

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT

JAMES F. NOTTER
SUPERINTENDENT OF SCHOOLS

Telephone: (754) 321-2600

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November 5, 2010

TO: School Board Members

FROM: Joanne W. Harrison, Ed.D., Deputy Superintendent
Educational Programs & Student Support

VIA: James F. Notter
Superintendent of Schools

**SUBJECT: ADDITIONAL INFORMATION FOR F-21, RACE TO THE TOP –
LOCAL EDUCATION AGENCY APPLICATION, FOR THE
NOVEMBER 9, 2010, REGULAR SCHOOL BOARD MEETING**

Attached is additional information regarding F-21, Race to the Top – Local Education Agency Application, for the November 9, 2010, Regular School Board Meeting.

JFN/JWH/KT:mz

Attachment

c: Executive Leadership Team

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

**Submitted to the Florida Department of Education
November 9, 2010**



Submitted by:

James F. Notter, Superintendent of Schools

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number
11AT01

| | | |
|---|---|---|
| <p>Please return to:</p> <p>Florida Department of Education Race to the Top Room 1502 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0659</p> | <p>A) Program Name:</p> <h2 style="margin: 0;">Race to the Top – Local Education Agency Application</h2> | <p style="text-align: center;">DOE USE ONLY</p> <p>Date Received</p> |
|---|---|---|

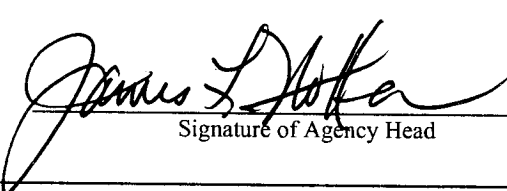
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|---|---|
| <p style="text-align: center;">B) Name and Address of Eligible Applicant:</p> <p>The School Board of Broward County, Florida 600 Southeast Third Avenue Fort Lauderdale, Florida 33301</p> | <p style="text-align: center;">Project Number (DOE Assigned)</p> |
|---|---|

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|---|--|--|---|---|-----------------------|-------------------------------------|---|
| <p>C) Total Funds Requested:</p> <p style="text-align: center;">\$ 37,364,356</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> <p>Total Approved Project:</p> <p style="text-align: center;">\$ 37,364,356</p> | <p style="text-align: center;">D) Applicant Contact Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> <p>Contact Name: Kareen Torres</p> </td> <td style="width: 50%;"> <p>Mailing Address: 600 Southeast Third Avenue Fort Lauderdale, Florida 33301</p> </td> </tr> <tr> <td> <p>Telephone Number: 754-321-2260</p> </td> <td> <p>SunCom Number:</p> </td> </tr> <tr> <td> <p>Fax Number: 754-321-2269</p> </td> <td> <p>E-mail Address: kareentorres@aol.com</p> </td> </tr> </table> | <p>Contact Name: Kareen Torres</p> | <p>Mailing Address: 600 Southeast Third Avenue Fort Lauderdale, Florida 33301</p> | <p>Telephone Number: 754-321-2260</p> | <p>SunCom Number:</p> | <p>Fax Number: 754-321-2269</p> | <p>E-mail Address: kareentorres@aol.com</p> |
| <p>Contact Name: Kareen Torres</p> | <p>Mailing Address: 600 Southeast Third Avenue Fort Lauderdale, Florida 33301</p> | | | | | | |
| <p>Telephone Number: 754-321-2260</p> | <p>SunCom Number:</p> | | | | | | |
| <p>Fax Number: 754-321-2269</p> | <p>E-mail Address: kareentorres@aol.com</p> | | | | | | |

CERTIFICATION

I, James F. Notter, Superintendent of Schools, (*Please Type Name*) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) 
Signature of Agency Head





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

**Attachment I
Program-Specific Assurances**

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

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

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

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

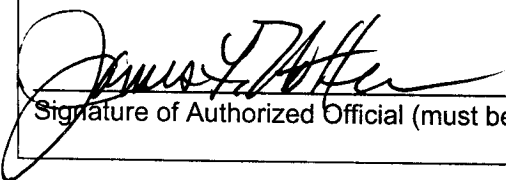
- A. Improve student achievement through school improvement and reform:
 - 1) Progress toward college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
 - 2) Establishing pre-K to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

Additionally, the applicant assures that:

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

Certification:

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


Signature of Authorized Official (must be original)

10/29/2010

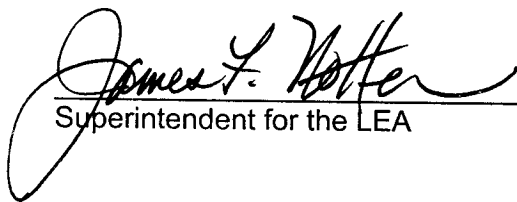
Date



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

**Attachment II
Three-Party Assurances**

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



Superintendent for the LEA

Chair of the School Board for the LEA

Authorized Representative of Local Teachers' Union

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

Quarterly Budget can be found in the FL DOE online form.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET SUMMARY- RACE TO THE TOP**

A) NAME OF ELIGIBLE RECIPIENT:
Broward County District School Board

E) TAPS Number
11AT01

B) Project Number (DOE USE ONLY): **060-
RL111-1C301**

F) SPECIAL REVENUE FUND CODE
434

MOU Criterion Totals:

| MOU Criterion | Total | Percent of Total Budget |
|---------------|-----------------|-------------------------|
| 1 | \$1,807,159.00 | 4.84% |
| 4 | \$5,776,000.00 | 15.46% |
| 5 | \$45,653.00 | 0.12% |
| 6 | \$1,124,673.00 | 3.01% |
| 7 | \$255,000.00 | 0.68% |
| 8 | \$2,056,699.00 | 5.50% |
| 9 | \$15,594,000.00 | 41.73% |
| 10 | \$6,847,229.00 | 18.33% |
| 12 | \$865,176.00 | 2.32% |
| 13 | \$224,000.00 | 0.60% |
| 14 | \$2,768,767.00 | 7.41% |

| count | MOU Criterion | Activity | Function | Object | Description | Job Code | 4 Year Total |
|-------|---------------|---|----------|--------|---|----------|--------------|
| 1 | 7 | Hours Beyond Contract to develop a Teachers as Leaders program to assist in developing pre-service and in-service/alternative certification teachers | 5100 | 100 | Salaries Salary for hrs beyond contract | | \$21,700.00 |
| 2 | 7 | Hours Beyond Contract to conduct training for Teachers as Leaders program to assist in developing pre-service and in-service/alternative certification teachers | 5100 | 100 | Salaries Salary for hrs beyond contract | | \$91,400.00 |
| 3 | 7 | Hours Beyond Contract to work with IHEs to develop Teacher Leadership certification | 5100 | 100 | Salaries Salary for hrs beyond contract | | \$31,500.00 |

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

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|----|----|--|------|-----|--|--|-----------------|
| 4 | 9 | Pay for Performance for teachers | 5100 | 100 | Salaries Salary for Pay for Performance | | \$12,200,000.00 |
| 5 | 9 | Differentiated Pay | 5100 | 100 | Salaries Salary for Differentiated Pay | | \$1,800,000.00 |
| 6 | 10 | Hours Beyond Contract to develop professional development including materials, videos, podcast, and online tutorials for teachers, principals and administrators on how to access and use student assessment information on student learning from Virtual Counselor, and other local instructional improvement system resources, as well as State data systems for improving instruction | 5100 | 100 | Salaries Salary for hrs beyond contract | | \$199,200.00 |
| 7 | 12 | Hours beyond contract for teachers at the 9 feeder elementary schools of Coconut Creek to be trained in K-1 reading pedagogy and reading interventions | 5100 | 100 | Salaries Salary for hrs beyond contract (118 teachers and coaches x 5 days x \$36.23/hr x 7.5 hours a day) for each summer | | \$480,953.00 |
| 8 | 12 | Hours beyond contract for teachers at the 3 feeder middle schools of Coconut Creek to be trained in 8th grade reading interventions and reading transition to high school | 5100 | 100 | Salaries Salary for hrs beyond contract (42 teachers and coaches x 5 days x \$36.23/hr x 7.5 hours a day) for each summer | | \$171,187.00 |
| 9 | 7 | Hours Beyond Contract to develop a Teachers as Leaders program to assist in developing pre-service and in-service/alternative certification teachers | 5100 | 200 | Employee Benefits Employee Fringe Benefits for hrs beyond contract Variable Cost of 20.4% | | \$4,427.00 |
| 10 | 7 | Hours Beyond Contract to conduct training for Teachers as Leaders program to assist in developing pre-service and in-service/alternative certification teachers | 5100 | 200 | Employee Benefits Employee Fringe Benefits for hrs beyond contract Variable Cost of 20.4% | | \$18,646.00 |
| 11 | 7 | Hours Beyond Contract | 5100 | 200 | Employee | | \$6,426.00 |

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

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| | | to work with IHEs to develop Teacher Leadership certification | | | Benefits Employee Fringe Benefits for hrs beyond contract Variable Cost of 20.4% | | |
| 12 | 9 | Pay for Performance for teachers | 5100 | 200 | Employee Benefits Employee Fringe Benefits for Pay for Performance Variable Cost of 9.7% | | \$1,183,400.00 |
| 13 | 9 | Differentiated Pay | 5100 | 200 | Employee Benefits Employee Fringe Benefits for Differentiated Pay Variable Cost of 9.7% | | \$174,600.00 |
| 14 | 10 | Hours Beyond Contract to develop professional development including materials, videos, podcast, and online tutorials for teachers, principals and administrators on how to access and use student assessment information on student learning from Virtual Counselor, and other local instructional improvement system resources, as well as State data systems for improving instruction | 5100 | 200 | Employee Benefits Employee Fringe Benefits for hrs beyond contract Variable Cost of 20.4% | | \$40,800.00 |
| 15 | 12 | Hours beyond contract for teachers at the 9 feeder elementary schools of Coconut Creek to be trained in K-1 reading pedagogy and reading interventions | 5100 | 200 | Employee Benefits Employee Fringe Benefits for hrs beyond contract Variable Cost of 20.4% | | \$98,114.00 |
| 16 | 12 | Hours beyond contract for teachers at the 3 feeder middle schools of Coconut Creek to be trained in 8th grade reading interventions and reading transition to high school | 5100 | 200 | Employee Benefits Employee Fringe Benefits for hrs beyond contract Variable Cost of 20.4% | | \$34,922.00 |
| 17 | 8 | 7 Teachers will travel approximately 20 miles for 12 meetings | 5100 | 330 | Travel In County Mileage 7 Teachers * 20 miles * 12 | | \$1,680.00 |

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

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| | | | | | meetings *.50 per mile | | |
| 18 | 12 | Instructional materials for the feeder elementary schools for Coconut Creek High School | 5100 | 520 | <u>Textbooks</u> Instructional materials for the feeder elementary schools | | \$30,000.00 |
| 19 | 12 | Instructional materials for the feeder middle schools for Coconut Creek High School | 5100 | 520 | <u>Textbooks</u> Instructional materials for the feeder middle schools | | \$50,000.00 |
| 20 | 4 | 4 carts with 30 laptops/netbooks per cart for two high schools and two carts for one center as per certification tool results | 5100 | 640 | <u>Furniture, Fixtures and Equipment</u> Computer Hardware Laptops/Netbooks Netbooks cost per cart \$21,650 for 30 Netbooks and Laptops cost per cart \$30,000 for 30 laptops | | \$190,000.00 |
| 21 | 4 | 4 laptop carts per each of priority high schools and two laptop carts per each of priority middle schools | 5100 | 640 | <u>Furniture, Fixtures and Equipment</u> Computer Hardware Laptops/Netbooks Netbooks cost per cart \$21,650 for 30 Netbooks and Laptops cost per cart \$30,000 for 30 laptops | | \$3,534,000.00 |
| 22 | 4 | Technology for improved classroom instruction including the following digital classroom tools: interactive whiteboards, document cameras, teacher laptops and equipment carts for teaching and learning. | 5100 | 640 | <u>Furniture, Fixtures and Equipment</u> Furniture, Fixture and Equipment Digital classroom equipment Interactive Whiteboard \$989, Document camera \$530, Teacher laptop \$1,350.00 and equipment cart \$600.00. | | \$2,052,000.00 |
| 23 | 13 | Charter schools commensurate share of the technology funds for improved classroom instruction | 5600 | 390 | <u>Other Purchased Services</u> Other purchased services | | \$224,000.00 |

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

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| 24 | 8 | Substitutes for committee members to attend committee meetings for the development of the teacher evaluation system | 5900 | 100 | Salaries Salary for Substitutes \$11.27 x 7staff x4hrs x 6meetings x 2 quarters | | \$3,787.00 |
| 25 | 8 | Substitutes for committee members to attend committee meetings for the development of the teacher evaluation system | 5900 | 200 | Employee Benefits Employee Fringe Benefits for Substitutes Variable Cost of 9.7% | | \$367.00 |
| 26 | 8 | Create Committee including administrators, teachers, union representatives, District staff and charter school representatives (where applicable) to develop and define the vision of teacher effectiveness | 6100 | 100 | Salaries Salary for the STEP Committee \$36.23 x 7staff x4hrs x 12meetings x 2 quarters | | \$24,347.00 |
| 27 | 8 | Create Committee including administrators, teachers, union representatives, District staff and charter school representatives (where applicable) to develop and define the vision of teacher effectiveness | 6100 | 200 | Employee Benefits Employee Fringe Benefits for the STEP Committee Variable Cost of 20.4% | | \$4,967.00 |
| 28 | 6 | Hire 2 Programmer IV (TSP Grade 24) to implement enhancements to Virtual Counselors as recommended | 6300 | 100 | Salaries Salary for Programmer IV (\$72,491 with a 3% increase each year x 2 Programmers) | 82022 | \$448,128.00 |
| 29 | 8 | Hire a Research Specialist (TSP Grade 27) to create formulas for figuring students gains based on FCAT scores and the State defined student growth model | 6300 | 100 | Salaries Salary for Research Specialist (\$71,714 with a 3% increase each year) | 77110 | \$228,310.00 |
| 30 | 8 | Hire a District Evaluation Coordinator (ASPT Grade 27) to work with Principals in identifying teachers in need of assistance based on student achievement data. | 6300 | 100 | Salaries Salary for District Evaluation Coordinator (\$70,894 with a 3% increase each year) | 77324 | \$219,126.00 |
| 31 | 10 | (TSP 27) To evaluate | 6300 | 100 | Salaries Salary | 77110 | \$221,661.00 |

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

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| | | the fidelity of professional development | | | for Research Specialist (\$71,714 with a 3% increase each year) | | |
| 32 | 14 | Project Coordinator for the oversight and monitoring of the grant program | 6300 | 100 | Salaries Salary for Project Coordinator (\$71,714 with a 3% increase each year) | 63077 | \$264,168.00 |
| 33 | 14 | Project Bookkeeper to provide financial oversight and monitoring, as well as financial reporting for the project | 6300 | 100 | Salaries Salary for Bookkeeper III (\$32,050 with a 3% increase each year) | 72097 | \$118,061.00 |
| 34 | 14 | Hours Beyond Contract for Research and Evaluation Staff to prepare data collection and evaluation systems for the overall project | 6300 | 100 | Salaries Salary for Research Specialist (hrs beyond contract) \$50 x 275hrs x 2 quarters | | \$27,500.00 |
| 35 | 14 | Research Specialist (2) to support data collection for project deliverables and evaluation of progress. | 6300 | 100 | Salaries Salary for Research Specialist (\$71,714 x 2 Specialist with a 3% increase each year) | 77110 | \$443,322.00 |
| 36 | 8 | Hours Beyond Contract | 6300 | 100 | Salaries Hours Beyond Contract | | \$38,590.00 |
| 37 | 6 | Hire 2 Programmer IV (TSP Grade 24) to implement enhancements to Virtual Counselors as recommended | 6300 | 200 | Employee Benefits Employee Fringe Benefits for Programmer IV Variable Cost of 20.4% + Fixed Cost of \$13,148 | | \$130,892.00 |
| 38 | 8 | Hire a Research Specialist (TSP Grade 27) to create formulas for figuring students gains based on FCAT scores and the State defined student growth model | 6300 | 200 | Employee Benefits Employee Benefits for Research Specialist Variable Cost of 20.4% + Fixed Cost of \$6,574 | | \$66,452.00 |
| 39 | 8 | Hire a District Evaluation Coordinator (ASPT Grade 27) to work with Principals in identifying teachers in need of assistance based on | 6300 | 200 | Employee Benefits Employee Fringe Benefits for District Evaluation Coordinator | | \$64,432.00 |

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

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| | | student achievement data. | | | Variable Cost of 20.4% + Fixed Cost of \$6,574 | | |
| 40 | 10 | (TSP 27) To evaluate the fidelity of professional development | 6300 | 200 | <u>Employee Benefits</u> Employee Benefits for Research Specialist Variable Cost of 20.4% + Fixed Cost of \$6,574 | | \$64,941.00 |
| 41 | 14 | Project Coordinator for the oversight and monitoring of the grant program | 6300 | 200 | <u>Employee Benefits</u> Employee Fringe Benefits for Project Coordinator Variable Cost of 20.4% + Fixed Cost of \$6,574 | | \$76,899.00 |
| 42 | 14 | Project Bookkeeper to provide financial oversight and monitoring, as well as financial reporting for the project | 6300 | 200 | <u>Employee Benefits</u> Employee Fringe Benefits for Bookkeeper III Variable Cost of 20.4% + Fixed Cost of \$6,574 | | \$47,093.00 |
| 43 | 14 | Hours Beyond Contract for Research and Evaluation Staff to prepare data collection and evaluation systems for the overall project | 6300 | 200 | <u>Employee Benefits</u> Employee Fringe Benefits for Research Specialist (hrs beyond contract) Variable Cost of 20.4% | | \$2,668.00 |
| 44 | 14 | Research Specialist (2) to support data collection for project deliverables and evaluation of progress. | 6300 | 200 | <u>Employee Benefits</u> Employee Benefits for Research Specialist Variable Cost of 20.4% + Fixed Cost of \$6,574 | | \$129,882.00 |
| 45 | 8 | Hours Beyond Contract | 6300 | 200 | <u>Employee Benefits</u> Hours Beyond Contract | | \$7,872.00 |
| 46 | 5 | Consultant programmer to prepare technical environment for single sign-on integration and to prepare student | 6300 | 310 | <u>Professional and Technical Services</u> Professional and Technical | | \$45,653.00 |

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

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| | | information system for the integration | | | Services Consultant Programmer for State data integration | | |
| 47 | 6 | Consultant Programmer to develop and prepare Virtual Counselor system for the enhancements | 6300 | 310 | <u>Professional and Technical Services</u> Professional and Technical Services Consultant Programmer for Virutal Counselor enhancements | | \$45,653.00 |
| 48 | 6 | Hire consultant programmer to create a data dashboard for schools | 6300 | 310 | <u>Professional and Technical Services</u> Professional and Technical Services Consultant Programmer for data dashboard | | \$500,000.00 |
| 49 | 1 | Train school site schedulers at all Correct II high schools | 6400 | 100 | <u>Salaries</u> Salary for school site schedulers training stipends | | \$25,000.00 |
| 50 | 1 | Allow 80 Core Subject Teachers additional time for common planning (lesson study) at all Correct II high schools | 6400 | 100 | <u>Salaries</u> Salary for Core Subject Teachers (Hrs Beyond Contract) 80teachers x 17schools x 1planning hr x 10months x \$36.23 x 3yrs | | \$1,478,184.00 |
| 51 | 7 | Training Stipends for Teachers as Leaders candidates to attend training | 6400 | 100 | <u>Salaries</u> Salary for training stipends \$50 x 364hrs x 3 yrs | | \$54,600.00 |
| 52 | 10 | Stipend for teachers that attend the training on common core standards/Next Generation Sunshine State Standards | 6400 | 100 | <u>Salaries</u> Salary for training stipends | | \$600,000.00 |
| 53 | 10 | Turnaround Instructional Facilitators (10) to assist and coach teachers at Differentiated Accountability schools | 6400 | 100 | <u>Salaries</u> Salary for Turnaround Instructional Facilitators (\$54,856 x 10 Facilitators with a 3% increase each year) | 12001 | \$1,695,530.00 |

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

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| 54 | 10 | Turnaround Principals Program (6 Interim Principals to take the place of the Turnaround Principal so that the Turnaround Principal can provide coaching and mentoring to principals at low-performing schools | 6400 | 100 | Salaries Salary for Turnaround Interim Principals (\$114,851 x 6 Interim Principals with a 3% increase each year) | 73204 | \$2,474,514.00 |
| 55 | 1 | Train school site schedulers at all Correct II high schools | 6400 | 200 | <u>Employee Benefits</u> Employee Fringe Benefits for training stipends Variable Cost of 9.7% | | \$2,425.00 |
| 56 | 1 | Allow 80 Core Subject Teachers additional time for common planning (lesson study) at all Correct II high schools | 6400 | 200 | <u>Employee Benefits</u> Employee Fringe Benefits for Core Subject Teachers Variable Cost of 20.4% | | \$301,550.00 |
| 57 | 7 | Training Stipends for Teachers as Leaders candidates to attend training | 6400 | 200 | <u>Employee Benefits</u> Employee Benefits for training stipends Variable Cost of 9.7% | | \$5,296.00 |
| 58 | 10 | Stipend for teachers that attend the training on common core standards/Next Generation Sunshine State Standards | 6400 | 200 | <u>Employee Benefits</u> Employee Benefits for training stipends Variable Cost of 9.7% | | \$58,200.00 |
| 59 | 10 | Turnaround Instructional Facilitators (10) to assist and coach teachers at Differentiated Accountability schools | 6400 | 200 | <u>Employee Benefits</u> Employee Fringe Benefits for Turnaround Instructional Facilitators Variable Cost of 20.4% + Fixed Cost of \$6,574 | | \$434,532.00 |
| 60 | 10 | Turnaround Principals Program (6 Interim Principals to take the place of the Turnaround Principal so that the Turnaround Principal can provide coaching and mentoring to | 6400 | 200 | <u>Employee Benefits</u> Employee Fringe Benefits for Turnaround Interim Principals Variable Cost of 20.4% + Fixed | | \$997,851.00 |

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

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| | | principals at low-performing schools | | | Cost of \$6,574 | | |
| 61 | 7 | Consultants to develop Teachers as Leaders program | 6400 | 310 | <u>Professional and Technical Services</u> Professional and Technical Services - Consultants | | \$15,005.00 |
| 62 | 8 | Hire a consultants to develop assessments to determine student growth | 6400 | 310 | <u>Professional and Technical Services</u> Professional and Technical Services - External Consultants | | \$945,000.00 |
| 63 | 9 | Hire a team of external consultants specializing in Teacher/ Administrator Evaluation, Pay for Performance, and Compensation Systems and in working with Teacher Unions to assist in designing the teacher evaluation system to include student growth achievement as a primary component of the evaluation system, create the evaluation of new system, as well as assist with union negotiations | 6400 | 310 | <u>Professional and Technical Services</u> Professional and Technical Services - External Consultants | | \$230,000.00 |
| 64 | 10 | Hire consultants to develop professional development including materials, videos, podcast, and online tutorials for teachers, principals and administrators on how to access and use student assessment information on student learning from Virtual Counselor, and other local instructional improvement system resources, as well as State data systems for improving instruction | 6400 | 310 | <u>Professional and Technical Services</u> Professional and Technical Services - Consultants | | \$60,000.00 |
| 65 | 8 | Hire a team of external consultants specializing | 6400 | 310 | <u>Professional and Technical</u> | | \$445,769.00 |

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

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|----|----|--|------|-----|---|--|-----------------|
| | | in Teacher/ Administrator Evaluation, Pay for Performance, and Compensation Systems and in working with Teacher Unions to assist in designing the teacher evaluation system to include student growth achievement as a primary component of the evaluation system, create the evaluation of new system, as well as assist with union negotiations | | | Services Professional and Technical Services - External Consultants | | |
| 66 | 8 | Develop resource manual and online training for School leadership and Area Office staff on the use of the new evaluation system | 6400 | 390 | <u>Other Purchased Services</u> Other Purchase Services Printing Resource Manual | | \$6,000.00 |
| 67 | 9 | Develop resource manual and online training for School leadership and Area Office staff on the use of the new evaluation system | 6400 | 390 | <u>Other Purchased Services</u> Other Purchase Services Printing Resource Manual | | \$6,000.00 |
| 68 | 7 | Registration fees for Teacher Leader Certification program | 6400 | 730 | <u>Dues and Fees</u> Dues and Fees - Registration Fees \$2,000 per year over 3 years | | \$6,000.00 |
| 69 | 14 | Indirect Cost | 7200 | 790 | <u>Miscellaneous Expenses</u> Miscellaneous Expenses Indirect Cost of 5.29% excluding capital outlay | | \$1,659,174.00 |
| | | | | | | | \$37,364,356.00 |

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

Table of Contents

| | |
|---|------------|
| Cover Page | 1 |
| Form DOE 100A – Project Application..... | 2 |
| Attachment I – Program-Specific Assurances..... | 4 |
| Attachment II – Three-Party Assurances | 5 |
| Table of Contents | 17 |
| A. OVERARCHING PROJECT PLANS | 18 |
| FORM (A)1. LEA Student Goals and Measures..... | 30 |
| B. STANDARDS AND ASSESSMENTS..... | 33 |
| Project 1: Expand Lesson Study..... | 34 |
| Project 2: Expand STEM Career and Technical Program Offerings..... | 37 |
| Project 3: Increase Advanced STEM Coursework..... | 41 |
| Project 4: Bolster Technology for Improved Instruction & Assessment | 44 |
| C. DATA SYSTEMS TO SUPPORT INSTRUCTION | 46 |
| Project 5: Improve Access to State Data | 47 |
| Project 6: Use Data to Improve Instruction | 50 |
| D. GREAT TEACHERS AND LEADERS | 54 |
| Project 7: Provide Support for Educator Preparation Programs..... | 63 |
| Project 8: Improve Teacher and Principal Evaluation Systems..... | 68 |
| Project 9: Use Data Effectively in Human Capital Decisions..... | 74 |
| Project 10: Focus Professional Development..... | 80 |
| E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS..... | 88 |
| Project 11: Drive Improvement in Persistently Low-Achieving Schools..... | 90 |
| Project 12: Implement Proven Programs for School Improvement..... | 93 |
| F. GENERAL..... | 102 |
| Project 13: Include Charter Schools in LEA Planning | 103 |

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

A. OVERARCHING PROJECT PLANS

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

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

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

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

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

Recognized as a finalist for the California-based Broad Foundation’s Annual Urban Education Award, the District has been recognized as a leader in accelerated ongoing improvement efforts, and increasingly making efforts to close the achievement gap. Using RTTT, the District will be able to target new strategies for reform in areas of the greatest need and where student performance gaps still exist. Evidence exists from a number of sources demonstrating BCPS success in increasing student achievement for all groups, reducing achievement gaps, and increasing graduation rates. Data related to Broward’s success in closing achievement gaps for subgroups was reported in the Council of the Great City Schools’ (CGCS) most recent urban-schools achievement report, *Beating*

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

the Odds IX (Uzzell et al., 2010), which examined reading and mathematics achievement data for 2005-06 through 2008-09 for 65 major city school districts in the United States. Each year, Broward has been recognized in this annual report as a district making key achievement gains. In the latest report, achievement gap data indicates Broward's success in closing achievement gaps for fourth grade Black, Hispanic, and low socioeconomic students in both reading and mathematics. Achievement gaps were reduced between 2007-08 and 2008-09 for virtually all groups in both subject areas. The only exception was mathematics for Hispanic students, who maintained their small (two point) achievement gap across this time period. Broward was selected as a finalist in both 2008 and 2009 for the prestigious Broad Prize for Urban Education, which is "awarded to the urban school districts that demonstrate the greatest overall performance and improvement in student achievement, while reducing achievement gaps among poor and minority students." In 2009, Broad researchers noted that Broward:

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

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

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

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

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

CGCS' researchers, in the 2010 *Beating the Odds IX* report, recognized Broward as one of only six (out of 65) CGCS districts in which both fourth and eighth grade scores were equal to or greater

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

than their respective states in both reading and mathematics. Broward has maintained this achievement in reading for eight of the last nine years for fourth grade and for the last nine years for eighth grade; and in mathematics for the last nine years for both grades.

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

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

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

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

The District is poised to make strong progress in reducing the achievement gap and to show District-wide improvement in student achievement, high school graduation, and college enrollment. RTTT will help the District reach these goals by making critical investments in Broward’s teachers

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

and leaders which aligns to the State’s Theory of Action. The initiatives in the District’s RTTT local plan will drive student improvement and gains, especially for the District’s furthest behind students. Each element in Broward’s plan focuses on improving the quality of teaching and learning that each student receives, and on providing comprehensive support to students and families in Broward’s persistently lowest performing schools.

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

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

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

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

Broward has already implemented multiple strategies and provided numerous resources to educators in the schools. To strengthen these resources, the District will provide additional time for the persistently lowest performing schools and Correct II high schools in the District to allow for common planning time for lesson study. The District will also provide technology for schools to

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

ensure that teachers have the necessary tools for improved classroom instruction and for computer-based assessment according to the State’s online certification tool.

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

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

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

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

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

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

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

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

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

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

- Strategies for monitoring implementation
- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.
- A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (submitted in web-based system). The release of funds will be contingent upon the successful progress toward completion of identified deliverables in the management plan and detailed budgets.

