

**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.*

In 2009, Miami-Dade County Public Schools (M-DCPS) went through the Strategic Planning Process resulting in a streamlined and targeted focus on one overarching goal. The 2009-2014 Miami-Dade County Public Schools’ Strategic Framework represents a departure from previous planning efforts. This strategic framework, created with the help and input of a broad range of stakeholders, focuses on a singular goal of “Student Achievement” and serves as a living document which is used to drive the important work of public education forward as we transition to third millennium educational platforms. While the initiatives and strategies outlined in this framework may be amended over time, the singular goal of *Student Achievement: Preparing for Success in the Third Millennium* will not be compromised. This, in effect, translates to each student succeeding academically, personally, and civically as measured by:

- demonstrating age/grade level appropriate knowledge mastery;
- having a post-secondary plan;
- graduating; and
- successfully entering the workforce or higher education.

There are Four Pillars that support the goal of Student Achievement: Student, Parent, and Community Engagement; Education; School and District Leadership; and Financial Efficiency and Stability. The work that occurs within these Pillars is directly aligned to improving academic outcomes for our students.

M-DCPS’ singular strategic goal is aligned with the state’s Race to the Top (RTTT) student achievement goals. Both incorporate knowledge mastery, the importance of post-secondary preparedness, and the need to increase high school graduation rates which naturally leads to a successful entry into the workforce or higher education opportunities.

M-DCPS’ current efforts to impact student achievement reflect success which includes meeting and moving beyond the state core benchmarks set for student achievement, as evidenced by the upward trajectory of student achievement data specified below:

**OVERALL**

- M-DCPS growth shown on the Florida’s Comprehensive Assessment Test (FCAT) in

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Reading, Mathematics, and Writing exceeded that of the State at nearly every grade level.

- Increases in the percentage of students scoring high in the District from 2009 to 2010 in Reading and Mathematics met or exceeded those across the state in all grades except Grade 9.
- Higher percentages of our 4<sup>th</sup> and 10<sup>th</sup> graders scored in the upper range on FCAT Writing (4.0 or above) than their counterparts statewide.
- Notably higher percentages of our Grade 10 students passed the FCAT Reading and Mathematics graduation tests in 2010 on their first attempt, with increases more than twice that shown statewide.

**READING**

- The percentages of the District's students scoring high in Reading (Levels 3 or above) increased in the majority of the grades tested: Grades 3, 6, 7, 8, and 10.
  - M-DCPS outpaced the State with regard to changes in the percentages scoring high in Reading from 2009 to 2010, with the exception of Grade 9.
  - The percentage of District students scoring in the lowest level in Reading (Level 1) continues to decrease district-wide.

**MATHEMATICS**

- The percentages of the District's students scoring high (Levels 3 or above) increased at nearly every grade level from 2009 to 2010: Grades 3, 5, 6, 7, 8, and 10.
  - M-DCPS met or exceeded the State with regard to changes in the percentages scoring in Levels 3 or above in Mathematics from 2009 to 2010 in all grades, with the exception of Grade 9.
- M-DCPS' Grade 10 students outpaced the State in the percentage of students meeting the mathematics graduation test requirements on their first attempt.
  - M-DCPS: 85% passing rate, with an increase of 7 points from 2009 to 2010.
  - Florida: 84% with an increase of 3 points from 2009 to 2010.

Additionally, 76% of all M-DCPS schools maintained or increased their School Performance Grade from 2008-09 to 2009-10, and the National Assessment of Educational progress (NAEP) reports that overall, in reading, 4<sup>th</sup> and 8<sup>th</sup> grade M-DCPS students scored significantly higher than their counterparts in large cities. In terms of strengths and challenges, the recent upward growth of student achievement scores attest to the success of new reform initiatives launched over the past two years; therefore, the State's RTTT goals are not only aligned with M-DCPS' strategic planning, but the strides in academic achievement made by Miami-Dade County Public School students situate the school district to establish Local Education Agency (LEA) RTTT goals that mirror and complement the state's achievement benchmarks.

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Over the next four years (as noted in Appendix Form A(1), *LEA Student Goals and Measures*, our school district will:

- Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states,
- Cut the achievement gap in half by 2015,
- And double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit.

***M-DCPS Reform Efforts Support the State's Theory of Action***

One of the key strategies required to execute the District's Strategic Plan is investing in human capital across all levels of the organization. Irrespective of the current financial challenges, the District has maintained its focus on developing and managing talent. The District Strategic Plan was developed around the belief that *student learning as the goal: learning by everyone as an ethos* (Joyce and Showers, 2002). As a result, our RTTT application is aligned to the state's *Theory of Action* and the funding of this application will enhance and institutionalize our efforts. The development of the four assurance areas in our Scope of Work was done collaboratively among many district offices, and with the input of United Teachers of Dade (UTD) and other partners.

The research is clear; the two most important factors impacting student achievement are, first, the quality of the classroom teacher, followed only by the quality of the school principal. Not only do teachers need support to feel successful and efficacious in their work, the same is true for principals. Our goal in developing talent and building capacity reflected in this application includes not only the knowledge and skills needed to accomplish organizational goals, but also the disposition needed to persist in applying knowledge and skill in the face of difficulties and challenges that inevitably arise.

Miami-Dade County Public Schools' RTTT comprehensive reform plan underscores the District's recognition that sustained, intellectually rigorous and timely professional development for all personnel is essential in order to promote student learning. In alignment with the *Standards for Staff Development* promulgated by the National Staff Development Council, and the State of Florida's *Protocol Standards for Professional Development*, the District's Comprehensive Professional Development System is accordingly based on research that connects high quality professional learning to student achievement.

Woven throughout the four RTTT assurance areas is the belief that providing teachers and principals with clear and measurable goals and expectations, state-of-the-art data systems, instructional tools, job-embedded and relevant learning and support, and a straightforward system of accountability will result in schools and classrooms becoming renewed with a sense of collective efficacy that will positively impact student performance. Miami-Dade County Public

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Schools' current education reform efforts **connect and coordinate all of the four assurance areas**. Furthermore, M-DCPS' RTTT Scope of Work complements LEA activities and academic goals and will assist in scaffolding and supporting state RTTT academic achievement goals.

*The following sections outline the current status of reform initiatives within each of the assurance areas highlighting deliverables, salient results and ways in which reform efforts will contribute to the state's student achievement goals*

**Standard Assessments**

The creation of a district Education Plan implemented during the 2009-10 academic year provides a salient centerpiece of the district's reform initiatives. The Education Plan details a core standardized district curriculum and interventions in addition to outlining a district-wide, multi-tiered, academic support plan. An online *Learning Village* toolkit enables educators to support the plan by providing 24/7 access to instructional pacing guides, focus calendars, lesson plans and podcast demonstration lessons that serve as exemplars of effective instruction. Student achievement data for 2009-10 reflected in state FCAT accountability assessments and NAEP results, show that M-DCPS students outperformed average scores earned statewide and in comparable urban school districts. The outcomes are due in large measure to the Education Plan's unified, coordinated approach to curriculum implementation and interventions.

A significant focus of the district's effort in supporting student achievement has been the development and implementation of formative assessments and the dissemination of a wide range of data resources and access points. Critical district focus is on data access and strategic conversations about data; particularly data that are current and disaggregated in a way that can lead to immediate and effective action at all levels.

The Superintendent's Data Assessment and Technical Assistance/Coordination of Management (DATA/COM) model, which was originally designed to provide strategic information and data analysis support to principals at the lowest-performing schools has now been rolled out to all schools through a data-centered Summer Leadership Institute for principals providing them guidance in the DATA/COM model and information about available data and resources. DATA/COM *Just-In-Time* guiding questions and data resources are available through the Curriculum and Instruction website. In addition, principals have data and reports available through the principals' portal, the district's intranet, and external resources.

Through DATA/COM, principals engage in strategic, data-focused conversations to build and implement targeted action plans to address issues evident in the data. As formative and interim assessment data become available after each administration, principals look at detailed and disaggregated data by content area and accountability subgroup to identify gaps and deploy resources and support. It is our belief that strategic data driven decisions will help us close the achievement gap in a tangible and replicable manner.

The District is also committed to increasing student access to advanced academic programs offering rigorous coursework such as the International Baccalaureate (IB), the Advanced International Certificate of Education (AICE), dual enrollment (DE) and Advanced Placement (AP) courses, as well as availability of programs leading to industry certification and work

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readiness. Students have access to multiple educational models providing them with more options to access an educational setting that best suits their needs and interests. Moreover, the expansion of International Baccalaureate programs and K-12 classes in science, technology, engineering and mathematics (STEM) during 2010-11 has been secured through the launch of innovative, learning acceleration programs including:

*International Studies Preparatory Academy @ Gables* offers a unique magnet school program conceived in partnership with the local Consulates of Spain, France and Italy. Students will engage in intensive language and international studies coursework that will provide opportunities to earn dual country diplomas. The ISPA was launched with a 9<sup>th</sup> grade class of 100 students.

*The iPreparatory Academy* serves students in grades 11-12, providing a technology rich learning environment that focuses on project-based learning through participation in internships and community projects. Curriculum delivered through a blended approach includes on-line and face to face instruction that eschews traditional textbooks in favor of laptops for each student. The school opened with 44 students in the 11th grade.

*The Medical Academy for Science and Technology at Homestead* offers advanced programs for 9<sup>th</sup> to 12<sup>th</sup> grade students in the fields of biomedical, pharmaceutical services and physical therapy.

Again, increased focus on greater college and career preparation throughout the District is designed to support more students to the point of high school graduation and beyond, in order to prepare them for college-level work or job readiness.

### **Data Support Systems**

Miami-Dade County Public Schools built a single sign-on web-based portal in order to provide over one million students, parents, teachers, employees, and community members with 24/7 access to information, services, resources, and applications. This has become the district's cornerstone local instructional improvement system that enables stakeholders access to a continuum of information that supports instruction and guides decision making. Applications that support RTTT student achievement goals include:

- **Students** - From any Internet connection, students can view their personal data, grades, classroom assignments, instructional resources, career preparation resources, e-textbooks, school announcements and events, a district calendar and a series of instructional tools.
- **Teachers** - The portal provides teachers with class lists, student rosters, test scores, classroom grades, and attendance records. Homework assignments can be posted for students on collaboration sites and teachers can use the district's item bank to create formative assessments. The portal also provides teachers with curriculum resources and professional development in areas such as unwrapping benchmarks, the construction of assessments using the district's item bank, and instituting collaborative debriefing in the classroom.

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- **Principals** – The portal provides principals with a view of all student data, including achievement and demographic information, district calendars, weekly district briefings, a space for storing documents, and links to other resources, forms, and administrative tools. The principals also have available a series of dynamic accountability reports that define students making gains, the lowest 25 percent of students, students in jeopardy of regressing, students eligible for dual advanced academic courses, etc.

Examples of applications housed in the portal include:

- **Links to Learning** - This initiative provides online curriculum content supporting student learning and enrichment beyond the school day. Students are provided with enrichment activities in reading, mathematics, and science in the form of individualized learning paths aligned with FCAT scores and the district’s pacing guides. Links to Learning is accessible year-round through the student portal.
- **District Electronic Grade book** -The Electronic Grade book allows classroom teachers to automatically track and report student grades, attendance, and disciplinary data to educators and parents at the individual, group, class, school, and district level.
- **Student Dashboard** - The Student Dashboard is a new initiative being deployed by Information Technology Services. The Dashboard is a multi-year summary of individual student course, attendance, and achievement data, including trends and graphs. Individual student profiles are available to administrators and teachers to guide students through their educational process.
- **Web Based Individual Education Plan (IEP) Management** -The district’s new IEP (Individual Education Plan) Management system is a Web-based tool for recording, tracking, and managing IEPs and special education information. The system closely tracks changes to the Individuals with Disabilities Act (IDEA) and helps schools stay in compliance with IDEA timelines and requirements.
- **Teacher Dashboard** - on the District portal, teachers have access to detailed data for each of their students, including grading, testing, and attendance history and updated status reports based on interim assessment data.
- **Superintendent’s DATA/COM protocols** - strategic data-centered planning with school teams lead by the Superintendent throughout 2009-2010.
- **Learning Village** – organization of learning resources, lessons plans, Pacing Guides, and Instructional Focus Calendars
- **Virtual Schooling Options** - full and part-time, through Miami-Dade Online Academy and Florida Virtual school

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Through the district portal and external sites (Edusoft, PMRN, etc.) teachers have access to data on all of their students, as a class and at an individual level. With the information updated throughout the year, teachers are able to identify student needs and offer targeted instruction.

Parent and student portals provide access to the student's individual data and facilitate home/school communication on student progress.

As demonstrated above, student achievement is the core mission of the district. Data access and effective, strategic use of available data is a key tool in driving improvement throughout the district. As part of this initiative, greater emphasis is placed on the role of principals as data-informed instructional leaders. As such, the district provides training in accessing relevant data sources, data analysis, and effective data-informed planning and instruction for teachers, instructional support staff, and school leaders. Strategic linkage of instructional and administrative staff evaluation results with targeted Professional Development and student outcomes will facilitate a richer and more strategic alignment of resources in support of improving student outcomes.

### **Great Teachers and Leaders**

Several key reform initiatives have increased the number of high quality teachers teaching in core academic areas within the district's low performing schools and create favorable conditions for reform efforts focused on teacher effectiveness. At present, through a strengthened partnership with Teach for America (TFA, established in 2003-2004), more than 103 TFA candidates have been employed by the district. Thirty eight TFA teachers were nominated as Rookie Teachers of the Year and 9 won at their schools. TFA high school teachers are explicitly focusing on the students who failed the FCAT already, and who are poised to not graduate if they don't see dramatic growth. On average, only 10% of these students typically pass the FCAT retake. By the middle of December 2009, 70 of the 318 re-takers taught by TFA Corp members passed this exam (a 22% pass rate). M-DCPS has leveraged the TFA resources to place clusters of TFA candidates in high-need schools.

To augment the pipeline of highly qualified instructional personnel poised to demonstrate effectiveness, the district has increased access to alternate pathway programs by offering both a district-delivered model and an alternate preparation program delivered in partnership with Miami Dade College. Both programs facilitate the recruitment and preparation of talented second career individuals with specialized content area expertise. Approximately 220 candidates are currently enrolled in the district-delivered alternate pathway program and preliminary tracking data indicates that 97% of the teacher candidates that completed the program positively impacted student learning gains in reading and math.

The District's teacher evaluation system, *Instructional Performance Evaluation and Growth System (IPEGS)*, that was unveiled district-wide during 2009-10 marks the first time that student learning gains have been included in the district's evaluation of teacher performance. The evaluation system adopts a thorough, multi-metric system and during 2011, IPEGS will introduce further enhancements including a peer assistance component to provide job-embedded

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professional development for early career teachers and teachers that are identified as failing to meet specific benchmarks for student learning gains. The system already includes most of the required elements to meet RTTT grant deliverables and will be augmented to include all required elements.

M-DCPS has committed extensive resources in developing a cadre of teachers that have earned certification through the National Board for Professional Teaching Standards. Recognized as a leader nationwide, M-DCPS currently has approximately 1300 Nationally Board Certified teachers (NBCTs). Project RISE, a federally funded teacher incentive grant, has enhanced the district's ability to harness this resource by cultivating NBCT teacher leadership skills and thereby impacting student achievement scores in 17 of the 38 schools participating in the grant program.

The district's reform plan supports increased student achievement, overall, through increased focus on professional development on the common core standards, lesson study, effective use of data to inform systemic and instructional planning and delivery, and on differentiating instruction to assist students with learning challenges. As noted in each assurance area and within each of M-DCPS' work plans, data-driven decisions are at the heart of the District's reform efforts. Some professional development opportunities to assist district employees in the effective use of data include:

- **Learning on the Go** - Professional development for teachers is delivered through 24/7 accessible podcasts that demonstrate key instructional strategies targeting essential learning benchmarks in reading, mathematics, and science. Podcasts can be downloaded to an iPod or viewed from a computer. To date, over 100 podcasts have been produced and are accessible from the district's Curriculum and Instruction web site. Additionally, schools have begun to produce podcasts on a variety of topics.
- **Edusoft Training**- Edusoft helps schools, districts, administrators, teachers, and parents track student performance on state standards and allow teachers to use student results to adjust their lesson plans. The Edusoft system is a paper-to-web student scoring assessment platform that automatically scans and scores tests and provides reports to monitor student achievement and improve classroom instruction. Professional development sessions show teachers how to access timely information that will have a direct impact on intervention strategies, resource allocation, and best practices on using data analysis to increase student achievement. Educators learn to use Edusoft's reporting tools to analyze student performance data and determine ways to differentiate instruction to target an increase in student proficiency levels.
- **Aligning Instruction with Assessment** -Data analysis meetings have taken place throughout the district to show staff how to analyze test scores. Educators are provided with step-by-step instructions for analyzing scores so they can focus on specific instructional strategies, determine which students need extra support, form groups for differentiated instruction, and decide which skills to emphasize. One example of professional development related to the use of assessment is training conducted on the district's Interim Assessment. Teachers were trained on how to use data produced by the

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assessment and how to debrief with other teachers and their students. Sessions included training on how to read Interim Assessment reports and build customized reports. Teachers also received training on how to construct and administer their own tests using the district’s Benchmark Item Banks.

- **Florida Continuous Improvement Model (FCIM) Training-** The FCIM is a performance-driven method for tracking student performance. A key component of FCIM training is the monitoring of student progress at regular intervals which educators use to make informed instructional decisions based on their analysis of the data. Teachers are provided with tools for assessing how much students learn, such as lists of critical benchmarks and instructional focus calendars that enable them to deliver instruction in targeted critical skills and identify students in need of additional instruction. Training in the FCIM process has been conducted for teachers and administrators throughout the district.

M-DCPS improvement and reform strategies align with the state’s Theory of Action and provide teachers and school leaders the support and tools needed to refine and improve instruction as outlined in the Great Teachers and Leaders Assurance area.

### **Struggling Schools**

As the largest single district in Florida and as a district whose student population is over 90% minority and almost 70% eligible for free and reduced lunch, the differential effects of poverty and minority status on student achievement and graduation rates have a disproportionate impact. Historically, Miami-Dade has struggled to close not one, but two, achievement gaps – the lag between the overall performance of district students and that of students statewide, and the gap between demographic groups within the district. In recent years, concerted district efforts have resulted in a narrowing of the district-state gap, with District students now generally improving at a faster rate than their peers statewide in most grades and subjects, including the critically important high school graduation test.

In 2009, District students participated in the NAEP Trial Urban District Assessment (TUDA). The data resulting from this assessment have provided the district with a reference point in comparison with other large districts across the nation, as well as the state. Although the district performed relatively well in terms of students scoring at or above “basic”, there is an identified opportunity for growth in the percentage of students scoring at or above proficient. This baseline information affords the district a platform upon which to base improvement targets and strategies. Key areas of emphasis for professional development and support throughout the district are: ensuring district-wide knowledge regarding the common core standards; increasing the rigor and relevance of instruction for all students; implementing *Response to Intervention* to support the learning needs of all students facing learning challenges; and increasing the skill base of teachers, administrators, and support staff, in accessing and utilizing data to identify and address instructional needs.

State accountability assessment results demonstrate that reform efforts targeting struggling schools have had a measurable positive impact. Of the eight Differentiated Accountability (DA)

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schools that received School Performance Grades, four improved by at least one letter grade and three remained stable from 2008-09 to 2009-10. In addition, the number of schools receiving an “F” grade decreased from eight to five.

In light of the district’s 425 schools (including charter schools) serving over 345,000 students, the development of a multi-tiered support system was rendered necessary in order to efficiently allocate resources at the school, classroom and student levels. The system offered strategic assistance to schools based on identified needs through the provision of differentiated support that incorporates progressive interventions and monitoring. The continuum of tiered support ranges from core resources that are provided systemically across all schools, including supplemental technology-based programs and district developed pacing guides for all K-12 students, to specialized resources targeting student sub-populations within the 10% lowest performing schools. Examples of this latter category include additional funding to support interventionists for small group remediation, customized professional development and in-class support for the most fragile schools and the delivery of core “Ramp-Up” professional development sessions for all teachers on critical academic areas. Student progress was routinely monitored through regularly scheduled on-site instructional reviews, frequent on-site classroom walk-throughs, and the district-wide administration of interim assessments and progress monitoring checks. On-site monitoring efforts culminated in quarterly DATA/COM sessions led by the Superintendent to review each school’s student progress monitoring data. The results generated by instructional reviews and classroom walk-throughs were analyzed by cabinet members and school administrators at each DATA/COM meeting to further hone successful practices and rectify lingering problem areas.

District-wide intervention programs such as *Links to Learning* and *Saturday Success Academies* enhanced student learning by supplementing core instruction and extending learning time beyond the class day. Each program has yielded positive results. In particular, Links to Learning which was launched from September 2009 to April 2010, provided online curriculum content accessible 24/7 for students in grades 3-11. During this period, the program recorded over 683,368 student logins and over 2,098,514 student searches. The Saturday Success Academies also extended face to face learning time beyond the school day for level I and II students in the lowest performing schools. The Success Academy was offered in all Differentiated Accountability schools.

In an effort to target the needs of specific student subpopulations, new reform initiatives were implemented. One such example, Blue Lakes Elementary Autism Academy, serves students with Autism Spectrum Disability who have intensive communication needs. By applying research-based practices in combination with the latest assistive technology, the Autism Academy demonstrably increased communication skills among its kindergarten students with an over 90% success rate in promotion to a regular first grade classroom. In addition to offering strategically designed instruction that enhances engagement in classroom learning activities among students with autism, the Autism Academy also features demonstration classrooms, partnerships with local universities and community based organizations and a comprehensive parent education and support center. Its success has spawned the launch of Autism Academies at two additional sites during 2010-11.

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Three Secondary Student Success centers, initiated during August, 2010, serve a sizeable subpopulation of overage middle grade students totaling approximately 100. By providing remediation and course recovery as well as enrichment activities with an emphasis on individualized academic coaching/counseling support, the centers will stem the tide of student drop-outs and enhance opportunities for graduation.

