquire signatures of charter school principals to reflect that they have been	X					

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informed of the opportunity to participate in the RTTT grant and that they are in receipt of information from FLDOE, including the Memorandum of Understanding for Phase 2.						
2.3 Send charter schools “OPT IN/OPT OUT” participation form to articulate their decisions regarding participation on September 30, 2010.	X					
2.4 Acquire signatures of charter school principals to reflect that they were provided with a DRAFT copy of the District’s RTTT scope of work.	X					
2.5 Send email to charter school principals to solicit input/comments regarding the submitted DRAFT copy of the District’s RTTT scope of work and FLDOE evaluation comments.	X					

3. Deliverable (required): The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
	X	X	X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
3.1 Determine individual costs for dollars and/or services that represent a commensurate share for charter schools (based on number of participants) for RTTT-funded activities.	X					
3.2 Create process and instrument for documentation purposes to substantiate that the District invited participating charter schools to partake in RTTT-funded activities.		X				
3.3 Submit documentation to FLDOE to support charter school participation in RTTT-funded activities.			X	X	X	X

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			
4.1 Create funding formula to reflect a commensurate share of RTTT grant	X					

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funds for participating charter schools.						
4.2 Review Charter School Participation Form for “Opting In/Out” to determine charter school participation.	X					
4.3 Review Charter School Participation Form for “Opting In/Out” to determine which charter schools will be submitting a plan for District approval for pertinent areas of the RTTT as prescribed in the FLDOE Guidance for Charter Schools and adjust budget as necessary.	X					
4.4 Develop a spreadsheet ,which reflects the projected commensurate share of funds or services for each participating charter school to ensure transparency and collaboration.. Commensurate share dollars will be identified by deliverable activity and, using the formula for equitable distribution, be allocated appropriately to each charter school. The document will be shared with Charter School Principals at a Leadership Team meeting.	X	X				
4.5 Review and discuss the opportunity to participate in RTTT-funded activities at monthly Charter School Principals meetings.	X	X	X	X	X	X
4.6 Review District’s scope of work periodically and adjust budgeted commensurate share for charter schools, when applicable, if charter schools choose not to participate in the RTTT grant.			X	X	X	X

5. Deliverable (required): The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X	X	X	X	X
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
5.1. Create process and documentation to substantiate that participating charter schools receive commensurate share of RTTT funds or services.		X				
5.2 Provide FLDOE required RTTT documentation to substantiate that participating charter schools receive commensurate share of RTTT funds or		X	X	X	X	X

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services in a timely manner.					
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6. Deliverable (required): The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
		X				
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				
6.1 Identify charter school responsibilities for each section of the Brevard RTTT plan.		X				
6.2 Create and disseminate document that reflects RTTT responsibilities for participating charter schools.		X				
6.3 Establish and articulate annual deadlines for providing the District with all necessary data reports and deliverables.			X	X	X	X
6.4 Review and discuss charter schools' responsibilities and reporting documents/deadlines at monthly Charter School Principals meetings.		X	X	X	X	X

7. Deliverable (required): The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports.	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 nd Quarter	3 rd Quarter	4 th Quarter			
			X	X	X	X
a. Report to FLDOE if charter schools are in compliance in providing the District with RTTT data and reports in a timely manner as stipulated in the Memorandum of Understanding.			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			
	\$25.00	\$25.00	\$25.00	\$50.00	\$50.00	\$50.00

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

The Office of School Choice will work in collaboration with designated District staff and charter schools to ensure sustainability of the Race to the Top grant subsequent to grant funding. The District can monitor sustainability by charter schools by looking for key elements in annual site visits, School

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Improvement Plans, and the submission of Annual Reports to FLDOE in accordance to §1002.33, F.S. In addition, the Office of School Choice conducts annual meetings with charter school principals. These meetings allow continual articulation regarding sustaining services and deliverables provided with RTTT monies.

Educational Horizons will develop a sustainability plan for its performance appraisal system since it elected to “opt out” of this section of the District’s RTTT Scope of Work.

Supportive Narrative (optional):

All nine (9) of the charter schools in Brevard County have been provided with the opportunity to participate in the Race to the Top (RTTT) grant (**See Appendix F-1, F-2, F-3 for participating invitation documents**). In addition, the Board unanimously voted to approve the charter application for Academy Dell’Arte on October 26, 2010. Subsequent to the Board’s approval, Academy Dell’Arte was given the opportunity to participate in the RTTT grant. All schools, with the exception of Educational Horizons, have chosen to “fully” opt in. Educational Horizons has chosen to create its own performance appraisal system. Brevard Public Schools will work in cooperation with Educational Horizons in the development of an approved plan, which must be submitted in accordance to the deadline specified by FLDOE. The District will amend its budget to reflect distribution of a fair and equitable share of the RTTT budget (allocated for this section of the grant) to Educational Horizons in support of the school implementing its own performance appraisal system.