A team of leaders and administrators will be responsible for the overall implementation of the District’s RTTT local plan initiatives and results. To support this team, a Project Coordinator will be hired to develop an agency-wide program management, evaluation, and communication strategy, as well as build systems for local accountability and support for implementation. The Project Coordinator will work closely with the Grants Administration and Government Programs Department and reporting directly to Dr. Joanne Harrison, Deputy Superintendent, Education Programs and Student Support Services.

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

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

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

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

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

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

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

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

The District will work closely with the Broward Teachers Union (BTU) to ensure the cooperative and collaborative efforts of both parties to achieve the goals and activities in this application, and to

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

negotiate terms and conditions necessary for submission of this application and plan. This is evidenced by a Memorandum of Understanding (MOU) between the three parties – including the School Board as approved on June 2, 2010, the Superintendent of Schools, and the President of BTU. A copy of the MOU can be found in the Appendix.

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

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

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

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

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

| RACE TO THE TOP BUDGET BY ASSURANCE AREA | | | | | | |
|---|---|--------------------|--------------------|---------------------|---------------------|---------------------|
| Assurance | Budget Areas | 2010-11 | 2011-12 | 2012-13 | 2013-14 | TOTAL |
| B | Standards and Assessments | \$2,093,425 | \$2,569,246 | \$2,151,244 | \$769,244 | \$7,583,159 |
| C | Data Systems | \$141,306 | \$337,716 | \$342,956 | \$348,348 | \$1,170,326 |
| E | Great Teachers and Leaders | \$1,353,098 | \$5,296,854 | \$7,658,934 | \$10,444,042 | \$24,752,928 |
| F | Turning Around Struggling Schools | \$0 | \$288,391 | \$288,393 | \$288,392 | \$865,176 |
| | Charter Schools | \$0 | \$100,000 | \$100,000 | \$24,000 | \$224,000 |
| | Project Management & Oversight and Indirect Costs | \$213,997 | \$715,970 | \$844,408 | \$994,394 | \$2,768,769 |
| | Total | \$3,801,826 | \$9,308,177 | \$11,385,935 | \$12,868,420 | \$37,364,358 |

| RACE TO THE TOP BUDGET BY INITIATIVES | | | | |
|--|---------------|---------------|---------------|---------------|
| Project | Year 1 | Year 2 | Year 3 | Year 4 |
| STANDARDS AND ASSESSMENTS | | | | |
| 1.Expand Lesson | \$27,425 | \$593,246 | \$593,244 | \$593,244 |
| 2.Expand STEM Career and Technical Programs | \$0 | \$0 | \$0 | \$0 |
| 3.Increase Advanced STEM Coursework | \$0 | \$0 | \$0 | \$0 |
| 4.Bolster Technology for Improved Instruction and Assessment | \$2,066,000 | \$1,976,000 | \$1,558,000 | \$176,000 |
| DATA SYSTEMS TO SUPPORT INSTRUCTION | | | | |
| 5.Improve Access to State Data | \$45,653 | \$0 | \$0 | \$0 |
| 6.Use Data to Improve Instruction | \$95,653 | \$337,716 | \$342,956 | \$348,348 |
| GREAT TEACHERS AND LEADERS | | | | |
| 7.Provide Support for Educator Preparation Programs | \$29,158 | \$85,242 | \$82,832 | \$57,768 |
| 8.Improve Teacher and Principal Evaluation Systems | \$433,379 | \$837,442 | \$492,816 | \$293,062 |

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

| RACE TO THE TOP BUDGET BY INITIATIVES | | | | |
|---|--------------------|--------------------|---------------------|---------------------|
| Project | Year 1 | Year 2 | Year 3 | Year 4 |
| 9. Use Data Effectively for Human Capital Decisions | \$156,000 | \$2,383,700 | \$5,046,200 | \$8,008,100 |
| 10. Focus Effective Professional Development | \$734,561 | \$1,990,470 | \$2,037,086 | \$2,085,112 |
| TURNING AROUND LOWEST ACHIEVING SCHOOLS | | | | |
| 11. Drive Improvement in Persistently Low-Achieving Schools | \$0 | \$0 | \$0 | \$0 |
| 12. Implement Proven Programs for School Improvement | \$0 | \$288,391 | \$288,393 | \$288,392 |
| CHARTER SCHOOLS | | | | |
| 13. Include Charter Schools in LEA Planning | \$0 | \$100,000 | \$100,000 | \$24,000 |
| MONITORING AND OVERSIGHT | | | | |
| Administration/Indirect Costs | \$213,997 | \$715,970 | \$844,408 | \$994,392 |
| TOTAL RTTT Budget | \$3,801,826 | \$9,308,177 | \$11,385,935 | \$12,868,418 |

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

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

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

By design, the District’s teacher and principal evaluation system and compensation system will be evaluated through external consultants and a Research Specialist to ensure its effectiveness. The system will be phased in to schools so that the system can be evaluated prior to full District-wide implementation.

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

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

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

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

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

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

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

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

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

Funds from the federal Transition to Teaching Grant program and General Revenue funds will be used to implement the District's alternative certification program. Partnership commitments from higher education institutions and community partners will help to support all initiatives including the Teachers As Leaders Program, training of supervising teachers, mentors and other areas of support where needed.

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

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

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

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

FORM (A)1. LEA Student Goals and Measures

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

| STUDENT ACHIEVEMENT | | | | | |
|---|--|---------|---------|---------|---------|
| <p>Florida set goals for student achievement on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals on FCAT 2.0 at this time. However, when standards are set and scores are available, districts will need to set targets at that time, keeping in mind the statewide goals established for NAEP.</p> <p>LEAs may provide additional student achievement goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.</p> | | | | | |
| | 2010-11 (Baseline) | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| % Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Reading (STATE GOAL: 50% AT OR ABOVE PROFICIENT ON NAEP BY 2015) | TBD, when standards are set in the Fall of 2011 | | | | |
| % Scoring Level 4 or 5 on FCAT 2.0, 4 th Grade Mathematics (STATE GOAL: 60% AT OR ABOVE PROFICIENT ON NAEP BY 2015) | TBD, when standards are set in the Fall of 2011 | | | | |
| % Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Reading (STATE GOAL: 45% AT OR ABOVE PROFICIENT ON NAEP BY 2015) | TBD, when standards are set in the Fall of 2011 | | | | |
| % Scoring Level 4 or 5 on FCAT 2.0, 8 th Grade Mathematics (STATE GOAL: 55% AT OR ABOVE PROFICIENT ON NAEP BY 2015) | TBD, when standards are set in the Fall of 2011 | | | | |
| (OPTIONAL) Other District-Determined Student Achievement Goals Examples: <ul style="list-style-type: none"> • Other FCAT 2.0 Grade Levels and Subjects • End-of-Course Assessments • AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation • PSAT, PLAN, SAT, and/or ACT Participation and Performance | | | | | |

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

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

CLOSING THE ACHIEVEMENT GAP

Florida set goals for closing the achievement gap on NAEP. Since all districts and schools do not administer NAEP, LEAs will need to track performance and set targets for closing the achievement gap on the statewide assessment (FCAT 2.0) at a minimum. Since FCAT 2.0 will be administered for the first time in 2010-11, and standards will not be set until the fall of 2011, LEAs do not need to set overall targets and annual goals for closing the achievement gap on FCAT 2.0 at this time. However, when standards are set and scores are available, LEAs will need to set targets at that time, keeping in mind the statewide goals established for NAEP.

LEAs may provide additional closing the achievement gap goals using other measures, as noted below. Please provide additional tables to capture the other measures, if the LEA so chooses.

| | 2010-11 (Baseline) | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---|---------|---------|---------|---------|
| % Reduction in White/African-American achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015) 2011 | | | | | |
| FCAT 2.0 Grade 4 Reading | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 4 Mathematics | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 8 Reading | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 8 Mathematics | TBD, when standards are set in the Fall of 2011 | | | | |
| % Reduction in White/Hispanic achievement gap on FCAT 2.0 (STATE GOAL: REDUCE THE ACHIEVEMENT GAP IN HALF BY 2015) | | | | | |
| FCAT 2.0 Grade 4 Reading | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 4 Mathematics | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 8 Reading | TBD, when standards are set in the Fall of 2011 | | | | |
| FCAT 2.0 Grade 8 Mathematics | TBD, when standards are set in the Fall of 2011 | | | | |
| (OPTIONAL) Other District-Determined Closing the Achievement Gap Goals Examples: <ul style="list-style-type: none"> • Other FCAT 2.0 Grade Levels and Subjects • End-of-Course Assessments • AP, Dual Enrollment, IB, AICE, and/or Industry Certification Performance and Participation • PSAT, PLAN, SAT, and/or ACT Participation and Performance | | | | | |

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

State Goals for the Class of 2015:

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

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

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

BROWARD GOALS

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

| High School Graduating Class of: | 2005 (Baseline) | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Graduation Rate | 59 | 60 | 60 | 64 | 68 | 70 | 71 | 73 | 78 | 82 | 87 |
| College Going Rate | 60 | 61 | 63 | 64 | 65 | 66 | 67 | 68 | 70 | 74 | 77 |
| College Credit Earning Rate | 63 | 63 | 64 | 64 | 64 | 65 | 65 | 66 | 67 | 68 | 70 |
| Percent of 9 th Graders Who Eventually Earn at Least a Year's Worth of College Credit | 22 | 23 | 24 | 26 | 28 | 30 | 31 | 33 | 37 | 41 | 47 |

B. STANDARDS AND ASSESSMENTS

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

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

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

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

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

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

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

| |
|---|
| <p>Deliverables (minimum required evidence):</p> <ol style="list-style-type: none"> Submission of school schedule for each persistently lowest-achieving school that includes regularly scheduled blocks of time dedicated to lesson study for each grade level or subject area. Annual submission of monthly grade level and content area Next Generation Sunshine State Standard lesson used to teach, observe, study evidence of student learning and design improved instruction. Rosters of school administrator(s) and grade level and content area teaching staff who participated in the lesson study Submission of <u>one</u> participating teacher’s improved lesson plan based on the submitted grade level and content area Next Generation Sunshine State Standard lesson study with amendments due to participation in lesson study noted. |
|---|

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------------------|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Core Curriculum Specialist | X | X | X | X | X | X |
| Assistant Principal on Assignment | X | X | X | X | X | X |
| Director of Accountability | X | X | X | X | X | X |
| Director of Teacher Development | X | X | X | X | X | X |
| Teacher Development Coordinator | X | X | X | X | X | X |
| Director of School Applications/ETS | X | X | X | X | X | X |

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

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

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

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

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 1.2.Deliverable (required): Submission of monthly grade level and content area Next Generation Sunshine State Standards lesson used to teach, observe, study evidence of student learning and design improved instruction | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| 1.2.a.School staff analyze student performance data to identify prioritized grade level and content area benchmarks with the lowest performance | X | | | X | X | X |
| 1.1.b.Create a process to implement school lesson study groups including lesson study calendar based on data and aligned to school Focus Calendar | X | | | X | X | X |
| 1.1.c.Design professional development courses for administrators and teachers on lesson study | | X | X | X | X | X |

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

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

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

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--------------------------------|-------------------------|-------------------------|-------------------------|-----------|-----------|-----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$13,713 | \$13,713 | \$593,245 | \$593,244 | \$593,244 |

TOTAL \$1,807,159

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

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

Intensity of District level support throughout the year will be dependent upon evidence of improved student learning and improved instruction at each grade level and in each content area

Title and Page Number of Appendices for this Project (if applicable):
Appendix – School Schedules denoting lesson study/common planning – Pages 112-149

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

Project 2 - Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: John Miracola
Title: Director of Career, Technical, Adult and Community Education
Phone #: 754-321-8401
E-mail Address: john.miracola@browardschools.com

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

Deliverables (minimum required evidence):

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

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

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

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

| 2.1.Deliverable (required): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Submission of a 4-year district timeline | | | | | | |

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

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

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

| | | | | | | |
|---|--|--|---|---|---|---|
| instructional program(s) | | | | | | |
| 2.1.j. Plan, develop & implement collaborative projects with postsecondary institutions | | | X | X | X | X |
| 2.1.k. Implement an industry certification-testing program | | | X | X | X | X |
| 2.1.l. Analyze student performance on industry certification-testing to determine additional support needs to teachers and students | | | | | | X |

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

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 2.3.Deliverable (required): Documentation of implementation of a complete program that results in industry certification. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| 2.3.a. Annual review of 4-year plan with amendments as necessary to reach established goals | | | X | X | X | X |
| 2.3.b. Collection of all planning and implementation documentation of selected STEM-related CTE program including established student baseline data, student course enrollment and completion data, students industry certified data, name of program and courses offered, timeline and activities completed | | | X | X | X | X |

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

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

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

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

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

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

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

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

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

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

Deliverables (minimum required evidence):

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

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

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

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

| 3.1.Deliverable (required): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies. | X | | | | | |

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

| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 3.1.a. Create a Work Force and College Ready Task Force consisting of District staff, school administrators, school teachers, community partners, higher education institution representatives, and other stakeholders throughout the District and community to set measurable objectives to support student success in collegiate courses and to oversee the alignment of the District in achieving those objectives, as well as to discuss expansion of STEM-related accelerated courses. | | | X | X | X | X |
| 3.1.b. Address areas identified as “emerging” in the recent assessment of the District’s College Readiness contracted through The College Board. | | | X | X | X | X |
| 3.1.c. Vertically align elementary, middle and high schools to the goal of graduating all students with a college-ready diploma and an industry certification. This will be accomplished through staff development, revision of K-12 curriculum maps to align to college ready standards, and a communication plan designed to target all stakeholders with regard to Workforce and College Readiness. | | | X | X | X | X |
| 3.1.d. Broward already meets the 2010 legislative requirements (Senate Bill 4) - documentation can be found in the Appendix. Explore the possibility of the expansion of additional STEM-related accelerated courses. | | | X | X | X | X |
| 3.1.e. Consensus goal-setting on target Advanced Placement and Dual Enrollment goals on a school-by-school basis. | | | X | X | X | X |
| 3.1.f. Consensus on materials required for target AP and Dual Enrollment courses, inventory of current materials on school-by-school basis, and purchase of materials to correct gaps. | | | | X | X | X |
| 3.1.g. Standards-organized (cross content and within content) Vertical Teams training for all high schools with ongoing PLCs/data reviews (conducted by Curriculum Specialists). | | | | X | X | X |
| 3.1.h. Observations and feedback of each high school’s vertical alignment in instruction, lessons, and student | | | | X | X | X |

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

| | | | | | | |
|--|--|--|--|--|--|--|
| matriculation into AP and DE courses and accomplishment of college readiness and industry certification. | | | | | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|----------|
| 3.2. Deliverable (required): Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| 3.2.a. Quarterly benchmarking of increased STEM accelerated course offerings and performance on exams compared to baseline data | | | | X | X | X |
| 3.2.b. Quarterly benchmarking of students on target to graduate with college ready diploma and industry certification, | | | | X | X | X |
| 3.2.c. Production of end-of-grant report | | | | | | X |

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

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

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

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

Title and Page Number of Appendices for this Project (if applicable):
Appendix - Listing of all Broward County high schools and how they meet the 2010 legislative requirements – Page 149

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 4 - Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Jeanine Gendron and Angela Coluzzi
Title: Director, Instructional Technology and Director, Network Integration
Phone #: (754) 321-0475, (754) 321-0356
E-mail Address: jeanine.gendron@browardschools.com, acoluzzi@browardschools.com

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

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

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

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

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

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

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

| | | | | | | |
|---|--|---|---|---|---|---|
| 4.1.e. Prioritize schools for improved classroom instruction technology needs based on school needs assessments. | | X | | X | X | |
| 4.1.f. Refresh out of warranty/obsolete equipment for teachers for improved classroom instruction. | | | X | X | | X |
| 4.1.g. Assist schools with building digital classrooms that include the district standard for a modified digital classroom in priority schools. | | | X | X | X | |
| 4.1.h. Implement roll-out of equipment for selected priority schools with related training and technical support. | | X | X | X | X | |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|--------------|--------------|------------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$ 0 | \$ 1,076,000 | \$ 990,000 | \$ 1,976,000 | \$ 1,558,000 | \$ 176,000 |

TOTAL \$5,776,000

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

Supporting Narrative (optional):

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

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

C. DATA SYSTEMS TO SUPPORT INSTRUCTION

(C)(2) Accessing and using State data

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

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

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

(i) Use of local instructional improvement systems

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

(iii) Availability and accessibility of data to researchers

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

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

(ii) Professional development on use of data

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

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

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

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

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

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

Deliverables (minimum required evidence):

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

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

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

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

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

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

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

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 5.1. Deliverable (required): For teachers, principals, and other LEA staff, provide a report on the following: a. Number of each type of staff in the district b. Number of each type of staff accessing state resources via single sign-on | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 5.1.a. Provide reports of staff in the District accessing State resources via single sign-on including PMRN, CPALMS, Interim Assessment Item Bank/Test Platform, FACTS.org, eIPEP, and FloridaSchool Leadership.org. | X | | | X | X | X |

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 5.2. Deliverable (required): Single Sign-on Integration Readiness Certification | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 5.2.a. Contract with programmer consultant for third and fourth quarter to prepare technical environment for single sign-on integration to create data elements in the District’s student information system. | | X | X | | | |
| 5.2.b. Complete and submit Single Sign-on Integration Readiness Certification to the State. | | | | X | | |

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 5.3. Deliverable (required): Single sign-on integration with the Department | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 5.3.a. Integrate the District’s Data Warehouse System with the State to provide single sign-on. | | | X | X | X | X |

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

| 5.4.Deliverable (required): For state-level data downloads, provide a report of the following: a. Name of the download b. Date of most recent download | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 5.4.a. Obtain state-level data download and request when available. | | | | X | X | X |
| 5.4.b. District Virtual Counselor Steering Committee reviews the process for making state-level data available to ensure all applicable data is available to the school/teacher for identifying strengths and weakness of their students. | | | | X | | |
| 5.4.c. District Virtual Counselor Steering Committee reviews the current application used to disseminate data to identify enhancements for showing student, teacher, school and District growth disaggregated by subject and demographics. | | | | X | | |
| 5.4.d. Programmer incorporates downloaded data into the District’s Data Warehouse system and implements enhancements to system. | | | | X | X | X |
| 5.4.c. Provide the State with a report of the name of the state-level data downloads incorporated into District’s Data Warehouse system. | | | | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$22,828 | \$22,828 | \$0 | \$0 | \$0 |

TOTAL: \$45,656

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

Supporting Narrative (optional):

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 6 - Work Plan Table

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

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

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

Deliverables (minimum required evidence):

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

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

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

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

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

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

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

| | | | | | | |
|--|--|--|--|--|--|--|
| including name of systems, how it is adopted and supported, how it is accessed, how state-level downloads are incorporated, and other required data, as well as the enhancements implemented to the systems yearly | | | | | | |
|--|--|--|--|--|--|--|

| | | | | | | |
|---|---|----------------------------|----------------------------|---------|---------|---------|
| 6.2. Deliverable (required): The LEA will provide timely, accurate, and complete information in Department sponsored technology assessments and surveys to verify the LEA’s local instructional improvement system meets the minimum standards. LEAs will provide the name, title, phone number, and email address of a staff member responsible for receiving such requests from the Department. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | 6.2.a. District technology staff to provide information to State regarding assessments and survey information to verify that the District system meets the minimum requirements for the local instructional improvement system. | | | X | | |
| 6.2.b. Report name of District contact to receive data surveys from the State. | | | | X | X | X |
| 6.3. Deliverable (required): The LEA will provide data from local instructional improvement and longitudinal data systems to the Department, as requested. LEAs will provide the name, title, phone number, and e-mail address of a staff member responsible for receiving such requests from the Department. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | 6.3.a. Programmer will review data request from the State, as needed. | | | X | X | X |
| 6.3.b. Programmer will create new data elements in the District’s student information system. | | | | X | X | X |
| 6.3.c. Programmer will develop the programs necessary to extract and format the data requested from the District’s Data Warehouse for reporting to the State. | | | | X | X | X |
| 6.3.d. Report name of District contact to receive data request from the State. | | | X | X | X | X |

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

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|-----------|-----------|-----------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$47,282 | \$47,828 | \$337,722 | \$342,950 | \$348,342 |

TOTAL \$1,124,124

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

Supporting Narrative (optional):

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

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

D. GREAT TEACHERS AND LEADERS

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

(ii) Alternative routes to certification that are in use

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

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

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

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

(i) Measure student growth

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

(ii) Design and implement evaluation systems

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(iii) Conduct annual evaluations

For Teachers:

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

For Principals:

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

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

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

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

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

For Teachers:

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

For Principals:

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

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

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

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

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

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

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

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

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

(iv)(d) Use evaluations to inform removal

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

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

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

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

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

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

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

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

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

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

(i) Quality professional development

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

For Teachers:

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

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

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

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

For Principals:

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

(ii) Measure effectiveness of professional development

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

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

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

Toward the absolute priority of comprehensive education reform:

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

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 7 - Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Linda Whitehead and Elisa Calabrese

Title: Director of Teacher Development and Director of Teaching and Leadership Center

Phone #: 754-321-5018 and 954-236-1191

E-mail Address: linda.whitehead@browardschools.com and elisa.calabrese@browardschools.com

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

Deliverables (minimum required evidence):

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

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

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

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

| 7.1. Deliverable (required): Plan for collaboration with institutions or other program providers (include list) to assign supervising teachers. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 7.1.a. Identify stakeholders (management, end-users, partners, Institution of Higher Education (IHE)/Consortium members | X | X | X | X | X | X |

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

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

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 7.2. Deliverable (required): Plan for determining qualifications for selecting effective and highly effective teachers and administrators, including clinical educator training, as supervising teachers and peer mentors for teacher and principal leadership candidates. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| 7.2.a. Refine plan for determining qualifications for Teachers as Leaders program and for other supervising teachers and peer mentors for teachers and principal leadership candidates | X | | | | | |

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

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

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

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

| | | | | | | |
|---|--|--|--|---|--|--|
| administrator qualifications. | | | | | | |
| 7.3.c. Provide description for qualifications to supervise program interns or serve as a peer mentor to the State | | | | X | | |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 7.4. Deliverable (required): Reporting teachers and principals who are selected for these positions (the staff database will be updated with a data element for this purpose). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 7.4.a Develop system to collect data on prospective teacher candidates engaged in field experiences and student teaching internships at Urban Academy Professional Development Schools with trained cooperating teachers developed through Teachers as Leaders | | | X | X | X | X |
| 7.4.b. Submit report to State | | | | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 7.5.Deliverable (required): Annual DPEP reports for district alternative certification programs and annual reports for School Leadership programs reflect requirements met for Continued Approval Standard Three (regarding use of data for continuous program improvement and the assignment and training of peer mentors). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 7.5.a. Prepare DPEP report annually and submit to the State | | | | X | X | X |

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

TOTAL: \$255,000

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

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

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

developed to support pre-service and in-service teachers.

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 8 - Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Dr. Cathy Kirk
Title: Employee Evaluation Coordinator
Phone #: 954-632-1416
E-mail Address: cathy.kirk@browardschools.com

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

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

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

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

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

| 8.1. Deliverable (required): A completed teacher appraisal system that reflects the inclusion of and implementation process for each of the content and design | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |

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

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|---|-------------------------|-------------------------|----------------------------|---------|---------|---------|
| requirements listed in s. 1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). | | | <i>No later than May 1</i> | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 8.1.a. Create a Committee including District staff, teacher representatives, principal representatives, and union representatives to develop and define the vision of teacher effectiveness | | X | X | | | |
| 8.1.b. Hire a team of external consultants specializing in Teacher Evaluation, Pay for Performance, and Compensation Systems and in working with Teacher Unions to assist in designing the teacher evaluation system, create the evaluation of new system, as well as assist with union negotiations | | X | X | X | X | X |
| 8.1.c. Consultants and Committee will develop Committee meeting calendar with benchmarks for definitions, teacher effectiveness goals, priorities, support, and RTTT requirements | | X | | | | |
| 8.1.d. Utilizing state resources, the District will hire consultants to develop End-of-Course exams for all courses not measured by state or national assessments | | X | X | X | X | X |
| 8.1.e. Begin teacher union negotiations on the new evaluation system | | X | X | | | |
| 8.1.f. Hire Research Specialist to apply the value-added measures of teacher level student growth in order to determine student achievement gains for over 13,000 teachers | | X | X | X | X | X |
| 8.1.g. Consultants and Committee present proposed new evaluation system for classroom teachers, based on consultant recommendations, which consist of 50% of the evaluation system including core of effective practices, requirements of F.S. 102.34, and a comprehensive range of ratings (including effective and highly effective); and that incorporates student growth measure-based on performance of students on state-required assessment for 40% of the evaluation and student growth or achievement as determined by the District for the remaining 10%, to Executive Leadership Team (ELT) and to School Board for approval | | X | X | | | |

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

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

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

| | | | | | | |
|--|--|--|--|---|---|---|
| 8.1.y. Consultant and District staff refine the teacher evaluation system for all classroom teachers and manuals based on evaluation results | | | | X | X | X |
| 8.1.z. Vet changes to all stakeholder groups as appropriate | | | | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 8.2. Deliverable (required): A timetable for implementing the teacher evaluation system (this may be adjusted annually). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| 8.2.a. Work with stakeholders to develop timetable | X | | | | | |
| 8.2.b. Conduct annual reviews of teacher evaluation system | | | | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 8.3. Deliverable (required): A completed principal appraisal system that reflects the inclusion of and implementation process for each of the content and design requirements listed in s.1012.34, F.S., and in the MOU in (D)(2)(i)-(iii). See combined checklist attached. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | X | X | | | |
| 8.3.a. Convene already established Committee including District staff, principal representatives, Area Directors, and union representatives to develop and define the vision of principal effectiveness | | X | X | | | |
| 8.3.b. Hire a team of external consultants specializing in Administrator Evaluation, Pay for Performance, and Compensation Systems and in working with Teacher Unions to assist in designing the teacher evaluation system, create the evaluation of new system, as well as assist with union negotiations | | X | X | X | X | X |
| 8.3.c. Consultants and Committee will develop Committee meeting calendar with benchmarks for definitions, teacher effectiveness goals, priorities, support, and RTTT requirements | | X | | | | |
| 8.3.e. Consultants and Committee present proposed new evaluation system based on consultant recommendations to Executive Leadership Team (ELT) and to School | | X | X | | | |

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

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

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 8.4. Deliverable (required): A timetable for implementing the principal evaluation system (this may be adjusted annually). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 8.4.a. Work with stakeholders to develop timetable | X | | | | | |

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

| | | | | | | |
|--|--|--|--|---|---|---|
| 8.4.b. Conduct annual reviews of principal evaluation system | | | | X | X | X |
|--|--|--|--|---|---|---|

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 8.5. Deliverable (required): Annually report evaluation results for teachers and principals through the regular student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| 8.5.a. Evaluate all teachers and principals at least once per year | | | X | X | X | X |
| 8.5.b. Evaluate first year classroom teachers and classroom teachers prior to a milestone career event (defined by District) at least two times per year | | | | X | X | X |
| 8.5.c. Depending upon timely receipt of state assessment results, Research Specialist enters classroom teacher and principal evaluation data into State system and submits report | | | X | X | X | X |

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 8.6. Deliverable (required): Submit revisions to the teacher and principal evaluation systems annually, if revisions are made. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| 8.6. a. Submit electronic copy of revised classroom teacher and principal evaluation system to State for approval | | | X | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|-----------|-----------|-----------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$216,690 | \$216,689 | \$837,443 | \$492,818 | \$293,059 |

TOTAL: \$2,056,699

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

Supporting Narrative (optional):

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 9 - Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Sue Dumala and Sue Rockelman

Title: Director of Employee Relations and Director of Instructional Staffing

Phone #: 754-321-2140 and 754-321-2324

E-mail Address: susan.dumala@browardschools.com and susan.rockleman@browardschools.com

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

Deliverables (minimum required evidence):

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

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

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

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

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

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

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

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

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

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 9.2. Deliverable (required): Submit a revised teacher and principal evaluation system that reflects the process for using evaluation data to make each of the human capital decisions listed in the MOU (date submitted will be based on the district-determined implementation timeline). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 9.2.a. Submit copy of teacher and principal evaluation and compensation system to State that reflects requirements in the RTTT Memorandum of Understanding | | | | X | | |

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

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 9.3. Deliverable (required): Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district’s schools that have the highest percentages of low income students and minority students. Revisions to the plan, if made, should be submitted annually. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | X | X | X | X | X |
| 9.3.a. Committee creates staffing plan to include incentives to attract high performing teachers and principals | | X | X | X | X | X |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 9.4. Deliverable (required): Annually submit the district’s collective bargaining agreement. The agreement that shows the use of teacher evaluation data to inform human capital decisions listed in the MOU will be submitted based on the district-determined implementation timeline. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| 9.4.a. Submit the District’s collective bargaining agreement regarding the use of the teacher data to make personnel decisions to the State | | | X | X | X | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 9.5. Deliverable (required): Submit documentation of the accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions (list the documentation and the timeline for submission in Related Activities). | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| 9.5.a. Provide District decision makers surrounding reduction in staff (i.e., Area Superintendents, Area Directors, Human Resources staff, Superintendent, etc.) with teacher and principal effectiveness data annually to base decision | | | X | X | X | X |
| 9.5.b. Develop accountability system to ensure Area Directors and principals at schools involved in the dismissal process to | | X | X | X | X | X |

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

| | | | | | | |
|--|--|--|---|---|---|---|
| utilize the principal and teacher evaluation results and timeline in Florida Statute (ss.1012.33 and 1012.34) to remove ineffective teachers | | | | | | |
| 9.5.c. Report list of teachers and principals dismissed from District due to ineffective performance to State | | | X | X | X | X |
| 9.5.d. Report to the State a list of highly effective teachers and principals who resigned or who no longer are employed by the District | | | X | X | X | X |

| 9.6. Deliverable (required): Report all bonuses and salary augmentations by teacher through the regularly-scheduled student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 9.6.a. Convene Compensation Committee including District staff, teacher representatives, principal representatives, and union representatives to develop differentiated pay system plan with timetables and goals | | X | X | | | |
| 9.6.b. Hire a team of external consultants specializing in Teacher Evaluation, Pay for Performance, Differentiated Pay System and Compensation Systems and in working with Teacher Unions to assist in designing the compensation system to meet the requirements of RTTT, create the evaluation of new differentiated/compensation system, as well as assist with union negotiations | | X | X | X | X | X |
| 9.6.c. Develop criteria for identifying additional responsibilities warranting differentiated pay, school demographics warranting differentiated pay, high-poverty and high minority schools, and hard-to-staff subjects and specialty areas (critical shortage areas) | | X | X | | | |
| 9.6.d. Research different compensation systems and best practices | | X | X | | | |
| 9.6.e. Research Florida Statute requirements and bargaining agreements | | X | X | | | |
| 9.6.f. Develop differentiated pay system based on define criteria | | X | X | | | |
| 9.6.g. Develop compensation system to provide incentives for encouraging effective teachers and principals to work at high-poverty, high-minority, and persistently | | X | X | | | |

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

| | | | | | | |
|--|--|--|---|---|---|---|
| lowest performing schools, and to provide incentives for effective teachers to teach in hard-to-staff subjects and specialty areas | | | | | | |
| 9.6.h. Report list of teachers by school who receive differentiated pay | | | X | X | X | X |

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 9.7. Deliverable (required): Annually report terminations through the regularly-scheduled student and staff survey. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| 9.7.a. Human Resource Department staff enters all terminations into State system and survey | | | X | X | X | X |

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 9.8. Deliverable (required): Report and update as necessary during the school year the assignment of teachers and principals through the regularly-scheduled student and staff surveys. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| 9.8.a. Human Resource Department staff enters all assignments of teachers and principals into State system and survey | | | X | X | X | X |
| 9.8.b. Data is updated when necessary | | | X | X | X | X |

| | | | | | | |
|--------------------------------|-------------------------|-------------------------|-------------------------|-------------|-------------|-------------|
| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$78,000 | \$78,000 | \$2,383,700 | \$5,046,200 | \$8,008,100 |

TOTAL: \$15,594,000

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

Supporting Narrative (optional):

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

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

Project 10 - Work Plan Table

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

Please indicate one LEA point of contact for this Project.