*Biotechnology and Forensic Program at Norland Senior High School and a Mathematics Academy at Carol City Senior High School* are model programs that give students the opportunity to participate in college level courses through dual enrollment, participate in internships in these fields, and graduate having earned college credit. These programs are part of a Science, Technology, Engineering, and Mathematics partnership with Miami-Dade College.

Ongoing challenges common to urban school districts throughout the nation hamper M-DCPS' efforts to sustain and augment the level of progress in student learning. Specific issues include:

- Meeting increasing demands to develop a pipeline of high quality teachers in critical shortage areas, such as mathematics and science.
- Creating a succession management plan that prevents high turnover rates among secondary level school administrators.
- Maintaining real-time data and securing ready access to a comprehensive, technologically modern data warehouse for student data.
- Increasing graduation rates and access to post-secondary education opportunities for underrepresented student subpopulations.
- Meeting the instructional needs of a large, diverse student population, while striking the perfect balance between acceleration and remediation.

*The way in which these initiatives and reform efforts, in all assurance areas, are already threaded through the fiber of the work done in schools across Miami-Dade County clearly demonstrates that Miami-Dade's work more than supports the state's Theory of Action; and in fact, demonstrates that actions taken in implementing the district's RTTT Scope of Work will result in our ability to sustain deliverables over time – institutionalizing the work beyond the life of the grant.*

**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 Memorandum of Understanding (MOU), all timelines shall reflect a complete implementation for all schools before the end of the grant period.

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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:*

***Stakeholder Involvement***

The school district's 2009-2014 Strategic Framework, created with the help and input of a broad range of stakeholders, focuses on a singular goal "*Student Achievement: Preparing for Success in the Third Millennium*". There are Four Pillars that support the goal of Student Achievement and first among these is Student, Parent, and Community Engagement. The inclusion of stakeholders in our efforts to meet RTTT goals and deliverables is part of M-DCPS' natural project management process which includes leveraging established, enduring relationships with stakeholder groups including:

***Parents-*** M-DCPS' Office of Parental Involvement acts as the liaison to the Miami-Dade County Council of Parent Teacher Associations (PTAs) / Parent Teacher Student Associations (PTSAs) and school-site PTAs. This office also coordinates parental involvement for various district wide committees including groups that contribute to important education-related issues (i.e., budget development, legislative policy) and oversees The Parent Academy (TPA). The goal of The Parent Academy is to help parents become full partners in their children's education by helping them to enrich their own lives through a variety of educational opportunities. The Parent Academy are services spread throughout every corner of our community, and workshop and outreach efforts can be found in schools, parents' work places, public libraries and via on-line workshops. The Parent Academy assists participants with transportation. Parents will be involved in a variety of RTTT activities within the Struggling Schools assurance area in Work Plans 11 and 12 including the implementation of the extended-day Success Academy Program, positive behavior support programs, and expansion of The Parent Academy.

RTTT student achievement goals are ambitious and can only be met if parents are also engaged in the planning and implementation of deliverable activities. M-DCPS established partnerships with parents and parent groups can be found at the District and school levels and provide a strong starting place to build upon as we begin the implementation of RTTT Work Plans.

***Teachers-*** M-DCPS has an established history of working closely with teachers and the United Teachers of Dade (UTD) in exploring innovative approaches in bringing forth the best possible educational experience on behalf of the students of Miami-Dade County including issues such as evaluation, data-driven human capital decisions, and professional development referenced in Work Plans 8, 9 and 10.

The teachers' union and school district have long been talking about how to best establish a merit pay program and, in the past, have explored different bonus payment models at Miami Edison Senior High School and in Differentiated Accountability Schools during the 2009-2010 school year. UTD and M-DCPS have agreed upon another bonus payment model for the district's persistently lowest-achieving schools which, when approved by the School Board on October 13, 2010, will address recruitment and retention of highly effective teachers. M-DCPS was also

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recently awarded a \$10 million Teacher Incentive Fund grant which will be used to implement a pilot performance based compensation system in eight elementary schools. Participating teachers' evaluations will be based upon the RTTT student growth model (pending the state's development of the model) which supports the RTTT deliverables in Work Plans 8 and 9.

Our Superintendent recognizes the importance of addressing challenges and developing solutions with all stakeholders. This was demonstrated when Mr. Carvalho, as chair of the Governor's Race to the Top Working Group, invited Ms. Karen Aronowitz, UTD President, to join the process of revising a new Memorandum of Understanding for the state's Round Two application in April 2010: When Mr. Carvalho was asked to be a part of a five-person delegation to travel to the nation's capital to make the case for Florida's Race to the Top application, the Superintendent thought it only appropriate to invite Ms. Aronowitz to join him. Her presence and participation solidified the collaborative process that will continue to move reform efforts forward.

On September 9, 2010, as the state and school districts across Florida prepared for RTTT implementation, the Governor announced the appointment of education stakeholders to Florida's Task Force on Educational Excellence. The Task Force includes representatives of teachers and teacher associations, superintendents, school board members, Florida institutions of higher education, school administrators, legislators, parents, and the business community. This group will build upon the work already started by the Governor's Race to the Top Working Group and, as such, our Superintendent was chosen to chair the statewide Task Force. Mr. Carvalho will take his proven belief in collaboration and consensus building into this statewide leadership role. The group is charged with addressing many topics included in the Great Teachers and Leaders Assurance Areas and M-DCPS' teachers and UTD will be integral partners in providing input at the state level and through feedback and collective bargaining at the local level.

**Higher Education Institutions-** Partnerships with higher education institutions are an integral part of the formula that will help M-DCPS support the accomplishment of the student achievement, graduation and post secondary goals set for by the Florida Department of Education (FLDOE) under RTTT. M-DCPS has established long-term partnerships and relationships with Miami Dade College, Florida International University, University of Miami, Barry University, Nova Southeastern University, and Florida Atlantic University as it relates to teacher and educational leader preparedness. We meet and communicate regularly as noted in Work Plan 7 and work together to ensure that teachers and principals enter our classrooms with academic foundation and requisite skills to become highly effective teachers and leaders.

M-DCPS has consistently turned to the community's higher education institutions to support efforts in improving our persistently lowest-achieving schools. For example, Florida International University sits on Miami Edison's Senior High School's Advisory Board and the University of Miami has become an important partner in supporting Homestead Senior High School. Their input and participation will be invaluable in the implementation of Work Plans 11 and 12.

M-DCPS works closely with higher education institutions in providing strengthened post secondary pathways for our students via increased dual enrollment offerings. M-DCPS has numerous affiliating agreements with local higher education institutions and it is our joint intent

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to incrementally increase dual enrollment offerings to our students which will address RTTT deliverables

Finally, M-DCPS recently formalized a relationship with Florida International University (FIU) that has been growing for years, as evidenced by the more than 50 current collaborative projects that directly impact more than 25,000 students annually. The leadership teams, from both institutions, agreed to form several working groups to promote student success through increased dual enrollment activities, streamlined articulation, clinical internships and violence prevention. The university and the school district will also collaborate on enhanced teacher preparation techniques, with a special focus on STEM development. FIU and M-DCPS will collaboratively develop a research agenda that will benefit both organizations. The district and the university will also use a collaborative approach towards state and federal grants, external funding and communications. Partnership meetings are held on a quarterly basis. Although not developed for the purposes of RTTT, this partnership overlays across all assurance areas and will support M-DCPS efforts in meeting RTTT goals.

***Business Community*** – The business community needs a prepared workforce. One measure of student achievement (M-DCPS’ singular overarching strategic goal) is how many students successfully enter the workforce or higher education. To be effective in meeting this benchmark, the school district must be informed and proactive in determining the needs of the business community and their perception of M-DCPS. This is a strategy that the current Superintendent has valued since his first days as the leader of the school district. In September 2008, Mr. Carvalho initially established the Superintendent’s Business Advisory Council, made up of distinguished leaders of business and industry, to review proposed changes to the school district’s budget and to offer their advice. Members of the council initially focused on the District’s food services, transportation and facilities operations. Their feedback remains an integral part of M-DCPS decision making.

The M-DCPS’ Office of Community Engagement also establishes a broad net across the community to strategically engage business stakeholder groups. Staff liaisons are assigned to business chamber groups across the county establishing a pathway for communication and information sharing with the business community. Outreach efforts also include business stakeholder engagement in Superintendent CEO briefings, Coffee with the Superintendent events, in the Council for Educational Change’s Partnership to Advance School Success (PASS) and Executive PASS programs, in school-site Academy Advisory Boards, and the Dade Partners.

Participation of the business community in the education process will also support M-DCPS efforts in the deepening of industry certification programs as noted in Work Plans 2 and 12.

***Local Governments-*** The Office of Intergovernmental Affairs has established 12 Education Compacts with local municipal governments. These Compacts have become vehicles for community engagement and advocacy for quality education. Compact goals and implementation plans incorporate activities linked to student achievement, parental involvement, communication, and community involvement. These established relationships already target key strategies referenced in the RTTT Scope of Work and will be leveraged to support grant deliverables and plans for sustainability.

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***Community Organizations-*** Local and neighborhood-based community organizations are delivering services to the very same students and families M-DCPS serves, many times on M-DCPS school-site grounds. A large number of these organizations are funded by The Children’s Trust. M-DCPS communicates closely with The Children’s Trust on issues like truancy prevention, health and wellness initiatives, youth violence prevention, and out-of-school programming. M-DCPS consistently works at communicating key goals, priorities and strategies being considered with community stakeholders. The goal in working with local community organizations is to maximize the ways in which we can complement each others’ missions while not duplicating services.

Mentoring and academic supporting organizations like Big Brothers, Big Sisters of Greater Miami, Take Stock in Children, City Year, College Summit, AVID and the Posse Foundation are already established partners in schools across the school district. Their work will be integrated with RTTT deliverables with a focus on our persistently low achieving schools as noted in Work Plans 11 and 12.

**Leadership Management Teams**

M-DCPS has incorporated a Race to the Top management plan that breaks down bureaucratic road blocks ensuring that interdepartmental collaboration is strengthened. The RTTT leadership team will be comprised of the Superintendent of Schools, Associate Superintendent- Curriculum and Instruction, Assistant Superintendent -District Operations, Assistant Superintendent-Human Resources and Labor Relations, Chief Financial Officer, Assistant Superintendent – Intergovernmental Affairs, Grants Administration and Community Engagement, Chief Information Officer, Assistant Superintendent - Education Transformation Office, Administrative Director - Assessment, Research, and Data Analysis, RTTT overall project manager, and team leaders for each of the four reform assurance areas.

Each assurance team will include the RTTT project manager, the assurance team leader, Work Plan project managers, content experts and key stakeholder groups. Assurance team leaders will drive the team’s efforts in developing a detailed project management plan for all RTTT Work Plans and in meeting all Work Plan deliverables. The Standards and Assessments Assurance Team will be led by a representative of Curriculum and Instruction; the Data Support Systems Assurance Team will be led by a representative of Information Technology Services; the Great Teachers and Leaders Assurance Team will be led by a representative of Human Resources/Labor Relations; and the Struggling Schools Assurance Team will be led by a representative from the Education Transformation Office. Work Plan project managers will facilitate and report on the implementation of the detailed project management plans developed for each of the RTTT Work Plans. Content experts, UTD representatives and stakeholder group representatives will also be invited to participate in assurance team meetings.

To ensure that the project is sustainable and integrated within the established infrastructure of Miami-Dade County Public Schools, the RTTT Leadership Team will select assurance team leaders, work plan project managers, and content experts from current M-DCPS employees. M-DCPS employees with established stakeholder relationships and familiarity with current systems will be selected to participate in RTTT and related reform efforts based upon skill sets and experience needed to meet the deliverables of the grant.

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**Miami-Dade County Public Schools RTTT Assurance Teams**

<p><b><u>Standards and Assessments</u></b>                  Assurance Team Leader                  Work Plan Manager – Work Plan 2                  Work Plan Manager – Work Plan 3                  Work Plan Manager – Work Plan 4  <i>Content Experts (including representatives from other assurance areas as needed)</i>  <i>UTD and Stakeholder Representation</i></p>	<p><b><u>Great Teachers and Leaders</u></b>                  Assurance Team Leader                  Work Plan Manager – Work Plan 7                  Work Plan Manager – Work Plan 8                  Work Plan Manager – Work Plan 9                  Work Plan Manager – Work Plan 10  <i>Content Experts (including representatives from other assurance areas as needed)</i>  <i>UTD and Stakeholder Representation</i></p>
<p><b><u>Data Support Systems</u></b>                  Assurance Team Leader                  Work Plan Manager – Work Plan 5                  Work Plan Manager – Work Plan 6  <i>Content Experts (including representatives from other assurance areas as needed)</i>  <i>UTD and Stakeholder Representation</i></p>	<p><b><u>Struggling Schools</u></b>                  Assurance Team Leader                  Work Plan Manager – Work Plan 11                  Work Plan Manager – Work Plan 12  <i>Content Experts (including representatives from other assurance areas as needed)</i>  <i>UTD and Stakeholder Representation</i></p>

Charter schools opting-in to participate in RTTT activities will be offered an opportunity to participate in the Charter School Advisory Team. Facilitation of this working group will be led by the Office of Charter Schools Operations. Each RTTT Assurance Team will identify a representative to attend the Charter School Advisory Team meetings. This group’s mission will be two-fold. First to provide participating charter schools with relevant information that will assist charter schools in meeting RTTT deliverables; and secondly to gather input from participating charter schools on grant activities that will impact and/or include participating charter school principals, teachers, parents and students.

**Strategies for Monitoring Implementation**

M-DCPS will coordinate all RTTT grant monitoring efforts based upon the framework provided by FLDOE in the form of the RTTT Scope of Work. The thirteen Work Plans will be guided by detailed project management plans developed by the four Assurance Teams. These project management plans will have quarterly deliverables that will align with the RTTT Scope of Work benchmarks and state reporting requirements. Monthly Assurance Team meeting agendas will address project deliverables inclusive of accomplishments, challenges and solution-driven discussions to resolve anticipated challenges. The RTTT program manager will develop quarterly reports with Assurance Teams and will present results to the RTTT Leadership Team. Quarterly reports will align with state expectations and will include accomplishments, challenges and next quarter’s benchmarks.

Fiscal monitoring for the RTTT grant will follow the same process as all other grants managed by M-DCPS. The Office of Grants Administration and Accounting will work closely together in loading the program budget and monitoring expenditures. The RTTT program manager will work with Grants Administration’s Financial Reporting Unit to ensure that funds are expended efficiently. The RTTT grant budget will be organized by the 13 Work Plan sub-budgets. Work

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Plan managers will be responsible for monitoring expenditures within the monthly Assurance team meetings. Expenditure reports will be included in the RTTT program manager’s quarterly reports to the RTTT Leadership Team and will align with state expectations.

**Summary Timeline for MDCPS RTTT Implementation**

	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<b>Work Plan 1</b>	The Lesson Study professional development strategy will be modeled and implemented (inclusive of common planning time) for participating teachers in the 19 lowest-achieving schools and archived throughout the four-year grant period to benefit all teachers and schools. Timely submission of FLDOE reporting requirements will be adhered to as noted in the Work Plan.			
<b>Work Plan 2</b>	Planning year for the development of a Career and Technical Biomedical Science Program. Submission of baseline data and timeline to the state	Implement the Biomedical Science Program at the Maritime and Science Technology Academy (MAST) @ Homestead which will lead to industry certification within the fourth year.		
<b>Work Plan 3</b>	Provide necessary data to the state for baseline data collection. Purchase science assessment tools.	Increase course STEM and AP course offerings in IB and AICE schools; expand dual enrollment course offerings in collaboration with higher education institutions. As the state develops EOC growth measures, interim assessments will need to be developed and reviewed for validity.		
<b>Work Plan 4</b>	Ensure that schools are ready for computer-based assessment.			
<b>Work Plan 5</b>	Support single sign on integration with the District’s Portal as FLDOE systems come online. Provide necessary data updates to FLDOE.	Provide necessary data updates to FLDOE. Prepare and draw down state downloads as state systems are brought online.		
<b>Work Plan 6</b>	Automate and refine the professional development and teacher evaluation system (IPEGS). Continue to ensure	Helpline desk will be established; training for stakeholders will be made available; and data support		

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	that M-DCPS' local instructional system meets the FLDOE's minimum standards.		system maintenance and updates will be implemented.
<b>Work Plan 7</b>	Update principal mentor qualifications to include evidence of effectiveness.	Current intern placement form will be revised to incorporate a field to which school site administrator indicates the supervising teacher is effective or highly effective. Align the District Alternative Certification Programs with the revised Florida Educator Accomplished practices. Work on updating peer mentoring and mentor principal qualifications and appropriately assign effective and highly effective mentors within teacher preparation programs.	Work on updating peer mentoring and mentor principal qualifications and appropriately assign effective and highly effective mentors within teacher preparation programs
<b>Work Plan 8</b>	Prepare for the implementation of a teacher evaluation system that will be implemented at the start of the 2011-2012 , (pending the state's provision	Begin implementation of evaluation system as defined in the MOU inclusive of 35% of the evaluation and student growth or achievement	Continue phased in implementation of evaluation system. By the end of the grant period the evaluation system will be inclusive of student growth as defined in the MOU for 40% of the evaluation and student growth or achievement as measured by the LEA for 10% of the evaluation. By the end of the grant period, all teachers will be included

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	of a student growth model), including the development of an implementation timeline that will include teachers in core and non-core subject areas.	as measured by the LEA for 15% of the evaluation. The first year will minimally include teachers in grades and subjects that have student growth measures established. Principal evaluation systems will mirror teacher evaluation systems.	in the evaluation system.  Principal evaluation systems will mirror teacher evaluation systems.
<b>Work Plan 9</b>	With stakeholder input and through collective bargaining, develop timetable to use data effectively in making human capital decisions. Begin using established timeline to work towards MOU deliverables which includes decisions on professional development, promotion, placement, retention and compensation.	With stakeholder input and through collective bargaining M-DCPS will work towards MOU deliverables which includes decisions on professional development, promotion, placement, retention and compensation.	
<b>Work Plan 10</b>	The online professional development system will be enhanced and IPEGS will be	Continue enhancement, refining and implementation of course offerings for teachers and targeted school offerings that focus on Florida’s Standards for Professional Development, Common Core Standards, RTTT MOU requirements including FLDOE’s student growth measures, Lesson Study, and RTI. Principals	

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	<p>automated. Systems will process data providing information that will assist in targeting teacher and principal professional development. Course offerings for teachers and targeted school offerings will focus on Florida’s Standards for Professional Development, Common Core Standards, RTTT MOU requirements including FLDOE’s student growth measures, Lesson Study, and Response-to-Intervention (RTI). Principals will also receive extra support and enhanced course offerings with a focus on data driven decisions making.</p>	<p>will also receive extra support and enhanced course offerings with a focus on data driven decisions making. Professional development sections of the Individual Professional Development Plans (for teachers) and the Individual Leadership Plans (for principals) will be revised to include student growth measures.</p>
<p><b>Work Plan 11</b></p>	<p>Implement the identified School Intervention Model for each of the persistently low-achieving schools. Provide information and documentation regarding implementation of data driven decisions including staffing plans.</p>	
<p><b>Work Plan 12</b></p>	<p>Implement proven programs in persistently low achieving schools including increased mentoring and positive behavioral support programs, AP courses, Dual Enrollment offerings, and STEM courses with links to Career and Technical programs that will lead to industry certifications. M-DCPS will expand Career and Technical Education (CTE) course offerings to</p>	

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	additional schools (Booker T. Washington Senior High School and its feeder pattern school, Jose de Diego Middle School) by implementing Pathways to Engineering at the high school and the Gateway to Technology strand at the middle school.
<b>Work Plan 13</b>	Ensure charter schools are informed, invited and included ( if they opt to participate) in RTTT activities coordinated/led by M-DCPS; ensure commensurate share of funds and services is awarded to participating charter schools.

**Budget Summary**

M-DCPS has been allocated **\$72,964,103** to leverage on behalf of RTTT reform efforts. School district staff has worked within and across assurance areas to develop deliverables linked to the Scope of Work that builds upon a very strong foundation of already established data support systems and innovative curricular programming. Our goal is to integrate RTTT funds to ensure sustainable infrastructure improvements while developing a Scope of Work that allows for flexibility and input from stakeholders.

**Standards and Assessments - \$1,126,137** has been allotted to this assurance area to expand Career and Technical programs and to ensure that M-DCPS schools are prepared to participate in statewide computer-based assessments.

**Data Support Systems - \$2,810,000** have been allotted to this assurance area to expand our local instructional learning systems to include additional data reports that will capture EOC data for all subjects, and IB and AICE data. This funding will be also be used to automate the IPEGS system which would have the capacity to link student achievement to teacher and school leader evaluations and professional development, and replace the current Professional Development Menu and Registration System with a new Professional Development Management Tool.

**Great Teachers and Leaders - \$61,564,828** has been allotted to this assurance area to be used for the development and/or purchasing of assessment tools that will provide a broad base of data information linked to student achievement. This information will guide instruction and provide additional tools for teacher and principal evaluation systems. Funding has also been set aside for mentor stipends and substitute days for professional development. Finally, the bulk of the funding has been allocated for performance pay. Description on the use of funds for pay for performance is general due to the fact that compensation and evaluation systems are tied directly to collective bargaining outcomes.

**Struggling Schools - \$193,556** has been allotted to this assurance area to begin the Pathway to Engineering Career and Technical Program at Booker T. Washington Senior High School and a Gateway to Technology Strand at Jose de Diego Middle School, feeder school to Booker T. Washington Senior High School.

**Charter Schools – \$3,500,000** has been designated for the Charter Schools’ commensurate share. M-DCPS has developed a formula that allots full-time equivalent (FTE) funding to each

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participating charter school based on the Title I allocation process. Charter schools will also benefit from services and support by the LEA based upon MOU deliverables.