As of the initial submission of the RTTT Application, all charter schools have agreed to participate in the program (**See Appendix F-5 for Signed Opt In Participation Forms**). These include the following:

1. Campus
2. Educational Horizons
3. Imagine Schools at West Melbourne
4. Odyssey
5. Palm Bay Academy
6. Palm Bay Community Charter –
7. Patriot Campus Palm Bay Municipal Charter High School
8. Royal Palm
9. Sculptor
10. Academy Dell’Arte (charter contract to be negotiated)

The Director of School Choice met with the charter school principals on September 22, 2010 to disseminate RTTT information, to provide the principals with the opportunity to discuss the parameters of the grant as set forth in the Memorandum of Understanding for Phase 2, and to ask questions regarding their participation. Moreover, charter schools have been given the option to be integrated into all off the LEA Final Scope of Work or develop their own plan (to be approved by LEA) for designated areas. (**See Appendix F-4 for Opt In/Opt Out Form**). The Office of School Choice provided each of the charter schools with the DRAFT copy of the District’s RTTT plan, which was submitted to FLDOE for review (See Appendix F-6.). The Final Scope of Work Feedback Form – October Submission was shared with charter school principals via email on October 25, 2010. Moreover, the charter school principals were encouraged to provide input/comments regarding the feedback provided by FLDOE in the email correspondence (See Appendix F-7).

The District is committed to working collaboratively with charter schools as it understands that participating charter schools must be allowed to equitably benefit from funds and services provided through RTTT. The charter schools will receive a commensurate share of all services and/or funds as identified in the Final Scope of Work. Brevard Public Schools will utilize the following funding formula to determine the commensurate share for charter

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schools:

1. Determine the percent of grant funds dedicated to each section of the RTTT grant.
2. Take the percent for each section of the RTTT grant and divide it by the number of students (district and charter schools) at a date certain determined by the District to determine per student allocation.
3. Multiply the per student allocation by the number of charter school students. Determine the commensurate share for charter schools for each section of the RTTT grant.

The District will develop a spreadsheet, which reflects the projected commensurate share of funds or services for each participating charter school to ensure transparency and collaboration. Commensurate share dollars will be identified by deliverable activity and, using the formula for equitable distribution, be allocated appropriately to each charter school. The document will be shared with Charter School Principals at a future Leadership Team meeting.

The District understands the importance of collaborating with charter schools to determine demonstrated needs, which may be different than those needs identified in the District's Scope of Work. Consequently, budget amendments will be made throughout the four years of the RTTT grant to substantiate the distribution of an equitable share of the grant funding to charter schools.

The Office of School Choice will also develop a document, which specifies the responsibilities of participating charter schools to ensure compliance. Established deadlines for reporting data to FLDOE will be disseminated to charter schools in a timely manner. Moreover, the RTTT grant will be an agenda item at monthly Charter School Principals meeting to enhance communication and promote transparency.

In summary, **the budget for each RTTT section is inclusive of the commensurate share of funds that will be allocated to charter schools.** The budget summary for Section F only reflects anticipated funds to effectively provide charter schools with RTTT information and documentation and by no means does it indicate that this is the only funding afforded to charter schools.

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

- F-1 Meeting Agenda (September 22, 2010) for Disseminating RTTT Information to Charter School Principals. Page 69**
- F-2 Signature Sheet Depicting the Receipt of RTTT Information (September 22, 2010). Page 70**
- F-3 Correspondence to Charter Schools Dated September 30, 2010 Inviting Charter Schools to Participate in the RTTT Grant. Page 71-72**
- F-4 Signed "OPT IN/OPT OUT" Forms From Participating Charter Schools Page 73-83**
- F-5 Charter School Opt-In Participation Forms Signed. Page 84-92**
- F-6 Signature Sheet Depicting Receipt of the District's DRAFT Race to the Top Plan Submitted to the FLDOE for Review and Comments. Page 93**
- F-7 Email (October 25, 2010) to Charter School Principals. The Email Contained a Copy of the FLDOE Evaluation Comments and Request for Charter School Principals to Provide Input/Comments in Reference to the District's Submitted Draft RTTT Plan. Page 94**