Name: Bette Zippin and Sherry Rose

Title: Director of Professional Development Support and Director of Leadership and Non-Instructional Development

Phone #:754-321-5006 and 754-321-5002

E-mail Address: bette.zippin@browardschools.com and sherry.rose@browardschools.com

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

Evidence:

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

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

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

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

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

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

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

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 10.2. Deliverable (required): A timetable for implementing the new elements into the professional development system for teachers and principals in the district. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | | X | X | X |

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

| Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 10.2.a. Hire a team of higher education institution and other expert consultants to work with District staff to design and develop face-to-face and online teacher professional development that focuses on pedagogical knowledge and subject matter knowledge content that aligns to the new common core standards, differentiated instruction, and high-needs student instructional strategies based on school data. | | X | X | X | X | X |
| 10.2.b. Conduct professional development during the academic school year through PLCs and planning days | | | | X | X | X |
| 10.2.c. Conduct summer institute for selected teachers based on student data and Professional Growth Plans | | | X | X | X | X |
| 10.2.d. Provide online professional development and follow-up through online subscriptions, and PLCs | | | | X | X | X |
| 10.2.e. Incorporate online professional development and resources into the District’s instructional improvement system | | | | X | X | X |
| 10.2.f. Professional Development Support (PDS) Department develops tools for PD programs to ensure PD programs focus on new common core standards, employ formative assessments, and where appropriate, the principals of lesson study | | | X | X | X | X |
| 10.2.g. Professional Development Program Managers develop or refine professional development based on tools developed by PDS Department | | | | X | | |
| 10.2.h. Professional Development Program Managers develop course types based on tools developed by PDS Department | | | | X | | |
| 10.2.h. Identify the methodology for a value-added model or additional components to the District’s New Educator Support System(NESS) above and beyond demonstrating mastery of the required state competencies on the Competency Demonstration Checklist | | | | X | | |
| 10.2.i. Develop plan to expand the District’s New Educator Support System (NESS) and to provide support for second year teachers | | | | X | | |

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

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

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

| | | | | | | |
|---|--|--|--|---|---|---|
| for teachers, principals and administrators on accessing local instructional improvement systems and State level data systems, and Next Generation Sunshine State Standards/common core standards | | | | | | |
| 10.2.v. Hire Turnaround Instructional Facilitators (10) to provide coaching and mentoring to teachers at Differentiated Accountability schools | | | | X | X | X |

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

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 10.4. Deliverable (required): A component of the district’s professional development system reflecting a revised process for evaluating the district’s professional development in accordance with Protocol Standards, the requirements of the MOU, and as described in the grant. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | | X | X | X |
| Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | X | X | X |
| 10.4.a. Hire dedicated Research/Evaluator Specialist to conduct evaluations on professional development programs in | | | | X | X | X |

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

| | | | | | | |
|---|--|--|--|---|---|---|
| accordance with the Protocols (target 3-4 programs a year) | | | | | | |
| 10.4.b. Work with Programmer to develop data systems source to evaluate professional development based on student performance | | | | X | X | X |
| 10.4.c. Develop system to incorporate the evaluation of professional development offerings into the District’s staff development process/system | | | | X | X | X |

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

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

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 10.7. Deliverable (required): Submit revisions to the professional development system annually, based on the district-determined timetable for implementation. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | X | | X | X | X |
| Related Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |

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

| | | | | | | |
|---|--|--|--|---|---|---|
| 10.7.a. School Board approves the District Professional Development System, including any new elements and components | | | | X | X | X |
| 10.7.b. Submit revisions through Superintendent letter to State stating revisions of School Board approved of Professional Development System, as per Florida Statute 1012.98 | | | | X | X | X |

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------|-------------|-------------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$100,000 | \$317,281 | \$317,280 | \$1,990,470 | \$2,037,086 | \$2,085,112 |

TOTAL: \$6,847,229

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

Supporting Narrative (optional):

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

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

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

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

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

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

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

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

| Item from RTTT MOU and corresponding <i>Protocol</i> standards | Page shown in Final Scope of Work |
|--|--|
| 1. Teacher content knowledge with a focus on the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2) | 80-86 |
| 2. Instructional strategies and methods for implementation of the common core state standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2) | 80-86 |
| 3. Methods, strategies, and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) | 80-86 |
| 4. Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B)(3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1) | 34-36 |
| 5. Effective use of common planning time to focus on teaching and learning improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6) | 34-36 |
| 6. Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4) | 47-53 |
| 7. Methods for using student learning data to formulate targets for improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5) | 80-86 |
| 8. Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2) | 80-86 |
| 9. Instructional practices that target high-needs students (aligns with Protocol 1.2.3; 2.2.3; 3.3.3) | 37-45 |
| 10. Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6) | 80-86 |
| 11. A comprehensive plan to deliver professional development to teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5) | 80-86 |
| 12. If the district has schools in the 5% of persistently lowest performing schools and is participating in the Leadership Academy, include the Academy in the plan [Ref. Section (E), Struggling Schools]. | 91-102 |

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

E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 11 - Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.

Name: Leslie Brown and Veda Hudge

Title: Executive Director of Educational Programs and Director of Accountability

Phone #: 754-321-2130 and 754-321-1890

E-mail Address: leslie.brown@browardschools.com and veda.hudge@browardschools.com

Project Goal: LEAs will select one of the four school intervention models in all schools identified as persistently lowest-achieving by the Department of Education. LEAs with more than nine persistently lowest-achieving schools will not select the transformation model option for more than one-half of the schools. All actions must be in accordance with Differentiated Accountability.

Deliverables (minimum required evidence):

1. LEA will select School Intervention Model from list of four options (see Appendix A of MOU).
2. LEA will provide documentation that supports the selection of the intervention model to include:
 - Teacher performance data regarding student learning gains in reading and mathematics.
 - Documentation that reflects the placement of the Principal and his/her record of “turn around” success.
 - Documentation relating to staff turnover/replacement.

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

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

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

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

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

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

| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 11.1.a. Identify the schools on the State’s lowest performing schools (lowest 5%) list in 2009-10. These schools are identified as Coconut Creek High School, Larkdale Elementary School, and Sunland Park Elementary School. | X | | | | | |
| 11.1.b. Collect and analyze school performance data and teacher data to select one of the four intervention models at each of the lowest performing schools in the District | X | | | | | |
| 11.1.c. Use data to determine the best intervention model for each persistently-lowest performing school in the District. The approved selected model for the 2010-11 school year for Coconut Creek High, Larkdale Elementary, Coconut Creek High under RTTT and SIG is the Transformational Model. | X | | | | | |
| 11.1.d. Develop the target goals for each school based on the chosen model | X | | | | | |
| 11.1.e. Develop the School Improvement Grant proposal based on the criteria of the model for each school | X | | | | | |
| 11.1.f. Develop a plan to collaborate with the Broward Teacher’s Union to support activities of the model as it relates to school schedules, teacher transfer/placement, and teacher evaluation, performance pay, and other criteria of the chosen model | | X | | | | |
| 11.1.g. Collect and analyze the effectiveness of the implemented model | | | X | X | X | X |
| 11.1.h. Continue to implement the chosen model with adjustments if needed or determine if a new model should be implemented if 80% of the goals are not met | | | X | X | X | X |

| Deliverable (required): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 11.2. LEA will provide documentation <u>annually</u> that supports the selection of the intervention model to include: | X | | | X | X | X |
| <ul style="list-style-type: none"> Documentation detailing staff (including coaches) as it relates to their student learning gains in reading and/mathematics over a three year period. For those with less than three years of experience learning gains will be based upon the number of years | | | | | | |

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

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| <p>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.</p> <ul style="list-style-type: none"> Documentation relating to staff turnover/replacement. Detailed report regarding Principal and administrative team as it relates to their qualifications as outlined in Appendix A of the MOU. | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 11.2.a. Collect and analyze teacher data (including coaches) related to student learning gains in reading and mathematics for three years at each persistently lowest performing school. | | | X | X | X | X |
| 11.2.b. Collect and analyze teacher data (including coaches) for all teachers other than reading and mathematics in the school to determine increase in student achievement. | | | X | X | X | X |
| 11.2.c. Determine criteria for the use of student learning gains in the overall effectiveness ratings of teachers and administrators. | | | X | X | X | X |

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

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

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

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

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

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

Project 12 - Work Plan Table

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

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

Please indicate one LEA point of contact for this Project.

Name: Leslie Brown

Title: Executive Director of Educational Programs

Phone #: 754-321-2130

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

Project Goal:

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

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

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

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

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

- Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies.
9. Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data.
 10. Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010.
 11. Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data.
 12. Documentation of “other” research based programs that demonstrate a strong record of improving student achievement in these district schools.

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

| Key Personnel by Title: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Executive Director, Educational Programs | X | X | X | X | X | X |
| Area Directors | X | X | X | X | X | X |
| Area Superintendents | X | X | X | X | X | X |
| Director of Accountability | X | X | X | X | X | X |

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

| Deliverable: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 12.1. Submission of each school schedule for identified Intervene schools that demonstrates extended learning time. | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 12.1.a. Conduct extended learning opportunities at all persistently lowest performing schools. See school schedules for extended learning opportunities in the Appendix. (Note: | X | X | X | X | X | X |

| 12.2 Deliverable: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Submission of developed full day Pre-K model for students in attendance zones for identified schools. | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |

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

| | | | | | | |
|---|--|--|---|---|---|---|
| 12.1.a Identify students for pre-kindergarten at Larkdale Elementary (only Intervene lowest 5% school in Broward) attendance area | | | X | | | |
| 12.1.b Provide full-time pre-kindergarten for students that qualify at Larkdale Elementary | | | | X | X | X |

| 12.3 Deliverable: Submission of a district timeline and implementation plan to increase the number of STEM accelerated courses. Baseline data for this plan includes documentation of courses provided at each high school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 12.3.a Coconut Creek already meets 2010 legislation requirements (Senate Bill 4). Develop plan to expand coursework at Coconut Creek High School to offer additional opportunities for advanced coursework through career learning academies including: Global Academy of Environmental Research & Design, Global Public Policy, Global Engineering, Global Design. | | | X | | | |
| 12.3.b Offer students STEM related courses with the appropriate academy. | | | | X | X | X |
| 12.3.c Provide professional development for teachers in the academy to provide instructional support | | | | X | X | X |
| 12.3.d Conduct strategies within each academy including clubs, tutoring, Cyber Café', and other strategies to provide supports for low-achieving students | | | | X | X | X |

| 12.4 Deliverable: Documentation of increased STEM accelerated course offerings, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |

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

| activity will be conducted and include collective bargaining, if applicable): | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
|--|----------------------------|----------------------------|----------------------------|---|---|---|
| 12.4.a Gather data from students participating in advanced courses at Coconut Creek High School | X | | | X | X | X |
| 12.4.b Increase student participation in advanced placement courses at Coconut Creek High School by at least 1% each year beginning in year 2. | | | | X | X | X |

| 12.5 Deliverable: Submission of a 4-year district timeline and implementation plan based on the analysis of employer needs in the community to initiate one of the RTTT-approved career and technical programs. Baseline data for the plan should include documentation of the STEM career and technical programs that meet the requirements of RTTT available to students in your district for 2009-2010 including for each school site: name of program, courses offered as part of the program, student enrollment in each course, and number of students for 2009-2010 who were awarded industry certifications. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Align programs offered at Coconut Creek High School to Career and Technical Programs | X | | | X | X | X |

| 12.6 Deliverable: Evidence of funding allocated to provide for the costs associated with student candidates' industry certification exams. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Examine funding sources for industry certification at Coconut Creek High School | X | | | X | X | X |

| 12.7 Deliverable: Documentation of implementation of a complete program that results in industry certification. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| Increase STEM approved certification at | X | | | X | X | X |

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

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|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| Coconut Creek High School | | | | | | |
| 12.8 Deliverable: Submission of a district timeline and implementation plan to increase the number of accelerated courses. Baseline data for this plan includes documentation of courses provided at each school in 2009-2010. This plan should also take into consideration 2010 legislative requirements (Senate Bill 4) requiring that by 2011-2012 each high school offer an International Baccalaureate program, Advanced International Certificate of Education program, or at least four courses in dual enrollment or Advanced Placement including one course each in English, mathematics, science, and social studies. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| 12.8.a Coconut Creek already meets 2010 legislation requirements (Senate Bill 4). Develop plan to expand coursework at Coconut Creek High School to offer additional opportunities for advanced coursework through career learning academies including: Global Academy of Environmental Research & Design, Global Public Policy, Global Engineering, Global Design. | | | X | | | |
| 12.8.b Offer students STEM related courses with the appropriate academy. | | | | X | X | X |
| 12.8.c Provide professional development for teachers in the academy to provide instructional support | | | | X | X | X |
| 12.8.d Conduct strategies within each academy including clubs, tutoring, Cyber Café', and other strategies to provide supports for low-achieving students | | | | X | X | X |
| 12.9 Deliverable: Documentation of increased accelerated course offerings, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| 12.9.a Gather data from students participating in advanced courses at Coconut Creek High School (CCHS) | X | | | X | X | X |

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

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|---|--|--|--|---|---|---|
| 12.9.b Increase student participation in advanced placement courses at CCHS by at least 1% each year beginning in year 2. | | | | X | X | X |
|---|--|--|--|---|---|---|

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 12.10 Deliverable: Submission of a district timeline and implementation plan to provide mentoring and positive behavioral support programs. Baseline data for this plan includes documentation of behavioral/disciplinary data for each school in 2009-2010. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| 12.10.a Principal/designee of persistently lowest achieving schools to identify and Accountability Department staff classroom management needs. | X | | | | | |
| 12.10. b Principal/designee of persistently lowest achieving schools to identify point person for classroom management/school culture issues | X | | | | | |
| 12.10.c Introduce materials and study guides to faculty/staff of persistently lowest achieving schools | | | X | X | X | X |
| 12.10.d Consultation/Technical Support (as needed) for CHAMPs study guides for persistently lowest achieving schools | | | X | X | X | X |
| 12.10.e School Leadership to identify Prevention Liaison and Prevention Team | | | X | | | |
| 12.10.f School Prevention Liaison/Team to meet monthly to review school culture data, prioritize and address needs. | | | X | X | X | X |
| 12.10.g Student Support Services Office of Prevention Programs (SSS OPP) staff and school leadership meet to identify areas of need/support | X | | | | | |
| 12.10.h School Leadership/ SSS OPP to outline timeline for implementation/support at persistently lowest achieving schools | X | | | | | |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 12.11 Deliverable: Documentation of mentoring and/or positive behavioral support programs, including a comparison of baseline data to end-of-grant period data. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |

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

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|--|---|--|--|---|---|---|
| 12.11.a Gather data on student behavioral incidents at persistently lowest achieving schools. | X | | | X | X | X |
| 12.11.b Decrease student behavioral incidents at all persistently lowest achieving schools by at least 2% each year beginning in year 2. | | | | X | X | X |

| 12.12 Deliverable: Submission of other research based program that demonstrates a strong record of improving student achievement. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| 12.12.a Identify schools in feeder pattern for CCHS, elementary and middle | X | | | | | |
| 12.12.b Collect and analyze elementary feeder school performance data and individual teacher data for grade K-2 in reading readiness and reading. | X | | | | | |
| 12.12.c Use data to determine Intervention Programs for reading specific to the needs recognized in the student data. | | X | | | | |
| 12.12.d Develop target goals for each grade level in reading readiness and reading success for each grade level K-2. | | X | | | | |
| 12.12.e Conduct research to identify each of the specific intervention programs needed at each school to assist in reaching target goals for reading success by the beginning of third grade. | | X | | | | |
| 12.12.f Develop training modules for each intervention program identified by research that matches the data needs for each school | | X | | | | |
| 12.12.g Develop Professional Learning communities process/topics aligned with research based intervention programs | | X | | | | |
| 12.12. h Develop CWT protocol and training module for administrative monitoring of the implementation expectations for each teacher that participates in the training. | | X | | | | |
| 12.12.i Implement training to designated K-2 teachers. Provide all research based intervention materials to every participant/school. | | | X | | | |
| 12.12. j Implement training for administrators to be able to identify in a CWT process what should be the expected teacher and student behavior after completion and implementation of the | | | X | | | |

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

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

| Project Budget Summary: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
|-------------------------|-------------------------|-------------------------|-------------------------|-----------|-----------|------------|
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$0 | \$0 | \$288,391 | \$288,393 | \$288,3920 |

TOTAL: \$865,176

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

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

Supportive Narrative (optional):

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

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

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

F. GENERAL

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

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

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

RACE TO THE TOP
LEA FINAL SCOPE OF WORK – EXHIBIT II
Project 13 - Work Plan Table

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

Please indicate one LEA point of contact for this Project.
Name: Jody Perry
Title: Director, Charter Schools Support
Phone #: 754 321 2135
E-mail Address: Jody.Perry@Browardschools.com

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

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

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

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

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

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

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 13.1 Deliverable (required): The LEA will provide documentation of its efforts to engage and include charter schools in discussions of its RTTT efforts. The documentation must include dates, times, and attendees of any and all RTTT meetings with charter schools. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| 13.1.a Present proposed scope of work for input and discussion to charter schools. | X | | | | | |
| 13.1.b Update charter schools on District RTTT efforts. | | X | X | X | X | X |

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 13.2 Deliverable (required): The LEA will provide signed statements from each charter school that they have been fully informed of their opportunity to participate in the RTTT grant, and their decision to participate or opt-out. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | X | | | | | |
| 13.2.a Send a form letter to charter schools for opt in – or opt out options. | X | | | | | |
| 13.2.b Send a second request (reminder) to charter schools for opt in or opt out options. | X | | | | | |
| 13.2.c Collect and coordinate responses from charter schools regarding opt in or opt out options. | X | | | | | |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 13.3 Deliverable (required): The LEA will submit documentation that participating charter schools have been invited to participate in RTTT-funded activities. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | X | | | | |
| 13.3.a Establish Memorandum of Understanding (MOU) for charter schools to establish participation. | | X | | | | |
| 13.3.b Establish a committee for compensation/evaluation systems | | X | | | | |

| | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---------|---------|---------|
| 13.4 Deliverable (required): The LEA will submit a budget that provides commensurate share of grant funds to participating charter schools. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | X | | | | |
| Supporting Activities (indicate each year activity will be conducted and include | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd | 3 rd | 4 th | | | |
| | | | | | | |

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

| | | | | | | |
|--|---------|---------|---------|--|--|--|
| collective bargaining, if applicable): | Quarter | Quarter | Quarter | | | |
| 13.4.a Develop a budget based on the required elements of the grant and the participation of the charter schools in each element of the grant. | | X | | | | |

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 13.5 Deliverable (required): The LEA will submit expenditure reports that demonstrate that participating charter schools have received their commensurate share of funds or services. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| 13.5.a Submit expenditure reports to the State that show expenditures for charter school's commensurate share. | | | X | X | X | X |

| | | | | | | |
|---|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 13.6 Deliverable (required): The LEA will provide a signed agreement from each participating charter school that states that the charter school will provide all necessary data and reports. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | X | | | | |
| 13.6.a Include in the MOU that the charter school will provide all necessary data and reports. | | X | | | | |

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|---------|---------|---------|
| 13.7 Deliverable (required): The LEA will provide documentation that FDOE was notified if any charter school fails to provide the necessary data and reports. | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | | | | |
| Supporting Activities (indicate each year activity will be conducted and include collective bargaining, if applicable): | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | | | X | X | X | X |
| 13.7.a Conduct systems review to determine RTTT MOU requirement compliance. | | | X | X | X | X |
| 13.7.b Submit reports of non-compliance to the State. | | | X | X | X | X |

| | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-----------|-----------|----------|
| Project Budget Summary by Year: | 2010-11 | | | 2011/12 | 2012/13 | 2013/14 |
| | 2 nd Quarter | 3 rd Quarter | 4 th Quarter | | | |
| | \$0 | \$0 | \$0 | \$100,000 | \$100,000 | \$24,000 |

Sustainability Factors: Each participating charter school will develop a plan for sustainability as part of their plans for implementation and beyond the grant period.

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

Supportive Narrative (optional):

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

1. To ensure that all schools possess the technology to provide sufficient access to strategic tools for computer-based assessment, the District will determine the needs of all of its schools including charter schools based on readiness for computer-based testing as certified through the online certification tool (includes high schools, and middle schools that offer Algebra); *(Funds for this requirement are included in Project 4)*
2. To ensure that all schools possess the technology to provide sufficient access to strategic tools for improved classroom instruction, the District will allocate a per pupil allocation of \$8.59 to all participating charter schools; *(Funds for this requirement are in Project 13)*
3. To ensure the integration of state-level data into local instructional improvement systems to improve instruction in the classroom and operations at the school and District levels, and to support research, the District will give the charter schools the opportunity to utilize the District’s enhanced local instructional improvement system (Virtual Counselor) or use a system of their own that meets the minimum standards. For charter schools that choose to utilize their own system, a per pupil allocation of \$0.18 will be allocated; *(Funds for this requirement are included in Project 5)*
4. To use a data system that will show growth of students, teachers, schools, and District aggregated by subject and demographics and a system to provide requested data to the State, the District will give charter schools the opportunity to utilize the District’s enhanced local instructional system (Virtual Counselor) or use a system of their own that meets the minimum standards. For charter schools that choose to utilize their own system, a per pupil allocation of \$4.48 in total will be allocated; *(Funds for this requirement are included in Project 6)*
5. To implement a Teacher and School Leader/Principal/Director Evaluation system that includes student growth measures and the requirements of the law and the RTTT MOU, the District will develop an evaluation system and offer charter schools the opportunity to utilize it or develop their own system. For charter schools that will utilize the District evaluation system, the District will collaborate with these charter schools. For charter schools that develop their own evaluation system, the District will allocate a per pupil share of \$2.32. Through RTTT, the District will hire staff for the review of the system that is created by charter schools on their own. *(Funds for this requirement is included in Project 8)*
6. To use evaluation results to improve how teachers and school leaders/principals/Directors are hired, placed/assigned, promoted, retained, dismissed, and compensated (pay for performance – using State criteria/learning gains formula), the District will develop a compensation system. For the pay for performance, the District will provide charter schools to utilize the District’s pay for performance plan, or charter schools can utilize their own. The District will provide to participating charter schools the comparable share of funds to individual charter schools full-time classroom teachers and principals that it provides to its traditional schools teachers and principals that meet the same criteria for the funds based on the pay scale that meets the criteria set by the State and the District. *(Funds for this requirement is included in Project 9)*
7. To ensure the participation of teachers and principals in professional development focusing on the new common core standards, employing formative assessment, and employing principles of lesson study, the District will provide the professional development to participating charter school personnel in these professional development programs. *(Funds for this requirement are included in Project 10); and*
8. To evaluate the fidelity of professional development tied to student performance, the District will provide charter schools with resources to implement this requirement. *(Funds for this requirement are included in Project 10).*

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

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

Charter School Opt-In/Out Form – Page 167

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

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

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

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

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

Appendices

| | |
|--|-----|
| A. Memorandum of Understanding between The School Board of Broward County, Florida and Broward Teachers Union – Race to the Top Grant – June 2, 2010 | 108 |
| B. Race to the Top Organizational Chart..... | 111 |
| C. School Schedules denoting Lesson Study (Persistently Lowest-Achieving Schools) | 112 |
| Larkdale Elementary School..... | 112 |
| Sunland Park Elementary School..... | 121 |
| Coconut Creek High School..... | 126 |
| D. 2010-11 Course Offering at District High Schools to Meet Senate Bill 4..... | 150 |
| E. Computer Based Testing Certification Results Summary..... | 151 |
| F. Broward County Public Schools’ Professional Growth Plan Template | 157 |
| G. School Schedules denoting Extended Learning Opportunities (Persistently Lowest-Achieving Schools)..... | 158 |
| Coconut Creek High School..... | 158 |
| Larkdale Elementary School | 159 |
| Sunland Park Elementary School..... | 162 |
| H. Sign-in sheet for Charter School Meeting October 11, 2010 on RTTT..... | 165 |
| I. Charter School Opt-In/Out Form..... | 167 |
| J. Listing of Charter Schools Opt-in/Out..... | 168 |
| K. Email Notification to Charter Schools on First Draft FSOW & FAQs from Oct. 11, 2010 meeting | 170 |
| L. Email Notification to Charter Schools on State Feedback on FSOW..... | 174 |
| M. . February 17, 2010 Meeting Agenda introducing RTTT to Charter Schools | 176 |

AGENDA REQUEST FORM
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

| | | | | |
|------------------------------------|---|------------------------------------|---|--|
| Meeting Date 6-02-10 | <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; padding: 5px; text-align: center;">Open Agenda Yes ___ No X</td> <td style="width:50%; padding: 5px; text-align: center;">Time Certain Request Yes ___ No X</td> </tr> </table> | Open Agenda Yes ___ No X | Time Certain Request Yes ___ No X | ADDED ITEM Agenda Item Number I-3 |
| Open Agenda Yes ___ No X | Time Certain Request Yes ___ No X | | | |

TITLE:

Memorandum of Understanding-Race to the Top Grant

REQUESTED ACTION:

Approve the Memorandum of Understanding between The School Board of Broward County, Florida and the Broward Teachers Union.

SUMMARY EXPLANATION AND BACKGROUND:

The Broward Teachers Union (BTU) has requested that the School Board approve a Memorandum of Understanding as a condition to signing the State Memorandum of Understanding for the State Race to the Top Grant.

If the District and BTU are unable to reach agreement on the provisions required in the Race to the Top Grant, all parties are released from any obligation to continue participation in Race to the Top.

SCHOOL BOARD GOALS:

- Goal One: Raise achievement of all students to ensure graduation from high school and readiness for post-secondary education.
- Goal Two: Improve the health and wellness of students and personnel.
- Goal Three: Provide a safe and secure physical and technological environment for all students and employees.
- Goal Four: Promote innovation which focuses on best practices and quality efforts that improve our best-in-class position.
- Goal Five: Recruit, develop, retain, and recognize high performing and diverse faculty and personnel.
- Goal Six: Build strong partnerships with family, business, community and government at the classroom, school, area, and district level.
- Goal Seven: Ensure district's leadership as an environmental steward through innovative ecology and energy conservation programs.

FINANCIAL IMPACT:

There is no financial impact to the School District.