**Grant Program Operating Costs - \$938,786** has been allotted for an RTTT program manager, clerical support, Program Evaluator, materials for program implementation and travel for staff to attend RTTT implementation committee meetings.

**Indirect Costs - \$2,830,796** indirect will support overhead for the RTTT operations, implementation, and reporting requirements via the support of the offices of Grants Administration, Procurement, Human Resources, Accounting and Budget.

**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:*

Florida's Theory of Action for the Race to the Top (RTTT) investment states that *a strategic and sustained investment in human capital will improve student achievement*. This investment begins with rigorous, relevant and challenging student standards, curriculum, lessons, supports and assessments. It also sets the goals for student learning outcomes and aligns human capital systems that support and manage educators in ways that are student-centered and focused on student achievement. Key to this theory of action is the premise that teachers and school leaders must be well-selected, well-respected, well-prepared, well-supported and held accountable.

FLDOE's strategy for building teacher effectiveness revolves around evaluation. Student achievement is at the center of the student growth measure that the state will be developing. This model will provide the touchstone for discussions with key stakeholders (and through collective bargaining) when addressing the data-driven process in human capital decisions. The decisions included in the RTTT Scope of Work are: recruitment, preparation and selection; strategic and suitable placement; promotion, compensation, tenure, retention, and timely professional development targeted to student outcomes. M-DCPS' evaluation will examine the degree to which these activities are implemented and the impact they have on student achievement, perceptions, and behavior which inform these human capital decisions.

Performance-based compensation systems for teachers and principals are envisioned to have beneficial effects on student achievement. These benefits are assumed to be mediated by changes in teacher and principal behavior through professional development (PD) that might not otherwise occur or be sustained without a financial incentive. The compensation component of the District's RTTT school reform effort will develop over the four years of the grant. Given that we have not solidified the scope of the performance-based compensation model(s) to be studied, the actual structure of the evaluation will emerge through the planning year as a time table develops. An evaluator from the District's Office of Program Evaluation will participate in this planning process, provide insight into areas that are amenable to evaluation, and will develop evaluation questions with program planners, teacher union representation and stakeholders from which will emerge a complete evaluation design.

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M-DCPS plans to evaluate performance-based compensation systems using multiple-methods. Starting with the baseline year (2010-2011), data on teacher evaluations, student achievement data (including the FLDOE-defined and LEA-defined student growth measures), and teacher/class history as well as teacher-, student-, and school-level demographic and structural characteristics will be collected. Comparisons of schools and teachers will be conducted, either through random selection or through purposeful selection of groups eligible or not eligible to receive performance pay.

M-DCPS also plans to examine fidelity of implementation of professional development offered to teachers and the attitudinal and professional/behavioral changes in all school-level participants. Records of individual participants in professional development and evaluation of these experiences by participants will be examined. Responses to and outcomes of the compensation models will be measured through surveys, interviews, and school and classroom observations across the four years as well as student achievement and other student outcome data. Administrator, parental and student survey data will also provide some indication of how much teacher behavior changes modify administrator, student, and parent perception, attitude, and behavior. This data will be used in annual formative evaluations to provide feedback to planners and policy makers regarding the efficacy of these efforts, recommend corrective actions, and determine longitudinal effects. A summative evaluation will provide an overall longitudinal study of the effects of the compensation model(s) in altering teacher behavior leading to improved student achievement, reducing the achievement gap, increasing graduation rates and post secondary achievement, as well as increased teacher retention rates, and an increase in highly effective teachers.

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

*Enter narrative for (A)4. here:*

As noted under the project management plan, regular meetings of Assurance team leaders will drive project implementation; integrated in these discussions, particularly during years 3 and 4, will be sustainability plans for ongoing activities. The budget is framed as seed money for the development and roll-out of infrastructure through local instructional systems, PD automation, data support systems, assessment tools, and pay-for-performance models under the Great Teachers and Leaders (GTL) assurance. By aligning current staffing with RTTT deliverables, grant-funded personnel costs are kept to sustainable levels.

Following the investment of RTTT funding, the recurring costs are limited to maintaining the reforms launched. The Office of Grants Administration has a proven track record in winning competitive federal and state grants; some of the target funding sources are identified below by Assurance area. Given that stakeholders are critical to sustainability, partnerships with institutions of higher education and community organizations will be strengthened to seek public and private funding. As national philanthropic organizations provide greater support for systemic education reform, the District will seek out donors and foundations to support the RTTT reform initiatives proven to be effective.

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**Evaluation**

- USDOE IES Education Research (CFDA #84.305A due in June, September)
- USODE IES Special Education Research (CFDA #84.324A due in June, September)
- USDOE IES Statistical and Research Methodology in Education (CFDA #84.305D due June only)
- USDOE IES Evaluation of State and Local Education Programs and Policies (CFDA #84.305E due April, June, September)

**Great Teachers & Leaders**

- USDOE School Leadership Program (CFDA #84.363A; Last Deadline :April 2010)
- USDOE Teacher Incentive Fund (CFDA #84.835 and #84.374; Last Deadline: July 2010)
- USDOE Transition to Teaching (CFDA #84.350; Last Deadline: January 2009)
- USDOE ARRA Teacher Quality Partnership (CFDA #84.336B and 84.405A; not clear whether this will be funded after 2010)
- FLDOE Request for Proposal (RFP) for Institutes of Higher Education (IHEs) to partner with LEAs to create centers of excellence comparable to the New Teacher Center at one, two or three IHEs in Florida
- FLDOE Title II-A
- FLDOE Florida Teacher Quality Partnership (Federal-through-State, T-II discretionary)

**Subject-Specific Grant Opportunities that contribute to Teacher Quality**

- USDOE (Social Studies): Teaching American History (CFDA #84.215X; Last Deadline: March 2010)
- USDOE (Arts) Arts Education Model Development & Dissemination (AEMDD) (CFDA #84.351D; Last Deadline: March 2010)
- USDOE (Arts) Professional Development for Arts Educators (CFDA #84.351C; usually released at same time as AEMDD)
- FLDOE (Arts); TBD through RTTT: Plans to engage professional associations & others in designing assessments for the Arts & other non-tested subjects

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

*Enter narrative for (A)5. here:*

The RTTT grant budget has been crafted to augment current and anticipated entitlement, categorical, and competitive funding. In support of Work Plans 3 and 4, the District annually receives additional FTE from the State for all passing scores on AP exams. These funds are used to support and enrich the AP programs district-wide (allowing more students to benefit from rigorous coursework), cover future AP examination fees, fund professional development activities, and purchase educational materials.

Smaller Learning Communities (SLC) grants support costs associated with the International Baccalaureate programs and Advanced International Certificate of Education programs at participating SLC schools.

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Dual Enrollment (DE) participation costs for courses offered on the college/university campus are absorbed by the FLDOE (tuition cost), State University System (professor salary), and M-DCPS (textbooks). Dual Enrollment participation costs for courses offered on the high school campus are absorbed by the FLDOE (tuition cost) and M-DCPS (professor salary and textbook).

Qualified Zone Academy Bonds (QZAB) For the 2010-2011 school year, the District will use approximately \$12 million in federal Qualified Zone Academy Bonds (QZAB) for computer replacement at District schools. Over the next four years, the District may seek additional QZAB funds or other type of available financing based on the district debt capacity. In addition, based on available funds, the District will seek other capital funding sources and may use a portion of Capital Improvement – Local Optional Millage Levy funds to support classroom technology refresh projects and to ensure that schools have the technology needed to support improved classroom instruction.

Title II, Part A funds will be strategically aligned with RTTT activities, particularly the professional development system that will be automated/upgraded through RTTT funds, to ensure that Title II, Part A supports needs-driven and job-embedded professional development, and the recruitment/retention of high-quality educators and principals.

Flow-through funding from other federal formula programs will be aligned with RTTT activities i.e., IDEA funds will support relevant Response to Intervention strategies, Carl Perkins Vocational and Applied Technology funds will support STEM career and technical education.

School Leadership Program. In support of Great Teachers & Leaders, the District has won a competitive, five-year USDOE School Leadership Program grant (Project LeadStrong) that supports a residency program for principals and assistant principals. The goals are: to build a bench of highly-effective secondary school principals through a clinical residency model; and to provide a hands-on, authentic, real-world residency model with on-going mentoring, coaching and support. By targeting the most challenging, chronically low-performing senior high schools, this grant reinforces the District's overall effort to turn around struggling schools.

Title I. The Title I School Improvement Grant, administered by the Education Transformation Office (ETO), provides direct support for the 19 lowest-achieving schools in implementing the reform models identified in the Race to the Top application. To provide effective interventions for struggling students, the ETO collaborates with the schools to ensure alignment of services and strategies funded through other resources, such as Title I, Part A and Title II A. In addition, private donations and grants fund activities such as The Parent Academy, which provides assistance to parents in order to build their capacity to assist their children and advocate for their education. Finally, in collaboration with local institutions of higher education and community-based organizations, community resources are leveraged to provide mentoring and tutorial assistance.

Charter School Work Group. The Work Plan for Charter Schools includes the formation of a Charter School Work Group which will be responsible for the development of a detailed sustainability plan for the reform efforts started through RTTT. The sustainability plan will be submitted to and approved by the District.

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In addition, the District will compete for competitive grants anticipated through the following RTTT-funded RFPs that FLDOE proposes to release:

- **Standards & Assessments**

**Competitive awards to partnerships of LEAs for design and development of assessments for hard-to-measure content areas.** While Florida provides support for assessment in primary academic areas, there is an increased interest in and need to expand access to high-quality and balanced assessment systems in other areas. Through guidance of the Governor’s Race to the Top Task Force and the Standards and Assessment Implementation Committee, criteria will be established and resources will be provided for LEAs that collaborate on well-designed proposals for design and development of assessments for such areas as health, music, and art that are more difficult to objectively measure. Florida has done this in the past by supporting the Florida Music Education Association in the creation of an elementary music test. A request for proposals will be released in 2011 with awards and work commencing in the fall of that year. Up to 7 awards will be made for this work. Resulting measures would be ready for field testing in participating LEAs by 2013-2014.

*Source: FLDOE’s RTTT Proposal, hard copy page 89.*

- **Great Teachers & Leaders**

**Teacher Preparation Programs in STEM**

**(3) Support for Focused Teacher and Principal Preparation Programs**

While the state will hold LEAs accountable, it will also support their efforts to meet these goals for all students. To support the pipeline of highly effective teachers in hard-to-staff subjects and specialty areas, the FLDOE will institute a competitive grant program for eligible Florida teacher preparation programs that implement dual major programs in STEM areas. Two state institutions of higher education, Florida State University (FSU) and the University of Florida (UF) are currently implementing the UTeach program through another federal grant with remarkable success. While this competition will not require the UTeach model specifically, the principles of that program, particularly the dual major in content and education and the extensive field experiences with expert mentor teachers beginning in the freshman year, have garnered success in recruitment and retention and would be replicated through this competitive grant program.

*Sources: FLDOE Technical Assistance Webinar on Great Teachers & Leaders, PowerPoint slide 21; FLDOE’s RTTT Proposal hard-copy-page 167 & p 176.*

- **Great Teachers & Leaders**

**Dual Certification Programs for Principals**

To address the gap that exists in recruiting and effectively preparing high-performing individuals for the principalship, the FLDOE will seek to award 2 or 3 entities that have proven records in improving leadership in schools to implement streamlined, intensive, job-embedded school leadership preparation programs that will result in dual Level I and Level II school leadership certification for completers. Because these programs are job-embedded, this will provide an opportunity for interested LEAs to benefit from a partnership with an outside entity with proven expertise in results-oriented leadership development. These partnerships will then inform the state in improving program

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approval requirements and standards for performance (discussed further in Section (D)(4)(ii)].

(D)(4)... Principal Preparation...(from page 176) To close the gaps in principal preparation, FLDOE will seek 2 to 3 entities with proven records in improving leadership in schools to implement school leadership preparation programs that will result in dual Level I and Level II school leadership certification for the completers. These programs will be run in partnership with one or more LEAs, as they must be job-embedded. Results from these programs will be used to improve the training and certification process for all school leaders and improve the State's ability to measure candidate and program performance outcomes based on student learning, teacher effectiveness and school success. The FLDOE will collect and publish qualitative and quantitative program evaluation data and use these data to inform standard setting for performance measures to meet continued approval requirements for all school leadership certification programs state wide (also discussed in (D)(3)).

*Sources: FLDOE Technical Assistance Webinar on Great Teachers & Leaders, PowerPoint slide 21; FLDOE's RTTT Proposal hard-copy-page 167 & p 176*

**Title and Page Number of Appendices for Section A:**

- **Strategic Framework, M-DCPS 2009-2010**
- **RTTT Task Force,**
  - Executive Order
  - Media Advisory
  - Herald Article dated July 28, 2010
- **District Data Leader of the Year**
  - Media Advisory regarding nomination of Superintendent Alberto M. Carvalho
  - Support Letter from Adolfo Henriquez of The Related Companies and the Superintendent's Business Advisory Council
  - Support Letter from Karin Brown, President, Florida PTA
  - Support Letter from Mark Rosenberg, President, Florida International University
- **Education Plan:** Knowledge to Go Places, An Education Plan for the 3<sup>rd</sup> Millennium
- **Project LeadStrong:** Overview of 2010 Teacher Incentive Fund Award
- **Teach for America**
  - Herald Article dated February 26, 2010, *Struggling Miami-Dade Schools Will Get More Teachers*
  - Herald Article dated February 26, 2010, *Exciting Future for Miami-Dade's Poor Kids*
  - Herald Article dated June 15, 2010, *Smart Teachers Prove the FCAT Can be Mastered*
  - Herald Article dated June 16, 2010, *More than 100 Class Acts Join Teaching Corps in Miami-Dade*
- **Parent Academy**
  - Parent Participation and Its Impact on Student Achievement
  - Taking Leadership, Innovating Change  
(Harvard Study Identifying TPA as 1 of 12 promising practices)
- **Reform Elements (Struggling Schools)**
  - Mathematics Academy at Miami Carol City SHS
  - Biotechnology/Forensic Science at Norland SHS
  - Success Academy
  - Secondary Student Success Center (S3C)

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

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

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

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

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

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

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

### LEA GOALS

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

High School Graduating Class of:	<b>2005 (Baseline)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduation Rate	55	54	59	61	62	64	66	69	74	79	85
College Going Rate	62	63	65	66	66	67	68	68	70	72	74
College Credit Earning Rate	60	60	61	61	61	63	63	64	66	67	70
Percent of 9 <sup>th</sup> Graders Who Eventually Earn at Least a Year's Worth of College Credit	20	20	23	25	25	27	28	30	34	38	44
Graduation Rate for Black Students				56	59	61.5	62.7	63.8	64.7	65.5	66.1
Graduation Rate for Hispanic Students				68.1	71.3	72.5	73.8	74.8	75.5	76.1	76.7

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table 1**

**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).*

<b>Please indicate one LEA point of contact for this Project.</b>	
<b>Name:</b>	<b>Nikolai Vitti</b>
<b>Title:</b>	<b>Assistant Superintendent</b>
<b>Phone #:</b>	<b>305-995-3091</b>
<b>E-mail Address:</b>	<a href="mailto:nikolaivitti@dadeschools.net">nikolaivitti@dadeschools.net</a>

<b>Project Goal:</b> 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.
<b>Deliverables (minimum required evidence):</b>
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study</li> <li>4. 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.</li> </ol>

*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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Assistant Superintendent Education Transformation	X	X	X	X	X	X
Each Participating School Principal	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.*

**Numbering Convention:** [TABLE #1] . [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1</b> 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

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.1a.</b> With stakeholder input and collective bargaining, the District has been working with the United Teachers of Dade (UTD) on a Memorandum of Understanding for schools participating in the School Improvement Grant (SIG), which includes Job-Embedded Professional Development and addresses scheduling of common planning time for the lowest-achieving schools. (See Appendix.)	X	X	X	X	X	X
<b>1.1b.</b> Education Transformation Office is working with the 19 lowest-achieving schools to ensure a dedicated common planning time at each school site and to document the implementation of Lesson Study during the common planning time (See Appendix)	X	X	X	X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.2</b> Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lessons used to teach, observe, study evidence of student learning and design improved instruction.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>1.2a</b> Education Transformation Office will work with the lowest achieving schools' content area coaches and professional learning communities on the lesson study process. Education Transformation Instructional Specialists will model best practices for the lesson study process.	X	X	X	X	X	X
<b>1.2b</b> Education Transformation Office staff will record model lesson study groups that will be used in trainings with other schools on the lesson study process with permission of the educators involved and place the resources on a collaboration site developed for the identified schools.			X	X	X	X
<b>1.2c</b> Education Transformation Office will insure annual submission of improved lessons used and will provide evidence of improved instruction by submitting results from monthly student assessments demonstrating learning gains in the areas identified as deficient during the lesson			X	X	X	X

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

study process. In addition, classroom walkthrough logs that evidence the implementation of strategies discussed during the lesson study process will be submitted.						
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<b>Deliverable (required):</b> 1.3 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
1.3a. Collect rosters and provide to FLDOE.			X	X	X	X

<b>Deliverable (required):</b> 1.4 Submission of <b>one</b> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study, reflecting participation in lesson study noted.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
1.4a. Collect one participating lesson plan with improvements notated in lesson plan.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> 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)*

The Office of Professional Development (within Curriculum and Instruction) will continue to offer district-wide professional development, which is also available to all schools in the district , on the use of data to inform instruction and the formation and implementation of lesson study groups. Artifacts, recordings, and data from lesson study implemented through RTTT, using School Improvement Grant funds, may be incorporated into district-wide training. (See also Work Plan Table (D) (5) *Focus Effective Professional Development*).

**Supporting Narrative (optional):** The Education Transformation Office will work with the lowest-achieving schools in the District to refine and enhance the lesson study process. Staff will model best practices of school-level instructional coaches on the lesson study process. Staff will collect artifacts of the lesson study process, including lesson plans before, during, and after the lesson study process and will video record model lesson study sessions (with permission of the educators involved). These artifacts and recordings will be available for potential training in schools that are not targeted as lowest-achieving.

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Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

- **Appendix Table 1 (B)(3)1, Deliverable 1.1**  
Memorandum of Understanding Contract Modification/Implementation for schools participating in the School Improvement Grant (SIG)
  
- **Appendix Table 1 (B)(3)1, Deliverable 1.2**  
Common Planning Time Schedules (**NEW**)

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table 2**

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

**Please indicate LEA point(s) of contact for this Project.**

**Name (STEM Academy):** Ms. Beatriz Zarraluqui  
**Title (STEM Academy):** Administrative Director, Mathematics, Science, and Advanced Academic  
**Phone #:** 305-995-1939  
**E-mail Address:** [bzarraluqui@dadeschools.net](mailto:bzarraluqui@dadeschools.net)

**Name (CTE Program):** Dr. Rose Martin  
**Title: (CTE Program):** District Director, Career and Technical Education and Programs  
**Phone #:** 305-693-3030  
**E-mail Address:** [rmartin1@dadeschools.net](mailto:rmartin1@dadeschools.net)

**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):**

**FLDOE-DEFINED DELIVERABLES FOR THE CAREER AND TECHNICAL EDUCATION PROGRAM**

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Region Superintendent Region V	X	X	X	X	X	x

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Administrative Director Division of Mathematics, Science and Advanced Academic Programs	X	X	X	X	X	X
District Director Division of Career and Technical Education	X	X	X	X	X	X
Health Science Instructional Supervisor	X	X	X	X	X	X
Principal MAST @ Homestead	X	X	X	X	X	X
Assistant Principal MAST @ Homestead	X	X	X	X	X	X
Teacher Biomedical Sciences				X	X	X

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

**Numbering Convention:** [TABLE #2]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1</b> 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.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>2.1a</b> Complete analysis of employer needs in local community focusing on high-wage, high-skill careers identified by Enterprise Florida.	X					
<b>2.1b</b> Designate MAST @ Homestead as new Medical Magnet inclusive of a : Biomedical Sciences (BMS) strand ( <i>Project Lead the Way – PLTW</i> );	X					
<b>2.1c</b> Implement the Career and Technical Education Biomedical Science (Project Lead the Way - PLTW) 8708100 Program at MAST @ Homestead over a four-year	X	X	X	X	X	X

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<p>period. Curriculum will include four annual courses, one to be implemented each year. They are:</p> <ul style="list-style-type: none"> <li>• Principles of Biomedical Sciences</li> <li>• Human Body Systems</li> <li>• Biomedical Interventions</li> <li>• Biomedical Science Research</li> </ul>						
<p><b>2.1d Planning Phase:</b> Identify highly-qualified full-time teacher to be paid on 10 month schedule; provide travel expenses for required ten days of BMS training for one teacher to attend PLTW affiliate university (includes registration, air fare, stipend, room and board); purchase supplies and equipment (see Appendix PLTW Purchasing Guides); identify and secure partnerships with higher education institutions and private sector businesses that implement STEM medical products and services.</p>	X	X	X			
<p><b>2.1e Delivery Phase:</b> Implement annual course, one per year; purchase consumables necessary to implement course each year; pay the annual \$2,000 affiliation fee to PLTW</p>			X	X	X	X
<p><b>2.1f Ongoing Phase:</b> Conduct annual review of all programs; continue developing partnerships; secure funds, recruit and retain high qualified personnel; recruit and retain highly motivated students; provide transportation for student participation in co-curricular activities at colleges/universities, CTSO competitions and conferences.</p>			X	X	X	X
<p><b>2.1g</b> Provide travel expenses for required ten days of PLTW training for one teacher to attend training for next 3 courses of BMS (includes registration, air fare, stipend, room and board) Upon successful completion by teacher of training for each course, PLTW will provide curriculum for each BMS course.</p>	X	X	X	X	X	X
<p><b>2.1h.</b> Collaborate with the Biomedical Science Department of Florida International University and the M-DCPS Division of Mathematics, Science, and Advanced Academic Programs to provide professional development to train health science instructors in use of laboratory equipment and machinery for each course.</p>		X	X	X	X	X

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<b>Deliverable (required):</b> 2.2 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
2.2a Allocate Carl D. Perkins grant funds to pay for student industry certifications exams in Year 4 of the grant period.						X
2.2b For those students who successfully complete an industry certification in Year 4 of the grant, District will receive an additional FTE of \$1,200 per student. Allocate these funds to pay for costs associated with student candidates' industry certification exams after completion of the grant period.						X

<b>Deliverable (required):</b> 2.3 Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
2.3a Provide documentation each year of progress made in implementation of complete program			X	X	X	X
2.3b In Year 4, provide documentation that Biomedical Science CTE Program (including four courses) has been implemented.						X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$67,272	\$61,896	\$ 65,896	\$93,690	\$93,691	\$93,692

**Sustainability Factors:**  
 The program will be implemented in a brand new high school in southern Miami-Dade County. The school will be located in a retrofitted hospital and include three strands: Biomedical Sciences (*Project Lead the Way – PLTW*); Pharmaceutical Sciences, and Physical Therapy. Grant funds will be used to purchase equipment critical to set up the Biomedical Sciences CTE program laboratory. In addition, grant funds will be used to develop curriculum and provide professional development for teachers to ensure that the District will complete program implementation by the end of the four-year grant. By Year 4, it is anticipated that FTE generated from students who pass certification exams will then be used to pay for the certification exams of future students.

**Supporting Narrative (optional):**  
Overview  
 The LEA will implement a new STEM academy which will include one additional high school career and

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technical education program that meets the Project Goals for this Work Plan. These goals also support Work Plan (E)(2)3 *Implement Proven Programs for School Improvement* by expanding opportunities for students to attend career and professional academies, under section 1003.493 of the Florida Statutes (F.S.), especially STEM academies.

**STEM Academy: Medical and Science Technology (MAST) Academy @ Homestead**

M-DCPS is in the process of converting a former hospital into a new magnet senior high school in a geographic area with little, if any, access to the types of STEM programs encouraged through RTTT reforms. The purpose of the new *Medical and Science Technology (MAST) Academy @ Homestead* is to provide students with a challenging curriculum in advanced academics and expose them to critical thinking, engineering, technology, mathematics, science, field studies, projects, competitions, scientific research, and acceleration mechanisms such as Advanced Placement (AP), Dual Enrollment (DE), and internships throughout high school years. With this focus in mind, the entire school will be thematically tied to medicine, science, mathematics, engineering, technology research, methodology and applications.

The programs offered at MAST @ Homestead aim to:

- Increase the number of students interested in pursuing STEM fields;
- Increase the percentage of students who successfully graduate and are employed in the STEM fields;
- Increase the number of students with the skills required to compete in a global economy;
- 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 and/or college credit; and
- Integrate math or science to satisfy core credit requirements with the passing of the course and related end-of-course exams.

**Career and Technical Education Program within MAST @ Homestead**

Biomedical Science (PLTW) 8708100, (a Career and Technical Education STEM program identified as compliant with RTTT Requirements at <http://www.fldoe.org/ARRA/RaceToTheTop/pdf/STEMProgramsRTTT.pdf> at the bottom of page 5), will be implemented over a four-year period at MAST @ Homestead. Currently, there are 50 students enrolled in Human Body Systems (within the Biomedical Science program). Upon completion of the fourth year, these 50 students will be eligible to take an industry certification exam to become Certified Medical Administrative Assistants (CMAA). Additionally, the challenging science curriculum at MAST @ Homestead will help students develop skills required for research and documentation. Hands-on instruction, laboratory and field studies will further engage them in scientific inquiry and development of laboratory skills.

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

The following evidence is provided as documentation for FLDOE-defined Deliverables for Career and Technical Education Programs:

- **Appendix Table 2 (B)(3)4 Deliverable 1.1**  
Florida Industry Clusters identified by Enterprise Florida  
<http://www.eflorida.com/ContentSubpageFull.aspx?id=52>
- **Appendix Table 2 (B)(3)4 Deliverable 1.2**  
Biomedical Science (PLTW) 8708100 description from the  
*List of Career and Technical Education STEM Programs Identified to Meet RTTT Requirements* at  
<http://www.fldoe.org/ARRA/RaceToTheTop/pdf/STEMProgramsRTTT.pdf>
- **Appendix Table 2 (B)(3)4 Deliverable 1.3**  
RTTT Career and Technical Education STEM Program Descriptions *including*  
CTE Course Number and Description for **Human Body Systems** at  
<http://www.fldoe.org/ARRA/RaceToTheTop/pdf/be.pdf>
- **Appendix Table 2 (B)(3)4 Deliverable 1.4**  
CTE Baseline Data: STEM CTE Programs Offered by M-DCPS (2009-2010)
- **Appendix Table 2 (B)(3)4 Deliverable 1.5**  
CTE Baseline Data: Number of Students Awarded Certification (2009-2010)
- **Appendix Table 2 (B)(3)4 Deliverable 1.6**  
Budget for Project Lead the Way Equipment (**NEW**)

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table 3**

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

<b>Please indicate one LEA point of contact for this Project.</b>	
<b>Name:</b>	<b>Beatriz Zarraluqui</b>
<b>Title:</b>	<b>Administrative Director</b>
	<b>Division of Mathematics, Science, and Advanced Academic Programs</b>
<b>Phone #:</b>	<b>305-995-1939</b>
<b>E-mail Address:</b>	<a href="mailto:bzarraluqui@dadeschools.net"><b>bzarraluqui@dadeschools.net</b></a>

<b>Project Goal:</b> The LEA will increase the number of STEM-related acceleration courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.
<b>Deliverables (minimum required evidence):</b>
<ol style="list-style-type: none"> <li>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.</li> <li>2. Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.</li> </ol>

*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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
District Supervisor Division of Mathematics, Science, and Advanced Academics	X	X	X	X	X	X
Principal, Maritime & Science Technology (MAST) Academy	X	X	X	X	X	X
Principal, Alonso and Tracy Mourning Senior High School	X	X	X	X	X	X
Lead Teacher, MAST Academy	X	X	X	X	X	X
Lead Teacher, Alonso and Tracy Mourning Senior High School	X	X	X	X	X	X
School Site Principals	X	X	X	X	X	X
School Site Teachers	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 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.*

**Numbering Convention:** [TABLE #3]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.1</b> 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.	<b>X</b>					
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.1a</b> Annually implement AP Mentor/-Mentee Program Mentoring which pairs expert AP subject area teachers with novice AP teachers for 40 hours of mentoring in the areas of lesson planning, classroom management, curriculum development, assessment techniques, AP data analysis, College Board Curricular requirements				X	X	X
<b>3.1b</b> Administer the Preliminary Scholastic Achievement Test (PSAT) to all Grade 10 students in October of every year; analyze PSAT Data from the <i>Summary of Answers and Skills Report</i> and use the <i>AP Potential™</i> data to identify students for participation in AP courses.	X			X	X	X
<b>3.1c</b> Conduct the Fall Advanced Placement Teacher Curriculum Review to provide AP Teachers in STEM related courses with the information, tools, and strategies they need to build successful AP Programs. AP Teachers will strengthen their own professional skills and learn techniques to help students prepare for and connect with college.	X			X	X	X
<b>3.1d</b> Conduct the Spring Advanced Placement Student Curriculum Review to			X	X	X	X

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provide students and their teachers with an end-of-year review and test taking strategies in preparation for the May AP examinations.						
<b>3.1e</b> Increase STEM-related course offerings in designated IB schools in order to offer a greater variety of Science, Technology, Engineering, and Math courses.				X	X	X
<b>3.1f</b> Increase STEM-related course offerings in designated AICE schools in order to offer a greater variety of Science, Technology, Engineering, and Math courses.				X	X	X
<b>3.1g</b> Annually develop Inter-institutional Articulation Agreements with local colleges and universities in an effort to expand Dual Enrollment opportunities for M-DCPS students, both on- and off-the high school campus.			X	X	X	X
<b>3.1h</b> Conduct annual Dual Enrollment Curriculum meeting alongside College/University professors focusing on university adjunct expectations, Dual Enrollment student expectations, curriculum standards and grading policies, content and pacing of instructional materials, and rigor in the college-level course.			X	X	X	X
<b>3.1i</b> Promote Dual Enrollment participation by providing eligible students and parents with enrollment information via Student Portal.	X			X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.2</b> Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data.						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>3.2a</b> Gather data from student participation in AP, IB, AICE, and DE courses			X	X	X	X
<b>3.2b</b> Increase student participation in the ten (10) STEM AP Courses by 2% each year.			X	X	X	X
<b>3.2c</b> Increase student participation in the ten (10) STEM IB Courses by 2% each year.			X	X	X	X
<b>3.2d</b> Increase student participation in the ten (10) STEM AICE Courses by 2% each year.			X	X	X	X
<b>3.2e</b> Increase student participation in the ten (10) STEM Dual Enrollment Courses by 2% each year.			X	X	X	X

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

**Sustainability Factors:** Currently, Miami-Dade County Public Schools (M-DCPS) has in place a very strong district wide Advanced Placement (AP) program. District high schools collectively offer 32 out of the 33 College Board Advanced Placement courses. On average, M-DCPS high schools offer 10-15 AP courses in one year. School site leadership includes an assistant principal for Curriculum and coordinators for the Advanced Placement, International Baccalaureate, Advanced International Certificate of Education programs to ensure that program goals and objectives are met. The cost of AP exams is covered by the District. Student scores of 3, 4, and 5 generate FTE dollars that are then redistributed to schools for future enhancements to their AP programs. Dual Enrollment participation costs for courses offered on the college/university campus are absorbed by the Florida Department of Education (tuition cost), State University System (professor salary), and M-DCPS (textbooks). Dual Enrollment participation costs for courses offered on the high school campus are absorbed by the Florida Department of Education (tuition cost) and M-DCPS (professor salary and textbook). Each year, the District sustains the IB and AICE programs through District and grant monies.

**Supporting Narrative (optional):**  
 Miami-Dade County Public Schools employs a district supervisor for Advanced Academic Programs. The role of this individual is to oversee Advanced Placement, Dual Enrollment, International Baccalaureate, and Advanced International Certificate of Education course offerings across the District. This individual works with school principals and the leadership staff of AP, IB, Dual Enrollment, and Cambridge/AICE Coordinators to ensure that program goals and objectives are met. In addition, the district supervisor works with local colleges and universities to keep Inter-institutional Articulation Agreements current and in support of Dual Enrollment course offerings. Professional Development and innovative programs and ideas are implemented on a yearly basis in order to increase achievement among all student groups enrolled in accelerated courses.

School site personnel from the Maritime & Science Technology (MAST) Academy and Alonzo and Tracy Mourning Senior High School will directly support Activity 3.1b by sharing best practices across the District. The dissemination and analysis of PSAT/SOAS data varies greatly across the District. The highly qualified and experienced administrative staff members at these schools have systems in place that support the analysis of the data resulting from the PSAT administration. Each year, high school principals and teacher leaders use these results in order to vertically and horizontally align and guide instruction, as well as identify students for participation in accelerated coursework. The AP Potential™ focuses on the identification of students for enrollment and success in Advanced Placement courses. Sharing the best practices from the different leadership teams at these schools will strengthen the use of the PSAT/SOAS data across the Miami-Dade County Public Schools.

School site personnel from Maritime & Science Technology (MAST) Academy and Alonzo & Tracy Mourning Senior High School will directly support Activity 3.1h by contributing to the development of the annual Dual Enrollment meetings addressing the continued growth of Mathematics and Science Dual Enrollment courses both on the college/university campus and the high school campus. More and more high schools are exploring different options for expanding Dual Enrollment options for students. During this exploratory stage and beyond, school Districts must partner with their local colleges and universities in order to ensure that student selection criteria is appropriate, curriculum standards and grading policies are consistent across classrooms, and that the content and pacing of instruction is in line with the rigor of a college-level course. The articulation between District high-school teachers and the professors at the partnering higher institutions will ensure the alignment of these instructional components.

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide

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implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

- **Appendix Table 3 (B)(3)5, Deliverable 1.1**  
Enrollment and passing rate data for Advanced Placement (AP) STEM courses for | 2005-2006 through 2009-2010 by high school
- **Appendix Table 3 (B)(3)5, Deliverable 1.2**  
Enrollment and passing rate data for AP Non-STEM courses for 2005-2006 through 2009-2010 by high school
- **Appendix Table 3 (B)(3)5, Deliverable 1.3**  
Enrollment and passing rate data for International Baccalaureate STEM courses for 2008-2009 and 2009-2010 by high school
- **Appendix Table 3 (B)(3)5, Deliverable 1.4**  
Enrollment and passing rate data for Advanced International Certificate of Education (AICE) courses for 2008-2009 and 2009-2010 by high school
- **Appendix Table 3 (B)(3)5, Deliverable 1.5**  
M-DCPS Dual Enrollment Program Student Membership

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table 4**

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

**Please indicate one LEA point of contact for this Project.**

**Name:** Dr. Sylvia J. Diaz  
**Title:** Administrative Director,  
Curriculum and Instruction/Division of Instructional Technology, Instructional Materials, and  
Library Media Services  
**Phone #:** 305-995-7602  
**E-mail Address:** [sdiaz@dadeschools.net](mailto:sdiaz@dadeschools.net)

**Name:** Ms. Debbie Karcher  
**Title:** Chief Information Officer  
**Phone #:** 305-995-3751  
**E-mail Address:** Dkarcher@dadeschools.net

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

**Deliverable (minimum required evidence):**

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Administrative Director Curriculum and Instruction/Division of Instructional Technology, Instructional Materials, and Library Media Services	X	X	X	X	X	X
Administrative Director Assessment, Research, and Data Analysis	X	X	X	X	X	X
Executive Director Infrastructure Support	X	X	X	X	X	X
Director II E-Rate Management	X	X	X	X	X	X

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

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*Numbering Convention: [TABLE #]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]*

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>4.1</b> Completion and submission of computer-based testing readiness certification through Florida’s online tool.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>4.1a</b> Review data from the online readiness survey and/or Florida Technology Resources Survey and develop strategies to address technology deficiencies at schools to ensure that modern technology is equitably distributed across schools and classrooms to support instructional goals and to ensure readiness for computer-based testing. Strategies may include purchasing new technologies or redeploying technologies from other sites as needed. Criteria for school selection will be determined by district staff in Instructional Technology based on results of survey (i.e., student to modern computer ratio of at least 4 to 1, middle school versus high school needs)	X			X	X	X
<b>4.1b</b> Purchase monitor screens or other privacy shields for schools participating in online testing. Currently, very few schools have privacy shields and those that do have a very limited quantity. The cost of a privacy shield which fits over the computer’s screen is approximately \$50. The \$500,000 budgeted will allow the district to purchase approximately 10,000 screens to be distributed to schools. This is being done in the first year of the grant in order to be prepared for the initial round of testing. Going forward, the district will add 1,000 screens for the remaining years of the grant.	X			X	X	X
<b>4.1c</b> Have schools complete a district-developed survey at the end of the year (after testing has been completed) in order to plan for the following school year.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$500,000	\$0	\$0	\$50,000	\$50,000	\$50,000

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

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*of this Project after Race to the Top funding ends)*

Sustaining this effort will require that the District has adequate funds to annually refresh technologies at schools. Each year, staff analyzes results of the Florida Technology Resources Survey in order to develop the District's annual computer refresh strategy with the goal of maintaining a student-to-modern-computer ratio of at least 4 to 1. During the last five years, the District has employed a number of financial tools to fund classroom technology refresh projects and has deployed more than 50,000 new computers. These initiatives have helped to balance the distribution of modern computers across schools and classrooms.

For the 2010-2011 school year, the District is seeking approximately \$12 million in federal Qualified Zone Academy Bonds (QZAB) for software licensing and computer replacement at District schools. Over the next four years, Race to the Top funding will support District efforts to ensure readiness for computer-based testing. During grant implementation and beyond, the District may seek additional QZAB funds and will seek other federal funds, state funds and private sector resources as part of our ongoing efforts to identify adequate financial resources to meet ongoing technology needs.

**Supporting Narrative (optional):**

**Classroom Technology**

Currently, Miami-Dade County Public Schools employs a wide range of instructional technologies in classrooms. Technology standards for new classrooms include an interactive whiteboard and projector, an audio enhancement system, and four desktop computers. In 2009, on the Florida Technology Resources Survey, District schools reported approximately 109,000 modern computers in classrooms which represent a student to computer ratio of approximately 3 to 1.

Needs including replacement of obsolete classroom computers and the retrofit of older classrooms to include presentation stations with interactive whiteboards. Unfortunately, at this time the district will not be able to address the retrofit of older classrooms on a broad scale. Individual schools and classrooms may be upgraded through funds obtained from PTSA, grants, or other outside funding sources.

For the 2010-2011 school year, desktop computer replacement will be funded with QZAB proceeds. EETT funds obtained from the most recent competitive application will also be used to provide classroom computers in schools that will be delivering computer-based assessments. Schools targeted with EETT funds will be those that were deficient on the Computer Based Assessment Certification Tool.

Increasing the number of modern computers in schools through QZAB funding will also increase student access to instructional applications. The district utilizes a number of technology tools to improve and support core instruction. Products such as Compass Learning Odyssey, Reading Plus, Gizmos, Discovery Education, SuccessMaker, Ticket to Read, are available across the district. Professional development is provided through EETT ARRA funds. Online textbooks are also available to students at all levels and are delivered via the district's portal. Over 200 eBooks are available.

RTT funds will be utilized strictly for the purchase of privacy shields. Currently, very few schools have privacy shields and those that do have a very limited quantity. The cost of a privacy shield which fits over the computer's screen is approximately \$50. The \$500,000 budgeted will allow the district to purchase approximately 10,000 screens to be distributed to schools. This is being done in the first year of the grant in order to be prepared for the initial round of testing. Going forward, the district will add 1,000 screens for the remaining years of the grant and schools will be responsible for any additional shields that are needed. These items may be included as part of the standard classroom computer bundle available for purchase on the district's shopping cart.

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**Technology Infrastructure**

Over the past few years, the district has upgraded the network infrastructure to a minimum of 10Mbit per second Ethernet at all schools. This infrastructure is capable of supporting existing technology and some expansion. eRate applications are submitted annually for schools which qualify in order to improve infrastructure at schools. Other funding sources are sought for schools that don't qualify for eRate (although few). Bandwidth use is tracked and analyzed to ensure that needed adjustments are made to accommodate the district's growing demand.

M-DCPS uses a report known as "*The Technological Tracking Status Report By School*", produced by the Information Technology Services (ITS) Department. (Refer to sample report in the Appendix.) This report (also known as "The Donut Chart") serves many purposes, and most importantly, aids in the tracking and status reporting, on a quarterly basis, of the major district-wide projects geared directly to support technology improvements at the school level. It has also become a great tool, often used by administrators; in determining not only the progress achieved at each school, but also in identifying future technology needs of the District. The chart may be accessed at: [http://pdfs.dadeschools.net/technology/all\\_regions.pdf](http://pdfs.dadeschools.net/technology/all_regions.pdf).

The report provides information, by school, on the status of the following categories:

**Category 1 - E-RATE PARTICIPATION (2/5 YEAR RULE)** – The E-Rate program guidelines, starting with Funding Year 8 (2005-2006), stipulate that Priority Two funds (generally referring to the purchase of Field Equipment) for any given school can only be requested twice in five years. As an example, M-DCPS accepted funds in Year 8 (2005-2006) for the purchase of equipment in 90% schools. This uses up one year for those schools involved. In Funding Year 10 (2007-2008) M-DCPS requested funds to purchase equipment for ALL 90% and 80% schools in the District.

**Category 2 - SCHOOL WAN BANDWIDTH CAPACITY** – This represents the total bandwidth (Mbs) capacity provided to the site for Wide Area Network access. Every site has at least one T-1 Frame-relay circuit (1.5 Mbs). Most sites also have a Metro Ethernet connection over fiber of either 100 Mbs or 10 Mbs connected to a different router at ITS.

**Category 3 - WAN BANDWIDTH UTILIZATION PERCENTAGE** – This represents the usage of available bandwidth during normal business hours (8:00 a.m. – 3:00 p.m.; Monday – Friday) for the past quarter. This usage is for general Internet traffic, email, and all other District applications.

**Category 4 – FIREWALL AND DOMAIN CONTROLLER** – TippingPoint Intrusion Prevention Systems (IPS) provides access control rules based on source and destination intrusion prevention and port and protocol as a traditional firewall would. The IPS can also provide application control for Peer-to-Peer, spyware, instant messaging, and other unwanted applications. TippingPoint goes beyond what any traditional firewall can provide, giving protection against vulnerabilities in applications and operating systems. Microsoft Windows Active Directory Domain Controllers provide District sites with local authentication to District servers and network resources. The local domain controllers ensure that all school resources are available in case of a network outage and allows for faster Active Directory searches.

**Category 5 – C.I.P.A. (Children Internet Protection Act) and PC COMPLIANCE TO DISTRICT STANDARDS** – The compliance indicated in segment 5 of the Donut Chart is first a measure of total CIPA Compliance as required by the E-Rate program. Further, this category measures whether the desktop computers and servers at the school are compliant with District standards for patch management and virus protection. To comply with the patch management requirement, computers must be running BigFix. To comply with the virus protection requirement, computers must be running Sophos Anti-virus.

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**Category 6 – BACKBONE – 10 GIG** – References the data communication infrastructure between the main distribution frame (MDF) and the intermediate distribution frames (IDFs). Data communication switching equipment is interconnected using fiber cable wiring providing servers, computers, printers, storage devices and other peripherals with network, mainframe and internet access with transmission speeds of up to 10 gigabits per second or a data transfer rate equal to ten billion (10,000,000,000) bits.

**Category 7 - ITS CAMPUS-WIDE WIRELESS INSTALLED** – Technology is rapidly moving away from the traditional wired infrastructure. The portability of wireless ensures agile content delivery to meet the needs of our dynamic student population. Laptops are now becoming the norm for staff and high school students in addition to PDA devices. We are currently standardizing on providing localized school-wide wireless connectivity.