EXHIBITS: (List)

Memorandum of Understanding – Race to the Top pp. 1-2

| | | | |
|---|---|------|-------|
| BOARD ACTION: <div style="text-align: center; font-weight: bold; font-size: 1.2em;">APPROVED</div> | SOURCE OF ADDITIONAL INFORMATION: James F. Notter 754-321-2600 | | |
| (For Official School Board Records' Office Only) | <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; border-top: 1px solid black;">Name</td> <td style="width:50%; border-top: 1px solid black;">Phone</td> </tr> </table> | Name | Phone |
| Name | Phone | | |

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

James F. Notter
Superintendent of Schools
 Approved in Open Board Meeting
 on:

JUN 02 2010

_____ School Board Chair

By:
 Revised July 2008
 JFN/gd

MEMORANDUM OF UNDERSTANDING
Negotiations of the Race to the Top (RTTT) Grant

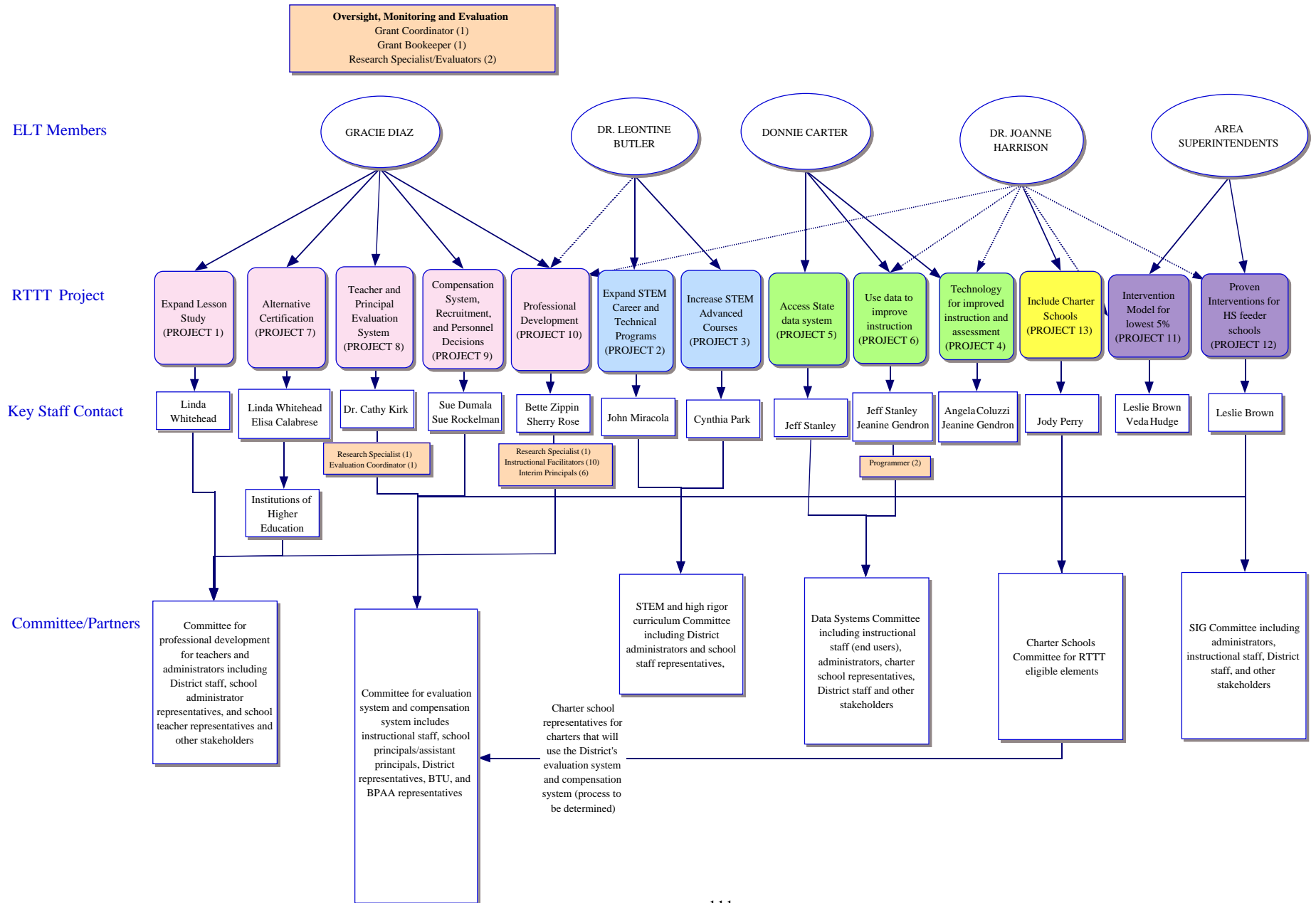
The School Board of Broward County, Florida (SBBC) and the Broward Teachers Union (BTU) acknowledge that the Race to the Top Grant (RTTT) Application and Plan will involve mandatory subjects of collective bargaining pursuant to Chapter 447 of the Florida Statutes and agree to use best efforts to negotiate terms and conditions necessary for submitting the RTTT Application and Plan without impairing or abrogating the terms and conditions of the negotiated Collective Bargaining Agreement (CBA). The parties further recognize that the successful execution of the Race to the Top Grant is wholly dependent upon the cooperative and collaborative efforts of the parties to achieving the goals contained within the Race to the Top Grant.

Therefore, the parties agree as follows:

1. The parties agree to execute the Florida Department of Education (FLDOE) Memorandum of Understanding (MOU) which constitutes support of the goals and objectives of the RTTT. Said signature does not constitute agreement to modify the existing CBA or to negotiate additional language consistent with all elements of the FLDOE Preliminary Scope of Work. The parties, however, will engage and use their best efforts to develop a mutually agreeable plan to address reforms consistent with the objectives of RTTT.
2. The parties will use best efforts to develop a negotiated, mutually agreed upon implementation plan in the areas identified by the parties as part of the Plan. The signature of the Union President on the FLDOE MOU does not constitute an agreement to (a) reopen or otherwise modify the CBA, unless and until a subsequent negotiated time specific waiver or other agreement has been mutually agreed upon by the BTU and SBBC or (b) limit or waive its rights and protections under the Florida Constitution, the Florida Public Employees' Relations Act and other applicable laws.
3. If an RTTT grant is awarded, any items in the Plan that impact wages, hours or terms and conditions of employment or that may modify the current CBA are subject to bargaining in accordance with Chapter 447.
4. Any items relating to the RTTT Application or Plan that are unsuccessfully negotiated between the parties specifically for the purpose of applying for or receiving the RTTT grant award will not be

RACE TO THE TOP ORGANIZATIONAL CHART

= Positions paid for by grantfunds



LARKDALE ELEMENTARY SCHOOL

Primary Grades K -2 Master Schedule 2010-2011

Kindergarten

| Time | Lopes - Intervention | Leon – Above Level | Kronengold – Above Level |
|---------------|---|--|--|
| 8:00 - 8:30 | Reading Whole Group (Treasures – Oral Language, Word Work, Reading, and Language Arts) | Reading Whole Group (Treasures – Oral Language, Word Work, Reading, and Language Arts) | Reading Whole Group (Treasures – Oral Language, Word Work, Reading, and Language Arts) |
| 8:30 – 9:30 | Reading Teacher Led Small Group (Treasures Leveled Readers - Approaching) Independent Student Centers (Flexible Literacy Work Stations) | Reading Teacher Led Small Group (Treasures Leveled Readers - Beyond) Independent Student Centers (Flexible Literacy Work Stations) | Reading Teacher Led Small Group (Treasures Leveled Readers - Beyond) Independent Student Centers (Flexible Literacy Work Stations) |
| 9:30 – 10:00 | Reading Small Group (Push In – Words Their Way) Lopes/Norwood | Reading Enrichment (Elements of Vocabulary) | Reading Enrichment (Elements of Vocabulary) |
| 10:00 – 10:30 | Reading Small Group (Push In – Words Their Way) | Writing (Zaner-Bloser)/ Science | Writing (Zaner-Bloser)/ Science |
| 10:30 – 11:00 | Specials Planning Time/Lesson Study | Specials Planning Time /Lesson Study | Specials Planning Time/Lesson Study |
| 11:00 – 11:30 | Lunch | Lunch | Lunch |
| 11:30 – 12:00 | Math | Recess | Recess |
| 12:00 - 12:30 | (Go Math) | Math | Math |
| 12:30 – 1:00 | Math Intervention (Go Intervention) | (Go Math) | (Go Math) |
| 1:00 – 1:30 | Fast ForWord | Math Intervention (Go Intervention) | Math Intervention (Go Intervention) |
| 1:30 – 2:00 | Fast ForWord | SS/L Arts | SS/L Arts |

Supplemental Programs: Intervention Group – Words Their Way, On-Level Group – Rigby Flying Colors, Above Level – Elements of Vocabulary

| |
|---|
| Primary Grades K -2 Master Schedule 2010-2011 |
|---|

First Grade

| Time | McFadden – Intervention | Frias – On Level | Jones – On Level | N. Smith – Above Level |
|------------------|---|--|--|---|
| 8:00 - 8:30 | Reading Whole Group (Treasures – Oral Language, Word Study, Reading, and Language Arts) | Reading Whole Group (Treasures – Oral Language, Word Study, Reading, and Language Arts) | Reading Whole Group (Treasures – Oral Language, Word Study, Reading, and Language Arts) | Reading Whole Group (Treasures – Oral Language, Word Study, Reading, and Language Arts) |
| 8:30 – 9:30 | Reading Small Group (Push In - Triumphs) McFadden | Reading Teacher Led Small Group (Treasures Leveled Readers – On Level) Independent Student Centers (Flexible Literacy Work Stations) | Reading Teacher Led Small Group (Treasures Leveled Readers – On Level) Independent Student Centers (Flexible Literacy Work Stations) | Reading Teacher Led Small Group (Treasures Leveled Readers – Above Level) Independent Student Centers (Flexible Literacy Work Stations) |
| 9:30 – 10:00 | Reading Intervention (Voyager) | Reading Enrichment (Elements of Vocabulary) | Reading Enrichment (Elements of Vocabulary) | Reading Enrichment (Elements of Vocabulary) |
| 10:00 – 10:30 | Math Intervention (Go Intervention) | S.S./ Lang Arts | S.S./ Lang Arts | S.S./ Lang Arts |
| 10:30 – 11:00 | Lunch | Lunch | Lunch | Lunch |
| 11:00 – 11:30 | Math (Go Math) | Lunch | Lunch | Lunch |
| 11:30 – 11:45 | | Math (Go Math) | Math (Go Math) | Math (Go Math) |
| 11:30 – 12:00 | | | | |
| 12:00 - 12:30 | Fast ForWord | Math Intervention (Go Intervention) | Math Intervention (Go Intervention) | Math Intervention (Go Intervention) |
| 12:30 – 1:00 | Fast ForWord | Writing (Zaner- Bloser)/Science | Writing (Zaner- Bloser)/Science | Writing (Zaner- Bloser)/Science |
| 1:00 – 1:30 | Specials Planning Time/Lesson Study | Specials Planning Time/Lesson Study | Specials Planning Time/Lesson Study | Specials Planning Time/Lesson Study |
| 1:30 – 2:00 | Recess | Recess | Recess | Recess |

LARKDALE ELEMENTARY SCHOOL

Supplemental Programs: Intervention Group – Voyager, On-Level Group – Elements of Vocabulary, Above Level – Elements of Vocabulary

Primary Grades K -2 Master Schedule 2010-2011

Second Grade

| Time | McNulty (Below Level, 15 students) | T. Smith (High Bubble 19 students) | Desir (On Level, 17 students) |
|---------------|---|--|--|
| 8:00 - 8:30 | Reading Whole Group (Treasures – Oral Language, Word Study, Reading, and Language Arts) | Reading Whole Group (Treasures – Oral Language, Word Study, Reading, and Language Arts) | Reading Whole Group (Treasures – Oral Language, Word Study, Reading, and Language Arts) |
| 8:30 – 9:15 | Reading Teacher Led Small Group (Treasures Leveled Readers - Approaching) Independent Student Centers (Flexible Literacy Work Stations) | Reading Teacher Led Small Group (Treasures Leveled Readers – On Level) Independent Student Centers (Flexible Literacy Work Stations) | Reading Teacher Led Small Group (Treasures Leveled Readers - Beyond) Independent Student Centers (Flexible Literacy Work Stations) |
| 9:15 – 9:30 | Fast ForWord | **3 Teacher Led Groups, 30 minutes each** | Reading Enrichment (Novel Study) |
| 9:30 – 10:00 | Fast ForWord | | |
| 10:00 – 10:30 | Reading Intervention (Phonics for Reading) | Math (Go Math) | Math (Go Math) |
| 10:30 – 11:15 | Math/Math Intervention (Go Intervention) | | |
| 11:15 – 11:45 | Lunch | Lunch | Lunch |
| 11:45 - 12:00 | Math (Go Math) | Lunch | Lunch |
| 12:00 – 12:30 | | Math Intervention (Go Intervention) | Math Intervention (Go Intervention) |
| 12:30 – 1:00 | Specials Planning Time/Lesson Study | Specials Planning Time/Lesson Study | Specials Planning Time/Lesson Study |
| 1:00 – 1:30 | Reading Small Group (Push In – Phonics for Reading) | Writing (Zaner-Bloser)/ Science | Writing (Zaner-Bloser)/ Science |
| 1:30 – 2:00 | | S.S/Lang Arts | S.S/Lang Arts |

Supplemental Programs: Intervention Group – Phonics for Reading, On-Level Group – Extended Small Group Time, Above Level – Novel Study



Larkdale Elementary School Departmentalization 3rd Grade Student Schedule

| Block Times | Team A Low Rise Students | Team B Enrichment Students | Team C High Rise Students | Team D New Intensive/ Retained Students | Team E New Intensive/ Retained Students |
|----------------|---|--|---|---|---|
| 8:00 9:00 | Math Block (Walker) | Writing/Science (Dillon) | Reading Block (Green) Fast ForWord Reading Intervention 8:15 – 9:00 Whole Group/Small Group 9:00 – 10:30 | Reading Block (Portice) | Math Block (Eubanks) |
| 9:00 9:30 | | Reading Intervention (Dillon) | | | |
| 9:30 10:00 | Math Intervention (Walker) | Math Intervention (Dillon) | | Reading Intervention (Portice) | Math Intervention (Eubanks) |
| 10:00 11:00 | Reading Block (Green) | Math Block (Walker) | Writing/Science (Dillon) | Math Block (Eubanks) | Reading Block (Portice) |
| 11:00 11:30 | | | Reading Intervention (Dillon) | | |
| 11:30 12:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:00 12:30 | Specials Planning Time/Lesson Study | Specials Planning Time/ Lesson Study | Specials Planning Time/Lesson Study | Specials Planning Time/ Lesson Study | Specials Planning Time/ Lesson Study |
| 12:30 1:30 | Writing/Science (Dillon) | Reading Block (Green) | Math Block (Walker) | Writing (Eubanks) | Science (Portice) |
| 1:30 2:00 | Math Intervention (Dillon) | | | Math Intervention (Eubanks) | Reading Intervention (Portice) |



Larkdale Elementary School Departmentalization 3rd Grade Teacher/Master Schedule

| Block Times | Writing/Science Teacher Dillon | Math Teacher Walker | Reading Teacher Green | Block Times | Reading/Writing Teacher Portice | Math/Science Teacher Eubanks |
|----------------|--|--|--|----------------|---|---|
| 8:00 10:00 | Enrichment Group | Low Rise Group | High Rise Group | 8:00 10:00 | Retained Group | Intensive Group |
| 10:00 11:30 | High Rise Group | Enrichment Group | Low Rise Group | 10:00 11:30 | Intensive Group | Retained Group |
| 11:30 12:00 | Lunch | Lunch | Lunch | 11:30 12:00 | Lunch | Lunch |
| 12:00 12:30 | Specials Planning Time/ Lesson Study | Specials Planning Time/Lesson Study | Specials Planning Time/ Lesson Study | 12:00 12:30 | Specials Planning Time/ Lesson Study | Specials Planning Time/Lesson Study |
| 12:30 2:00 | Low Rise Group | High Rise Group | Enrichment Group | 12:30 1:00 | Intensive Group | Retained Group |
| Legend: | Team A – Low Rise Team B - Enrichment Team C – High Rise Team D – Intensive/Retained Team E – Intensive/Retained | | | 1:00 2:00 | Intensive/Retained Group (Every Other Day) | Intensive/Retained Group (Every Other Day) |



Larkdale Elementary School Departmentalization 4th Grade Student Schedule

| Block Times | Team A Intensive Students | Team B Enrichment Students | Team C Rise Students |
|----------------|------------------------------------|------------------------------------|------------------------------------|
| 8:00 9:00 | Math Block (Boyd) | Writing/Science (Callender) | Reading Block (Fuller) |
| 9:00 9:30 | | Reading Intervention (Callender) | |
| 9:30 10:00 | Math Intervention (Boyd) | Math Intervention (Callender) | Reading Intervention (Fuller) |
| 10:00 10:30 | Special Planning Time/Lesson Study | Special Planning Time/Lesson Study | Special Planning Time/Lesson Study |
| 10:30 11:00 | Lunch | Lunch | Lunch |
| 11:00 12:00 | Reading Block (Fuller) | Math Block (Boyd) | Writing/Science (Callender) |
| 12:00 12:30 | | | Math Intervention (Callender) |
| 12:30 1:00 | Writing/Science (Callender) | Reading Block (Fuller) | Math Block (Boyd) |
| 1:00 2:00 | Reading Intervention (Callender) | | |



Larkdale Elementary School Departmentalization 4th Grade Teacher/Master Schedule

| Block Times | Writing/Science Teacher Callender | Math Teacher Boyd | Reading Teacher Fuller |
|---|--|--|--|
| 8:00 – 10:00 | Enrichment Group | Intervention Group | Rise Group |
| 10:00 – 10:30 | Specials Planning Time/Lesson Study | Specials Planning Time/Lesson Study | Specials Planning Time/ Lesson Study |
| 10:30 – 11:00 | Lunch | Lunch | Lunch |
| 11:00 – 12:30 | Rise Group | Enrichment Group | Intervention Group |
| 12:30 – 2:00 | Intervention Group | Rise Group | Enrichment Group |
| Legend: <ul style="list-style-type: none"> <li style="background-color: yellow; display: inline-block; width: 100px; height: 1em; margin-bottom: 2px;"> Team A – Intensive <li style="background-color: green; display: inline-block; width: 100px; height: 1em; margin-bottom: 2px;"> Team B - Enrichment <li style="background-color: blue; display: inline-block; width: 100px; height: 1em;"> Team C - Maintenance | | | |



Larkdale Elementary School Departmentalization 5th Grade Student Schedule

| Block Times | Team A Intensive Students | Team B Enrichment Students | Team C Rise Students |
|----------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 8:00 9:00 | Math Block (McKenzie) | Writing/Science (Bryant) | Math Block (McKenzie) |
| 9:00 9:30 | | Reading Intervention (Bryant) | |
| 9:30 10:00 | Math Intervention (McKenzie) | Math Intervention (Bryant) | Reading Intervention (Robinson) |
| 10:00 11:00 | Reading Block (Robinson) | Math Block (McKenzie) | Writing/Science (Bryant) |
| 11:00 11:30 | | | Math Intervention (Bryant) |
| 11:30 12:00 | Special Planning Time/Lesson Study | Special Planning Time/Lesson Study | Special Planning Time/Lesson Study |
| 12:00 12:30 | Lunch | Lunch | Lunch |
| 12:30 1:00 | Writing/Science (Bryant) | Reading Block (Robinson) | Math Block (McKenzie) |
| 1:00 2:00 | Reading Intervention (Bryant) | | |



Larkdale Elementary School Departmentalization 5th Grade Teacher/Master Schedule

| Block Times | Reading Teacher Robinson | Math Teacher McKenzie | Writing/Science Teacher Bryant |
|---------------|--|--|--|
| 8:00 – 10:00 | Rise Group | Intervention Group | Enrichment Group |
| 10:00 – 11:30 | Intervention Group | Enrichment Group | Rise Group |
| 11:30 – 12:00 | Specials Planning Time/Lesson Study | Specials Planning Time/Lesson Study | Specials Planning Time/Lesson Study |
| 12:00 – 12:30 | Lunch | Lunch | Lunch |
| 12:30 – 2:00 | Enrichment Group | Rise Group | Intervention Group |

Legend:

Team A – Intensive

Team B - Enrichment

Team C - Maintenance

SUNLAND PARK ELEMENTARY SCHOOL

2010-2011

| GRADE K – SCHEDULE | |
|---|---|
| TEACHER (Mrs. Hamilton) Self-Contained | TEACHER (Ms. Sands) Self-Contained |
| Reading 8:00 – 10:00 | Reading 8:00 – 10:00 |
| LUNCH 10:00 – 10:30 | LUNCH 10:00 – 10:30 |
| Specials/Planning Time/ Lesson Study 10:30 – 11:00 | Specials/Planning Time/ Lesson Study 10:30 – 11:00 |
| Language Arts 11:00 – 11:45 | Language Arts 11:00 – 11:45 |
| Science 11:45 – 12:30 | Science 11:45 – 12:30 |
| Math 12:30 – 1:30 | Math 12:30 – 1:30 |
| Read Aloud 1:30 – 1:45 | Read Aloud 1:30 – 1:45 |
| Preparation for Dismissal 1:45 – 2:00 | Preparation for Dismissal 1:45 – 2:00 |

| GRADE 1 – SCHEDULE | | |
|--|--|--|
| TEACHER (Mrs. Amos) Self-Contained | TEACHER (Mrs. Jean) Self-Contained | TEACHER (Mrs. Phipps) Self-Contained |
| 8:00 – 10:00 Reading | 8:00 – 10:00 Reading | 8:00 – 10:00 Reading |
| FAST ForWord 10:00 – 10:30 | FAST ForWord 10:00 – 10:30 | FAST ForWord 10:00 – 10:30 |
| Lunch 10:30 – 11:00 | Lunch 10:30 – 11:00 | Lunch 10:30 – 11:00 |
| Reading Cont'd 11:00 – 11:15 | Reading Cont'd 11:00 – 11:15 | Reading Cont'd 11:00 – 11:15 |
| Language Arts 11:15 – 12:00 | Language Arts 11:15 – 12:00 | Language Arts 11:15 – 12:00 |
| Specials/Planning Time/Lesson Study 12:00 – 12:30 | Specials/Planning Time/Lesson Study 12:00 – 12:30 | Specials/Planning Time/Lesson Study 12:00 – 12:30 |
| Math 12:30 – 1:30 | Math 12:30 – 1:30 | Math 12:30 – 1:30 |
| Science 1:30 – 2:00 | Science 1:30 – 2:00 | Science 1:30 – 2:00 |

SUNLAND PARK ELEMENTARY SCHOOL

2010-2011

| GRADE 2 SCHEDULE | | |
|---|---|---|
| TEACHER (Ms. Eustache) Self-Contained | TEACHER (Ms. Patterson) Self-Contained | TEACHER (Ms. Dunbar) Self-Contained |
| FAST ForWord 8:00 – 8:30 | FAST ForWord 8:00 – 8:30 | FAST ForWord 8:00 – 8:30 |
| Math 8:30 – 9:30 | Math 8:30 – 9:30 | Math 8:30 – 9:30 |
| Specials/PlanningTime/ Lesson Study 9:30 – 10:00 | Specials/PlanningTime/ Lesson Study 9:30 – 10:00 | Specials/PlanningTime/ Lesson Study 9:30 – 10:00 |
| Lunch 10:00 – 10:30 | Lunch 10:00 – 10:30 | Lunch 10:00 – 10:30 |
| Reading 10:30 – 12:45 | Reading 10:30 – 12:45 | Reading 10:30 – 12:45 |
| Science 12:45 – 1:15 | Science 12:45 – 1:15 | Science 12:45 – 1:15 |
| Language Arts 1:15 – 2:00 | Language Arts 1:15 – 2:00 | Language Arts 1:15 – 2:00 |

SUNLAND PARK ELEMENTARY SCHOOL

2010-2011

| GRADE 3 – SCHEDULE | |
|---|---|
| TEACHER A (Ms. Johnson) READING | TEACHER B (Ms. Watson) MATH/SCIENCE/SOCIAL STUDIES |
| TEAM A – BLOCK 1 | TEAM B – BLOCK 1 |
| Reading (W/Social Studies) 8:00 – 10:00 | Math 8:00 – 9:15 |
| | Science 9:15 – 10:00 |
| TRANSITION | |
| TEAM B - BLOCK 2 | TEAM A -BLOCK 2 |
| Reading (W/Social Studies) 10:00 – 12:00 | Math 10:00 – 11:15 |
| | Science 11:15 – 12:00 |
| LUNCH 12:00 – 12:30 | LUNCH 12:00 – 12:30 |
| SPECIALS/PLANNING TIME/LESSON STUDY 12:30 – 1:00 | SPECIALS/PLANNING TIME/LESSON STUDY 12:30 – 1:00 |
| FAST FORWARD 1:00 – 1:30 | FAST FORWARD 1:00 – 1:30 |
| LANGUAGE ARTS 1:30 – 2:00 | LANGUAGE ARTS 1:30 – 2:00 |

8/17/2010

SUNLAND PARK ELEMENTARY SCHOOL

2010-2011

| GRADE 3/4 SCHEDULE |
|---|
| TEACHER (Mrs. Monroe) Self-Contained |
| TEAM A |
| Math 8:00 – 9:30 |
| Science (Team Teach w/Robinson) 9:30 – 10:00 |
| Language Arts 10:00 – 11:00 |
| LUNCH 12:00 – 12:30 |
| SPECIALS/PLANNING TIME/LESSON STUDY 12:30 – 1:00 |
| Reading (Social Studies Content) 12:00 – 1:30 |
| FAST ForWord 1:30 – 2:00 |

8/17/2010

SUNLAND PARK ELEMENTARY SCHOOL

2010-2011

GRADE 4/5 SCHEDULE (Departmentalization)

| TEACHER 5A (Ms. Morris) Math | | TEACHER 4B (Ms. Deberry) Reading/Lang. Arts | | TEACHER 4A (Ms. Robinson) Science | | TEACHER 5B (Mrs. Pinder) Reading/Lang.Arts | |
|---|--|---|--|---|--|---|--|
| Math (4A) 8:00 – 9:30 | | Reading (4B) 8:00 – 10:00 | | Science (5A) 8:00 – 9:00 | | Reading (5B) 8:00 – 10:00 | |
| Math (5A) 9:30 – 11:00 | | Language Arts (4A) 10:00 – 11:00 | | Fast ForWord (5A) 9:00 – 9:30 | | Language Arts (4B) 10:00 – 11:00 | |
| | | | | Science/SS (4A) 9:30 – 10:00 | | | |
| | | | | Science (5B) 10:00 – 11:00 | | | |
| SPECIALS/PLANNING TIME/LESSON STUDY 11:00 – 11:30 LUNCH 11:30 – 12:00 | | LUNCH 11:00 – 11:30 SPECIALS/PLANNING TIME/LESSON STUDY 11:30 – 12:00 | | SPECIALS/PLANNING TIME/LESSON STUDY 11:00 – 11:30 LUNCH 11:30 – 12:00 | | LUNCH 11:00 – 11:30 SPECIALS/PLANNING TIME/LESSON STUDY 11:30 – 12:00 | |
| Math (4B) 12:00 – 1:00 | | Reading (4A) 12:00 – 1:30 | | Reading/Science (5B) 12:00 – 12:30 (Co-teaching w/Woolley) | | Reading (5A) 12:00 – 1:30 | |
| | | | | Fast ForWord(5B) 12:30 – 1:00 | | | |
| Math (5B) 1:00 – 2:00 | | Fast ForWord (4A) 1:30 – 2:00 | | Science (4B) 1:00 – 1:30 | | Reading/Science (5A) 1:30 – 2:00 (Co-Teaching w/Woolley) | |
| | | | | Fast ForWord (4B) 1:30 – 2:00 | | | |