**Category 8 – PBX UPGRADE / REPLACEMENT** - ITS identified a plan to replace equipment installed almost a decade ago leveraging federal funding dollars provided by the Schools and Libraries Division (SLD) E-Rate. The Plan will provide state-of-the-art telecommunications services and equipment such as Voice over Internet Protocol (VoIP) capability, Voicemail with automated attendant, and a host of new features that have matured over the last five to seven years. In addition, the newer equipment will provide improved remote monitoring and diagnostics that will reduce operating expenditures and increase reliability.

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

- **Appendix Table 4 (B)(3)6, Deliverable 1.1**  
*The Technological Tracking Status Report By School (June 15, 2010)*  
(also known as *Donut Chart Infrastructure Update as of 6-15-20*)
- **Appendix Table 4 (B)(3)6, Deliverable 1.2**  
*District Technology Statistics 2009-2010*

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table 5**

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

**Please indicate one LEA point of contact for this Project.**

**Name:** Debbie Karcher  
**Title:** Chief Information Officer  
**Phone #:** (305) 995-3751  
**E-mail Address:** [Dkarcher@dadeschools.net](mailto:Dkarcher@dadeschools.net)

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

**Deliverables (minimum required evidence):**

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

Baseline report based on 2009-10 is due by December 31, 2010. Reports based on the prior two quarters completed are due by September 30 and March 31 of each year. Bi-annual reporting shall begin the first applicable period after single sign-on integration with the Department. The Department will provide a report template.
2. Single Sign-on Integration Readiness Certification. Certification forms will be provided by the Department for LEA signature.
3. Single sign-on integration with the Department.
4. For state-level data downloads, provide a report of the following:
  - a. Name of the download
  - b. Date of most recent download

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Information Officer	X	X	X	X	X	X

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Administrative Director Information Technology	X	X	X	X	X	X
Administrative Director Instructional Technology	X	X	X	X	X	X
Administrative Director Assessment, Research and Data Analysis	X	X	X	X	X	X

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

*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.*

**Numbering Convention:** [TABLE #5]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]

<b>Deliverable (required):</b> <b>5.1</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>5.1a</b> Report of number and type of staff will be provided.				X	X	X

<b>Deliverable (required):</b> <b>5.2</b> Single Sign-on Integration Readiness Certification	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			x	x	x	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>5.2a</b> District will complete the Readiness Certification.			X	X	X	X

<b>Deliverable (required):</b> <b>5.3</b> Single sign-on integration with the Department	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			x	x	x	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X			
<b>5.3a</b> M-DCPS currently has a very sophisticated single sign-on solution (SSO)			X			

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used by many third-party applications and internal M-DCPS applications. Based on the State’s deployment strategy, M-DCPS will have the capacity to accommodate the State’s SSO and will support SSO with the District’s portal as FLDOE systems come online.						
--	--	--	--	--	--	--

<b>Deliverable (required):</b> <b>5.4</b> For state-level data downloads, provide a report of the following: 1. Name of the download 2. Date of most recent download	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			x	x	x	x
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b> <b>5.4a</b> District will provide the name and date of state data downloads used.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> 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)*

Miami Dade County Public Schools would be integrating these systems into a current single sign-on system. Building upon current infrastructure ensures sustainability. Normal maintenance of our systems will support sustainability.

**Supporting Narrative (optional):**

MDCPS already supports single sign-on as part of the MDCPS portal. Additionally, MDCPS has the technology to accept and utilize data downloads from the Department. These downloads can be loaded into the district’s data warehouse and/or mainframe system.

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

**Title and Page Number of Appendices for this Project (if applicable):**  
This field left intentionally blank.

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**Work Plan Table 6**

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

**Please indicate one LEA point of contact for this Project.**

**Name:** Ms. Gisela Feild  
**Title:** Administrative Director, Assessment, Research and Data Analysis  
**Phone #:** 301-995-7512  
**E-mail Address:** [gfeild@dadeschools.net](mailto:gfeild@dadeschools.net)

**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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Chief Information Officer	X	X	X	X	X	X
Administrative Director Instructional Technology	X	X	X	X	X	X
Administrative Director	X	X	X	X	X	X

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Assessment, Research and Data Analysis						
Executive Director			X	X	X	X
Information Technology Support						
Technology Liaison (Trainer)			X	X	X	X
Information Technology Support						
Net Developer		X	X	X	X	X
Information Technology Support						
Senior System Support for Help Desk			X	X	X	X
Information Technology Support						
<p><i>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.</i></p> <p><b>Numbering Convention:</b> [TABLE #6] . [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]</p>						
<b>Deliverable (required):</b>		2010-11		2011/12	2012/13	2013/14
	<b>6.1</b> For local instructional improvement systems, provide a report that includes the following: 1. Name of the system 2. 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 3. How the system is accessed and used by students and parents 4. 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 5. A description of the student growth data available to users on the system 6. How frequently students, teachers, parents, and principals are accessing the system.	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter		
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>		2010-11		2011/12	2012/13	2013/14
		2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter		
<b>6.1a</b> Confirm minimum standards for Instructional Improvement Systems.	X					
<b>6.1b</b> Perform a gap analysis to determine	X					

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how closely systems in place align to requirements.						
<b>6.1c</b> Draft report providing all the information requested above and identifying existing tools which meet criteria and any modifications or additional tools that may be required.	X			X	X	X
<b>6.1d</b> Develop a plan with timelines for the development or purchase of additional components.		X	X			
<b>6.1e</b> Develop or purchase additional components each year as needed including:  1) Replacing the obsolete Professional Development Menu & Registration System with a new Professional Development Management Tool, a key component of District’s revised PD System. 1a A Request for Information will be released with the specifications of creating a new web-based work flow environment that will collect, analyze and manage the professional development activities enrolled and completed by staff in the district. 2) Create data system that will capture End of Course data for all subjects tested including: Algebra, Biology, History, Civics, etc. The system will also collect IB and AICE data results. 2a. A .Net contractors will be hired to complete the programming necessary to add the results of the EOC, AP, IB, and AICE to the existing district’s SPI Assessment Screen. The contractors average cost are \$85.00 per hour with an estimated development time of 30 weeks to complete the addition of 4 new data collection and reporting screens. This will encompass the \$100.000 budget. 3) Create new data system that will automate the teacher evaluation system(IPEGS) which would have the capacity to link student achievement to evaluation and professional development 3a. A Request for Information will be			X	X	X	X

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released with the specifications of creating a new web-based system with work flow capabilities that will collect, analyze and manage teacher evaluation results.						
<b>6.1f</b> Provide training sufficient training to all stakeholder groups to ensure that the new systems are used consistently and effectively.				x	x	x
<b>6.1g</b> Provide a Help Desk Service for users that may run into problems using the new automated systems.				x	x	x
<b>Deliverable (required):</b> <b>6.2</b> The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
<b>6.2a</b> Participate in all Department-sponsored technology assessments and surveys.	X	X	X	X	X	X
<b>6.2b</b> Provide the Department with contact information for staff member responsible for overseeing this effort in Miami-Dade County.	X			X	X	X
<b>Deliverable (required):</b> <b>6.3</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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<b>6.3a</b> Provide data from local instructional improvement system to the Department as requested.	X	X	X	X	X	X
<b>6.3b</b> Provide the Department with contact information for staff member responsible for receiving these requests in Miami-Dade County.	X			X	X	X

Project Budget Summary:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$505,000	\$450,000	\$425,000	\$1,405,000	\$25,000	\$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)*

Sustainability will be achieved through the full integration of the Instructional Improvement System (or the aggregate tools which make up such a system) into the district’s portal. Annual licensing and support fees will be addressed in the district’s IT budget and training will be included in the district’s menu of PD activities.

**Supporting Narrative (optional):**

Miami-Dade County Public Schools has a number of tools that are available through the district’s portal which are thought to provide the major functions of an Instructional Improvement System. These tools provide teachers, parents, and students with information about student academic progress and growth.

- The Teacher Portal includes: learning village, pacing guides, lesson planning, and professional development podcasts. It also includes rosters of students in a teacher’s class with achievement data for each student.
- The Student Portal includes: student schedule and grades, online textbooks, instructional tools. These tools including Reading Plus, GIZMOS, Ticket to Read have been linked to the student based on their prior year’s FCAT performance & are paced to measure the benchmarks being taught each grading period.
- The Parent Portal includes: access to student information including grades, student attendance, district upcoming events, electronic text books, etc.
- The Employee portal includes: HR information, leave information, payroll information, upcoming events

All the tools included in the MDCPS portal draws upon information stored in the district’s student data warehouse. The data warehouse includes over 10 years of historical student and employee data.

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

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This field is intentionally left blank.

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**Work Plan Table 7**

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

**Please indicate one LEA point of contact for this Project.**

**Name:** Dr. Christine Master  
**Title:** Administrative Director, Professional Development  
**Phone #:** 305-995-7616  
**E-mail Address:** [cmaster@dadeschools.net](mailto:cmaster@dadeschools.net)

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Administrative Director Professional Development	X	X	X	X	X	X
Executive Director Leadership Development	X	X	X	X	X	X
District Contact Alternative Preparation Program	X	X	X	X	X	X
Teacher-Director Center for Professional Learning	X	X	X	X	X	X
Institutions of Higher Education (IHE) College/University Representatives				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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*Numbering Convention: [TABLE #7]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]*

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>7.1</b> Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers.				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
7.1a Annually update listing of college/university contacts to support collaboration in assigning supervising teachers.				X	X	X
7.1b Review and update yearly student-intern placement plan, as needed, with input from the Institutions of Higher Education.				X	X	X
<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
<b>7.2</b> 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.	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>7.2a</b> With input from Institutions of Higher Education, revise the current Student-Intern placement form to include a field for the accepting administrator to indicate the <b>supervising teacher</b> is deemed as effective or highly effective in their content area.				X		
<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
<b>7.3</b> Description of qualifications to supervise program interns or serve as a peer mentor.	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>7.4</b> Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose).				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>7.5</b> 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).		X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>7.5a</b> Analyze results of completer impact on student learning based on student achievement data in the first year of teaching after program completion and incorporate findings into ongoing program improvement efforts.			X	X	X	X
<b>7.5b</b> Align the District Alternative Certification Program with the revised Florida Educator Accomplished Practices when they are released.				X		
<b>7.5c</b> Select and train peer mentors on effective mentoring practices, data coaching, and the requirements for the Alternative Certification Program Portfolio that will be aligned with the revised Florida Educator Accomplished Practices				X	X	X
<b>7.5d</b> Update the mentor principal qualifications to include evidence of effectiveness.			X	X	X	X
<b>7.5e</b> Update the peer mentor teacher qualifications to include evidence of teacher effectiveness.			X	X	X	X
<b>7.5f</b> Collect and analyze all leadership data required by School Principal Preparation Program Approval Standard 3.				X		

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> 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 accordance with 1012.56(7) F.S., the District’s Alternative Certification Program (DACP) will not be affected at the end of the grant.

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**Supporting Narrative (optional):**

*USDOE’s Race to the Top Notice of Funding refers to Reform Conditions as those elements of the federal reform plan which are already in place. The Reform Plan consists of the activities to be undertaken during the grant period to fulfill the requirements of Race to the Top. The Reform Plan at the District level is summarized in Section A of this Scope of Work and detailed through work plan activities. Reform Conditions at the District level are described below, followed by the minimum required evidence for each, listed as an Appendix.*

**REFORM CONDITIONS**

**SUPERVISION OF INTERNS AND QUALIFICATIONS OF MENTOR TEACHERS**

Collaboration with Institutions to assign supervising teachers:

Professional Development invites representatives from Institutions of Higher Education to meetings throughout the year as well as a capstone year-end meeting, in order to improve processes for placement of student interns and support for interns to result in better prepared teachers.

**(Appendices – Table 7 - 1, 2, and 3) (deliverable (D)(1)(ii) 1)**

Plan for determining qualifications for selecting effective and highly effective teachers, including clinical educator training, as supervising teachers and peer mentors for teachers.

Currently, Center for Professional Learning contacts an administrator of the school for agreed placement of student intern with a qualified Clinical Supervision for Educators certified teacher - as identified on the Staff Development Education System (SDES).

**(Appendix Table 7 - 4) (deliverable (D)(1)(ii) 3&4)**

Description of qualifications to supervise program interns or serve as peer mentor

Instructional personnel who supervise program interns or who serve as peer mentors must be certified by the Florida Department of Education in the same content area(s) in which the intern is seeking certification and must have taught in a K-12 classroom for a minimum of 3 years. They are also required to have classroom or student service responsibilities during the period of supervising the intern. Educators who supervise interns/mentees must have attained either continuing contract or professional service contract status.

Successful completion of the state-based Clinical Supervision for Educators course is required to sponsor a student-intern. This 30-hour professional development course is composed of a formative process of pre-observation conferences, observation, data analysis, post-observation conferences, and reflection on professional practice.

Reporting teachers who are selected for these positions The District’s database, the Staff Development Education System (SDES), is continuously updated throughout the year as courses are completed. Entries of course completion are listed on individual professional in-service records along with populating the confirmation field for clinical supervision completion with a “Y” so that they may accept an intern. The names and identification numbers of qualified educators along with their areas of certification – may be viewed in the SDES screen (attached) by the District placement specialists and school site administrators for proper placement.

**(Appendices Table 7 - 4 and 5) (deliverable (D)(1)(ii) 3&4)**

**ALTERNATIVE CERTIFICATION PROGRAM (AP3)**

Guidelines for teachers selected as peer mentors for participants in the Alternative Certification Program:

The District’s Alternative Certification Program, the Alternative Professional Preparation Program (AP3) currently provides guidelines to principals to be used in the selection and assignment of peer mentor teachers for participants

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in the AP3 program. These include a Professional Educator’s Certificate, a minimum of three years of successful teaching experience, satisfactory teacher evaluations for the most recent three years, and meeting the requirements for Highly Qualified status. In addition, guidelines will be updated to include evidence of teacher effectiveness in increasing student achievement. (**Appendices 6 and 7**) (*deliverable (D)(1)(ii) 5*)

**LEADERSHIP**

Qualifications for selecting highly effective administrators as mentors:

Qualifications for selecting highly effective administrators as mentors for principal leadership candidates include evidence as a proven instructional leader and recommendation by the Region Center to the position. The Leadership Support Team for aspiring principal candidates includes the home school principal, mentor principal, and the program participant. Additional assistance and support is provided by the Region directors and professional development staff. (**Appendix Table 7 - 8**) (*deliverable (D)(1)(ii) 2*)

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

*The following documents are provided as required evidence of Reform Conditions:*

- **Appendix Table 7 (D)(1)(ii) Deliverable 1.1**  
*University Representative Letter February 2010*  
(*deliverable (D)(1)(ii) 1*)
- **Appendix Table 7 (D)(1)(ii) Deliverable 1.2**  
*University and College Representatives Meeting Agenda March 2010*  
(*deliverable (D)(1)(ii) 1*)
- **Appendix Table 7 (D)(1)(ii) Deliverable 1.3**  
*Collaboration Agreements Institutions of Higher Education Student Intern Placement (deliverable (D)(1)(ii)1)*
- **Appendix Table 7 (D)(1)(ii) Deliverable 2.0**  
*Principal Preparation Program Handbook 2010 (attachment)*  
(*deliverable (D)(1) (ii)2*)
  - Leadership Support Team (p. 6, 10)
  - Mentor Principal (p. 6)
- **Appendix Table 7 (D)(1)(ii) Deliverable 3 & 4.1**  
*Screenshot of Staff Development Education System (SDES) reporting field for teachers with Clinical Supervision for Educators*

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*(deliverable (D)(1) (ii)3 & 4)*

- **Appendix Table 7 (D)(1)(ii) Deliverable 4.2**  
*Screenshot of the SDES School Report listing Clinical Education qualified teachers and their subject areas (deliverable (D)(1) (ii)4)*
- **Appendix Table 7 (D)(1)(ii) Deliverable 5.1**  
*AP3: Alternative Professional Preparation Program, A Pathway to Success Brochure (deliverable (D)(1) (ii)5)*
- **Appendix Table 7 (D)(1)(ii) Deliverable 5.2**  
*ACP Application 2010 (deliverable (D)(1) (ii)5)*

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LEA FINAL SCOPE OF WORK – EXHIBIT II  
Work Plan Table 8**

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

<b>Please indicate one LEA point of contact for this Project.</b>	
<b>Name:</b>	<b>Ms. Enid Weisman</b>
<b>Title:</b>	<b>Assistant Superintendent Human Resources, Recruitment and Labor Relations</b>
<b>Phone #:</b>	<b>(305) 995-7008</b>
<b>E-mail Address:</b>	<b>eweisman@dadeschools.net</b>
<b>Name:</b>	<b>Ms. Ava Goldman</b>
<b>Title:</b>	<b>Administrative Director Office of Special Education and Curriculum and Instruction</b>
<b>Phone #:</b>	<b>305 995-2037</b>
<b>E-mail Address:</b>	<b>agoldman@dadeschools.net</b>

<b>Project Goal:</b> The LEA will design and conduct teacher and principal evaluations through systems that meet the requirements of law and of the MOU.
<b>Deliverables (minimum required evidence):</b>
<ol style="list-style-type: none"> <li>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.</li> <li>2. A timetable for implementing the teacher evaluation system.</li> <li>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.</li> <li>4. A timetable for implementing the principal evaluation system.</li> <li>5. Annually report evaluation results for teachers and principals through the regular student and staff survey.</li> <li>6. Submit revisions to the teacher and principal evaluations annually, if revisions are made.</li> </ol>

*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.*

<b>Key Personnel by Title:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Assistant Superintendent Human Resources	X	X	X	X	X	X
Deputy Superintendent School Operations	X	X	X	X	X	X
Assistant Superintendent Education Transformation Office	X	X	X	X	X	X
Administrative Director Office of Special Education and Education Services	X	X	X	X	X	X
Executive Director	X	X	X	X	X	X

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Office of Professional Development						
Administrative Director Assessment, Research and Data Analysis	X	X	X	X	X	X
Administrative Director Labor Relations	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.*

**Numbering Convention:** [TABLE #8]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.1</b> 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).			<i>No later than May 1</i>			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.1a</b> In collaboration with all key stakeholders and through collective bargaining, the school district will work to design/modify the evaluation system (IPEGS) for teachers based upon the state developed student growth measure to address MOU requirements including the determination of a unified comprehensive range of ratings.	X	X	X			
<b>8.1b</b> In collaboration with all key stakeholders and through collective bargaining, the school district will work to develop and implement Additional Metric Evaluation Elements including the implementation of Peer Observation as an additional metric for teachers who are in the year prior to a milestone career event (Years 3, 6, 12 and 20). Sub-Activities include: - Identify prerequisite criteria - Design and conduct training - Identify a pool of Peer Reviewers, including instructional coaches, department chairpersons, program specialists, and program leads/chairpersons who meet prerequisite completion of professional development and criteria, as jointly	On going with progress updates provided	On going with progress updates provided	On going with progress updates provided	X		

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determined with the teachers’ union. - Establish procedural guidelines - The principal, direct supervisor, and any other individual conducting performance evaluation observations as part of IPEGS will use the same, standardized core of effective practices and performance measures.						
<b>8.1c</b> In collaboration with all key stakeholders and through collective bargaining, the District will integrate the updated evaluation system with appropriate performance measures for those instructional personnel in non-FCAT core courses and grade levels, as well as, for Student Support personnel (pending state-developed End-of-Course exams and other state measures)				On going with progress updates provided	On going with progress updates provided	On going with progress updates provided
<b>In support of 8.1c</b> , purchase K-2 Stanford Assessment tools for teachers teaching core subject areas in non-FCAT tested grade levels at an approximate unit cost of \$161.00			X	X	X	
<b>In support of 8.1.c</b> , purchase/license via an RFI process for 3 Science assessments at 3 grade levels. Specifically, a Baseline, Fall Interim and Winter Interim assessment would be developed/purchased for grades 5, 8, and high school. The assessments would include no less than 40 items per instrument that are aligned to the NGSSS for science. There would be a total of 9 assessments with at least 360 items that encompass these assessments					X	X
<b>In support of 8.1c</b> , prioritize and select non-core subject areas to develop assessments to integrate with state developed End-of-Course exams. (pending state’s development of End-of-Course exams)				X		
<b>In support of 8.1c</b> , via an RFI process, select a group of curriculum and testing experts to outline the standards to be tested in each non-core subject selected to integrate with state developed End-of-Course exams. (pending state’s development of End-of-Course exams)				X		
<b>In support of 8.1c</b> , via an RFI process, select curriculum and testing experts to develop items based on the standards to be					X	

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tested to integrate with state developed End-of-Course exams. (pending state’s development of End-of-Course exams)						
<b>In support of 8.1c.</b> , hold item review meetings once the items have been developed to review for bias, etc. to integrate with state developed End-of-Course exams. (pending state’s development of End-of-Course exams)					X	X
<b>In support of 8.1c.</b> via an RFI process, select curriculum and testing experts to construct tests and perform some pilot testing to integrate with state developed End-of-Course exams. (pending state’s development of End-of-Course exams)					X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.2</b> A timetable for implementing the teacher evaluation system (this may be adjusted annually).			X			
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.2a</b> In collaboration with all key stakeholders and through collective bargaining, the LEA will <b>develop</b> a timetable for implementing the teacher evaluation system to meet the requirements of the MOU inclusive of teachers in core and non-core subject areas	X	X	X			
<b>8.2b</b> The school district will <b>implement</b> the timetable developed in collaboration with all key stakeholders and through collective bargaining for implementing the <b>teacher</b> evaluation system				X	X	X
<b>8.2c</b> The school district, to meet the MOU requirements for the implementation of LEA evaluation systems, will begin phased in use of an evaluation system inclusive of student growth as defined in (D)(2)(i) in the MOU for at least 35% of the evaluation, and student growth or achievement as determined by the LEA for 15% of the evaluation for teachers in grades and subjects for which student growth measures have been established.				X	X	
<b>8.2d</b> By the end of the grant period, to meet the MOU requirements for the implementation of the LEA evaluations						X