8/17/2010

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---------------------------------|--|---------------------------------------|---------------------------------------|---------------------------------------|--|--|---------------------------------------|
| ARMBRUST MARK 28 | AUTO SERV TECH 7 87094700 101 22 | AUTO SERV TECH 7 8709470A 101 22 | AUTO SERV TECH 1 87094100 101 32 | AUTO SERV TECH 1 87094100 102 35 | AUTO SERV TECH 1 87094100 103 31 | | |
| BUSINESS/VOCATIONAL | Rm. 412 22 | Rm. 412 22 | Rm. 412 32 | Rm. 412 35 | Rm. 412 31 | Rm. | Rm. |
| | Teacher Load | | | | | | |
| BAGNONI JOANNE 47 | NURSE ASSIST 3 84172110 101 20 | HSE DIR STUDY 84001000 101 20 | HEALTH SCIENCE II 84171100 101 30 | HEALTH SCIENCE I 8417100A 101 37 | HEALTH SCIENCE I 8417100A 102 36 | | |
| BUSINESS/VOCATIONAL | Rm. 165 20 | Rm. 165 20 | Rm. 165 30 | Rm. 165 37 | Rm. 165 36 | Rm. | Rm. |
| | Teacher Load | | | | | | |
| LUCAS PEGGY 398 | INTRO TO INFO TECH 82073100 101 29 | INTRO TO INFO TECH 82073100 103 30 | | INTRO TO INFO TECH 82073100 105 32 | INTRO TO E- 82003400 101 29 | INTRO TO INFO TECH 82073100 107 30 | |
| BUSINESS/VOCATIONAL | Rm. 221 29 | Rm. 221 30 | Rm. | Rm. 221 32 | Rm. 221 29 | Rm. 221 30 | Rm. |
| | Teacher Load | | | | | | |
| PUSKARCIK LORETTA 560 | INTRO TO INFO TECH 82073100 102 30 | | INTRO TO INFO TECH 82073100 104 32 | FIN & BUS TECH 88151500 101 34 | INTRO TO INFO TECH 82073100 106 31 | | INTRO TO INFO TECH 82073100 108 32 |
| BUSINESS/VOCATIONAL | Rm. 242 30 | Rm. | Rm. 242 32 | Rm. 242 34 | Rm. 242 31 | Rm. | Rm. 242 32 |
| | Teacher Load | | | | | | |
| SAUNDERS KIMBERLY 598 | MARKETING 88271100 101 31 MKTG APPLICATIONS 88271200 102 5 MKTG MANAGEMENT 88271300 102 1 | | | ACCT APPL 1 82033100 101 26 | MARKETING 88271100 102 31 MKTG MANAGEMENT 88271300 101 0 MKTG APPLICATIONS 88271200 103 5 | MARKETING 88271100 103 30 MKTG APPLICATIONS 88271200 101 1 MKTG MANAGEMENT 88271300 103 0 | MARKETING COOP- 88004100 101 23 |
| BUSINESS/VOCATIONAL | Rm. 257 37 | Rm. | Rm. | Rm. 257 26 | Rm. 257 36 | Rm. 257 31 | Rm. 257 23 |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Period 5 | | Period 6 | | Period 7 | |
|--------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|--------------------------------------|-----------------------------------|-------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| STEINER ROBERT 643 | WEB DESIGN 1 82071100 101 30 | WEB DESIGN 1 82071100 102 34 | WEB DESIGN 1 82071100 103 35 | | | | | | | INTRO TO ENGR DSN 86005500 101 28 | INTRO TO ENGR DSN 86005500 102 35 | | | |
| BUSINESS/VOCATIONAL | Rm. 322 33 | Rm. 322 37 | Rm. 322 41 | Rm. | Rm. | Rm. 322 28 | Rm. 322 35 | Teacher Load | | | | | | |
| DEFAZIO BARBARA 155 | CAREER ED: 9-12 79213300 105 5 | CAREER ED: 9-12 79213300 106 5 | CAREER ED: 9-12 79213300 107 5 | CAREER EXPER 79801200 105 5 | CAREER EXPER 79801200 106 5 | CAREER EXPER 79801200 107 5 | CAREER EXPER 79801200 108 5 | | | | | | | |
| ESE | Rm. 141 5 | Rm. 141 5 | Rm. 141 5 | Rm. 141 5 | Rm. 141 5 | Rm. 141 5 | Rm. 141 5 | Teacher Load | | | | | | |
| DONALDSON JACK 172 | LRNG STRATEGIES 79630800 101 25 | LRNG STRATEGIES 79630800 102 23 | LF MGT TRANS: 9-12 79600100 101 15 | LRNG STRATEGIES 79630800 103 23 | MATH: 9-12 79120500 101 18 | | | | | | | | | |
| ESE | Rm. 232 25 | Rm. 232 23 | Rm. 232 15 | Rm. 232 23 | Rm. 232 18 | Rm. | Rm. | Teacher Load | | | | | | |
| GROSVENOR NICOLE 249 | ACCESS INTEG SCI 1 79200250 101 9 | ACCESS ALGEBRA IA 79120800 101 10 | | LF MGT TRANS: 9-12 79600100 102 9 | | ACAD SK FUNC LIV 79610100 101 10 | COMM SK FUNC LIV 79610200 101 10 | | | | | | | |
| ESE | Rm. 121 9 | Rm. 121 10 | Rm. | Rm. 121 9 | Rm. | Rm. 121 10 | Rm. 121 10 | Teacher Load | | | | | | |
| HURLEY ROBERT 307 | NC STUDY HALL I 2200300A 102 2 | NC STUDY HALL I 2200300B 102 3 | NC STUDY HALL I 2200300C 102 2 | NC STUDY HALL I 2200300D 102 5 | NC STUDY HALL I 22003001 102 3 | NC STUDY HALL I 22003002 102 5 | NC STUDY HALL I 22003003 102 4 | NC STUDY HALL I 2200300D 101 4 | NC STUDY HALL I 22003001 101 3 | NC STUDY HALL I 2200300C 101 4 | NC STUDY HALL I 2200300B 101 5 | NC STUDY HALL I 2200300A 101 5 | NC STUDY HALL I 22003002 101 4 | NC STUDY HALL I 22003003 101 5 |
| ESE | Rm. LIB 6 | Rm. LIB 6 | Rm. LIB 6 | Rm. LIB 10 | Rm. LIB 8 | Rm. LIB 9 | Rm. LIB 9 | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|-----------------------------------|---|---|-----------------------------------|-----------------------------------|----------------------------------|------------------------------------|---|
| ROLAND DALE 583 | CAREER ED: 9-12 79213300 101 8 | CAREER ED: 9-12 79213300 102 8 | CAREER ED: 9-12 79213300 103 8 | CAREER EXPER 79801200 101 8 | CAREER EXPER 79801200 102 8 | CAREER EXPER 79801200 103 8 | CAREER EXPER 79801200 104 8 |
| ESE | Rm. 162 8 | Rm. 162 8 | Rm. 162 8 | Rm. 162 8 | Rm. 162 8 | Rm. 162 8 | Rm. 162 8 |
| | | | | | | Teacher Load | |
| STEVENS DANIELLE 664 | ENG: 9-12 79101100 101 21 | SCI: 9-12 79200101 101 19 | | | | LRNG STRATEGIES 79630801 101 19 | LRNG STRATEGIES 79630801 102 20 |
| ESE | Rm. 232A 21 | Rm. 232A 19 | Rm. | Rm. | Rm. | Rm. 232A 19 | Rm. 232A 20 |
| | | | | | | Teacher Load | |
| STRADLING SUZANNE 639 | ACCESS ALGEBRA IB 79120900 101 9 | ACCESS E/S SCI 79200200 101 9 | | CAREER ED: 9-12 79213300 110 9 | LS REC IMP SK 79620300 101 19 | CAREER ED: 9-12 79213300 109 9 | LEIS RC SK FNC LIV 79610400 101 9 |
| ESE | Rm. 146 9 | Rm. 146 9 | Rm. | Rm. 146 9 | Rm. 146 19 | Rm. 146 9 | Rm. 146 9 |
| | | | | | | Teacher Load | |
| JACOBS JUSTIN 325 | BAND II 13023100 101 15 BAND III 13023200 101 2 BAND IV 13023300 101 0 | BAND I 13023000 101 16 | | | BAND I 13023000 102 20 | MUS APPREC 13013100 101 23 | MUS APPREC 13013100 102 33 |
| FINE ARTS | Rm. 313 18 | Rm. 313 16 | Rm. | Rm. | Rm. 313 20 | Rm. 313 23 | Rm. 313 33 |
| | | | | | | Teacher Load | |
| JOHNSON-BYNES APRIL 319 | CHORUS I 13033000 102 15 CHORUS II 13033100 102 11 CHORUS III 13033200 102 3 | CHORUS I 13033000 101 12 CHORUS II 13033100 101 14 CHORUS III 13033200 101 2 | MUS APPREC 13013100 103 19 | | KEYBOARD I 13013600 101 31 | KEYBOARD I 13013600 102 24 | CHORUS II 13033100 104 12 CHORUS III 13033200 104 1 CHORUS IV 13033300 104 1 |
| FINE ARTS | Rm. 311 29 | Rm. 311 29 | Rm. 311 19 | Rm. | Rm. 311 31 | Rm. 311 24 | Rm. 311 43 |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Period 5 | | Period 6 | | Period 7 | |
|-------------------------------------|--|----|--|----|--|----|--|----|---|----|---|----|----------------------------------|----|
| SACHS JACQUELINE (AP) 594 | ADV PL ART/DRAW 1043000 101 0 DRAW/PAINT I | | | | | | ART/2-D COMP I 1013000 104 43 | | ART/2-D COMP I 1013000 105 40 | | ART/2-D COMP I 1013000 108 7 PORTFOLIO I 1093100 101 4 PORTFOLIO II 1093200 101 0 | | ART/2-D COMP I 1013000 107 45 | |
| FINE ARTS | Rm. 161 | 35 | Rm. | | Rm. | | Rm. 161 | 43 | Rm. 161 | 40 | Rm. 161 | 17 | Rm. 161 | 45 |
| Teacher Load | | | | | | | | | | | | | | |
| SIMPSON CHALENSIA 633 | ART/2-D COMP I 1013000 101 42 | | ART/2-D COMP I 1013000 102 41 | | ART/2-D COMP I 1013000 103 45 | | | | | | CREATIVE PHOTO I 1083100 101 24 CREATIVE PHOTO II 1083200 101 4 CREATIVE PHOTO III 1083300 101 1 | | ART/2-D COMP I 1013000 106 45 | |
| FINE ARTS | Rm. 256 | 42 | Rm. 256 | 41 | Rm. 256 | 45 | Rm. | | Rm. | | Rm. 256 | 29 | Rm. 256 | 45 |
| Teacher Load | | | | | | | | | | | | | | |
| NEWTON MARLENE 483 | | | | | PEER COUN I 14003000 101 39 PEER COUN III 14003200 102 6 PEER COUN IV 14003300 102 0 | | PEER COUN I 14003000 102 30 PEER COUN III 14003200 103 4 PEER COUN IV 14003300 103 1 | | PEER COUN I 14003000 103 21 PEER COUN III 14003200 101 5 PEER COUN IV 14003300 101 0 | | | | | |
| GUIDANCE | Rm. | | Rm. | | Rm. 135 | 45 | Rm. 135 | 35 | Rm. 135 | 26 | Rm. | | Rm. | |
| Teacher Load | | | | | | | | | | | | | | |
| SWORN CORRIS 650 | | | LEAD ED/TRA I JROTC 18013000 101 17 | | LEAD ED/TRA I JROTC 18013000 102 33 | | LEAD ED/TRA I 18013000 103 35 | | LEAD ED/TRA I 18013000 104 17 | | LEAD ED/TRA I 18013000 105 20 | | | |
| JROTC | Rm. | | Rm. 184 | 17 | Rm. 184 | 33 | Rm. 184 | 35 | Rm. 184 | 17 | Rm. 184 | 20 | Rm. | |
| Teacher Load | | | | | | | | | | | | | | |
| VAZQUEZ ISIDRO 766 | | | LEAD ED TRA II JROTC 18013100 101 8 LEAD ED TR III JROTC 1801320H 101 2 LEAD ED TR III JROTC 18013200 102 2 | | LEAD ED TRA II JROTC 18013100 102 9 LEAD ED TRA IV 18013300 101 4 LEAD ED TR III JROTC 1801320H 102 1 | | LEAD ED TRA II 18013100 103 8 LEAD ED TRA IV 1801330H 101 0 LEAD ED TR III 1801320H 103 3 | | LEAD ED TRA II 18013100 104 12 LEAD ED TR III 1801320H 104 0 LEAD ED TR III 18013200 105 3 | | LEAD ED TR III 18013200 101 3 LEAD ED TRA II 18013100 105 10 LEAD ED TR III 1801320H 105 0 | | | |
| JROTC | Rm. | | Rm. 163 | 13 | Rm. 163 | 16 | Rm. 163 | 11 | Rm. 163 | 16 | Rm. 163 | 13 | Rm. | |
| Teacher Load | | | | | | | | | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|--------------------------------------|----------------------------------|--|--|-------------------------------|-------------------------------|-------------------------------|-----------------------------------|
| ARONSON MARC (ELL) 37 | ENG I THROUGH 10023000 101 29 | ENG II THROUGH ESOL 10023100 103 16 | | ENG II 10013400 108 25 | ENG I 10013100 101 23 | ENG I 10013100 108 23 | ENG II THROUGH 10023100 102 20 |
| LANGUAGE ARTS | Rm. P09 29 | Rm. P09 16 | Rm. | Rm. P09 25 | Rm. P09 23 | Rm. P09 23 | Rm. P09 20 |
| | Teacher Load | | | | | | |
| BLAKE ANNMARIE 64 | | | ENG II 10013400 105 22 | ENG III 10013700 106 23 | ENG III 10013700 111 18 | ENG HON II 10013500 108 25 | ENG III 10013700 110 24 |
| LANGUAGE ARTS | Rm. | Rm. | Rm. P21 22 | Rm. P21 23 | Rm. P21 18 | Rm. P21 25 | Rm. P21 24 |
| | Teacher Load | | | | | | |
| CAMPBELL SEANTEE 99 | ENG IV 10014000 111 21 | | ENG HON II 10013500 103 24 | | ENG HON IV 10014100 104 21 | ENG HON IV 10014100 105 25 | ENG HON IV 10014100 106 25 |
| LANGUAGE ARTS | Rm. 218 21 | Rm. | Rm. 218 24 | Rm. | Rm. 218 21 | Rm. 218 25 | Rm. 218 25 |
| | Teacher Load | | | | | | |
| DELPERCIO COLLINS (GA) 161 | ENG I 10013100 102 25 | DEBATE I 1007330A 102 24 DEBATE II 10073400 102 1 | DEBATE I 1007330A 101 23 DEBATE II 10073400 101 1 | RESEARCH I 17003000 101 27 | | ENG HON I 10013200 102 23 | ENG I 10013100 112 25 |
| LANGUAGE ARTS | Rm. P17 25 | Rm. P17 25 | Rm. P17 24 | Rm. 261 27 | Rm. | Rm. P17 23 | Rm. P17 25 |
| | Teacher Load | | | | | | |
| DONOVAN STEPHANIE 174 | ENG III 10013700 101 23 | | ENG HON II 10013500 104 25 | ENG HON II 10013500 106 25 | Lesson Study/PLC | ENG HON II 10013500 107 24 | ENG III 10013700 109 25 |
| LANGUAGE ARTS | Rm. 132 23 | Rm. | Rm. 132 25 | Rm. 132 25 | Rm. | Rm. 132 24 | Rm. 132 25 |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| FINKLESTEIN JULIANNE 205 | TELEVISION PROD 1 87721100 101 38 | | TELEVISION PROD 2 87721200 101 23 | ENG III 10013700 105 25 | ENG III 10013700 107 22 | | TELEVISION PROD 1 87721100 102 40 |
| LANGUAGE ARTS | Rm. 241 38 | Rm. | Rm. 241 23 | Rm. 241 25 | Rm. 241 22 | Rm. | Rm. 241 40 |
| | Teacher Load | | | | | | |
| HAYNES LINDA (GA) 272 | Lesson Study/PLC | ENG HON I 1001320G 101 25 | | ACTING I 4003700 101 36 ACTING II 4003800 101 2 ACTING IV 4004000 101 0 | ACTING I 4003700 102 35 ACTING III 4003900 101 1 ACTING II 4003800 102 1 | ACTING I 4003700 103 31 ACTING II 4003800 103 2 ACTING III 4003900 103 1 | ENG HON I 10013200 103 25 |
| LANGUAGE ARTS | Rm. | Rm. 263 25 | Rm. | Rm. 263 40 | Rm. 263 38 | Rm. 263 34 | Rm. 263 25 |
| | Teacher Load | | | | | | |
| JAMES LARRY 313 | ENG II 10013400 102 23 | ENG I 10013100 111 24 | | JOURN I (YB) 1006300E 101 21 JOURN II (YB) 1006310D 102 4 | JOURN I (YB) 1006300E 102 22 JOURN II (YB) 1006310D 101 2 | JOURN I (YB) 1006300E 103 18 JOURN II (YB) 1006310D 103 4 JOURN III HONOR 1006320U 103 1 | |
| LANGUAGE ARTS | Rm. 252 23 | Rm. 252 24 | Rm. | Rm. 252 25 | Rm. 252 24 | Rm. 252 24 | Rm. |
| | Teacher Load | | | | | | |
| JHILMIT DADA 326 | Lesson Study/PLC | | ENG I 10013100 106 25 | ENG IV 10014000 110 21 | ENG I 10013100 109 25 | ENG I 10013100 117 25 | ENG I 10013100 118 24 |
| LANGUAGE ARTS | Rm. | Rm. | Rm. 175 25 | Rm. 175 21 | Rm. 175 25 | Rm. 175 25 | Rm. 175 24 |
| | Teacher Load | | | | | | |
| JOHNSON-COOTE CAROL 321 | ENG IV THROUGH 10025200 101 16 | ADV PL ENG LIT COMP 10014300 101 15 | | ENG HON IV 10014100 103 25 | | ADV PL ENG LIT 10014300 102 17 | ENG IV THROUGH 10025200 102 23 |
| LANGUAGE ARTS | Rm. 234 16 | Rm. 234 15 | Rm. | Rm. 234 25 | Rm. | Rm. 234 17 | Rm. 234 23 |
| | Teacher Load | | | | | | |