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systems, the school district shall include student growth as defined in (D)(2)(i) for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation for teachers in grades and subjects for which student growth measures have been developed by the state.						
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<b>Deliverable (required):</b> <b>8.3</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X		
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b> <b>8.3a</b> In collaboration with key stakeholders, the school district will work to design/modify an evaluation system for <b>principals</b> that utilizes the state adopted teacher-level student growth measure cited in (D)(2)(i). To meet all MOU requirements, the principal evaluation system will include a comprehensive range of ratings beyond satisfactory and unsatisfactory and be based on student achievement and/or growth data. This portion of the evaluation will account for at least 50% of the principal’s evaluation. The remaining portion of the evaluation will be based on Florida Principal Leadership Standards with an emphasis on recruiting and retaining effective teachers, improving effectiveness of teachers, and removing ineffective teachers	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X.			
<b>8.3b</b> The school district will phase in the use of the principal evaluation system, but implementation will be pending the state’s timely delivery of data.				On going with progress updates provided	On going with progress updates provided	X

<b>Deliverable (required):</b> <b>8.4</b> A timetable for implementing the principal evaluation system (this may be adjusted annually).	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.4a</b> In collaboration with all key stakeholders, the LEA will develop a timetable for implementing the principal evaluation system that is linked and complementary to the teacher evaluation system in accordance with requirements of the MOU	x	x	x			
<b>8.4b</b> The school district will implement the timetable developed in collaboration with all key stakeholders for implementing the principal evaluation system				X		
<b>8.4c</b> The school district, to meet the MOU requirements for the implementation of LEA evaluation systems, will begin the phased in use of a principal evaluation system inclusive of student growth as defined in (D)(2)(i) in the MOU for at least 35% of the evaluation, and student growth or achievement as determined by the LEA for 15% of the evaluation for teachers in grades and subjects for which student growth measures have been established.				X	X	
<b>8.4d</b> By the end of the grant period, to meet the MOU requirements for the implementation of the LEA evaluations systems, the school district shall include student growth as defined in (D)(2)(i) for at least 40% of the evaluation, and student growth or achievement as determined by the LEA for 10% of the evaluation for principals						X

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.5</b> Annually report evaluation results for teachers and principals through the regular student and staff survey.			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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>8.5a</b> Review of internal evaluation processes for both instructional and school administrator performance appraisal systems to ensure alignment with data reporting and timelines.			X	X	X	X
<b>8.5b</b> Establish a communication plan for dissemination of revised/newly established performance appraisal system procedures.				X	X	X

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<b>Deliverable (required):</b> <b>8.6</b> Submit revisions to the teacher and principal evaluation systems annually, if revisions are made.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			x	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>8.6a</b> Review of internal evaluation processes for both instructional and school administrator performance appraisal systems to ensure alignment with data reporting and timelines.			X	X	X	X
<b>8.6b</b> Establish a communication plan for dissemination of revised/newly established performance appraisal system procedures.				X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$	\$	\$750,000	\$750,000	\$945,000	\$195,000

**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)*

M-DCPS already complies with State law (s. 1012.34, F.S.) which provides FLDOE the authority to approve instructional personnel evaluation systems for all LEAs. M-DCPS understands that initial approval requirements will include whether and the extent to which the LEA teacher and principal evaluations:

- Assess performance based on:
  - valid and reliable assessments of student learning and the comparable student growth data that are available; and
  - the appropriate performance standards and criteria (*Accomplished Practices, Principal Leadership Standards, etc.*)
- Were developed with teacher and principal involvement.
- Provide timely feedback to educators being evaluated.
- Include multi-metric evaluation components as described in the MOU.
- Incorporate consistent training for teachers, principals, and evaluators, and institute a system of continuous feedback on and improvement of the system.

M-DCPS understands that beyond Year 1, FLDOE will review LEA evaluation systems to determine the specific components: (1) whether new student assessments and growth measures have been incorporated; (2) whether system training updates have continued; and (3) whether system improvements have been made based on the LEA’s review of data.

As part of its effort to ensure sustainability, the school district in collaboration with all key stakeholder groups, will avail itself of state-level support, including use of national experts contracted by FLDOE in the design and implementation of evaluation systems

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**Supporting Narrative (optional):**

**ELEMENTS OF (D)(2)(II) THAT ARE ALREADY IN PLACE**

- **Core of Effective Practices – Florida Educator Accomplished Practices**  
IPEGS meets the requirements regarding inclusion of core effective, research-based teacher effectiveness practices and was developed in collaboration with the stakeholders.
- **Evaluation Ratings**  
IPEGS uses a 4-rating scale which includes: Exemplary, Proficient, Developing/Needs Improvement, and Unsatisfactory.

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

- **Appendix Table 8 (D)(2) Deliverable 1.1**  
*Instructional Performance Evaluation and Growth System or IPEGS*  
Print-Screen of Online Portal Home Page and Table of Contents available at <http://ipegs.dadeschools.net/>
- **Appendix Table 8 (D)(2) Deliverable 1.2**  
IPEGS Procedural Handbook, Teacher Edition (including revisions) available at <http://ipegs.dadeschools.net/handbooks.asp>
- **Appendix Table 8 (D)(2) Deliverable 1.3**  
IPEGS Goal Setting for Learner/Program Progress Form (Form #7325 Rev 07-10)
- **Appendix Table 8 (D)(2) Deliverable 3.1**  
Current Management Exempt Personnel (MEP) Performance Management Assessment for Administrators  
<http://forms.dadeschools.net/webpdf/7037.pdf>

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**Work Plan Table 9**

**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:** Enid Weisman  
**Title:** Assistant Superintendent, Office of Human Resources and Labor Relations  
**Phone #:** 305.995.7009  
**E-mail Address:** [EWeisman@dadeschools.net](mailto:EWeisman@dadeschools.net)

**Name:** Ms. Gisela Feild  
**Title:** Administrative Director, Office of Assessment, Research and Data Analysis  
**Phone #:** (305) 995-7512  
**E-mail Address:** [gfeild@dadeschools.net](mailto:gfeild@dadeschools.net)

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

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Assistant. Superintendent	X	X	X	X	X	X

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Office of Human Resources and Labor Relations						
Administrative Director Office of Special Education and Curriculum and Instruction		X	X	X	X	X
Chief Information Officer		X	X	X	X	X
Administrative Director Office of Assessment, Research and Data Analysis		X	X	X	X	X
District Director Office of Human Resources		X	X	X	X	X
Deputy Superintendent School Operations		X	X	X	X	X
Assistant Superintendent Education Transformation Office		X	X	X	X	X
District Director Office of Labor Relations		X	X	X	X	X
District Director Wage and Compensation		X	X	X	X	X
Executive Director Office of Program Management		X	X	X	X	X

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

**Numbering Convention:** [TABLE #9]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.1</b> Annually submit the teacher and principal salary schedules that reflect the use of evaluation results. The salary schedule will reflect the use of evaluation data and the requirements of the MOU based on the district-determined implementation timeline.			X (progress on MOU requirements will be denoted in annually submitted updates)	X (progress on MOU requirements will be denoted in annually submitted updates)	X (progress on MOU requirement will be denoted in annually submitted updates)	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.1a</b> In collaboration with all key stakeholders and through collective bargaining, M-DCPS will address the incorporation of student achievement data within evaluation systems to make human capital decisions related to teachers and principals with a focus on					X	X

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salary compensation, promotion, retention, removal and previous areas from the 2011-2012 grant program year that may not have been resolved.						
<b>9.1 b</b> Implement pilot effort(s) that reflect integration of evaluation results within compensation models. Documentation regarding model to be submitted to FDOE prior to expending grant dollars.			X	X		
<b>9.1c</b> Implement human capital decision making processes after successful collective bargaining as aligned with MOU provisions and grant requirements.					X	
<b>9.1 d</b> Fully implement human capital decision making processes after successful collective bargaining as aligned with MOU provisions and grant requirements						X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.2</b> 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			X (progress on MOU requirements will be denoted in annually submitted updates)	X (progress on MOU requirements will be denoted in annually submitted updates)	X (progress on MOU requirements will be denoted in annually submitted updates)	X (progress on MOU requirements will be denoted in annually submitted updates)
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.2a</b> In collaboration with all key stakeholders and through collective bargaining, M-DCPS will address the incorporation of student achievement data within teacher and principal evaluation systems to make human capital decisions related to teachers and principals with a focus on placement and professional development support.				X		

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<p><b>9.2b</b> In collaboration with all key stakeholders and through collective bargaining, M-DCPS will address the incorporation of student achievement data within evaluation systems to make human capital decisions related to teachers and principals with a focus on salary compensation, promotion, retention, removal and previous areas from the 2011-2012 grant program year that may not have been resolved.</p> <p>Funding has been included within this workplan to explore the development of compensation models inclusive of all teachers within Miami-Dade County Public Schools’ workforce. The funding has been set aside to include fringe benefits too. Only models derived through stakeholder input and collective bargaining will be fully explored for feasibility</p>					X	
<p><b>9.2 c</b> Implementation of human capital decision making processes after successful collective bargaining as aligned with MOU provisions and grant requirements.</p>			X	X	X	
<p><b>9.2d</b> Fully implement human capital decision making processes after successful collective bargaining as aligned with MOU provisions and grant requirements</p>						X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
<p><b>9.3</b> 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.</p>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
<p><b>9.3a</b> In collaboration with all key stakeholders, the district will utilize the</p>	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X			

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staffing plan used in lowest achieving schools (already approved via collective bargaining) as a starting point to identify necessary revisions to current staffing plans in district schools that have highest percentage of low income students and minority students.						
<b>9.3b</b> In collaboration with all key stakeholders and through collective bargaining, the district will develop a plan inclusive of incentives and strategies per the MOU to attract and retain highly effective teachers and principals to schools that are high poverty, high minority, and persistently lowest-achieving.			X	X	x	X
<b>9.3c</b> Pilot plan in persistently lowest-achieving schools.			X	X		
<b>9.3 d</b> Implementation of human capital decision making processes after successful collective bargaining as aligned with MOU provisions and grant requirements.					X	X
<b>9.3e</b> Coordinate development and implementation of data support systems to ensure that data needed to make human capital decisions for teachers and principals is available based upon district plan.				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.4</b> 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.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.4a</b> In collaboration with all key stakeholders and through collective bargaining, M-DCPS will address the incorporation of student achievement data within teacher and principal evaluation systems to make human capital decisions related to teachers and principals with a focus on placement and professional development support.				X		
<b>9.4b</b> In collaboration with all key stakeholders and through collective bargaining, M-DCPS will address the					X	X

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incorporation of student achievement data within evaluation systems to make human capital decisions related to teachers and principals with a focus on salary compensation, promotion, retention, removal and previous areas from the 2011-2012 grant program year that may not have been resolved.						
<b>9.4c</b> Implementation of human capital decision making processes after successful collective bargaining as aligned with MOU provisions and grant requirements.			X	X	X	
<b>9.4d</b> Fully implement human capital decision making processes after successful collective bargaining as aligned with MOU provisions and grant requirements						X

<b>Deliverable (required):</b> <b>9.5</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
				X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.5a</b> Identify, update and/or develop evaluation tools for administrators at the district-level with supervisory responsibilities over principals, curriculum, instruction or any other position directly related to student learning (per MOU requirements) to reflect their utilization of evaluation results for human capital decisions linked to teachers and principals. (pending state’s timely delivery on data and needed assessment tools)			X			
<b>9.5b</b> Provide a timeline and list of documentation (including state-wide assessment results) which will be included in accountability process for administrators’ with supervisory responsibilities as referenced in MOU.				X		

<b>Deliverable (required):</b> <b>9.6</b> Report all bonuses and salary augmentations by teacher through the	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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regularly-scheduled student and staff survey.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.6a</b> In collaboration with all key stakeholders and through collective bargaining, M-DCPS will address the incorporation of student achievement data within evaluation systems to make human capital decisions related to teachers and principals with a focus on salary compensation, promotion, retention, removal and previous areas from the 2011-2012 grant program year that may not have been resolved.					X	X
<b>9.6b.</b> Coordinate development and implementation of data support systems to ensure that data needed to make human capital decisions for teachers and principals linked to bonuses and salary augmentation per district’s plan to address MOU requirements are available and updated regularly. (pending state’s timely delivery on data and needed assessment tools)			X	X	X	X
<b>9.6 c</b> RTTT Funds will be used to reward teachers based on evaluation results when the revised evaluation system is approved by the Department			X	X	X	X
<b>9.6 d</b> Bonus and Salary Augmentation Programs that support RTTT goals and human capital decision making processes and are funded by other grant sources will be implemented and studied for effectiveness			X	X	X	X
<b>9.6 d</b> Fully implement human capital decision making processes after successful collective bargaining as aligned with MOU provisions and grant requirements						X

<b>Deliverable (required):</b> <b>9.7</b> Annually report terminations through the regularly-scheduled student and staff survey.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>9.7a</b> Coordinate development and implementation of data support systems to ensure that data needed to make human capital decisions for teachers and principals			X	X	X	X

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linked to terminations per district’s plan to address MOU requirements is available and updated on an annual basis. (pending state’s timely delivery on data and needed assessment tools)						
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<b>Deliverable (required):</b> <b>9.8</b> Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>9.8a</b> Coordinate development and implementation of data support systems to ensure that data needed to make human capital decisions for teachers and principals linked to teacher and principal assignments per district’s plan to address MOU requirements are appropriately captured and updated as necessary.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$0	\$28,766,411	\$14,383,206	\$14,383,206

**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 performance-based incentive models that have been explored thus far include:

- a performance-based compensation system funded through a 2010 Teacher Incentive Fund grant in which incentives are driven 100% by student growth measures as defined in *Race to the Top*;
- price elasticity of recruitment and retention bonuses for highly effective teachers to attract and retain them in high-need schools (implemented through research being conducted by Mathematica) funded through a U.S. Department of Education Grant.; and
- retention and performance incentives as implemented at Miami Edison Senior High School. Sustainability and expansion of these models would require a strategic fund development plan created through stakeholder collaboration, Feasibility of expanding these efforts to all schools/teachers will be analyzed during the grant period.
- Incentives as implemented through the School Improvement Grant.

Exploration of current resource allocation and new funding sources will be an important element of discussions with stakeholders as work within this work plan is addressed.

**Supporting Narrative (optional):**

The following required elements are already in place within M-DCPS policies.

- (D)(2)(iv)(b)1b: Both teacher and principal compensation systems implement statutory requirements of differentiated pay in s.1012.22(1)(c) 4., F.S., through bonuses or salary supplements. Categories for differentiated pay are defined by FLDOE additional academic responsibilities, school demographics, critical shortage areas (including STEM areas and Exceptional Student Education), and level of job performance difficulties (including working in high-poverty, high minority, or persistently lowest-

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achieving schools). *This item is part of part of existing Florida statutes and the District is in compliance with such statutes.*

- In September 2010, M-DCPS was awarded a Teacher Incentive Fund grant. Comparable to Race to the Top, the Teacher Incentive Fund required early, active and engaged participation of stakeholders including teachers, principals and the community. The Letter of Understanding submitted with the proposal to USDOE provides evidence that pursuant to meetings held between District and Union representatives, an agreement to implement will be worked towards during the 2010-2011 school year. :

The District has also worked with key stakeholders and through collective bargaining to develop agreements linked to varying forms of compensation incentives in low-achieving schools. These include the memoranda or letters of understanding for the following programs: Edison Senior High School, Differentiated Accountability Schools, a Talent Transfer Initiative funded by a USDOE award to Mathematica, the School Improvement Grant that is currently up for review, and the 2010 Teacher Incentive Fund award.

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

- **Appendix Table 9 (D)(3) Deliverable 1.1**  
Current Teacher Salary Schedules  
including screen-prints of Compensation and Salary portals at  
[http://salary.dadeschools.net/Schd\\_Teachers/](http://salary.dadeschools.net/Schd_Teachers/)
- **Appendix Table 9 (D)(3) Deliverable 1.2**  
Current Managerial Exempt (MEP) Salary Schedule (including principals) at  
<http://salary.dadeschools.net/salhb/pdf/040-X7.pdf>
- **Appendix Table 9 (D)(3) Deliverable 1.3**  
MEP Compensation Overview of Decision Points (*DRAFT*)
- **Appendix Table 9 (D)(3) Deliverable 2.1**  
Current MEP Performance Management Assessment for Administrators (Form 7037)  
<http://forms.dadeschools.net/webpdf/7037.pdf>
- **Appendix Table 9 (D)(3) Deliverable 2.2**  
Current IPEGS Teacher Goal Setting Progress Form (#7325) at  
<http://ipegs.dadeschools.net/>
- **Appendix Table 9 (D)(3) Deliverable 2.3**  
MEP Dashboard Application (*DRAFT*)
- **Appendix Table 9 (D)(3) Deliverable 4.1**  
Edison EduPlex Memorandum of Understanding,

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- **Appendix Table 9 (D)(3) Deliverable 4.2**  
Differentiated Accountability Letter of Understanding,
- **Appendix Table 9 (D)(3) Deliverable 4.3**  
Mathematica’s Talent Transfer Initiative. Letter of Understanding,
- **Appendix Table 9 (D)(3) Deliverable 4.4**  
School Improvement Grant Memorandum of Understanding,
- **Appendix Table 9 (D)(3) Deliverable 4.5**  
Teacher Incentive Fund Memorandum of Understanding

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**Work Plan Table 10**

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

**Please indicate one LEA point of contact for this Project.**

**Name:** Dr. Christine Master  
**Title:** Administrative Director, Professional Development  
**Phone #:** 305.995.7616  
**E-mail Address:** [cmaster@dadeschools.net](mailto:cmaster@dadeschools.net)

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

**Evidence:**

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

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Administrative Director Professional Development		X	X	X	X	X
Teacher/Director Center for Professional Learning		X	X	X	X	X
Supervisor II Teacher Trainer Professional Development		X	X	X	X	X
Executive Director New and Early Career Teacher Support Programs		X	X	X	X	X
Executive Director		X	X	X	X	X

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Program Evaluation						
Executive Director, Program Liaison Professional Development		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.*

**Numbering Convention:** [TABLE #10]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>10.1.</b> 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.					X	
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>10.1a</b> Oversee the integration of revisions to the teacher and principal evaluation systems, the <b>PD Management Tool</b> , (described in the <i>Supporting Narrative</i> , below) and linkages to student performance data.		X	X	X	X	
<b>10.1b</b> Review the current professional development system to determine alignment with <i>Florida’s Protocol Standards for Professional Development</i> , Common Core Standards, and Race to the Top MOU, conduct a gap analysis, and revise accordingly.		X	X	X		
<b>10.1c</b> Create training and support materials on use of the revised PD Management Tool.				X	X	
<b>10.1d</b> Conduct training of key personnel including Professional Development Liaisons, region, and district personnel on use of the PD Management Tool.				X	X	
<b>10.1e Training Components</b> Develop and deliver new training on the revised Professional Development System that focuses on <i>Florida’s Protocol Standards for Professional Development</i> , Common Core Standards, and RTTT MOU requirements, including FLDOE’s evaluation criteria on student learning outcomes using the new growth measure, and changes in classroom or leadership practice, to school-site, region, and district				X	X	

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administrators, PD Liaisons, and curriculum support specialists.						
<p><b>10.1f</b> Deliver training on Common Core Standards to instructional coaches, department heads, curriculum support specialists, subject area teachers, administrators as part of a comprehensive training institute for key school-site staff. The stipends outlined on budget line numbers 3, 4, and 7 will be used to implement professional development through intensive institutes for key school-site staff members in support of District initiatives: understanding of the Common Core Standards; use of formative assessments in targeting instruction; data coaching and support for effective use of data in planning instruction and assessing learning outcomes; implementation of the Response to Intervention model; and implementation of lesson study throughout the District. These comprehensive and coordinated initiatives will provide a basis for sustained site-based professional development that impacts instructional quality and improves student outcomes.</p> <p>In order to maximize the impact of the training and leverage available resources, the institutes will focus on training a nucleus of resident experts for each school site in a train-the-trainer model. Each year, approximately 900 school staff (teachers and coaches) will participate in each of the five one-day components at a daily cost of \$100 to be used for coverage to release teachers on duty days or stipends for teachers to attend outside of regular work days. The projected cost for this initiative is \$450,000 each year in years 2 – 5. (900 teachers X \$100/day X 5 days = \$450,000.) [Relates to (B)(3)(2)]</p>			X	X	X	
<p><b>10.1g</b> Include strategies for using student work, interim assessments, and other formative assessments to ensure that instruction is accessible to all learners in all training on Common Core Standards. [Relates to (B)(3)(2)]</p>			X	X	X	
<p><b>10.1h</b> Align existing subject area tutorials to the new subject area test competencies released by the Florida Department of</p>			X	X	X	

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Education in <i>The Competencies and Skills Required for Teacher Certification in Florida</i> publication in the Spring of 2009. [Relates to (D) (3) (ii) (2)]						
<b>10.1i</b> Deliver comprehensive training on the use of formative assessments in targeting instruction to instructional personnel as part of a comprehensive training institute for key school-site staff.			X	X	X	
<b>10.1j</b> Deliver data coach training to selected school–site and support staff as part of a comprehensive training institute for key school-site staff. [Relates to (C) (3) (ii)]			X	X	X	
<b>10.1k</b> Produce podcasts on topics including: Common Core Standards, data-informed instruction, and Response to Intervention.			X	X	X	
<b>10.1L</b> Revise beginning teacher induction program, (Mentoring and Induction for New Teachers or MINT), to align with <i>Florida’s Protocol Standards for Professional Development</i> , the revised Florida Educator Accomplished Practices, and Race to the Top requirements. [Relates to (D)(2)(iv)(a)]			X	X		
<b>10.1m</b> Plan and deliver professional training for principals on an updated Mentoring and Induction for New Teachers (MINT) program.				X	X	
<b>10.1n</b> Plan and deliver professional development for principals targeting creating a culture of data-informed decision making in schools that improves student learning outcomes and supports changes in classroom or leadership practice.				X	X	
<b>10.1o Individual Leadership Development Plan</b> Revise the Professional Growth Section of the Performance Management Assessment for Administrators within the Individual Leadership Development Plan (ILDLP) to include an analysis of student performance data and results of previous year’s evaluation to inform professional development. [Relates to (D)(2)(ii) & (iii)]				X	X	
<b>10.1p RTI</b> Develop and deliver training to expand and insure fidelity to the Response to Intervention (RTI) model for assistance to			X	X	X	