| <u>TEACHER</u> | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|------------------------------------|----------------------------|--------------------------------|-------------------------------|------------------------------------|------------------------------|--------------------------------|------------------------------------|
| LIDO PETER (ELL) 365 | ENG III 10013700 102 22 | ENG III 10013700 104 24 | | ENG III THROUGH 10023200 101 24 | | ENG III 10013700 108 25 | ENG III THROUGH 10023200 102 22 |
| LANGUAGE ARTS | Rm. 133 22 | Rm. 133 24 | Rm. | Rm. 133 24 | Rm. | Rm. 133 25 | Rm. 133 22 |
| | | | | | | Teacher Load | |
| MARSHALL ELIZABETH 400 | | ENG HON IV 10014100 101 21 | ENG HON IV 10014100 102 25 | | ENG IV 10014000 107 19 | ENG HON III 10013800 105 23 | ENG IV 10014000 109 23 |
| LANGUAGE ARTS | Rm. | Rm. 116 21 | Rm. 116 25 | Rm. | Rm. 116 19 | Rm. 116 23 | Rm. 116 23 |
| | | | | | | Teacher Load | |
| MCDONALD DIANA KAY 417 | ENG IV 10014000 101 22 | ENG IV 10014000 103 23 | ENG IV 10014000 104 24 | ENG IV 10014000 105 25 | | ENG IV 10014000 108 20 | |
| LANGUAGE ARTS | Rm. 216 22 | Rm. 216 23 | Rm. 216 24 | Rm. 216 25 | Rm. | Rm. 216 20 | Rm. |
| | | | | | | Teacher Load | |
| MORTON JANET 451 | ENG IV 10014000 102 22 | ENG II 10013400 104 21 | ENG II 10013400 106 21 | ENG IV 10014000 106 22 | Lesson Study/PLC | ENG II 10013400 109 25 | ENG II 10013400 110 25 |
| LANGUAGE ARTS | Rm. 236A 22 | Rm. 236A 21 | Rm. 236A 21 | Rm. 236A 22 | Rm. | Rm. 236A 25 | Rm. 236A 25 |
| | | | | | | Teacher Load | |
| POLAJENKO ERIKA (GA) 550 | Lesson Study/PLC | ENG HON III 10013800 102 25 | ENG I 10013100 107 25 | | ENG HON I 1001320G 102 20 | ENG HON I 1001320G 103 23 | ENG I 10013100 116 25 |
| LANGUAGE ARTS | Rm. | Rm. P18 25 | Rm. P18 25 | Rm. | Rm. P18 20 | Rm. P18 23 | Rm. P18 25 |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---------------------------------|---------------------------------|---------------------------------|--|------------------------------------|--|------------------------------------|------------------------------------|
| POLIN STEPHANIE 549 | Lesson Study/PLC | ENG I 10013100 105 24 | ENG II 10013400 107 20 | | JOURN I HONORS 1006300G 101 5 JOURN II HONORS 1006310R 101 5 JOURN I (NP) 1006300B 101 11 | ENG I 10013100 114 25 | ENG I 10013100 115 25 |
| LANGUAGE ARTS | Rm. | Rm. 254 24 | Rm. 254 20 | Rm. | Rm. 254 24 | Rm. 254 25 | Rm. 254 25 |
| | | | | | | Teacher Load | |
| REDEY JOYCE 564 | ENG HON III 10013800 101 25 | ENG III 10013700 103 23 | | ENG HON III 10013800 103 24 | ENG HON III 10013800 104 24 | ENG HON III 10013800 106 21 | |
| LANGUAGE ARTS | Rm. 142 25 | Rm. 142 23 | Rm. | Rm. 142 24 | Rm. 142 24 | Rm. 142 21 | Rm. |
| | | | | | | Teacher Load | |
| SUMMERALL MARY 312 | ENG II 10013400 101 19 | ENG II 10013400 103 20 | ENG II 10013400 112 22 | ENG HON IV 10014100 107 23 | Lesson Study/PLC | | ENG II 10013400 111 24 |
| LANGUAGE ARTS | Rm. P01 19 | Rm. P01 20 | Rm. P01 22 | Rm. P01 23 | Rm. | Rm. | Rm. P01 24 |
| | | | | | | Teacher Load | |
| TRAINER ROBYN(AP) 660 | ENG HON II 10013500 101 25 | ENG HON II 10013500 102 25 | ENG HON II 10013500 105 25 | | Lesson Study/PLC | ADV PL ENG LANG 10014200 101 22 | ENG HON II 10013500 109 25 |
| LANGUAGE ARTS | Rm. 238A 25 | Rm. 238A 25 | Rm. 238A 25 | Rm. | Rm. | Rm. 238A 22 | Rm. 238A 25 |
| | | | | | | Teacher Load | |
| ASIAMIGBE AGBE 31 | PRE-CALCULUS 12023400 101 22 | PRE-CALCULUS 12023400 102 25 | INTEGRATED MATH III 12073300 103 25 | INTEGRATED MATH 12073300 104 22 | | | INTEGRATED MATH 12073300 105 25 |
| MATH | Rm. 173 22 | Rm. 173 25 | Rm. 173 25 | Rm. 173 22 | Rm. | Rm. | Rm. 173 25 |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| BELLAMY GEORGIE 57 | | Lesson Study/PLC | ALGEBRA II 12003300 108 22 | GEOMETRY 12063100 107 24 | ALGEBRA II 12003300 110 18 | ALGEBRA II 12003300 106 21 | ALGEBRA II 12003300 109 24 |
| MATH | Rm. [] | Rm. [] | Rm. 151 22 | Rm. 151 24 | Rm. 151 18 | Rm. 151 21 | Rm. 151 24 |
| | | | | | | Teacher Load | |
| BOATRIGHT JOSETTE 72 | | Lesson Study/PLC | GEOMETRY 12063100 104 25 | LIB ARTS MATH 12083000 103 25 | GEOMETRY 12063100 118 25 | GEOMETRY 12063100 112 16 | GEOMETRY 12063100 114 24 |
| MATH | Rm. [] | Rm. [] | Rm. P07 25 | Rm. P07 25 | Rm. P07 25 | Rm. P07 16 | Rm. P07 24 |
| | | | | | | Teacher Load | |
| CHARLCEUS NIXON 107 | | ALGEBRA I HON 12003200 101 17 | GEOMETRY 12063100 117 21 | ALGEBRA I 1200310B 104 24 | ALGEBRA I 1200310B 105 21 | Lesson Study/PLC | ALGEBRA I 1200310D 104 23 |
| MATH | Rm. [] | Rm. 154 17 | Rm. 154 21 | Rm. 154 24 | Rm. 154 21 | Rm. [] | Rm. 154 23 |
| | | | | | | Teacher Load | |
| CLAYTON GARY (GA) (ELL) 108 | GEOMETRY 12063100 101 21 | PRE-ALGEBRA 12003008 101 24 | ALGEBRA I HON 1200320G 101 23 | Lesson Study/PLC | GEOMETRY HON 1206320G 101 21 | ALGEBRA I HON 1200320G 102 24 | GEOMETRY HON 12063200 104 25 |
| MATH | Rm. P08 21 | Rm. P08 24 | Rm. P08 23 | Rm. [] | Rm. P08 21 | Rm. P08 24 | Rm. P08 25 |
| | | | | | | Teacher Load | |
| CORAM-PRIEST SHERYL 121 | | PRE-ALGEBRA 12003000 105 17 | | PRE-ALGEBRA 12003000 101 25 | PRE-ALGEBRA 12003000 102 18 | PRE-ALGEBRA 12003000 103 18 | PRE-ALGEBRA 12003000 104 18 |
| MATH | Rm. [] | Rm. 223 17 | Rm. [] | Rm. 223 25 | Rm. 223 18 | Rm. 223 18 | Rm. 223 18 |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|--------------------------------|--|---|----------------------------------|------------------------------|---|----------------------------------|--|
| EUGENE INNOCENT 182 | ALGEBRA II 12003300 101 25 | LIB ARTS MATH 12083000 101 26 | LIB ARTS MATH 12083000 102 25 | Lesson Study/PLC | ALGEBRA II 12003300 105 18 | | ALGEBRA II 12003300 107 25 |
| MATH | Rm. 225 25 | Rm. 225 26 | Rm. 225 25 | Rm. | Rm. 225 18 | Rm. | Rm. 225 25 |
| | Teacher Load | | | | | | |
| FERNANDEZ SHEENA 204 | ALGEBRA I 1200310B 101 23 | ALGEBRA I 1200310B 102 20 | GEOMETRY 12063100 105 23 | Lesson Study/PLC | | GEOMETRY 12063100 116 15 | GEOMETRY 12063100 113 22 |
| MATH | Rm. 212 23 | Rm. 212 20 | Rm. 212 23 | Rm. | Rm. | Rm. 212 15 | Rm. 212 22 |
| | Teacher Load | | | | | | |
| GUENTHER JUDITH 251 | | INTENSIVE 12004000 101 19 | INTENSIVE 12004000 102 20 | ALGEBRA I 1200310D 101 24 | ALGEBRA I 1200310D 102 24 | Lesson Study/PLC | ALGEBRA I 1200310D 103 23 |
| MATH | Rm. | Rm. 284 19 | Rm. 284 20 | Rm. 284 24 | Rm. 284 24 | Rm. | Rm. 284 23 |
| | Teacher Load | | | | | | |
| HARRIS JUAN 262 | CHINESE I 7113000 101 11 CHINESE II 7113100 102 4 | DISCRETE 12209100 106 2 INF GEOMETRY 12063000 101 23 | ALGEBRA II 12003300 102 25 | Lesson Study/PLC | INF GEOMETRY 12063000 104 24 DISCRETE 12209100 102 1 | RESEARCH I 17003000 103 28 | CHINESE I 7113000 102 16 CHINESE II 7113100 101 7 |
| MATH | Rm. 214 15 | Rm. 214 25 | Rm. 214 25 | Rm. | Rm. 214 25 | Rm. 261 28 | Rm. 214 23 |
| | Teacher Load | | | | | | |
| HYPOLITE JEAN 308 | INTEGRATED MATH III 12073300 101 25 | INTEGRATED MATH III 12073300 102 25 | | | LIB ARTS MATH 12083000 104 25 | LIB ARTS MATH 12083000 105 25 | GEOMETRY 12063100 119 21 |
| MATH | Rm. 246 25 | Rm. 246 25 | Rm. | Rm. | Rm. 246 25 | Rm. 246 25 | Rm. 246 21 |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| LAFAMAN DENISE (GA) 347 | ADV PL STATISTICS 12103200 102 6 RESEARCH I 1700300A 103 20 | RESEARCH I 17003000 105 10 | ALGEBRA I 1200310B 103 21 | ALGEBRA I 1200310C 104 23 | ALGEBRA I 1200310C 105 20 | Lesson Study/PLC | ALGEBRA I 1200310B 106 25 |
| MATH | Rm. P11 26 | Rm. 261 10 | Rm. P11 21 | Rm. P11 23 | Rm. P11 20 | Rm. | Rm. P11 25 |
| | | | | | | Teacher Load | |
| MOUTHAN PHILIP (AP) 453 | ADV PL STATISTICS 12103200 101 25 | | ALGEBRA II HON 12003400 101 21 | ALGEBRA II HON 12003401 102 16 DISCRETE 12209100 101 1 | | ALGEBRA II HON 12003400 102 22 DISCRETE 12209100 103 1 | COMPU PROG 2013000 101 22 COMPU PROG II 2013100 101 5 DISCRETE 12209100 104 5 |
| MATH | Rm. 235 25 | Rm. | Rm. 235 21 | Rm. 235 17 | Rm. | Rm. 235 23 | Rm. 261 32 |
| | | | | | | Teacher Load | |
| SHERWIN FRANK 628 | GEOMETRY 12063100 102 20 | Lesson Study/PLC | INF GEOMETRY 12063000 102 25 | GEOMETRY HON 12063200 101 25 | GEOMETRY HON 12063200 102 25 | | INF GEOMETRY 12063000 105 25 |
| MATH | Rm. 139 20 | Rm. | Rm. 139 25 | Rm. 139 25 | Rm. 139 25 | Rm. | Rm. 139 25 |
| | | | | | | Teacher Load | |
| TURNER CAROL 104 | | ALGEBRA I 1200310C 101 22 | ALGEBRA I 1200310C 103 23 | INTENSIVE 12004000 103 17 | INTENSIVE 12004000 104 21 | GEOMETRY HON 12063200 103 13 | ALGEBRA I 1200310C 106 21 |
| MATH | Rm. | Rm. 112 22 | Rm. 112 23 | Rm. 112 17 | Rm. 112 21 | Rm. 112 13 | Rm. 112 21 |
| | | | | | | Teacher Load | |
| W-CAMPBELL ISABEL (ELL) 780 | GEOMETRY 12063108 101 16 | Lesson Study/PLC | | GEOMETRY 12063100 109 22 | INF GEOMETRY 12063008 102 13 | INF GEOMETRY 12063008 103 12 | GEOMETRY 12063108 102 23 |
| MATH | Rm. 236 16 | Rm. | Rm. | Rm. 236 22 | Rm. 236 13 | Rm. 236 12 | Rm. 236 23 |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | | Period 2 | | Period 3 | | Period 4 | | Period 5 | | Period 6 | | Period 7 | |
|----------------------------------|------------------------------------|----|------------------------------------|----|------------------------------------|----|---------------------------------|----|------------------------------------|----|------------------------------------|----|------------------------------------|----|
| WALLACE SCOTT (AP) 783 | | | | | ALGEBRA II 12003300 103 24 | | ALGEBRA II 12003300 104 23 | | ADV PL CALCULUS 12023100 101 19 | | PRE-CALCULUS 12023400 103 22 | | PRE-CALCULUS 12023400 104 22 | |
| MATH | Rm. | | Rm. | | Rm. 153 | 24 | Rm. 153 | 23 | Rm. 153 | 19 | Rm. 153 | 22 | Rm. 153 | 22 |
| | Teacher Load | | | | | | | | | | | | | |
| WILLIAMS ANDRE 788 | | | Lesson Study/PLC | | GEOMETRY 12063100 103 25 | | INF GEOMETRY 12063000 103 25 | | GEOMETRY 12063100 110 25 | | GEOMETRY 12063100 111 16 | | GEOMETRY 12063100 115 23 | |
| MATH | Rm. | | Rm. | | Rm. P03 | 25 | Rm. P03 | 25 | Rm. P03 | 25 | Rm. P03 | 16 | Rm. P03 | 23 |
| | Teacher Load | | | | | | | | | | | | | |
| RIDINGER JILL 565 | PERSONAL FIT 15013000 102 50 | | PERSONAL FIT 15013000 104 50 | | PERSONAL FIT 15013000 105 50 | | BEG AEROBICS 15034000 101 47 | | | | PERSONAL FIT 15013000 109 49 | | PERSONAL FIT 15013000 111 50 | |
| PE/HEALTH | Rm. GYM | 50 | Rm. GYM | 50 | Rm. GYM | 50 | Rm. GYM | 47 | Rm. | | Rm. GYM | 49 | Rm. GYM | 50 |
| | Teacher Load | | | | | | | | | | | | | |
| ROKOS ED 582 | BEG WEIGHT 15013400 101 37 | | TEAM SPORTS I 15033500 101 44 | | PADB RACQB 15024000 101 43 | | | | PERSONAL FIT 15013000 107 49 | | BEG WEIGHT 15013400 102 40 | | BEG PWR WEIGHT 15014100 101 37 | |
| PE/HEALTH | Rm. GYM | 37 | Rm. GYM | 44 | Rm. GYM | 43 | Rm. | | Rm. GYM | 49 | Rm. GYM | 40 | Rm. GYM | 37 |
| | Teacher Load | | | | | | | | | | | | | |
| TIMKO TIMOTHY 659 | HEALTH I-LF MGMT 8003000 101 49 | | HEALTH I-LF MGMT 8003000 103 37 | | HEALTH I-LF MGMT 8003000 112 47 | | | | HEALTH I-LF MGMT 8003000 106 42 | | HEALTH I-LF MGMT 8003000 108 42 | | HEALTH I-LF MGMT 8003000 110 48 | |
| PE/HEALTH | Rm. P31 | 49 | Rm. P31 | 37 | Rm. P31 | 47 | Rm. | | Rm. P31 | 42 | Rm. P31 | 42 | Rm. P31 | 48 |
| | Teacher Load | | | | | | | | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| BAYONNE EDDIE 55 | INT READ EDGE C 1000410Q 101 25 | INT READ EDGE C 1000410Q 102 25 | INT READ EDGE C 1000410Q 103 25 | | INT READ EDGE B 1000410D 103 19 | INT READ EDGE B 1000410T 106 19 | Lesson Study/PLC |
| READING | Rm. 251 25 | Rm. 251 25 | Rm. 251 25 | Rm. | Rm. 251 19 | Rm. 251 19 | Rm. |
| | Teacher Load | | | | | | |
| CARBONE TAMARA 101 | INT READ EDGE C 1000410H 101 22 | INT READ EDGE C 9TH 1000410H 102 20 | INT READ EDGE C 9TH 1000410H 103 21 | INT READ EDGE C 1000410H 105 25 | INT READ EDGE C 1000410H 106 20 | | Lesson Study/PLC |
| READING | Rm. 269 22 | Rm. 269 20 | Rm. 269 21 | Rm. 269 25 | Rm. 269 20 | Rm. | Rm. |
| | Teacher Load | | | | | | |
| FAFASULI RUTH (ELL) 187 | INT READ RETAKE 1000410L 112 25 | | DEV LANG ARTS ESOL- 1002381B 102 18 | DEV LANG ARTS 10023812 102 18 | DEV LANG ARTS 10023811 102 16 | DEV LANG ARTS 1002381A 102 16 | Lesson Study/PLC |
| READING | Rm. 265 25 | Rm. | Rm. 265 18 | Rm. 265 18 | Rm. 265 16 | Rm. 265 16 | Rm. |
| | Teacher Load | | | | | | |
| GILCHRIST CHRISTOPHER 233 | INT READ RETAKE 1000410L 101 25 | | INT READ RETAKE 1000410L 105 26 | RD: 9-12 79101000 101 16 | INT READ RETAKE 1000410L 109 25 | INT READ RETAKE 1000410L 111 24 | Lesson Study/PLC |
| READING | Rm. 280 25 | Rm. | Rm. 280 26 | Rm. 280 16 | Rm. 280 25 | Rm. 280 24 | Rm. |
| | Teacher Load | | | | | | |
| GREATHOUSE GLORIA 246 | INT READ EDGE B 1000410D 101 21 | INT READ EDGE B 1000410T 102 21 | | INT READ RETAKE 1000410L 107 25 | INT READ EDGE B 1000410T 105 21 | INT READ EDGE B 1000410D 106 21 | Lesson Study/PLC |
| READING | Rm. 267 21 | Rm. 267 21 | Rm. | Rm. 267 25 | Rm. 267 21 | Rm. 267 21 | Rm. |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| JECK STEVEN 314 | | INT READ RETAKE 1000410L 103 25 | INT READ RETAKE 1000410L 106 25 | INT READ EDGE C 1000410Q 104 25 | INT READ EDGE C 1000410Q 106 24 | INT READ EDGE C 1000410Q 107 23 | Lesson Study/PLC |
| READING | Rm. | Rm. 134 25 | Rm. 134 25 | Rm. 134 25 | Rm. 134 24 | Rm. 134 23 | Rm. |
| | Teacher Load | | | | | | |
| LANGLEY SHELLY 358 | INT READ EDGE B 1000410C 101 21 | INT READ EDGE B 9TH 1000410S 101 21 | INT READ EDGE B 9TH 1000410C 103 22 | INT READ EDGE B 1000410S 102 22 | INT READ RETAKE 1000410L 108 24 | | Lesson Study/PLC |
| READING | Rm. 239 21 | Rm. 239 21 | Rm. 239 22 | Rm. 239 22 | Rm. 239 24 | Rm. | Rm. |
| | Teacher Load | | | | | | |
| MARCOCCIO LESLIE 399 | | INT READ EDGE A 9TH 1000410U 103 22 | INT READ EDGE A 9TH 1000410A 103 22 | INT READ EDGE A 1000410U 102 22 | INT READ EDGE A 1000410A 101 22 | INT READ RETAKE 1000410M 106 26 | Lesson Study/PLC |
| READING | Rm. | Rm. 156 22 | Rm. 156 22 | Rm. 156 22 | Rm. 156 22 | Rm. 156 26 | Rm. |
| | Teacher Load | | | | | | |
| PITTERS SHARON (ELL) 546 | DEV LANG ARTS 10023814 102 15 | DEV LANG ARTS ESOL- 10023814 101 19 | DEV LANG ARTS ESOL- 1002381B 101 16 | DEV LANG ARTS 10023812 101 16 | DEV LANG ARTS 10023811 101 17 | DEV LANG ARTS 1002381A 101 17 | |
| READING | Rm. 282 15 | Rm. 282 19 | Rm. 282 16 | Rm. 282 16 | Rm. 282 17 | Rm. 282 17 | Rm. |
| | Teacher Load | | | | | | |
| PTAK GENEVIEVE 554 | INT READ RETAKE 1000410L 102 25 | | INT READ EDGE A 1000410V 101 21 | INT READ EDGE A 1000410B 101 21 | INT READ EDGE A 1000410V 102 25 | INT READ EDGE A 1000410B 102 25 | Lesson Study/PLC |
| READING | Rm. 248 25 | Rm. | Rm. 248 21 | Rm. 248 21 | Rm. 248 25 | Rm. 248 25 | Rm. |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| RUBACK MAX 586 | INT READ RETAKE 1000410M 101 25 | INT READ RETAKE 1000410M 102 24 | INT READ RETAKE 1000410M 103 26 | INT READ RETAKE 1000410M 104 25 | INT READ RETAKE 1000410M 105 25 | | Lesson Study/PLC |
| READING | Rm. 137 25 | Rm. 137 24 | Rm. 137 26 | Rm. 137 25 | Rm. 137 25 | Rm. | Rm. |
| | | | | | | Teacher Load | |
| SEYMOUR LASEYMORE 619 | | INT READ RETAKE 1000410L 104 25 | INT READ WILSON 1 1000410E 101 8 | INT READ WILSON 1 1000410W 101 8 | INT READ WILSON 2 1000410F 101 7 INT READ WILSON 3 1000410G 101 1 | INT READ WILSON 3 1000410R 101 1 INT READ WILSON 2 1000410Y 101 7 | Lesson Study/PLC |
| READING | Rm. | Rm. 265 25 | Rm. 166 8 | Rm. 166 8 | Rm. 166 8 | Rm. 166 8 | Rm. |
| | | | | | | Teacher Load | |
| STONE LATRIA (ELL) 646 | INT READ EDGE A 1000410U 101 23 | INT READ EDGE A 9TH 1000410A 102 23 | DEV LANG ARTS ESOL- 10023813 102 13 | INT READ EDGE B 1000410T 104 22 | INT READ EDGE B 1000410D 105 22 | DEV LANG ARTS 10023813 101 23 | Lesson Study/PLC |
| READING | Rm. 131 23 | Rm. 131 23 | Rm. 131 13 | Rm. 131 22 | Rm. 131 22 | Rm. 131 23 | Rm. |
| | | | | | | Teacher Load | |
| THOMPSON JUDITH 663 | INT READ EDGE B 1000410S 103 22 | INT READ EDGE B 9TH 1000410C 102 22 | INT READ EDGE B 1000410T 103 22 | INT READ EDGE B 1000410D 104 22 | | INT READ RETAKE 1000410L 110 25 | Lesson Study/PLC |
| READING | Rm. 244 22 | Rm. 244 22 | Rm. 244 22 | Rm. 244 22 | Rm. | Rm. 244 25 | Rm. |
| | | | | | | Teacher Load | |
| TIMMS ERIKA 656 | INT READ EDGE B 1000410T 101 22 | INT READ EDGE B 1000410D 102 22 | INT READ EDGE C 9TH 1000410H 104 22 | INT READ EDGE C 1000410Q 105 25 | | INT READ EDGE C 1000410H 107 20 | Lesson Study/PLC |
| READING | Rm. P06 22 | Rm. P06 22 | Rm. P06 22 | Rm. P06 25 | Rm. | Rm. P06 20 | Rm. |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| ATKINSON BURT 41 | | ANAT PHYSIO HON 20003600 101 22 | ANAT PHYSIO 20003500 102 24 | ANAT PHYSIO 2000350A 101 25 | ANAT PHYSIO 20003500 103 24 | ANAT PHYSIO 2000350A 102 24 | |
| SCIENCE | Rm. | Rm. 905 22 | Rm. 905 24 | Rm. 905 25 | Rm. 905 24 | Rm. 905 24 | Rm. |
| | | | | | | Teacher Load | |
| BAILLIE ANDREA 48 | ANAT PHYSIO 20003500 101 24 | | BIOLOGY I 20003100 107 24 | BIOLOGY I 20003100 111 24 | BIOLOGY I 20003100 120 24 | | INTEGRATED 20024000 110 24 |
| SCIENCE | Rm. 905 24 | Rm. | Rm. 231 24 | Rm. 231 24 | Rm. 231 24 | Rm. | Rm. 231 24 |
| | | | | | | Teacher Load | |
| BROOKMAN SHAVON (ELL) 78 | INTEGRATED 20024000 101 24 | INTEGRATED SCIENCE 20024000 103 15 | INTEGRATED SCIENCE 20024000 105 24 | INTEGRATED 20024008 101 25 | LEAD SKL DEVELOP 24003000 101 24 | INTEGRATED 20024000 109 25 | |
| SCIENCE | Rm. 119 24 | Rm. 119 15 | Rm. 119 24 | Rm. 119 25 | Rm. 119 24 | Rm. 119 25 | Rm. |
| | | | | | | Teacher Load | |
| BUREK NATALIE(AP) 4 | PHYSICS I 20033800 101 28 | | Lesson Study/PLC | PHYSICS I HON 20033901 101 28 | ADV PL PHYSICS B 20034200 101 8 | PHYSICS I HON 20033900 101 22 | PHYSICS I 20033800 102 27 |
| SCIENCE | Rm. 907 28 | Rm. | Rm. | Rm. 907 28 | Rm. 907 8 | Rm. 907 22 | Rm. 907 27 |
| | | | | | | Teacher Load | |
| BUTTS JANA E 88 | BIOLOGY I 20003100 101 25 | BIOLOGY I 20003100 103 24 | Lesson Study/PLC | BIOLOGY I 20003100 109 25 | BIOLOGY I HON 20003200 103 17 | BIOLOGY I 20003100 106 24 | BIOLOGY I 20003100 117 25 |
| SCIENCE | Rm. P15 25 | Rm. P15 24 | Rm. | Rm. P15 25 | Rm. P15 17 | Rm. P15 24 | Rm. P15 25 |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| DULZAIDES CARLA (AP) 178 | | ADV PL ENV SCIENCE 20013800 101 12 | MARINE SCIENCE I 20025000 101 24 | MARINE SCIENCE I 20025000 102 24 | MARINE SCIENCE I 20025000 103 24 | BIOLOGY I 20003100 115 24 | |
| SCIENCE | Rm. | Rm. P14 12 | Rm. P14 24 | Rm. P14 24 | Rm. P14 24 | Rm. P14 24 | Rm. |
| | | | | | | Teacher Load | |
| FENSTER DAVID (ELL) 202 | BIOLOGY I 20003108 101 25 | BIOLOGY I 20003108 102 14 | Lesson Study/PLC | | BIOLOGY I 20003100 114 23 | FORENSIC SCIENCE I 20024801 101 16 | BIOLOGY I 20003100 118 24 |
| SCIENCE | Rm. 906 25 | Rm. 906 14 | Rm. | Rm. | Rm. 906 23 | Rm. 906 16 | Rm. 906 24 |
| | | | | | | Teacher Load | |
| FLEMING WASHARON 450 | INTEGRATED 20024000 102 23 | | INTEGRATED SCIENCE 20024000 106 24 | INTEGRATED 20024000 107 25 | INTEGRATED 20024000 108 22 | | INTEGRATED 20024000 104 24 |
| SCIENCE | Rm. P02 23 | Rm. | Rm. P02 24 | Rm. P02 25 | Rm. P02 22 | Rm. | Rm. P02 24 |
| | | | | | | Teacher Load | |
| GORKHOVER MARIYA 241 | CHEMISTRY I 20033401 101 24 | CHEMISTRY I 20033401 103 24 | Lesson Study/PLC | CHEMISTRY I 20033401 113 24 | CHEMISTRY I HON 20033500 101 23 | | CHEMISTRY I HON 20033500 103 17 |
| SCIENCE | Rm. P19 24 | Rm. P19 24 | Rm. | Rm. P19 24 | Rm. P19 23 | Rm. | Rm. P19 17 |
| | | | | | | Teacher Load | |
| GROTE DON (AP) 248 | CHEMISTRY I 20033400 101 24 | CHEMISTRY I 20033400 102 25 | Lesson Study/PLC | CHEMISTRY I 20033400 103 25 | CHEMISTRY I 20033400 104 24 | | ADV PL CHEMISTRY 20033700 101 13 |
| SCIENCE | Rm. 914 24 | Rm. 914 25 | Rm. | Rm. 914 25 | Rm. 914 24 | Rm. | Rm. 914 13 |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| LOMIDZE SHOTA (GA) 368 | | BIOLOGY I 20003100 104 25 | BIOLOGY I HON 2000320G 101 25 | | BIOLOGY I 20003100 113 23 | BIOLOGY I HON 2000320G 102 15 | BIOLOGY I HON 2000320G 103 20 |
| SCIENCE | Rm. | Rm. 908 25 | Rm. 908 25 | Rm. | Rm. 908 23 | Rm. 908 15 | Rm. 908 20 |
| | Teacher Load | | | | | | |
| MCKEAN SHAUN 418 | RESEARCH I 17003000 104 15 | BIOLOGY I 20003100 105 23 | BIOLOGY I 20003100 108 25 | BIOLOGY I 20003100 110 24 | RESEARCH I 17003000 102 28 | BIOLOGY I 20003100 116 23 | BIOLOGY I 20003100 119 24 |
| SCIENCE | Rm. 261 15 | Rm. P13 23 | Rm. P13 25 | Rm. P13 24 | Rm. 261 28 | Rm. P13 23 | Rm. P13 24 |
| | Teacher Load | | | | | | |
| OTTO NORCLIFFE 508 | CHEMISTRY I 20033401 102 25 | CHEMISTRY I HON 20033501 101 24 | Lesson Study/PLC | CHEMISTRY I HON 20033501 102 24 | | CHEMISTRY I HON 20033500 102 23 | CHEMISTRY I 20033401 112 25 |
| SCIENCE | Rm. 915 25 | Rm. 915 24 | Rm. | Rm. 915 24 | Rm. | Rm. 915 23 | Rm. 915 25 |
| | Teacher Load | | | | | | |
| RAMKISSOON VAMINI 559 | RESEARCH I 1700300A 101 22 | CHEMISTRY I 20033400 107 24 | Lesson Study/PLC | CHEMISTRY I 20033401 105 25 | CHEMISTRY I 20033401 107 25 | CHEMISTRY I 20033401 110 22 | |
| SCIENCE | Rm. 903 22 | Rm. 903 24 | Rm. | Rm. 903 25 | Rm. 903 25 | Rm. 903 22 | Rm. |
| | Teacher Load | | | | | | |
| WARREN BUD 778 | | CHEMISTRY I 20033401 104 22 | Lesson Study/PLC | CHEMISTRY I 20033401 106 24 | CHEMISTRY I 20033401 108 25 | CHEMISTRY I 20033400 105 25 | CHEMISTRY I 20033401 111 23 |
| SCIENCE | Rm. | Rm. P22 22 | Rm. | Rm. P22 24 | Rm. P22 25 | Rm. P22 25 | Rm. P22 23 |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| WILLIAMS JANICE (AP) 790 | BIOLOGY I 20003100 102 25 | BIOLOGY I HON 20003200 101 25 | ADV PL BIOLOGY 20003400 101 16 | BIOLOGY I HON 20003200 102 22 | | ANAT PHYSIO HON 20003600 102 23 | |
| SCIENCE | Rm. 902 25 | Rm. 902 25 | Rm. 902 16 | Rm. 902 22 | Rm. | Rm. 902 23 | Rm. |
| | | | | | | Teacher Load | |
| BLAKE MARCIA (ELL) 61 | WORLD HISTORY 21093100 102 23 | | WORLD HISTORY 21093100 106 25 | | WORLD HISTORY 21093108 103 15 | WORLD HISTORY 21093108 102 20 | WORLD HISTORY 21093100 109 25 |
| SOCIAL STUDIES | Rm. 237 23 | Rm. | Rm. 237 25 | Rm. | Rm. 237 15 | Rm. 237 20 | Rm. 237 25 |
| | | | | | | Teacher Load | |
| CARRADINE ROBERT 100 | WORLD CULT 21033000 101 22 | WORLD CULT 21033000 103 17 | WORLD CULT 21033000 105 25 | | WORLD CULT 21033000 108 24 | | WORLD CULT 21033000 112 25 |
| SOCIAL STUDIES | Rm. P12 22 | Rm. P12 17 | Rm. P12 25 | Rm. | Rm. P12 24 | Rm. | Rm. P12 25 |
| | | | | | | Teacher Load | |
| DAVIDSON ROGER 153 | AMER HISTORY 21003100 101 24 | | AMER HISTORY 21003100 105 25 | AMER HISTORY 21003100 106 25 | AMER HISTORY 21003100 108 25 | AMER HISTORY 21003100 111 25 | |
| SOCIAL STUDIES | Rm. P33 24 | Rm. | Rm. P33 25 | Rm. P33 25 | Rm. P33 25 | Rm. P33 25 | Rm. |
| | | | | | | Teacher Load | |
| DOUGE ERIC (ELL) 176 | | AMER HISTORY 21003100 103 25 | AMER GOVT 21063100 103 23 | | AMER GOVT 21063108 101 24 | AMER GOVT 21063100 107 24 | AMER HISTORY 21003200 103 23 |
| SOCIAL STUDIES | Rm. | Rm. 148 25 | Rm. 148 23 | Rm. | Rm. 148 24 | Rm. 148 24 | Rm. 148 23 |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
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| DUSSEL DAN 180 | WORLD HISTORY 21093200 101 25 | WORLD HISTORY HON 21093200 102 25 | | WORLD HISTORY 21093100 108 22 | Lesson Study/PLC | WORLD HISTORY 21093100 110 25 | WORLD HISTORY 21093200 103 27 |
| SOCIAL STUDIES | Rm. P29 25 | Rm. P29 25 | Rm. | Rm. P29 22 | Rm. | Rm. P29 25 | Rm. P29 27 |
| | | | | | | Teacher Load | |
| FERNANDER KAREN 203 | WORLD HISTORY 21093100 101 24 | WORLD HISTORY 21093100 103 24 | WORLD HISTORY 21093100 105 23 | WORLD HISTORY 21093100 107 25 | Lesson Study/PLC | | WORLD HISTORY 21093100 114 25 |
| SOCIAL STUDIES | Rm. 118 24 | Rm. 118 24 | Rm. 118 23 | Rm. 118 25 | Rm. | Rm. | Rm. 118 25 |
| | | | | | | Teacher Load | |
| FRIEDMAN SONYA 217 | | AMER HISTORY 21003100 104 25 | LAW STUDIES 21063500 101 25 | | AMER HISTORY 21003100 109 25 | WOMEN'S STUDIES 21043400 101 25 | AMER HISTORY 21003100 112 25 |
| SOCIAL STUDIES | Rm. | Rm. 177 25 | Rm. 177 25 | Rm. | Rm. 177 25 | Rm. 177 25 | Rm. 177 25 |
| | | | | | | Teacher Load | |
| GOFUS ROBERT 243 | ECONOMICS HONORS 21023200 101 22 | ECONOMICS HONORS 21023200 102 19 | | ECONOMICS 21023200 104 25 | ECONOMICS 21023200 109 18 | ECONOMICS 21023100 106 23 | ECONOMICS 21023200 108 25 |
| SOCIAL STUDIES | Rm. 255 22 | Rm. 255 19 | Rm. | Rm. 255 25 | Rm. 255 18 | Rm. 255 23 | Rm. 255 25 |
| | | | | | | Teacher Load | |
| JACKSON ALLEN (ELL) 311 | AMER HISTORY 21003100 102 25 | AMER HISTORY 21003108 103 24 | AMER HISTORY 21003108 101 19 | AMER HISTORY 21003100 107 25 | AMER HISTORY 21003100 114 25 | | |
| SOCIAL STUDIES | Rm. 152 25 | Rm. 152 24 | Rm. 152 19 | Rm. 152 25 | Rm. 152 25 | Rm. | Rm. |
| | | | | | | Teacher Load | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|-------------------------------------|--|-----------------------------------|--------------------------------------|---------------------------------|------------------------------|----------------------------------|----------------------------------|
| MALTBY STEVE(AP) 375 | AMER HISTORY 21003200 101 21 | AMER HISTORY 21003200 102 21 | | ADV PL U.S. 21003300 102 13 | | AMER HISTORY 21003100 113 24 | ADV PL U.S. 21003300 101 22 |
| SOCIAL STUDIES | Rm. 234A 21 | Rm. 234A 21 | Rm. | Rm. 234A 13 | Rm. | Rm. 234A 24 | Rm. 234A 22 |
| | Teacher Load | | | | | | |
| MATTHEWS TONIA 411 | AMER GOVT 21063100 101 24 | AMER GOVT 21063100 102 24 | | AMER GOVT 21063100 104 25 | AMER GOVT 21063200 106 21 | AMER GOVT 21063200 107 23 | |
| SOCIAL STUDIES | Rm. 238 24 | Rm. 238 24 | Rm. | Rm. 238 25 | Rm. 238 21 | Rm. 238 23 | Rm. |
| | Teacher Load | | | | | | |
| MCMILLAN MIKE 420 | WORLD HISTORY 21093100 112 25 | WORLD HISTORY 21093100 104 24 | | | AMER GOVT 21063100 105 25 | WORLD HISTORY 21093100 115 25 | WORLD HISTORY 21093100 111 24 |
| SOCIAL STUDIES | Rm. P16 25 | Rm. P16 24 | Rm. | Rm. | Rm. P16 25 | Rm. P16 25 | Rm. P16 24 |
| | Teacher Load | | | | | | |
| MILLER SCOTT(AP) 434 | EXPLOR TEACHING I 5003400 101 25 EXPLOR TEACHING II 5003500 101 0 | | ADV PL PSYCHOLOGY 21073500 101 28 | | ADV PL 21073500 102 25 | PSYCHOLOGY I 21073000 101 25 | PSYCHOLOGY I 21073000 102 25 |
| SOCIAL STUDIES | Rm. P30 25 | Rm. | Rm. P30 28 | Rm. | Rm. P30 25 | Rm. P30 25 | Rm. P30 25 |
| | Teacher Load | | | | | | |
| OSADCZUK JESSICA (GA) 266 | RESEARCH I 1700300A 102 22 | WORLD CULT GEO 2103300A 102 19 | ADV PL HUMAN GEOG 21034000 101 16 | ADV PL HUMAN 21034000 102 19 | | INTERNATIONAL 21064400 101 16 | |
| SOCIAL STUDIES | Rm. P05 22 | Rm. P05 19 | Rm. P05 16 | Rm. P05 19 | Rm. | Rm. P05 16 | Rm. |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|---------------------------------------|-----------------------------------|---------------------------------------|---------------------------------------|---------------------------------|-----------------------------------|-------------------------------|-----------------------------------|
| SAXER AMY 608 | WORLD CULT GEO 21033001 101 16 | ECONOMICS 21023100 112 22 | ECONOMICS HONORS 21023200 103 25 | Lesson Study/PLC | | ECONOMICS 21023100 108 22 | WORLD CULT GEO 21033001 103 16 |
| SOCIAL STUDIES | Rm. P31 16 | Rm. P31 22 | Rm. P31 25 | Rm. | Rm. | Rm. P31 22 | Rm. P31 16 |
| | Teacher Load | | | | | | |
| SHARBEL MICHAEL (AP) 622 | | ADV PL US GOVT/POL 21064200 101 19 | ADV PL US GOVT/POL 21064200 102 23 | AMER GOVT 21063200 105 24 | ADV PL EURO 21093800 101 4 | RESEARCH I 17003001 101 12 | |
| SOCIAL STUDIES | Rm. | Rm. 253 19 | Rm. 253 23 | Rm. 253 24 | Rm. 253 4 | Rm. 253 12 | Rm. |
| | Teacher Load | | | | | | |
| SPARKES SOLETHEA 3 | WORLD CULT 21033000 102 23 | | WORLD CULT 21033000 107 23 | | WORLD CULT 21033000 114 22 | WORLD CULT 21033000 111 22 | WORLD CULT 21033000 113 25 |
| SOCIAL STUDIES | Rm. 233 23 | Rm. | Rm. 233 23 | Rm. | Rm. 233 22 | Rm. 233 22 | Rm. 233 25 |
| | Teacher Load | | | | | | |
| WATSON NOELYN (GA) (AP) 782 | | WORLD CULT GEO 21033001 102 17 | | ADV PL WORLD 21094200 101 25 | WORLD CULT GEO 2103300A 103 12 | WORLD CULT 21033000 115 22 | ADV PL WORLD 21094200 102 25 |
| SOCIAL STUDIES | Rm. | Rm. P04 17 | Rm. | Rm. P04 25 | Rm. P04 12 | Rm. P04 22 | Rm. P04 25 |
| | Teacher Load | | | | | | |
| WRIGHT WILLIE (ELL) 812 | | WORLD CULT 21033000 104 17 | WORLD CULT 21033000 106 25 | | WORLD CULT 21033000 109 23 | WORLD CULT 21033000 110 24 | WORLD CULT 21033008 101 25 |
| SOCIAL STUDIES | Rm. | Rm. P10 17 | Rm. P10 25 | Rm. | Rm. P10 23 | Rm. P10 24 | Rm. P10 25 |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|----------------------------------|------------------------------|--|--|--|------------------------------|--|----------------------------------|
| CASANOVA MARIA 102 | FRENCH I 7013200 101 23 | FRENCH II 7013300 101 19 | | | FRENCH I 7013200 104 17 | FRENCH I 7013200 102 21 | FRENCH I 7013200 103 25 |
| WORLD LANGUAGES | Rm. P27 23 | Rm. P27 19 | Rm. | Rm. | Rm. P27 17 | Rm. P27 21 | Rm. P27 25 |
| | Teacher Load | | | | | | |
| FEDERMAN JON(AP) 198 | | FRENCH III 7013400 101 17 FRENCH IV 7013500 101 4 | FRENCH III 7013400 102 17 FRENCH IV 7013500 102 6 | FRENCH III 7013400 103 14 FRENCH IV 7013500 103 4 | FRENCH II 7013300 103 19 | | ADV PL FR LANG 7013800 101 20 |
| WORLD LANGUAGES | Rm. | Rm. P28 21 | Rm. P28 23 | Rm. P28 18 | Rm. P28 19 | Rm. | Rm. P28 20 |
| | Teacher Load | | | | | | |
| HUMPHREYS ANNE(AP) 309 | GERMAN I 7023200 101 11 | GERMAN II 7023300 101 18 ADV PL GER LANG. 7023800 101 5 | WORLD HISTORY 21093100 113 25 | | | ADV PL GER LANG. 7023800 102 2 GERMAN II 7023300 102 14 | GERMAN I 7023200 102 25 |
| WORLD LANGUAGES | Rm. 158 11 | Rm. 158 23 | Rm. 158 25 | Rm. | Rm. | Rm. 158 16 | Rm. 158 25 |
| | Teacher Load | | | | | | |
| MARTINEZ FANY 407 | SPANISH II 7083500 101 17 | FRENCH II 7013300 104 16 | | FRENCH II 7013300 102 22 | SPANISH II 7083500 105 25 | | SPANISH II 7083500 109 22 |
| WORLD LANGUAGES | Rm. P23 17 | Rm. P23 16 | Rm. | Rm. P23 22 | Rm. P23 25 | Rm. | Rm. P23 22 |
| | Teacher Load | | | | | | |
| RICE REBECCA 568 | | SPANISH II 7083500 102 25 | | SPANISH II 7083500 108 20 | SPANISH I 7083400 107 24 | SPANISH II 7083500 106 19 | SPANISH II 7083500 107 18 |
| WORLD LANGUAGES | Rm. | Rm. P20 25 | Rm. | Rm. P20 20 | Rm. P20 24 | Rm. P20 19 | Rm. P20 18 |
| | Teacher Load | | | | | | |

| TEACHER | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|--------------------------------|-----------------------------|--|--|------------------------------|---|---|------------------------------------|
| SHOUL NANCY 327 | SPANISH I 7083400 101 25 | SPANISH I 7083400 103 22 | SPANISH I 7083400 105 25 | SPANISH I 7083400 106 25 | | SPANISH I 7083400 108 25 | |
| WORLD LANGUAGES | Rm. P24 25 | Rm. P24 22 | Rm. P24 25 | Rm. P24 25 | Rm. | Rm. P24 25 | Rm. |
| | | | | | | Teacher Load | |
| SIWIAK ANN 644 | SPANISH I 7083400 102 25 | SPANISH I 7083400 104 21 | SPANISH II 7083500 103 25 | SPANISH II 7083500 104 20 | | | SPANISH I 7083400 109 25 |
| WORLD LANGUAGES | Rm. P26 25 | Rm. P26 21 | Rm. P26 25 | Rm. P26 20 | Rm. | Rm. | Rm. P26 25 |
| | | | | | | Teacher Load | |
| VOYLES MARIA(AP) 668 | | SPANISH III 7083600 104 22 SPANISH IV 7083700 104 2 | SPANISH IV 7083700 101 7 SPANISH III 7083600 103 15 | | SPANISH III 7083600 101 13 SPANISH IV 7083700 102 12 | SPANISH III 7083600 102 13 SPANISH IV 7083700 103 11 | ADV PL SPAN LANG 7084000 101 24 |
| WORLD LANGUAGES | Rm. | Rm. P25 24 | Rm. P25 22 | Rm. | Rm. P25 25 | Rm. P25 24 | Rm. P25 24 |
| | | | | | | Teacher Load | |

2010-11 Course Offerings at District High Schools

| School | IB Program | AICE Program | 4+ Core DE or AP Courses* |
|---------------------------|------------|--------------|---------------------------|
| Atlantic Technical Center | | | ✓ |
| Blanche Ely High | | | ✓ |
| Boyd H. Anderson High | ✓ | | ✓ |
| Charles W. Flanagan High | | | ✓ |
| Coconut Creek High | | | ✓ |
| Cooper City High | | | ✓ |
| Coral Glades High | | | ✓ |
| Coral Springs Charter | | | ✓ |
| Coral Springs High | | | ✓ |
| Cypress Bay High | | | ✓ |
| Deerfield Beach High | ✓ | | ✓ |
| Dillard High | | | ✓ |
| Everglades High | | | ✓ |
| Fort Lauderdale High | | ✓ | ✓ |
| Hallandale High | | | ✓ |
| Hollywood Hills High | | | ✓ |
| McArthur High | | | ✓ |
| McFatter Technical Center | | | ✓ |
| Miramar High | ✓ | | ✓ |
| Monarch High | | | ✓ |
| Northeast High | | | ✓ |
| Nova High | | | ✓ |
| Pembroke Pines Charter | | | ✓ |
| Piper High | | | ✓ |
| Plantation High | ✓ | | ✓ |
| Pompano Beach High | | | ✓ |
| South Broward High | | | ✓ |
| South Plantation High | | | ✓ |
| Stoneman Douglas High | | | ✓ |
| Stranahan High | | | ✓ |
| Taravella, J. P. High | | | ✓ |
| West Broward High | | | ✓ |
| Western High | | | ✓ |

* Note that as part of the Citizens Concerned About Our Children Settlement Agreement, all high schools must offer the following core AP courses: Biology, Calculus AB, English Language, English Literature, Spanish or French, and U.S. History

APPENDIX E. Computer Based Testing Certification Results Summary

**Broward County Public Schools
Computer Based Testing Readiness Certification Results Summary**

| School ID | School | Computers | Test Name | Test Not Applicable | Students Tested Concurrently | Sessions per Week | Estimated number tested | Estimated number needed |
|-----------|-----------------------------------|-----------|---------------------------------------|---------------------|------------------------------|-------------------|-------------------------|-------------------------|
| 0021 | POMPANO BEACH MIDDLE SCHOOL | 44 | Algebra I End-of-Course Assessment | | 30 | 10 | 300 | 226 |
| 0021 | POMPANO BEACH MIDDLE SCHOOL | 44 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 0021 | POMPANO BEACH MIDDLE SCHOOL | 44 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0171 | SOUTH BROWARD HIGH SCHOOL | 141 | Algebra I End-of-Course Assessment | | 141 | 5 | 705 | 673 |
| 0171 | SOUTH BROWARD HIGH SCHOOL | 141 | FCAT Mathematics Retake (High School) | | 141 | 5 | 705 | 106 |
| 0171 | SOUTH BROWARD HIGH SCHOOL | 141 | Grade 10 Mathematics FCAT | | 141 | 5 | 705 | 495 |
| 0185 | POMPANO BEACH HIGH SCHOOL | 162 | Algebra I End-of-Course Assessment | | 162 | 3 | 486 | 334 |
| 0185 | POMPANO BEACH HIGH SCHOOL | 162 | FCAT Mathematics Retake (High School) | | 6 | 1 | 6 | 0 |
| 0185 | POMPANO BEACH HIGH SCHOOL | 162 | Grade 10 Mathematics FCAT | | 162 | 2 | 324 | 324 |
| 0211 | STRANAHAN HIGH SCHOOL | 201 | Algebra I End-of-Course Assessment | | 201 | 3 | 603 | 492 |
| 0211 | STRANAHAN HIGH SCHOOL | 201 | FCAT Mathematics Retake (High School) | | 79 | 1 | 79 | 79 |
| 0211 | STRANAHAN HIGH SCHOOL | 201 | Grade 10 Mathematics FCAT | | 201 | 3 | 603 | 461 |
| 0241 | MCARTHUR HIGH SCHOOL | 370 | Algebra I End-of-Course Assessment | | 230 | 3 | 690 | 593 |
| 0241 | MCARTHUR HIGH SCHOOL | 370 | FCAT Mathematics Retake (High School) | | 185 | 2 | 370 | 80 |
| 0241 | MCARTHUR HIGH SCHOOL | 370 | Grade 10 Mathematics FCAT | | 277 | 2 | 554 | 554 |
| 0251 | SUNRISE MIDDLE SCHOOL | 301 | Algebra I End-of-Course Assessment | | 43 | 4 | 172 | 169 |
| 0251 | SUNRISE MIDDLE SCHOOL | 301 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 0251 | SUNRISE MIDDLE SCHOOL | 301 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0343 | ATTUCKS MIDDLE SCHOOL | 623 | Algebra I End-of-Course Assessment | | 141 | 1 | 141 | 141 |
| 0343 | ATTUCKS MIDDLE SCHOOL | 623 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 0343 | ATTUCKS MIDDLE SCHOOL | 623 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 0361 | BLANCHE ELY HIGH SCHOOL | 175 | Algebra I End-of-Course Assessment | | 135 | 5 | 675 | 670 |
| 0361 | BLANCHE ELY HIGH SCHOOL | 175 | FCAT Mathematics Retake (High School) | | 35 | 4 | 140 | 124 |
| 0361 | BLANCHE ELY HIGH SCHOOL | 175 | Grade 10 Mathematics FCAT | | 120 | 5 | 600 | 557 |
| 0371 | DILLARD HIGH SCHOOL | 79 | Algebra I End-of-Course Assessment | | 79 | 7 | 553 | 409 |
| 0371 | DILLARD HIGH SCHOOL | 79 | FCAT Mathematics Retake (High School) | | 79 | 4 | 316 | 50 |
| 0371 | DILLARD HIGH SCHOOL | 79 | Grade 10 Mathematics FCAT | | 79 | 7 | 553 | 338 |
| 0403 | HALLANDALE HIGH SCHOOL | 271 | Algebra I End-of-Course Assessment | | 200 | 2 | 400 | 399 |
| 0403 | HALLANDALE HIGH SCHOOL | 271 | FCAT Mathematics Retake (High School) | | 102 | 2 | 204 | 102 |
| 0403 | HALLANDALE HIGH SCHOOL | 271 | Grade 10 Mathematics FCAT | | 208 | 2 | 416 | 383 |
| 0405 | LANIER-JAMES EDUCATION CENTER | 29 | Algebra I End-of-Course Assessment | | 25 | 5 | 125 | 30 |
| 0405 | LANIER-JAMES EDUCATION CENTER | 29 | FCAT Mathematics Retake (High School) | | 25 | 5 | 125 | 3 |
| 0405 | LANIER-JAMES EDUCATION CENTER | 29 | Grade 10 Mathematics FCAT | | 25 | 5 | 125 | 19 |
| 0422 | SUNSET SCHOOL | 53 | Algebra I End-of-Course Assessment | | 25 | 2 | 50 | 26 |
| 0422 | SUNSET SCHOOL | 53 | FCAT Mathematics Retake (High School) | | 20 | 2 | 40 | 8 |
| 0422 | SUNSET SCHOOL | 53 | Grade 10 Mathematics FCAT | | 15 | 2 | 30 | 27 |
| 0452 | WHIDDON RODGERS EDUCATION CENTER | 305 | Algebra I End-of-Course Assessment | | 100 | 4 | 400 | 334 |
| 0452 | WHIDDON RODGERS EDUCATION CENTER | 305 | FCAT Mathematics Retake (High School) | | 100 | 3 | 300 | 189 |
| 0452 | WHIDDON RODGERS EDUCATION CENTER | 305 | Grade 10 Mathematics FCAT | | 100 | 3 | 300 | 141 |
| 0471 | OLSEN MIDDLE SCHOOL | 79 | Algebra I End-of-Course Assessment | | 75 | 3 | 225 | 105 |
| 0471 | OLSEN MIDDLE SCHOOL | 79 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 0471 | OLSEN MIDDLE SCHOOL | 79 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0481 | MCNICOL MIDDLE SCHOOL | 42 | Algebra I End-of-Course Assessment | | 27 | 3 | 81 | 50 |
| 0481 | MCNICOL MIDDLE SCHOOL | 42 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 0481 | MCNICOL MIDDLE SCHOOL | 42 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0551 | PLANTATION MIDDLE SCHOOL | 157 | Algebra I End-of-Course Assessment | | 24 | 6 | 144 | 128 |
| 0551 | PLANTATION MIDDLE SCHOOL | 157 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 0551 | PLANTATION MIDDLE SCHOOL | 157 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0581 | MARGATE MIDDLE SCHOOL | 36 | Algebra I End-of-Course Assessment | | 25 | 10 | 250 | 107 |
| 0581 | MARGATE MIDDLE SCHOOL | 36 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 0581 | MARGATE MIDDLE SCHOOL | 36 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0592 | HALLANDALE ADULT/COMMUNITY CENTER | 111 | Algebra I End-of-Course Assessment | | 75 | 3 | 225 | 194 |
| 0592 | HALLANDALE ADULT/COMMUNITY CENTER | 111 | FCAT Mathematics Retake (High School) | | 50 | 2 | 100 | 59 |
| 0592 | HALLANDALE ADULT/COMMUNITY CENTER | 111 | Grade 10 Mathematics FCAT | | 55 | 3 | 165 | 152 |
| 0601 | SEAGULL SCHOOL | 67 | Algebra I End-of-Course Assessment | | 25 | 5 | 125 | 51 |
| 0601 | SEAGULL SCHOOL | 67 | FCAT Mathematics Retake (High School) | | 55 | 5 | 275 | 40 |
| 0601 | SEAGULL SCHOOL | 67 | Grade 10 Mathematics FCAT | | 45 | 5 | 225 | 72 |
| 0653 | PINE RIDGE ALTERNATIVE CENTER | 29 | Algebra I End-of-Course Assessment | | 25 | 1 | 25 | 23 |
| 0653 | PINE RIDGE ALTERNATIVE CENTER | 29 | FCAT Mathematics Retake (High School) | | 15 | 1 | 15 | 1 |
| 0653 | PINE RIDGE ALTERNATIVE CENTER | 29 | Grade 10 Mathematics FCAT | | 15 | 1 | 15 | 9 |
| 0701 | PARKWAY MIDDLE SCHOOL | 83 | Algebra I End-of-Course Assessment | | 66 | 7 | 462 | 117 |
| 0701 | PARKWAY MIDDLE SCHOOL | 83 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 0701 | PARKWAY MIDDLE SCHOOL | 83 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 0861 | DRIFTWOOD MIDDLE SCHOOL | 153 | Algebra I End-of-Course Assessment | | 50 | 5 | 250 | 165 |
| 0861 | DRIFTWOOD MIDDLE SCHOOL | 153 | FCAT Mathematics Retake (High School) | NA | | | | 0 |

**Broward County Public Schools
Computer Based Testing Readiness Certification Results Summary**

| School ID | School | Computers | Test Name | Test Not Applicable | Students Tested Concurrently | Sessions per Week | Estimated number tested | Estimated number needed |
|-----------|--------------------------------------|-----------|---------------------------------------|---------------------|------------------------------|-------------------|-------------------------|-------------------------|
| 0861 | DRIFTWOOD MIDDLE SCHOOL | 153 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0881 | NEW RIVER MIDDLE SCHOOL | 46 | Algebra I End-of-Course Assessment | | 35 | 2 | 70 | 70 |
| 0881 | NEW RIVER MIDDLE SCHOOL | 46 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 0881 | NEW RIVER MIDDLE SCHOOL | 46 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0911 | DEERFIELD BEACH MIDDLE SCHOOL | 74 | Algebra I End-of-Course Assessment | | 60 | 2 | 120 | 118 |
| 0911 | DEERFIELD BEACH MIDDLE SCHOOL | 74 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 0911 | DEERFIELD BEACH MIDDLE SCHOOL | 74 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 0951 | FORT LAUDERDALE HIGH SCHOOL | 166 | Algebra I End-of-Course Assessment | | 166 | 5 | 830 | 687 |
| 0951 | FORT LAUDERDALE HIGH SCHOOL | 166 | FCAT Mathematics Retake (High School) | | 49 | 1 | 49 | 49 |
| 0951 | FORT LAUDERDALE HIGH SCHOOL | 166 | Grade 10 Mathematics FCAT | | 166 | 3 | 498 | 420 |
| 1011 | HENRY D. PERRY MIDDLE SCHOOL | 382 | Algebra I End-of-Course Assessment | | 90 | 2 | 180 | 88 |
| 1011 | HENRY D. PERRY MIDDLE SCHOOL | 382 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 1011 | HENRY D. PERRY MIDDLE SCHOOL | 382 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 1071 | WILLIAM DANDY MIDDLE SCHOOL | 114 | Algebra I End-of-Course Assessment | | 30 | 4 | 120 | 112 |
| 1071 | WILLIAM DANDY MIDDLE SCHOOL | 114 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 1071 | WILLIAM DANDY MIDDLE SCHOOL | 114 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 1151 | CORAL SPRINGS HIGH SCHOOL | 91 | Algebra I End-of-Course Assessment | | 91 | 8 | 728 | 702 |
| 1151 | CORAL SPRINGS HIGH SCHOOL | 91 | FCAT Mathematics Retake (High School) | | 35 | 2 | 70 | 70 |
| 1151 | CORAL SPRINGS HIGH SCHOOL | 91 | Grade 10 Mathematics FCAT | | 91 | 8 | 728 | 604 |
| 1241 | NORTHEAST HIGH SCHOOL | 524 | Algebra I End-of-Course Assessment | | 400 | 6 | 2400 | 700 |
| 1241 | NORTHEAST HIGH SCHOOL | 524 | FCAT Mathematics Retake (High School) | | 102 | 3 | 306 | 103 |
| 1241 | NORTHEAST HIGH SCHOOL | 524 | Grade 10 Mathematics FCAT | | 400 | 6 | 2400 | 576 |
| 1281 | NOVA HIGH SCHOOL | 87 | Algebra I End-of-Course Assessment | | 80 | 8 | 640 | 636 |
| 1281 | NOVA HIGH SCHOOL | 87 | FCAT Mathematics Retake (High School) | | 50 | 1 | 50 | 20 |
| 1281 | NOVA HIGH SCHOOL | 87 | Grade 10 Mathematics FCAT | | 80 | 7 | 560 | 560 |
| 1291 | WILLIAM T. MCFATTER TECHNICAL CENTER | 158 | Algebra I End-of-Course Assessment | | 150 | 1 | 150 | 126 |
| 1291 | WILLIAM T. MCFATTER TECHNICAL CENTER | 158 | FCAT Mathematics Retake (High School) | | 4 | 1 | 4 | 0 |
| 1291 | WILLIAM T. MCFATTER TECHNICAL CENTER | 158 | Grade 10 Mathematics FCAT | | 150 | 1 | 150 | 144 |
| 1311 | NOVA MIDDLE SCHOOL | 268 | Algebra I End-of-Course Assessment | | 69 | 6 | 414 | 236 |
| 1311 | NOVA MIDDLE SCHOOL | 268 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 1311 | NOVA MIDDLE SCHOOL | 268 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 1391 | LAUDERHILL MIDDLE SCHOOL | 36 | Algebra I End-of-Course Assessment | | 15 | 1 | 15 | 15 |
| 1391 | LAUDERHILL MIDDLE SCHOOL | 36 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 1391 | LAUDERHILL MIDDLE SCHOOL | 36 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 1451 | PLANTATION HIGH SCHOOL | 70 | Algebra I End-of-Course Assessment | | 60 | 10 | 600 | 750 |
| 1451 | PLANTATION HIGH SCHOOL | 70 | FCAT Mathematics Retake (High School) | | 60 | 2 | 120 | 91 |
| 1451 | PLANTATION HIGH SCHOOL | 70 | Grade 10 Mathematics FCAT | | 60 | 10 | 600 | 574 |
| 1661 | HOLLYWOOD HILLS HIGH SCHOOL | 462 | Algebra I End-of-Course Assessment | | 200 | 3 | 600 | 574 |
| 1661 | HOLLYWOOD HILLS HIGH SCHOOL | 462 | FCAT Mathematics Retake (High School) | | 120 | 1 | 120 | 114 |
| 1661 | HOLLYWOOD HILLS HIGH SCHOOL | 462 | Grade 10 Mathematics FCAT | | 170 | 3 | 510 | 467 |
| 1681 | COCONUT CREEK HIGH SCHOOL | 444 | Algebra I End-of-Course Assessment | | 75 | 10 | 750 | 585 |
| 1681 | COCONUT CREEK HIGH SCHOOL | 444 | FCAT Mathematics Retake (High School) | | 106 | 5 | 530 | 142 |
| 1681 | COCONUT CREEK HIGH SCHOOL | 444 | Grade 10 Mathematics FCAT | | 134 | 4 | 536 | 485 |
| 1701 | LAUDERDALE LAKES MIDDLE SCHOOL | 69 | Algebra I End-of-Course Assessment | | 55 | 3 | 165 | 157 |
| 1701 | LAUDERDALE LAKES MIDDLE SCHOOL | 69 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 1701 | LAUDERDALE LAKES MIDDLE SCHOOL | 69 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 1711 | DEERFIELD BEACH HIGH SCHOOL | 143 | Algebra I End-of-Course Assessment | | 143 | 6 | 858 | 845 |
| 1711 | DEERFIELD BEACH HIGH SCHOOL | 143 | FCAT Mathematics Retake (High School) | | 143 | 1 | 143 | 135 |
| 1711 | DEERFIELD BEACH HIGH SCHOOL | 143 | Grade 10 Mathematics FCAT | | 143 | 5 | 715 | 615 |
| 1741 | BOYD H. ANDERSON HIGH SCHOOL | 356 | Algebra I End-of-Course Assessment | | 100 | 8 | 800 | 739 |
| 1741 | BOYD H. ANDERSON HIGH SCHOOL | 356 | FCAT Mathematics Retake (High School) | | 90 | 4 | 360 | 157 |
| 1741 | BOYD H. ANDERSON HIGH SCHOOL | 356 | Grade 10 Mathematics FCAT | | 90 | 6 | 540 | 483 |
| 1751 | MIRAMAR HIGH SCHOOL | 60 | Algebra I End-of-Course Assessment | | 50 | 10 | 500 | 700 |
| 1751 | MIRAMAR HIGH SCHOOL | 60 | FCAT Mathematics Retake (High School) | | 50 | 2 | 100 | 100 |
| 1751 | MIRAMAR HIGH SCHOOL | 60 | Grade 10 Mathematics FCAT | | 50 | 15 | 750 | 691 |
| 1752 | WHISPERING PINES SCHOOL | 17 | Algebra I End-of-Course Assessment | | 11 | 10 | 110 | 40 |
| 1752 | WHISPERING PINES SCHOOL | 17 | FCAT Mathematics Retake (High School) | | 11 | 5 | 55 | 10 |
| 1752 | WHISPERING PINES SCHOOL | 17 | Grade 10 Mathematics FCAT | | 13 | 5 | 65 | 30 |
| 1791 | APOLLO MIDDLE SCHOOL | 29 | Algebra I End-of-Course Assessment | | 23 | 1 | 23 | 23 |
| 1791 | APOLLO MIDDLE SCHOOL | 29 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 1791 | APOLLO MIDDLE SCHOOL | 29 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 1871 | CRYSTAL LAKE COMMUNITY MIDDLE | 208 | Algebra I End-of-Course Assessment | | 55 | 5 | 275 | 263 |
| 1871 | CRYSTAL LAKE COMMUNITY MIDDLE | 208 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 1871 | CRYSTAL LAKE COMMUNITY MIDDLE | 208 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 1881 | PINES MIDDLE SCHOOL | 111 | Algebra I End-of-Course Assessment | | 75 | 3 | 225 | 144 |

**Broward County Public Schools
Computer Based Testing Readiness Certification Results Summary**

| School ID | School | Computers | Test Name | Test Not Applicable | Students Tested Concurrently | Sessions per Week | Estimated number tested | Estimated number needed |
|-----------|--------------------------------------|-----------|---------------------------------------|---------------------|------------------------------|-------------------|-------------------------|-------------------------|
| 1881 | PINES MIDDLE SCHOOL | 111 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 1881 | PINES MIDDLE SCHOOL | 111 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 1891 | SEMINOLE MIDDLE SCHOOL | 46 | Algebra I End-of-Course Assessment | | 46 | 5 | 230 | 203 |
| 1891 | SEMINOLE MIDDLE SCHOOL | 46 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 1891 | SEMINOLE MIDDLE SCHOOL | 46 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 1901 | PIPER HIGH SCHOOL | 243 | Algebra I End-of-Course Assessment | | 225 | 5 | 1125 | 1014 |
| 1901 | PIPER HIGH SCHOOL | 243 | FCAT Mathematics Retake (High School) | | 34 | 5 | 170 | 166 |
| 1901 | PIPER HIGH SCHOOL | 243 | Grade 10 Mathematics FCAT | | 200 | 4 | 800 | 671 |
| 1931 | COOPER CITY HIGH SCHOOL | 138 | Algebra I End-of-Course Assessment | | 138 | 5 | 690 | 690 |
| 1931 | COOPER CITY HIGH SCHOOL | 138 | FCAT Mathematics Retake (High School) | | 36 | 2 | 72 | 36 |
| 1931 | COOPER CITY HIGH SCHOOL | 138 | Grade 10 Mathematics FCAT | | 138 | 5 | 690 | 584 |
| 2021 | GLADES MIDDLE SCHOOL | 347 | Algebra I End-of-Course Assessment | | 260 | 1 | 260 | 260 |
| 2021 | GLADES MIDDLE SCHOOL | 347 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 2021 | GLADES MIDDLE SCHOOL | 347 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 2041 | BEACHSIDE MONTESSORI VILLAGE | 144 | Algebra I End-of-Course Assessment | | 28 | 3 | 84 | 28 |
| 2041 | BEACHSIDE MONTESSORI VILLAGE | 144 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 2041 | BEACHSIDE MONTESSORI VILLAGE | 144 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 2052 | WESTPINE MIDDLE SCHOOL | 92 | Algebra I End-of-Course Assessment | | 75 | 4 | 300 | 243 |
| 2052 | WESTPINE MIDDLE SCHOOL | 92 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 2052 | WESTPINE MIDDLE SCHOOL | 92 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 2121 | JAMES S. RICKARDS MIDDLE SCHOOL | 347 | Algebra I End-of-Course Assessment | | 65 | 1 | 65 | 65 |
| 2121 | JAMES S. RICKARDS MIDDLE SCHOOL | 347 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 2121 | JAMES S. RICKARDS MIDDLE SCHOOL | 347 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 2123 | CYPRESS RUN ALTERNATIVE/ESE | 23 | Algebra I End-of-Course Assessment | | 16 | 4 | 64 | 50 |
| 2123 | CYPRESS RUN ALTERNATIVE/ESE | 23 | FCAT Mathematics Retake (High School) | | 14 | 1 | 14 | 7 |
| 2123 | CYPRESS RUN ALTERNATIVE/ESE | 23 | Grade 10 Mathematics FCAT | | 20 | 1 | 20 | 13 |
| 2221 | ATLANTIC TECHNICAL CENTER | 163 | Algebra I End-of-Course Assessment | | 150 | 1 | 150 | 148 |
| 2221 | ATLANTIC TECHNICAL CENTER | 163 | FCAT Mathematics Retake (High School) | NA | | | | 1 |
| 2221 | ATLANTIC TECHNICAL CENTER | 163 | Grade 10 Mathematics FCAT | | 150 | 1 | 150 | 138 |
| 2351 | SOUTH PLANTATION HIGH SCHOOL | 120 | Algebra I End-of-Course Assessment | | 120 | 10 | 1200 | 800 |
| 2351 | SOUTH PLANTATION HIGH SCHOOL | 120 | FCAT Mathematics Retake (High School) | | 120 | 5 | 600 | 88 |
| 2351 | SOUTH PLANTATION HIGH SCHOOL | 120 | Grade 10 Mathematics FCAT | | 120 | 5 | 600 | 576 |
| 2561 | CORAL SPRINGS MIDDLE SCHOOL | 777 | Algebra I End-of-Course Assessment | | 45 | 10 | 450 | 190 |
| 2561 | CORAL SPRINGS MIDDLE SCHOOL | 777 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 2561 | CORAL SPRINGS MIDDLE SCHOOL | 777 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 2571 | PIONEER MIDDLE SCHOOL | 72 | Algebra I End-of-Course Assessment | | 70 | 2 | 140 | 126 |
| 2571 | PIONEER MIDDLE SCHOOL | 72 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 2571 | PIONEER MIDDLE SCHOOL | 72 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 2611 | BAIR MIDDLE SCHOOL | 185 | Algebra I End-of-Course Assessment | | 39 | 3 | 117 | 117 |
| 2611 | BAIR MIDDLE SCHOOL | 185 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 2611 | BAIR MIDDLE SCHOOL | 185 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 2711 | RAMBLEWOOD MIDDLE SCHOOL | 55 | Algebra I End-of-Course Assessment | | 50 | 6 | 300 | 150 |
| 2711 | RAMBLEWOOD MIDDLE SCHOOL | 55 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 2711 | RAMBLEWOOD MIDDLE SCHOOL | 55 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 2751 | J. P. TARAVELLA HIGH SCHOOL | 693 | Algebra I End-of-Course Assessment | | 236 | 5 | 1180 | 1000 |
| 2751 | J. P. TARAVELLA HIGH SCHOOL | 693 | FCAT Mathematics Retake (High School) | | 120 | 1 | 120 | 87 |
| 2751 | J. P. TARAVELLA HIGH SCHOOL | 693 | Grade 10 Mathematics FCAT | | 255 | 3 | 765 | 727 |
| 2831 | WESTERN HIGH SCHOOL | 94 | Algebra I End-of-Course Assessment | | 94 | 10 | 940 | 938 |
| 2831 | WESTERN HIGH SCHOOL | 94 | FCAT Mathematics Retake (High School) | | 60 | 3 | 180 | 75 |
| 2831 | WESTERN HIGH SCHOOL | 94 | Grade 10 Mathematics FCAT | | 80 | 10 | 800 | 776 |
| 2971 | SILVER LAKES MIDDLE SCHOOL | 124 | Algebra I End-of-Course Assessment | | 25 | 2 | 50 | 43 |
| 2971 | SILVER LAKES MIDDLE SCHOOL | 124 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 2971 | SILVER LAKES MIDDLE SCHOOL | 124 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 3001 | WALTER C. YOUNG MIDDLE SCHOOL | 328 | Algebra I End-of-Course Assessment | | 155 | 5 | 775 | 212 |
| 3001 | WALTER C. YOUNG MIDDLE SCHOOL | 328 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 3001 | WALTER C. YOUNG MIDDLE SCHOOL | 328 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 3011 | MARJORY STONEMAN DOUGLAS HIGH SCHOOL | 593 | Algebra I End-of-Course Assessment | | 354 | 3 | 1062 | 1061 |
| 3011 | MARJORY STONEMAN DOUGLAS HIGH SCHOOL | 593 | FCAT Mathematics Retake (High School) | | 142 | 1 | 142 | 54 |
| 3011 | MARJORY STONEMAN DOUGLAS HIGH SCHOOL | 593 | Grade 10 Mathematics FCAT | | 422 | 2 | 844 | 843 |
| 3051 | FOREST GLEN MIDDLE SCHOOL | 120 | Algebra I End-of-Course Assessment | | 115 | 5 | 575 | 174 |
| 3051 | FOREST GLEN MIDDLE SCHOOL | 120 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 3051 | FOREST GLEN MIDDLE SCHOOL | 120 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 3101 | LYONS CREEK MIDDLE SCHOOL | 453 | Algebra I End-of-Course Assessment | | 160 | 10 | 1600 | 153 |
| 3101 | LYONS CREEK MIDDLE SCHOOL | 453 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 3101 | LYONS CREEK MIDDLE SCHOOL | 453 | Grade 10 Mathematics FCAT | NA | | | | 0 |