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students with learning challenges as part of a comprehensive training institute for key school-site staff.						
<b>10.1q Lesson Study</b> Deliver training to expand the implementation of lesson study throughout the district as part of a comprehensive training institute for key school-site staff.			X	X	X	

<b>Deliverable (required):</b> <b>10.2</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter		X	
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>10.2a</b> Convene a Professional Development Steering Committee to conduct a gap analysis study and make recommendations regarding the revisions and additions to the district’s PD system.			X			
<b>10.2b</b> Implement the PD Management Tool for district-wide use.				X	X	
<b>10.2c</b> Conduct training for stakeholders on the use of the new PD Management Tool and its data capture elements.				X	X	
<b>10.2d Highly Effective Teachers</b> Identify effective subject matter experts to revise existing tutorials and develop additional tutorials to prepare teachers for subject area exams in core subject areas enabling them to demonstrate effectiveness as defined by the Department and input from key stakeholder groups. . <i>[Relates to (D)(3)(ii)(2)]</i>			X	X	X	
<b>10.2e</b> Conduct a needs assessment to identify site-specific professional development needs for hard-to-staff subjects and specialty areas. Provide tutorials in core subject areas that address these needs.			X	X	X	

<b>10.2f Principals</b> Research, plan and develop an expanded offering of professional development for principals that focuses on instructional leadership and building a school-based culture of data-informed instruction. <i>[Relates to (C)(3)(ii)]</i>			X	X	X	
<b>10.2g</b> Provide an intensive summer leadership institute for aspiring principals			X	X	X	

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that focuses on effective data use, coaching, induction, and collaboration. <i>[Relates to (C)(3)(ii)]</i>						
<b>10.2h</b> Implement summer professional development institutes for principals that focus on a variety of topics including: Common Core Standards; principles of lesson study; supporting lesson study implementation; data literacy; creating school environments supportive of data-informed decisions; designing instruction to meet specific needs of high need students; aligning systems to improve student learning outcomes; building teacher and school leader effectiveness; data best practices; Florida’s Continuous Improvement Model; designing instructional strategies for improvement; differentiated instruction; and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes. <i>[Relates to (C)(3)(ii)] [Relates to (B)(3)3]</i>			X	X	X	
<b>10.2i Beginning Teacher Support Program</b> Develop training materials and deliver training for facilitators of Professional Learning Communities for New Teachers.			X	X	X	
<b>10.2j</b> Develop Data Coaching workshop for teacher mentors and other support staff and train facilitators. <i>[Relates to (C)(3)(ii)]</i>			X	X	X	

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>10.3</b> A revised teacher and principal evaluation system that reflects the use of evaluation results to plan and provide professional development.						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>10.3a Individual Professional Development Plan (IPDP)</b> In collaboration with all key stakeholders and through collective bargaining, the school district will revise Individual Professional Development Plan for Teachers described in <i>Improve Teacher and Principal Evaluation Systems</i> , (Work Plan Table (D)(2)(i)(ii)(iii)) to reflect the use of evaluation results to plan and provide			X	X	X	

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professional development. <i>[Relates to (D)(2)(iv)(a).]</i>						
<b>10.3b Individual Leadership Development Plan</b> Revise the Professional Growth Section of the Performance Management Assessment for Administrators to include the Individual Leadership Plan (ILDLP) to include an analysis of student performance data and results of previous year’s evaluation to inform professional development. <i>[Relates to (D)(2)(ii) &amp; (iii)]</i>			X	X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter		X	
<b>10.4</b> 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.					X	
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>10.4a</b> Design an evaluation model (in collaboration with the District office of Program Evaluation) that will triangulate multiple data sources: (i.e., teacher/principal evaluations, professional development records, and student performance) to report on FLDOE’s evaluation criteria for the impact of PD in the following two key areas: 1) student learning outcomes; and 2) changes in classroom or leadership practices as described in the district’s RTTT program evaluation plan.			X	X	X	
<b>10.4b</b> Develop a process to assess the impact of monthly lesson study throughout the year on instructional practice and student achievement. <i>[Relates to (B)(3)(3)]</i>			X	X	X	
<b>10.4c</b> Monitor the mentoring support provided to new and early career teachers and assess student learning outcomes and changes in classroom practices of the mentees. An essential component of Mentoring and Induction for New Teachers (MINT) is the assignment of a site-based mentor. To capture the interaction between the mentor and mentee and document the support provided, mentors are provided access to an online mentor e-log which is an			X	X	X	

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assessment tool that is aligned to the Florida Educator Accomplished Practices (FEAPs). The e-log will need to be revised to reflect proposed changes in the FEAPs. Additionally, the revised e-log will include a new Student Data component for tracking student assessment data. The cost for this contracted service to develop and revise the e-log system is \$12,000.						
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<b>Deliverable (required):</b> <b>10.5</b> A timetable for implementing the evaluation of professional development in the district.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
					X	
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	
<b>10.5a</b> Develop a data capture procedure on the success rate on the Florida Teacher Certification Exams (FTCE) of teachers who participate in the subject area exam tutorials in order to evaluate the effectiveness of existing tutorials and to make adjustments/revisions as needed. <i>[Relates to (D)(3)(ii)(2)]</i>			X	X	X	
<b>10.5b</b> Once the electronic workflow system for teacher and administrator performance appraisal systems are implemented, use the results as a data element in evaluation of the impact of PD.				X	X	
<b>10.5c</b> Implement an evaluation model in collaboration with the Office of Program Evaluation, that collects and links teacher effectiveness and student achievement data to professional development in order to increase the pool of effective teachers at each school and ensure that there are highly qualified teachers in hard-to-staff subjects and specialty areas as described in the district's Program evaluation plan. <i>[Relates to (D)(3)(ii)(2)]</i>				X	X	

<b>Deliverable (required):</b> <b>10.6</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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<b>collective bargaining, if applicable):</b>	Quarter	Quarter	Quarter			
<b>10.6a</b> Incorporate evaluation findings on the impact of PD on student learning outcomes and classroom or leadership practices into revision of the District’s PD System as needed.				X	X	X
<b>10.6b</b> Utilize formative and summative student performance data in development of professional development priorities and plans.				X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>10.7</b> Submit revisions to the professional development system annually based on the district-determined timetable for implementation.						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>10.7a</b> Update the Master In-service Plan annually by adding/deleting components to support student learning and instructional PD needs		X	X	X	X	X
<b>10.7b</b> Annually, incorporate lessons learned from implementing RTTT into the District’s PD System, including findings from data gathered through implementation of an electronic workflow system for teacher and administrator performance appraisal systems.			X	X	X	X

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$0	\$0	\$12,000	\$460,001.68	\$460,001.68	\$460,001.64

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

The District currently has a comprehensive Professional Development system which is supported through a combination of general and Title II funds. The appendices to this section include detailed information on the current PD system and a number of the system components. Within the scope and timeline of the RTTT implementation, the PD system will be revised to align with the *Florida’s Protocol Standards for Professional Development*, Common Core Standards, and RTTT MOU requirements. The revised PD system will be supported, as is the current system, through a combination of general funds and Title II funds.

Once the new PD Management Tool is purchased and rolled out, the obsolete system will be discontinued; ongoing maintenance and support of the new PD Management Tool will be carried out through a combination of general and Title II funds which were used to support the old PD Menu and Registration System.

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

### **Supporting Narrative (optional):**

The Professional Development System (Appendix D5-1), developed in 2007, describes the comprehensive system of supporting and developing instructional personnel in the district to ultimately impact student achievement. The system was based on the 2004 FLDOE Professional Development System Evaluation Protocol. A state team visited the district for one week in April 2009 to evaluate the strength of the District's professional development system at the District, School, and Educator Levels. The state team concentrated on reviewing district (central office and region) infrastructure and PD programs. In addition, teams spent one day at 36 schools conducting interviews with the principal, PD Liaison, and five individual teachers. The District's overall score on the protocol review was 3.29 on a 4-point scale; the findings of the review have been incorporated into the District's professional development system.

However, subsequent to the protocol review, the FLDOE published the 2010-14 *Florida's Protocol Standards for Professional Development*, and developed deliverables for the Race To The Top grant application. These revisions and additions warrant that the district conducts a gap analysis and revise its professional development system accordingly inclusive of stakeholder input.

### **PRELIMINARY ASSESSMENT OF REVISIONS NEEDED TO THE DISTRICT'S PROFESSIONAL DEVELOPMENT SYSTEM**

#### **REFORM CONDITIONS**

As evidenced by the District's overall 3.29 score on the protocol review, a significant number of elements are already in place in the District's comprehensive Professional Development system. For quality and data control purposes, there is a singular access gateway, the PD Menu and Registration System, as noted in the section below. The existing Professional Development system (see Appendix (D)(5)1) includes, among other elements:

- A mentoring and induction program which supports new teachers  
(See Appendix (D)(5) 2.)
- Subject area exam preparation tutorials to support teachers in meeting the requirements for attaining Highly Qualified status  
(See Appendix (D) (5) 5.)
- A data-centered summer institute for principals to prepare them to support a culture of data-informed decision-making at the school site.  
(See Appendix (D) (5) 4.)
- A District alternative certification program that is state-approved and which includes training on both data analysis and differentiating instruction  
(See Appendix (D) (1) (ii) 6.)
- Leadership preparation programs for aspiring principals and assistant principals  
(See Appendix (D)(1)(ii) for Deliverable 8.)
- Collaboration with institutions of higher learning for placement of student interns  
(See Attachments (D)(1) (ii)1, 2, &3.)
- Training for mentor teachers and administrators  
(See Attachments (D) (1) (ii)4, 5, 8 and Appendix (D)(5)2.)

#### **REFORM PLAN**

##### **The PD Management Tool**

Ten years ago the district, as part of a Reinventing Education grant with IBM, developed the current *PD Menu & Registration System*. In 2005, many elements of the Florida Protocol Standards were incorporated into the registration system which served as the single point of entry for all professional development offerings in the

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LEA FINAL SCOPE OF WORK – EXHIBIT II**

district. This single point of entry incorporated a qualitative lens that insures all professional development offerings meet state and national standards and are aligned with district strategic initiatives and student academic goals. Every PD offering proposed in the district is reviewed for alignment with the above-stated standards and is either approved or rejected with an indication of revisions required for subsequent approval. By providing a central online tool that allows personnel to conveniently manage their professional development histories, the system empowers employees to strategically plan professional learning activities that will assist them in improving job performance. Unfortunately, the system was developed using an obsolete programming language which is not supported in the district. Additionally, it does not interface with current teacher and student data systems in a manner to support the new *Florida's Protocol Standards for Professional Development* (specifically in terms of impact) or Race To The Top requirements for evaluating the impact of PD on student learning outcomes, changes in classroom practice or the cost-effectiveness thereof, or for linking professional development to teacher and administrator performance. A priority for the 2010-2011 will be the development of a Request for Proposals to identify and purchase a new system to be known as the PD Management Tool that will link with the sophisticated district data systems and teacher and administrator evaluation systems.

**Other Areas**

Other areas of the current PD system that require addition or revision that will be accomplished through the use of RTTT funds include:

1. Comprehensive training on the Core Common Standards  
(*Deliverables #1, 2 and PD Checklist #1-2*)
  2. Evaluation of the link between PD and teacher performance  
(*Deliverables, #3, 5, 6*)
  3. Training on the use of new data elements & tools to target and change instructional practice.  
(*Deliverables #1- 2 and PD Checklist #11*)
  4. Expanding the use of lesson study beyond struggling schools.  
(*Deliverable #1 and PD Checklist Items #4, 10*)
  5. Strengthening the link between individual professional development and student achievement.  
(*Deliverables #3-7*)
  6. Expanding Response to Intervention training to better address the needs of high-need students.  
(*Deliverable #1*)
- Expanding paid mentor support for second year teachers.  
(*Deliverable #1 and PD Checklist #8*)

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

- **Appendix Table 10 (D)(5) Deliverable 1.1**  
M-DCPS Professional Development System

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- **Appendix Table 10 (D)(5) Deliverable 1.2**  
Mentoring and Induction of New Teachers (MINT) Handbook
- **Appendix Table 10 (D)(5) Deliverable 1.3**  
Modifications to Mentoring and Induction of New Teachers (MINT) Program  
required by 2010-2014 Protocol Standards and RTTT MOU
- **Appendix Table 10 (D)(5) Deliverable 1.4**  
Highly Qualified Subject Area Exam Tutorials  
Fall 2010 Schedule
- **Appendix Table 10 (D)(5) Deliverable 1.5 & 2.0**  
Superintendent's Summer Institute for Principals  
Data-Informed Decision-Making

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

<b>Item from RTTT MOU and corresponding <i>Protocol</i> standards</b>	<b>Section in which Item is Addressed</b>	<b>Page shown in Final Scope of Work</b>
Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	(D)(5)(ii)1	74
Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	(D)(5)(ii)1	74, 75
Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	(D)(5)(ii)1	75
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)	(D)(5)(ii)1	75, 76
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)	(D)(5)(ii)1, 2 (B)(3)2	31
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)	(D)(5)(ii) 1 & 2	75
Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5)	(D)(5)(ii) 1 & 3	75, 77
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)	(D)(5)(ii)1	75
Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	(D)(5)(ii)1 (E)(2)3	91-96
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)	(D)(5)(ii) 1&2	75, 76, 77
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)	(D)(5)(ii) 1&2	51
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].	(E)(2)1-2	86

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**Work Plan Table 11**

**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:** Nikolai Vitti  
**Title:** Assistant Superintendent, Education Transformation Office  
**Phone #:** 305-995-3091  
**E-mail Address:** [nikolaivitti@dadeschools.net](mailto:nikolaivitti@dadeschools.net)

**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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Assistant Superintendent Education Transformation Office	X	X	X	X	X	X
Assistant Superintendent Human Resources	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.*

**Numbering Convention:** [TABLE #11]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]

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

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Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>11.1a</b> Intervention Models for each of the 19 lowest-achieving schools have been selected. Intervention Models will be reviewed each year as data are available, in order to determine if the schools should continue implementation of the selected Models. Review proficiency, graduation, dropout, student attendance, advance coursework, discipline, and teacher evaluations and attendance data to determine if the goals outlined in the School Improvement Grant (SIG) were met.	X			X	X	X
<b>11.1b</b> If 80 percent of goals were not met, a new intervention model may be chosen for the school(s) based on previous staff replacement and student academic achievement gains.			X			
<b>11.1c</b> The school district will continue the successful collaboration with key stakeholders, and through collective bargaining when necessary, to ensure staffing decisions reflect primary consideration of academic achievement data when placing and/or making staff transfers.			X			

Deliverable (required):	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>11.2</b> LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include: <ul style="list-style-type: none"> <li>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.</li> <li>Documentation relating to staff turnover/replacement.</li> </ul> Detailed report regarding Principal and			X	X	X	X

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administrative team as it relates to their qualifications as outlined in Appendix A of the MOU.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>11.2a</b> The school district will continue the successful collaboration with key stakeholders, and through collective bargaining when necessary, to ensure staffing decisions reflect primary consideration of academic achievement data when placing and/or making staff transfers.			X	X	X	X
<b>11.2b</b> Review proficiency, graduation, dropout, student attendance, advance coursework, discipline, and teacher evaluations and attendance data to determine if the goals outlined in the SIG were met.			X	X	X	X
<b>11.2c</b> Assistant Principals (APs) and Principals, as well as aspiring APs and Principals, who are currently assigned, or identified for assignment, within the lowest-achieving schools will participate in the FLDOE-sponsored Leadership Academy.						

<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> 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 addition to providing direct support to the lowest-performing schools and ensuring effective implementation of lesson study and job-embedded professional development, the Education Transformation Office (ETO) is charged with "building the bench" to ensure the next generation of administrators, instructional coaches, and lead teachers are prepared to sustain and accelerate student achievement beyond the length of the grant. This will be accomplished through the creation of Academies to train and develop future administrators and instructional coaches for traditionally struggling schools. In addition, in collaboration with School Operations, Curriculum and Instruction, and other related departments, the successful strategies of the ETO will be expanded district-wide in order to institutionalize reform. Finally, the District will continue to work with key stakeholders including the Union and through collective bargaining to address human capital decisions. .

**Supporting Narrative (optional):**

**Deliverable 1:** Intervention Models have already been selected for each school. Interventions models will be reviewed each year as soon as data are available, in order to determine if the school should continue implementation of the selected Models (See Appendix list below.)

**Deliverable 2:** Documentation relating to staff turnover / replacement is provided as a chart illustrating staff replacement for the two most recent years. (See Appendix list below.)

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide

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implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

**Title and Page Number of Appendices for this Project (if applicable): This information is also included in the School Improvement Grant, LEA Capacity Section.**

- **Appendix Table 11 (E)(2) Deliverable 1.0**  
Lowest-Performing Schools and Selected Intervention Models
  
- **Appendix Table 11 (E)(2) Deliverable 2.2**  
School Improvement Grants, Section 1003 (g)  
FLDOE online documentation of  
Placement of Principal and his/her record of turn-around success
  
- **Appendix Table 11 (E)(2) Deliverable 2.3**  
Two-Year Instructional Staff Replacement Data

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**LEA FINAL SCOPE OF WORK – EXHIBIT II**  
**Work Plan Table 12**

**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.**

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**Name:** Milagros Fornell  
**Title:** Associate Superintendent, Curriculum and Instruction  
**Phone #:** 305-995-3091  
**E-mail Address:** [nikolaivitti@dadeschools.net](mailto:nikolaivitti@dadeschools.net)

**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

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- RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
6. Evidence of funding allocated to provide for the costs associated with student candidates’ industry certification exams.
  7. Documentation of implementation of a complete program that results in industry certification including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications.
  8. Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Assistant Superintendent Education Transformation Office	X	X	X	X	X	X
Assistant Superintendent Title I Administration	X	X	X	X	X	X
Administrative Director Early Childhood Programs and	X	X	X	X	X	X
Administrative Director Mathematics, Science and Advance Academics	X	X	X	X	X	X
District Director Division of Career and Technical Education	X	X	X	X	X	X
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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*Numbering Convention: [TABLE #12]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]*

<b>Deliverable:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.1</b> Submission of each school schedule for identified Intervene schools that demonstrates extended learning time.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.1a</b> Collect and provide to the State the school schedules for the Intervene schools demonstrating extended learning time.	X			X	X	X

<b>Deliverable:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.2</b> Submission of developed full day Pre-K model for students in attendance zones for identified schools.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.2a</b> Meet with school administrators and classroom staff to discuss components of a high-quality learning environment.	X			X	X	X
<b>12.2b</b> Review the completed classroom inventory and prioritize classroom needs.	X			X	X	X
<b>12.2c</b> Meet with school administrator and classroom staff to discuss high-quality program implementation. Classroom staff will complete the Preschool Program Quality Self-Assessment (PQA).	X	X	X	X	X	X
<b>12.2d</b> Review staff development needs of Voluntary Pre-Kindergarten (VPK) teachers and paraprofessionals.	X	X	X	X	X	X
<b>12.2e</b> Review classroom assessment data to inform instruction	X	X	X	X	X	X
<b>12.2f</b> Provide an inventory checklist to each classroom and complete a classroom inventory of materials and equipment in each VPK classroom .	X			X	X	X
<b>12.2g</b> Purchase required materials and equipment.	X			X	X	X
<b>12.2h</b> Meet monthly with the teaching teams to address the seven domains of the PQA. Review the self-assessment and develop an action plan for one domain each month.	X	X	X	X	X	X
<b>12.2i</b> Develop a staff development training calendar based on identified needs.	X	X	X	X	X	X
<b>12.2j</b> Staff will use the web-based Child Observation Record (COR) monitoring system to determine each child’s progress in	X	X	X	X	X	X

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meeting child development frameworks in the areas of language, literacy and mathematics.						
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<b>Deliverable:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.3</b> Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.3a</b> Increase STEM-related course offerings in designated IB schools in order to offer a greater variety of Science, Technology, Engineering, and Math courses.				X	X	X
<b>12.3b</b> Increase STEM-related course offerings in designated AICE schools in order to offer a greater variety of Science, Technology, Engineering, and Math courses.				X	X	X
<b>12.3c</b> Annually develop Inter-institutional Articulation Agreements with local colleges/ universities to expand Dual Enrollment opportunities for M-DCPS students, both on- and off-the high school campus.			X	X	X	X
<b>12.3d</b> Conduct annual Dual Enrollment Curriculum meeting alongside College/University professors focusing on university adjunct expectations, Dual Enrollment student expectations, curriculum standards and grading policies, content and pacing of instructional materials, and rigor in the college-level course.			X	X	X	X
<b>12.3e</b> Promote Dual Enrollment participation by providing eligible students and parents with enrollment information via the Student Portal.	X			X	X	X

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<b>Deliverable (required):</b> <b>12.4</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			2 <sup>nd</sup> Quarter
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			2 <sup>nd</sup> Quarter
<b>12.4a</b> Gather data from student participation in AP, IB, AICE, and DE courses			X	X	X	X
<b>12.4b</b> Increase student participation in the ten (10) STEM AP Courses by 2% each year.			X	X	X	X
<b>12.4c</b> Increase student participation in the ten (9) STEM IB Courses by 2% each year.			X	X	X	X
<b>12.4d</b> Increase student participation in the ten (10) STEM AICE Courses by 2% each year.			X	X	X	X

<b>Deliverable (required):</b> <b>12.5.</b> 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 2013-14 who were awarded industry certifications.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.5a</b> Complete analysis of employer needs in local community focusing on high-wage, high-skill careers identified by Enterprise Florida.	X					
<b>12.5b</b> Designate Booker T. Washington Senior High School (BTWSHS) and the feeder Jose De Diego Middle School (JDDMS) for the Career and Technical Education (CTE) STEM Program # 9400300 on the FLDOE Industry Certification list.	X					

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BTWSHS will implement the <i>Pathway to Engineering</i> strand and JDDMS will implement the <i>Gateway to Technology</i> strand.						
<b>12.5c</b> Implement the CTE STEM Program #9400300 at BTWSHS and JDDMS over a four-year period. Curriculum will include courses: <ul style="list-style-type: none"> <li>• Principles of Engineering</li> <li>• Introduction to Engineering Design</li> <li>• Digital Electronic</li> <li>• Aerospace Engineering</li> </ul>		X	X	X	X	X
<b>12.5d Planning Phase:</b> Identify teachers; provide travel expenses for required PLTW training for two teachers, one for middle school GTT for one year of training and two teachers alternating years for PTE high school PLTW curriculum; purchase supplies and equipment (see Appendix – Program Budget pages 1 and 2); purchase classroom site license for 29 workstations of ADA Autodesk package – software to be used for industry certification (See Appendix – Program Budget pages 2 and 3). identify and secure partnerships with higher education institutions and private sector business that implement STEM engineering and aerospace products and services.	X	X	X			
<b>12.5e Delivery Phase:</b> Implement annual course, one per year.			X	X	X	X
<b>12.5f Ongoing Phase:</b> Conduct annual review of all programs; continue developing partnerships; secure funds, recruit and retain high qualified personnel; recruit and retain highly motivated students; purchase consumables necessary to implement course each year			X	X	X	X
<b>12.5g</b> Collaborate with Miami Dade College under the Career Pathway Consortium to enter into an 8 credit hour Articulation Agreement in the Civil Engineering program.			X	X	X	X
<b>12.5h</b> Conduct professional development annually to facilitate implementation of newly developed curriculum for each school year.	X	X	X	X	X	X

<b>Deliverable (required):</b> <b>12.6</b> Evidence of funding allocated to provide for the costs associated with student	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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candidates' industry certification exams.						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11		2011/12	2012/13	2013/14	
<b>12.6a</b> Allocate Carl D. Perkins grant funds to pay for student industry certifications exams in Year 4 of the grant period.						X
<b>12.6b</b> For those students who successfully complete an industry certification in Year 4 of the grant, District will receive an additional FTE of \$1,200 per student. Allocate these funds to pay for costs associated with student candidates' industry certification exams after completion of the grant period.						X

<b>Deliverable:</b> <b>12.7</b> Documentation of implementation of a complete program that results in industry certification.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.7a</b> Provide documentation each year of progress made in implementation of complete program			X	X	X	X
<b>12.7b</b> In Year 4, provide documentation that <i>Pathway to Engineering</i> CTE Program has been implemented.						X

<b>Deliverable:</b> <b>12.8</b> 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.8a</b> Annually implement the AP Mentor/Mentee Program Mentoring which				X	X	X

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pairs expert AP subject area teachers with novice AP teachers for 40 hours of mentoring in the areas of lesson planning, classroom management, curriculum development, assessment techniques, AP data analysis, College Board Curricular requirements, and model and monitor instruction.						
<b>12.8b</b> Administer the PSAT to all Grade 10 students in October of every year; analyze PSAT Data from the <i>Summary of Answers and Skills Report</i> and use the <i>AP Potential™</i> data to identify students for participation in AP courses.	X			X	X	X
<b>12.8c</b> Conduct the Fall Advanced Placement Teacher Curriculum Review to provide AP Teachers in STEM related courses with the information, tools, and strategies they need to build successful Advanced Placement Programs. AP Teachers will strengthen their own professional skills and learn techniques to help students prepare for and connect with college.	X			X	X	X
<b>12.8d</b> Conduct the Spring Advanced Placement Student Curriculum Review to provide students and their teachers with an end-of-year review and test taking strategies in preparation for the May AP examinations.			X	X	X	X

<b>Deliverable:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.9</b> Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.9a</b> Gather data from student participation in AP, IB, AICE, and DE courses			X	X	X	X
<b>12.9b</b> Increase student participation in the ten (10) AP Courses by 2% each year.			X	X	X	X
<b>12.9c</b> Increase student participation in the ten (10) IB Courses by 2% each year.			X	X	X	X
<b>12.9d</b> Increase student participation in the ten (10) AICE Courses by 2% each year.			X	X	X	X
<b>12.9e</b> Increase student participation in the ten (10) Dual Enrollment Courses by 2% each year.			X	X	X	X

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<b>Deliverable:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.10</b> 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. Please see attached school-level plans for implementation of Positive Behavior Support (PBS) in the 2010-11 school year.	X			X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.10a</b> Provide Professional Development in the 2010-11 school year and beyond to support implementation. Many schools are in the initial implementation stages of Positive Behavior Support.			X	X	X	X
<b>12.10b</b> Hire Positive Behavior Support Interventionists at targeted schools to monitor student attendance and discipline and provide targeted interventions.	X			X	X	X
<b>12.10c</b> Develop community outreach plans that entail mentoring programs by community members.		X		X	X	X
<b>12.10d</b> All schools will implement mentoring programs.				X	X	X

<b>Deliverable:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.11</b> Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.						X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.11a</b> Establish the baseline and end-of-project goals relating to discipline, retention, attendance, and graduation rate for the 19 lowest-achieving schools	X					
<b>12.11b</b> Collect and analyze data annually, then work with the 19 schools to address areas in need of improvement.				X	X	X

<b>Deliverable:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>12.12</b> Submission of other research based program that demonstrates a strong record of improving student achievement.						
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			

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<b>12.12a</b> Expand The Parent Academy in the lowest-achieving schools, particularly high schools, to provide workshops and parent engagement learning activities with a focus on topics such as homework help, and navigating the School System.				X	X	X
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<b>Project Budget Summary:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$24,694	\$21,865	\$31,067	\$75,937	\$19,996	\$19,996

**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 CTE program to be implemented in Booker T Washington Senior High School and the feeder middle school using RTTT funding and will be sustained through Carl Perkins grant funds. The School Improvement Grant will provide ongoing funding for the activities and programs under the Differentiated Accountability, STEM and non-STEM accelerated course offerings and school site support. Title I funds cover costs to implement the Pre-K model for students in the target lowest-achieving schools. The Parent Academy activities will be sustained through ongoing efforts in seeking supplemental funding through private contributions and grants.

**Supporting Narrative (optional):**

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

- Title and Page Number of Appendices for this Project (if applicable):**
- **Appendix Table 12 (E)(2)3 Deliverable 1.0**
    - Extended Learning Time for Intervene Schools; and corresponding
    - Memorandum of Understanding regarding Contract Modification / Implementation under SIG 1003(g)
  - **Appendix Table 12 (E)(2)3 Deliverable 2.0**
    - Title I, Preschool, Voluntary Pre-K Model
  - **Appendix Table 12 (E)(2) Deliverables 4, 5, 6 & 7**  
STEM CTE
    - High School Pathway to Engineering, Getting Started including M-DCPS Proposal for initiating a new STEM CTE at Booker T. Washington and at its feeder pattern, Jose de Diego Middle School as well as baseline data **(REVISED)**
    - Project Lead the Way (PLTW), Gateway to Technology Program Workbook **(NEW)**
    - Project Lead the Way (PLTW), Pathway to Engineering (PTE), Program Workbook **(NEW)**

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- **Appendix Table 12 (E)(2) Deliverable 8.1**  
STEM Accelerated Courses
  - M-DCPS Dual Enrollment Program Student Membership; and
  - M-DCPS Advanced Level Course IB STEM Enrollment 2008-2009 and 2009-2010 including data for North Miami Senior High
  
- **Appendix Table 12 (E)(2) Deliverable 8.2**  
North Miami Senior High, All IB Courses, Student Enrollment 2008-2009 and 2009-2010
  
- **Appendix Table 12 (E)(2) Deliverables 10 & 11**  
Positive Behavior Model
  
- **Appendix Table 12 (E)(2) Deliverable 10.1**  
Baseline and End-of-Project Data Chart for Lowest Achieving Schools **(REVISED)**

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**Work Plan Table 13**

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

<b>Please indicate one LEA point of contact for this Project.</b>	
<b>Name:</b>	Dr. Helen Blanch
<b>Title:</b>	Assistant Superintendent
<b>Phone #:</b>	305-995-4266
<b>E-mail Address:</b>	<a href="mailto:hblanch@dadeschools.net">hblanch@dadeschools.net</a>

**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)  
The LEA will provide documentation that FLDOE was notified if any charter school fails to provide the necessary data and reports. (Quarterly as appropriate)

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

Key Personnel by Title:	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
Assistant Superintendent School Operations	X	X	X	X	X	X
Executive Director_Charter Schools (New) School Operations						

*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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*Numbering Convention: [TABLE #13]. [DELIVERABLE NUMBER] followed by [SUPPORTING ACTIVITY LETTER]*

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>13.1</b> 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.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>13.1a</b> Efforts to engage charter schools prior to submission of Scope of Work to the Department are listed and detailed in the supporting narrative section of this work plan.	x					
<b>13.1b</b> November 5, 2010 – a meeting will be scheduled for all participants in RTTT program to further review essential elements of RTTT, refine timelines, and provide support materials governing the implementation of the grant goals. The office of Charter School Operations (CSO) will maintain documentation.		X				
<b>13.1c</b> Charter schools that elect to participate must attend all District RTTP meetings.	X	X	X	X	X	X
<b>13.1d</b> Quarterly charter school principal meetings will provide a vehicle to review and discuss grant implementation efforts. The office of Charter School Operations will maintain documentation.	X	X	X	X	X	X

<b>Deliverable (required):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>13.2</b> 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.			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
<b>13.2a</b> Efforts to engage charter schools and meet this deliverable prior to submission of Scope of Work to the Department are listed and detailed in the supporting narrative section of this work plan.						
<b>13.2b</b> Participating charter schools must		X	X	X	X	X

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submit their signed statements confirming that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out. Documentation, maintained through CSO, will be inclusive of full governing board understanding and approval.						
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<b>Deliverable (required):</b> 13.3 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
13.3a Participating Charter schools will be informed of the RTTT activities through required District RTTT meetings. CSO will maintain documentation.	X	X	X	X	X	X
13.3b Professional Development logs will be created and maintained by CSO and each participating charter schools documenting inclusion in RTTT-funded activities and professional development opportunities. In addition, Charter School principals and teachers are coded through the District Professional Development System and can be reported annually.	X	X	X	X	X	X

<b>Deliverable (required):</b> 13.4 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
13.4a CSO, in conjunction with the office of Intergovernmental Affairs and Grants Administration, will develop and submit a formula-driven allocation for charter schools that provides commensurate funding and opportunities for participating charter schools relative to the approved scope of work. This allocation will be reflected in the school district’s budget submitted to the Department.						
13.4b A Charter School Scope of Work will be developed, inclusive of a commensurate share of RTTT funding and services, as well as mechanisms for			X	X	X	X

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monitoring expenditures and required activities at the District office and at each participating charter school.						
<b>Deliverable (required):</b> 13.5 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 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
		X	X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	X	X	X	X	X	X
13.5a The Charter School Scope of Work will be inclusive of mechanisms for monitoring RTTP expenditures at the District office and at each participating charter school.						
13.5b Through quarterly meetings, CSO will monitor and report on progress and adherence to program requirements.						
<b>Deliverable (required):</b> 13.6 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.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X			
13.6a Participating charter schools will submit to CSO a governing board Resolution that the School agrees to provide to the District all data and reports required by the approved Charter School Scope of Work and the District’s MOU.			X			
13.6b Each participating charter school will submit to CSO, a form signed by the principal and the governing board chair, their agreement to provide to the District, all data and reports as required by the approved Charter School Scope of Work and the District’s MOU.			X			
<b>Deliverable (required):</b> 13.7 The LEA will provide documentation that FLDOE was notified of charter schools that fail to provide data and reports.	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
<b>Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable):</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
			X	X	X	X
13.7a Based on the Charter School			X	X	X	X

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monitoring mechanisms employed by the District, M-DCPS will provide to the FLDOE, the name and back-up documentation of any charter school that does not participate in required professional development activities and other RTTT requirements.						
<b>13.7b</b> Based on the monitoring mechanisms employed by the District, MDCPS will provide to the FLDOE, the name and back-up documentation of any charter school that does not submit the required data and reports in the timely manner required by the approved Charter School Scope of Work and the District’s MOU.			X	X	X	X

<b>Project Budget Summary by Year:</b>	2010-11			2011/12	2012/13	2013/14
	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter			
	\$ 0	\$875,000	\$ 0	\$875,000	\$875,000	\$875,000

**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)*

Funds from the Race To The Top grant program will provide the seed money for the development and implementation of the following programs and initiatives that will jump start the educational reform process and, beyond the grant cycle, ensure that the following programs and/or services are imbedded within each participating charter school’s academic program:

- continued participation in professional development opportunities that focus on common core standards and will be inclusive of documented activities involving formative assessments and the principals of lesson study;
- on-going use of improved local data systems and other testing mechanisms to further enhance instruction and student learning;
- continued use of state-level data and an approved instructional improvement system which clearly connects instructional delivery to individual student performance;
- continued use of and access to customer friendly front end systems that easily present accountability data to all stakeholders;
- continued implementation of an instructional improvement system that meets the minimum requirements of the approved scope of work and the District’s MOU;
- continued participation in professional development programs targeting an approved instructional improvement system and proficiency in the use of state level data systems;
- on-going access to and use of the local instructional improvement and longitudinal data systems and participation in an evaluative process for instructional materials, strategies, and approaches for educating different types of students so as to drive educational decisions and policies;
- continued participation in and supervision of pre-service teacher candidates to ensure a pool of highly effective teacher candidates;
- on-going use of student performance and other continued approval standards to improve an alternative certification program and deliver professional development as required by the state’s protocol standards for professional development;

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- on-going ability to measure student growth based upon the performance of students on state-required assessments and, for content areas and grade levels not assessed on state-required assessments, will use state assessments or approved assessments that are aligned with state standards;
- on-going use of an approved teacher evaluation system that utilizes the state-adopted teacher-level student growth measure as the primary factor of the teacher and principal evaluation system and also includes a pre-identified core of effective practices, additional evaluation metric, and rating system beyond a simple satisfactory or unsatisfactory and is inclusive of “effective” and “highly effective;”
- on-going use of an approved principal evaluation system that utilizes the state-adopted teacher-level student growth measure as the primary factor of the teacher and principal evaluation system and also includes a pre-identified core of effective practices, additional evaluation metric, and rating system beyond a simple satisfactory or unsatisfactory and is inclusive of “effective” and “highly effective;”
- on-going use of an LEA-approved evaluation system for first year teachers that includes observations on the core effective practices (D0(2)(ii), and student performance data
- on-going use of approved “multi-metric” evaluations for teachers who are in the year prior to milestone career event;
- on-going use of results from teacher and principal evaluations to develop Individual Professional Development Plans for teachers and principals;
- on-going use of an approved compensation, promotion and retention system;
- on-going use of a compensation system for principals that ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii);
- on-going decision making relevant to employment contracts, retentions, and removals, to teachers and principals determined on effectiveness as demonstrated through annual evaluations as described in (D)(2)(ii);
- on-going use of a compensation system as described in (D0(2)(iv)(b) that provides incentives for the recruitment of effective teachers in hard-to-staff subjects and specialty areas;
- continued participation in district professional development programs that focus on the new common core standards and be inclusive of formative assessment and the principals of lesson study;
- continued implementation of a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance using data to improve instruction; builds in time for observation of effective teachers; includes collaboration with colleges of education; and defines a clear process for selecting and training coaches/mentors;
- continued implementation for principals of professional development programs that focus on the new common standards, including assisting students with learning challenges to meet those standards;
- on-going implementation of professional development programs based on the principals of lesson study and formative assessment and the process required to implement lesson study in a school;
- on-going implementation of a professional development program for principals based on an analysis of student performance data and results of prior evaluations as described in (D)(2)(ii); and,
- on-going evaluation of professional development programs based on student results and changes in classroom leadership and practice as appropriate for teachers and principals.

As directed by the office of Charter School Operations, the charter school work group will be responsible for the development of a detailed sustainability plan for the reform efforts started through this funding opportunity. This plan must be submitted to and approved by the LEA .

**Supporting Narrative (optional):**

To meet Deliverable #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. M-DCPS has implemented the following activities prior to submission of

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the Scope of Work to FLDOE.

- December 18, 2009 – an Intent to Participate form (RTTT Round 1) was distributed to all charter schools. The office of Charter School Operations will maintain documentation.
- September 9, 2010 – an Intent to Participate form (Round 2) was distributed to all charter schools. The office of Charter School Operations will maintain documentation.
- September 13, 2010 – electronic notification was sent to all charter schools inviting their involvement in the FLDOE technical assistance webinar for Charter School Participation. The office of Charter School Operations will maintain documentation.
- September 14, 2010 – all charter school principals attending a mandatory SPED workshop were advised of the RTTT grant opportunity, the deadline for submission of the Intent to Participate form and the invitation to participate in the FLDOE webinar. The office of Charter School Operations will maintain documentation.
- September 15, 2010 – electronic notification was sent to all charter schools reminding them to submit their Intent to Participate form to the office of Charter School Operations.
- September 30, 2010 – a meeting was held for representatives from those charter schools electing to participate to review the requirements for participation in the RTTT efforts. Charter Schools will have the opportunity to provide input to the District’s Scope of Work and specific requirements of the grant program. The office of Charter School Operations will maintain documentation.

To meet Deliverable #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, M-DCPS has done the following prior to submission of the Scope of Work to FLDOE:

- December 18, 2009 – an Intent to Participate form (RTTT Round 1) was distributed to all charter schools. The office of Charter School Operations will maintain documentation.
- September 9, 2010 – an Intent to Participate form (Round 2) was distributed to all charter schools. The office of Charter School Operations will maintain documentation.
- September 14, 2010 – all charter school principals attending a mandatory SPED workshop were advised of the RTTP grant opportunity, the deadline for submission of the Intent to Participate form and the invitation to participate in the FLDOE webinar. The office of Charter School Operations will maintain documentation.
- September 30, 2010 – a meeting was held for representatives from those charter schools electing to participate to review the criteria and requirements for participation in the RTTT efforts. Charter Schools will have the opportunity to provide input to the District’s Scope of Work and through a work group, comprised of participating charter schools, will develop the Charter School Scope of Work. The office of Charter School Operations will maintain documentation.

Funding has been set aside for to be available for all Work Plans for M-DCPS participation in statewide implementation committee meetings or any other required FDOE required meetings.

All Work Plans will need supplies to support their activities including paper, pens, ink cartridges, and additional office supplies.

All Work Plans will be supported facilitated by the Program Manager and clerical and grant reporting support will be additionally provided to all Work Plans by the clerical full time position identified within the project.

All Work Plans will be reviewed and monitored by the part-time program evaluator.

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

- **Appendix Table 13 (F)(3) Deliverable 1.1**  
Letters of Intent Received January 2009 from charter schools regarding Race to the Top, Round 1 (List)
- **Appendix Table 13 (F)(3) Deliverable 1.2**  
E-mail dated September 16, 2010 @ 4:16 pm to Charter Schools advising of mandatory meeting on September 30<sup>th</sup> for charter schools that intend to participate in Florida's RTTT award
- **Appendix Table 13 (F)(3) Deliverable 1.3**  
Charter School Intent to Participate Template (Round 2)
- **Appendix Table 13 (F)(3) Deliverable 1.4**  
Agenda from September 30, 2010 meeting for charter schools that intend to participate

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**Acronyms**

AICE	Advanced International Certificate of Education
AP	Advanced Placement
CFDA	Catalog of Federal Domestic Assistance
CIPA	Children Internet Protection Act
CSO	Charter School Operations
CTE	Career and Technical Education
DA	Differentiated Accountability
DACP	District's Alternative Certification Program
DATA/COM	Data Assessment and Technical Assistance / Coordination of Management
DE	Dual Enrollment
DPEP	District Program Evaluation Plan
ETO	Educational Transformation Office
FCAT	Florida Comprehensive Assessment Test
FCIM	Florida Continuous Improvement Model
FLDOE	Florida Department of Education
FTCE	Florida Teacher Certification Exam
FIU	Florida International University
F.S.	Florida Statute
FSU	Florida State University
FTE	Full-Time Equivalent
GTL	Great Teachers and Leaders Assurance
IB	International Baccalaureate
IEP	Individual Education Plan
IHE	Institute of Higher Education
ILDLP	Individual Leadership Development Plan
IPDP	Individual Professional Development Plan
IPEGS	Instructional Performance Evaluation and Growth System
IPS	Intrusion Prevention System
ITS	Information Technology Services
LEA	Local Education Agency
LOU	Letter of Understanding
MAST	Maritime and Science Technology Academy
M-DCPS	Miami-Dade County Public Schools
MEP	Management Exempt Personnel
MINT	Mentoring and Induction for New Teachers
MOU	Memorandum of Understanding
NAEP	National Assessment of Educational Progress
NBCT	National Board Certified Teacher
PASS	Partnership to Advance School Success
PBCS	Performance-Based Compensation System
PBS	Positive Behavior Support
PD	Professional Development
PSAT	Preliminary Scholastic Achievement Test
PTA	Parent Teacher Association
PTSA	Parent Teacher Student Association
QZAB	Qualified zone Academy Bonds

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RFP	Request for Proposals
RTI	Response-to-Intervention
RTTT	Race to the Top
SIG	School Improvement Grant
SLC	Smaller Learning Communities
SLD	Schools and Libraries Division
SSO	Single Sign-On solution
STEM	Science, Technology, Engineering and Mathematics
TFA	Teach for America
TIF	Teacher Incentive Fund
TPA	The Parent Academy
TUDA	Trial Urban District Assessment
UF	University of Florida
UTD	United Teachers of Dade
VoIP	Voice over Internet Protocol