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|-----------|---|-----------|---------------------------------------|---------------------|------------------------------|-------------------|-------------------------|-------------------------|
| 3151 | TEQUESTA TRACE MIDDLE SCHOOL | 66 | Algebra I End-of-Course Assessment | | 66 | 10 | 660 | 248 |
| 3151 | TEQUESTA TRACE MIDDLE SCHOOL | 66 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 3151 | TEQUESTA TRACE MIDDLE SCHOOL | 66 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 3222 | CROSS CREEK SCHOOL | 43 | Algebra I End-of-Course Assessment | | 19 | 2 | 38 | 38 |
| 3222 | CROSS CREEK SCHOOL | 43 | FCAT Mathematics Retake (High School) | | 1 | 1 | 1 | 1 |
| 3222 | CROSS CREEK SCHOOL | 43 | Grade 10 Mathematics FCAT | | 18 | 1 | 18 | 18 |
| 3331 | SILVER TRAIL MIDDLE SCHOOL | 57 | Algebra I End-of-Course Assessment | | 57 | 5 | 285 | 266 |
| 3331 | SILVER TRAIL MIDDLE SCHOOL | 57 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 3331 | SILVER TRAIL MIDDLE SCHOOL | 57 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 3391 | CHARLES W FLANAGAN HIGH SCHOOL | 142 | Algebra I End-of-Course Assessment | | 142 | 8 | 1136 | 1018 |
| 3391 | CHARLES W FLANAGAN HIGH SCHOOL | 142 | FCAT Mathematics Retake (High School) | | 142 | 5 | 710 | 129 |
| 3391 | CHARLES W FLANAGAN HIGH SCHOOL | 142 | Grade 10 Mathematics FCAT | | 142 | 7 | 994 | 819 |
| 3431 | SAWGRASS SPRINGS MIDDLE SCHOOL | 363 | Algebra I End-of-Course Assessment | | 45 | 5 | 225 | 211 |
| 3431 | SAWGRASS SPRINGS MIDDLE SCHOOL | 363 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 3431 | SAWGRASS SPRINGS MIDDLE SCHOOL | 363 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 3471 | INDIAN RIDGE MIDDLE SCHOOL | 90 | Algebra I End-of-Course Assessment | | 90 | 3 | 270 | 266 |
| 3471 | INDIAN RIDGE MIDDLE SCHOOL | 90 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 3471 | INDIAN RIDGE MIDDLE SCHOOL | 90 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 3541 | MONARCH HIGH SCHOOL | 1119 | Algebra I End-of-Course Assessment | | 120 | 6 | 720 | 634 |
| 3541 | MONARCH HIGH SCHOOL | 1119 | FCAT Mathematics Retake (High School) | | 47 | 1 | 47 | 47 |
| 3541 | MONARCH HIGH SCHOOL | 1119 | Grade 10 Mathematics FCAT | | 100 | 6 | 600 | 507 |
| 3622 | FALCON COVE MIDDLE SCHOOL | 62 | Algebra I End-of-Course Assessment | | 62 | 10 | 620 | 393 |
| 3622 | FALCON COVE MIDDLE SCHOOL | 62 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 3622 | FALCON COVE MIDDLE SCHOOL | 62 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 3623 | CYPRESS BAY HIGH SCHOOL | 215 | Algebra I End-of-Course Assessment | | 215 | 9 | 1935 | 1242 |
| 3623 | CYPRESS BAY HIGH SCHOOL | 215 | FCAT Mathematics Retake (High School) | | 50 | 1 | 50 | 49 |
| 3623 | CYPRESS BAY HIGH SCHOOL | 215 | Grade 10 Mathematics FCAT | | 215 | 8 | 1720 | 971 |
| 3651 | DAVE THOMAS EDUCATION CENTER | 112 | Algebra I End-of-Course Assessment | | 112 | 10 | 1120 | 324 |
| 3651 | DAVE THOMAS EDUCATION CENTER | 112 | FCAT Mathematics Retake (High School) | | 112 | 5 | 560 | 110 |
| 3651 | DAVE THOMAS EDUCATION CENTER | 112 | Grade 10 Mathematics FCAT | | 75 | 10 | 750 | 182 |
| 3731 | EVERGLADES HIGH SCHOOL | 120 | Algebra I End-of-Course Assessment | | 120 | 10 | 1200 | 1080 |
| 3731 | EVERGLADES HIGH SCHOOL | 120 | FCAT Mathematics Retake (High School) | | 50 | 4 | 200 | 115 |
| 3731 | EVERGLADES HIGH SCHOOL | 120 | Grade 10 Mathematics FCAT | | 100 | 10 | 1000 | 709 |
| 3861 | CORAL GLADES HIGH SCHOOL | 203 | Algebra I End-of-Course Assessment | | 150 | 5 | 750 | 735 |
| 3861 | CORAL GLADES HIGH SCHOOL | 203 | FCAT Mathematics Retake (High School) | | 146 | 1 | 146 | 70 |
| 3861 | CORAL GLADES HIGH SCHOOL | 203 | Grade 10 Mathematics FCAT | | 200 | 3 | 600 | 546 |
| 3871 | WESTGLADES MIDDLE SCHOOL | 236 | Algebra I End-of-Course Assessment | | 165 | 4 | 660 | 298 |
| 3871 | WESTGLADES MIDDLE SCHOOL | 236 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 3871 | WESTGLADES MIDDLE SCHOOL | 236 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 3911 | NEW RENAISSANCE MIDDLE SCHOOL | 60 | Algebra I End-of-Course Assessment | | 40 | 4 | 160 | 140 |
| 3911 | NEW RENAISSANCE MIDDLE SCHOOL | 60 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 3911 | NEW RENAISSANCE MIDDLE SCHOOL | 60 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 3931 | GULFSTREAM MIDDLE SCHOOL | 138 | Algebra I End-of-Course Assessment | | 21 | 1 | 21 | 21 |
| 3931 | GULFSTREAM MIDDLE SCHOOL | 138 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 3931 | GULFSTREAM MIDDLE SCHOOL | 138 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 3971 | WEST BROWARD HIGH SCHOOL | 242 | Algebra I End-of-Course Assessment | | 223 | 5 | 1115 | 679 |
| 3971 | WEST BROWARD HIGH SCHOOL | 242 | FCAT Mathematics Retake (High School) | | 75 | 1 | 75 | 39 |
| 3971 | WEST BROWARD HIGH SCHOOL | 242 | Grade 10 Mathematics FCAT | | 225 | 5 | 1125 | 718 |
| 4702 | ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL | 133 | Algebra I End-of-Course Assessment | | 15 | 3 | 45 | 20 |
| 4702 | ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL | 133 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 4702 | ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL | 133 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 4772 | MILLENNIUM MIDDLE SCHOOL | 52 | Algebra I End-of-Course Assessment | | 52 | 10 | 520 | 179 |
| 4772 | MILLENNIUM MIDDLE SCHOOL | 52 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 4772 | MILLENNIUM MIDDLE SCHOOL | 52 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5006 | SOMERSET CHARTER HIGH AT NORTH LAUDERDALE | 27 | Algebra I End-of-Course Assessment | | 20 | 3 | 60 | 40 |
| 5006 | SOMERSET CHARTER HIGH AT NORTH LAUDERDALE | 27 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5006 | SOMERSET CHARTER HIGH AT NORTH LAUDERDALE | 27 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5071 | SMART SCHOOL CHARTER MIDDLE | 63 | Algebra I End-of-Course Assessment | | 14 | 2 | 28 | 13 |
| 5071 | SMART SCHOOL CHARTER MIDDLE | 63 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 5071 | SMART SCHOOL CHARTER MIDDLE | 63 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 5081 | CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL | 111 | Algebra I End-of-Course Assessment | | 60 | 5 | 300 | 285 |
| 5081 | CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL | 111 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5081 | CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL | 111 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5091 | CITY OF CORAL SPRINGS CHARTER | 69 | Algebra I End-of-Course Assessment | | 69 | 5 | 345 | 322 |
| 5091 | CITY OF CORAL SPRINGS CHARTER | 69 | FCAT Mathematics Retake (High School) | | 69 | 5 | 345 | 8 |

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|-----------|--|-----------|---------------------------------------|---------------------|------------------------------|-------------------|-------------------------|-------------------------|
| 5091 | CITY OF CORAL SPRINGS CHARTER | 69 | Grade 10 Mathematics FCAT | | 69 | 5 | 345 | 231 |
| 5121 | CITY/PEMBROKE PINES CHARTER HIGH SCHOOL | 126 | Algebra I End-of-Course Assessment | | 120 | 4 | 480 | 453 |
| 5121 | CITY/PEMBROKE PINES CHARTER HIGH SCHOOL | 126 | FCAT Mathematics Retake (High School) | | 16 | 1 | 16 | 16 |
| 5121 | CITY/PEMBROKE PINES CHARTER HIGH SCHOOL | 126 | Grade 10 Mathematics FCAT | | 110 | 4 | 440 | 421 |
| 5151 | SOMERSET ACADEMY MIDDLE SCHOOL | 27 | Algebra I End-of-Course Assessment | | 27 | 5 | 135 | 132 |
| 5151 | SOMERSET ACADEMY MIDDLE SCHOOL | 27 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5151 | SOMERSET ACADEMY MIDDLE SCHOOL | 27 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 5181 | PARKWAY ACADEMY | 26 | Algebra I End-of-Course Assessment | | 26 | 6 | 156 | 147 |
| 5181 | PARKWAY ACADEMY | 26 | FCAT Mathematics Retake (High School) | | 26 | 5 | 130 | 13 |
| 5181 | PARKWAY ACADEMY | 26 | Grade 10 Mathematics FCAT | | 26 | 6 | 156 | 131 |
| 5221 | SOMERSET ACADEMY CHARTER HIGH | 146 | Algebra I End-of-Course Assessment | | 146 | 3 | 438 | 253 |
| 5221 | SOMERSET ACADEMY CHARTER HIGH | 146 | FCAT Mathematics Retake (High School) | | 75 | 2 | 150 | 13 |
| 5221 | SOMERSET ACADEMY CHARTER HIGH | 146 | Grade 10 Mathematics FCAT | | 146 | 2 | 292 | 152 |
| 5231 | EAGLE ACADEMY CHARTER SCHOOL | 63 | Algebra I End-of-Course Assessment | | 63 | 3 | 189 | 121 |
| 5231 | EAGLE ACADEMY CHARTER SCHOOL | 63 | FCAT Mathematics Retake (High School) | | 31 | 2 | 62 | 31 |
| 5231 | EAGLE ACADEMY CHARTER SCHOOL | 63 | Grade 10 Mathematics FCAT | | 63 | 3 | 189 | 67 |
| 5261 | IMAGINE AT N LAUDERDALE MIDDLE SCHOOL | 33 | Algebra I End-of-Course Assessment | | 23 | 1 | 23 | 23 |
| 5261 | IMAGINE AT N LAUDERDALE MIDDLE SCHOOL | 33 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5261 | IMAGINE AT N LAUDERDALE MIDDLE SCHOOL | 33 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5331 | DOLPHIN PARK HIGH | 138 | Algebra I End-of-Course Assessment | | 135 | 8 | 1080 | 124 |
| 5331 | DOLPHIN PARK HIGH | 138 | FCAT Mathematics Retake (High School) | | 70 | 5 | 350 | 29 |
| 5331 | DOLPHIN PARK HIGH | 138 | Grade 10 Mathematics FCAT | | 95 | 9 | 855 | 82 |
| 5341 | NORTH UNIVERSITY HIGH | 138 | Algebra I End-of-Course Assessment | | 20 | 10 | 200 | 94 |
| 5341 | NORTH UNIVERSITY HIGH | 138 | FCAT Mathematics Retake (High School) | | 80 | 5 | 400 | 69 |
| 5341 | NORTH UNIVERSITY HIGH | 138 | Grade 10 Mathematics FCAT | | 60 | 10 | 600 | 51 |
| 5351 | LAUDERHILL HIGH | 129 | Algebra I End-of-Course Assessment | | 100 | 3 | 300 | 231 |
| 5351 | LAUDERHILL HIGH | 129 | FCAT Mathematics Retake (High School) | | 129 | 1 | 129 | 62 |
| 5351 | LAUDERHILL HIGH | 129 | Grade 10 Mathematics FCAT | | 125 | 1 | 125 | 104 |
| 5356 | EAGLES NEST MIDDLE CHARTER SCHOOL | 39 | Algebra I End-of-Course Assessment | NA | | | | 0 |
| 5356 | EAGLES NEST MIDDLE CHARTER SCHOOL | 39 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5356 | EAGLES NEST MIDDLE CHARTER SCHOOL | 39 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5362 | HOLLYWOOD ACADEMY OF ARTS AND SCIENCE | 60 | Algebra I End-of-Course Assessment | | 10 | 10 | 100 | 70 |
| 5362 | HOLLYWOOD ACADEMY OF ARTS AND SCIENCE | 60 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 5362 | HOLLYWOOD ACADEMY OF ARTS AND SCIENCE | 60 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 5365 | LIFE SKILLS BROWARD COUNTY | 51 | Algebra I End-of-Course Assessment | | 51 | 10 | 510 | 134 |
| 5365 | LIFE SKILLS BROWARD COUNTY | 51 | FCAT Mathematics Retake (High School) | | 51 | 5 | 255 | 79 |
| 5365 | LIFE SKILLS BROWARD COUNTY | 51 | Grade 10 Mathematics FCAT | | 51 | 10 | 510 | 105 |
| 5371 | NORTH BROWARD ACADEMY OF EXCELLENCE | 53 | Algebra I End-of-Course Assessment | | 25 | 1 | 25 | 25 |
| 5371 | NORTH BROWARD ACADEMY OF EXCELLENCE | 53 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5371 | NORTH BROWARD ACADEMY OF EXCELLENCE | 53 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5395 | POMPANO CHARTER MIDDLE SCHOOL | 15 | Algebra I End-of-Course Assessment | NA | | | | 0 |
| 5395 | POMPANO CHARTER MIDDLE SCHOOL | 15 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5395 | POMPANO CHARTER MIDDLE SCHOOL | 15 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5396 | SOMERSET ARTS CONSERVATORY | 27 | Algebra I End-of-Course Assessment | | 27 | 2 | 54 | 23 |
| 5396 | SOMERSET ARTS CONSERVATORY | 27 | FCAT Mathematics Retake (High School) | | 5 | 2 | 10 | 1 |
| 5396 | SOMERSET ARTS CONSERVATORY | 27 | Grade 10 Mathematics FCAT | | 27 | 2 | 54 | 13 |
| 5406 | SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) | 197 | Algebra I End-of-Course Assessment | | 30 | 2 | 60 | 58 |
| 5406 | SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) | 197 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5406 | SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS) | 197 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5410 | BEN GAMLA CHARTER SCHOOL | 50 | Algebra I End-of-Course Assessment | | 27 | 1 | 27 | 27 |
| 5410 | BEN GAMLA CHARTER SCHOOL | 50 | FCAT Mathematics Retake (High School) | NA | | | | 0 |
| 5410 | BEN GAMLA CHARTER SCHOOL | 50 | Grade 10 Mathematics FCAT | NA | | | | 0 |
| 5412 | DISCOVERY MIDDLE CHARTER SCHOOL | 22 | Algebra I End-of-Course Assessment | | 10 | 5 | 50 | 29 |
| 5412 | DISCOVERY MIDDLE CHARTER SCHOOL | 22 | FCAT Mathematics Retake (High School) | NA | 0 | 0 | 0 | 0 |
| 5412 | DISCOVERY MIDDLE CHARTER SCHOOL | 22 | Grade 10 Mathematics FCAT | NA | 0 | 0 | 0 | 0 |
| 5416 | INTERNATIONAL SCHOOL OF BROWARD | 23 | Algebra I End-of-Course Assessment | | 23 | 3 | 69 | 56 |
| 5416 | INTERNATIONAL SCHOOL OF BROWARD | 23 | FCAT Mathematics Retake (High School) | | 5 | 1 | 5 | 5 |
| 5416 | INTERNATIONAL SCHOOL OF BROWARD | 23 | Grade 10 Mathematics FCAT | | 23 | 2 | 46 | 45 |
| 5481 | MAVERICKS HIGH OF CENTRAL BROWARD COUNTY | 46 | Algebra I End-of-Course Assessment | | 45 | 10 | 450 | 54 |
| 5481 | MAVERICKS HIGH OF CENTRAL BROWARD COUNTY | 46 | FCAT Mathematics Retake (High School) | | 15 | 4 | 60 | 0 |
| 5481 | MAVERICKS HIGH OF CENTRAL BROWARD COUNTY | 46 | Grade 10 Mathematics FCAT | | 40 | 8 | 320 | 27 |
| 6011 | BROWARD DETENTION CENTER | 42 | Algebra I End-of-Course Assessment | | 40 | 4 | 160 | 157 |
| 6011 | BROWARD DETENTION CENTER | 42 | FCAT Mathematics Retake (High School) | | 10 | 2 | 20 | 1 |
| 6011 | BROWARD DETENTION CENTER | 42 | Grade 10 Mathematics FCAT | | 20 | 2 | 40 | 19 |
| 6012 | THOMPSON ACADEMY | 62 | Algebra I End-of-Course Assessment | | 24 | 4 | 96 | 96 |

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|-----------|------------------------------------|-----------|---------------------------------------|---------------------|------------------------------|-------------------|-------------------------|-------------------------|
| 6012 | THOMPSON ACADEMY | 62 | FCAT Mathematics Retake (High School) | | 24 | 2 | 48 | 19 |
| 6012 | THOMPSON ACADEMY | 62 | Grade 10 Mathematics FCAT | | 24 | 2 | 48 | 40 |
| 6015 | BROWARD GIRLS ACADEMY | 2 | Algebra I End-of-Course Assessment | | 2 | 10 | 20 | 13 |
| 6015 | BROWARD GIRLS ACADEMY | 2 | FCAT Mathematics Retake (High School) | | 2 | 5 | 10 | 4 |
| 6015 | BROWARD GIRLS ACADEMY | 2 | Grade 10 Mathematics FCAT | | 2 | 30 | 60 | 14 |
| 6051 | AMIKIDS OF GREATER FORT LAUDERDALE | 13 | Algebra I End-of-Course Assessment | | 13 | 3 | 39 | 37 |
| 6051 | AMIKIDS OF GREATER FORT LAUDERDALE | 13 | FCAT Mathematics Retake (High School) | | 5 | 2 | 10 | 3 |
| 6051 | AMIKIDS OF GREATER FORT LAUDERDALE | 13 | Grade 10 Mathematics FCAT | | 13 | 2 | 26 | 17 |
| 6091 | PACE CENTER FOR GIRLS, INC. | 6 | Algebra I End-of-Course Assessment | | 5 | 5 | 25 | 57 |
| 6091 | PACE CENTER FOR GIRLS, INC. | 6 | FCAT Mathematics Retake (High School) | | 5 | 2 | 10 | 9 |
| 6091 | PACE CENTER FOR GIRLS, INC. | 6 | Grade 10 Mathematics FCAT | | 5 | 3 | 15 | 17 |
| 6501 | OFF CAMPUS LEARNING | 231 | Algebra I End-of-Course Assessment | | 100 | 3 | 300 | 268 |
| 6501 | OFF CAMPUS LEARNING | 231 | FCAT Mathematics Retake (High School) | | 112 | 2 | 224 | 112 |
| 6501 | OFF CAMPUS LEARNING | 231 | Grade 10 Mathematics FCAT | | 100 | 3 | 300 | 190 |
| 7004 | BROWARD VIRTUAL EDUCATION | 27 | Algebra I End-of-Course Assessment | | 25 | 3 | 75 | 72 |
| 7004 | BROWARD VIRTUAL EDUCATION | 27 | FCAT Mathematics Retake (High School) | | 12 | 1 | 12 | 5 |
| 7004 | BROWARD VIRTUAL EDUCATION | 27 | Grade 10 Mathematics FCAT | | 25 | 2 | 50 | 33 |



The School Board of Broward County, Florida
The Professional Growth Plan is required pursuant to Florida Statute 1012.98(4b) (5)

Professional **G**rowth **P**lan

| | | |
|--|--|--|
| | | |
|--|--|--|

Last Name **First Name** **Middle Initial**

| | |
|--------------------------------|------------------|
| School Site/Department: | _____ |
| School Year: | 2010-2011 |
| Administrator: | _____ |

No Child Left Behind (NCLB)

- I am highly qualified for my current teaching assignment(s). If my assignment changes, it will be my responsibility to ensure compliance with NCLB.
- I do not meet Highly Qualified status under No Child Left Behind (NCLB). To achieve Highly Qualified status I plan to meet the specific criteria for my subject area and grade level according to the NCLB Charts (available at www.browardschools.com/certification). My plan to obtain Highly Qualified status is _____
- Not applicable. Non-Core Subject Area.

ESOL Training Requirements

- I have met my ESOL training requirements.
- I am in the process of completing the ESOL training requirements for my current teaching assignment(s). I will comply with the requirements and timelines for completion based on the META Consent Decree. I began my courses _____ (Insert Date). I will complete them by _____ (Insert Date).

Student/Client Performance Data

Prior to participating in any professional learning activity, what is the previous year's baseline data on student/client needs?
Review all data from the previous year for current students/clients. Review the Sunshine State Standards. Prioritize area(s) that need to be strengthened. Pick one area. The statement should include % of mastery, the skill, and the type of assessment used for the baseline data.

Goal to Enhance/Improve Student/Client Performance

What is your SMART (Specific, Measurable, Attainable, Results-Oriented, Time-Bound) goal that is aligned to baseline data?

By May 2011 _____ (# or %) of students/clients will have demonstrated an increase _____ (# or %) _____ (Content Area) as evidenced by _____ (Type of Assessment)

Adequate Yearly Progress

What professional learning are you planning to participate in to help meet the needs of targeted subgroup(s) not making AYP?

Professional Learning Objective

What do you need to learn that will impact your students/clients achievement?

Write a statement identifying what is to be learned and how this will impact student/client achievement as stated in your goal. Your objective(s) should reflect the School Improvement Plan or your individual professional learning.

Professional Learning Courses

What is the focus of the course(s) you will attend to meet objective(s)?

- Assessment
- Communication
- Instructional Organization and Development
- Instructional Planning
- Classroom/Behavior Management
- Presentation of Subject Matter
- Content Area Professional Learning _____

Indicate Subject Area

Other: _____

| | | |
|--|--|--|
| | | |
|--|--|--|

Teacher Signature

PGP Initiation Date

Administrator Signature

Outcome(s): What was the impact of the professional learning on student/client achievement?

Summarize data captured from the assessment instrument in the goal describing how professional learning impacted student/client achievement.

How do you intend to share what you learned from your PGP Professional Learning? (Check all that apply)

- Action Research
- Department, Grade Level or Team Meeting
- Professional Learning Community
- Other: _____

| | | |
|--|--|--|
| | | |
|--|--|--|

Teacher Signature

PGP Final Review Date 157

Administrator Signature

Coconut Creek High School – School Schedule demonstrating extended learning time

"

| Subject | Target Group | Program | When |
|----------------|--|--|--|
| Science | 11 th grade | Period 8 Science (.5 credit) | Mon-Thur Starting 1/31/2011 |
| Reading | 9 th /10 th bubble/sliders @ Level 3 & 4 | Cougar Crunch V.I.P. (.5 credit) | Mon & Wed 2:45-4:45 Starting 1/10/11 |
| Reading | 9 th /10 th grade | Cougar Crunch All Star, (3,4,5 Star and Slider) | Mon & Wed 2:45-4:45 Starting 12/6/10 |
| Math | 10 th grade bubble/sliders | Pre-Algebra (.5 credit) | Mon-Thur Starting 1/31/2011 |
| Math | 9 & 10 grade | Algebra 1 Retake (.5 credit) for any student who failed first semester | Mon-Thur Starts 2/14/11 |
| Math " " | 9 th /10 th grade " " | Cougar Crunch All Star, (3,4,5 Star and Slider) " " | Mon & Wed 2:45-4:45 Starting 12/6/10 " " |

Larkdale Elementary – School Schedule demonstrating extended learning time

Larkdale Elementary operates Monday, Tuesday, and Wednesday from 3:00 - 5:00. The students are engaged in one hour of reading and rotate to a neighbor teacher to receive math. The two (2) teachers exchange the two (2) groups of students. The school will add an additional day, Thursdays, to incorporate writing for fourth graders and science for fifth graders. Students are supervised with a snack and homework by specified staff members from 2:00 - 3:00. The School has District bus transportation for all students who attend unless they are picked up by family members. The School offers extended learning opportunities to all students in grades 3 - 5 and their younger siblings as necessary to encourage participation by the older students.

"

Afterschool Camp - Student Master Schedule

"

| Student Teams | Block I 3:00 – 3:55 | Block 2 4:00 – 4:55 |
|---------------|------------------------|------------------------|
| Kindergarten | Reading Kowarski | Math Macrena |
| First Grade | Math Macrena | Reading Kowarski |
| Second Grade | Reading Lovell | Math Lovell |
| Grade 3A | Reading Juin | Math Walker |
| Grade 3B | Math Walker | Reading Juin |
| Grade 3C | Reading Jefferson | Math Washington |
| Grade 3D | Math Washington | Reading Jefferson |
| Grade 4A | Reading Callender | Math Williams |
| Grade 4B | Math Williams | Writing Callender |
| Grade 5A | Reading Singh | Math McKenzie |
| Grade 5B | Math McKenzie | Writing Singh |

Afterschool Camp
Teacher Master Schedule – Primary

| Block Times | Kowarski Room 953 | Macrena Room 951 | Lovell Room 959 |
|------------------------|----------------------------------|-------------------------------|----------------------------------|
| Block I 3:00 – 3:55 | Reading Kindergarten | Math 1 st Grade | Reading 2 nd Grade |
| Block 2 4:00 – 4:55 | Reading 1 st Grade | Math Kindergarten | Math 2 nd Grade |

Afterschool Camp
Teacher Master Schedule – Grade 3

| Block Times | Juin Room 905 | Walker Room 906 | Jefferson Room 904 | Washington Room 903 |
|------------------------|----------------------|------------------------|---------------------------|----------------------------|
| Block I 3:00 – 3:55 | Reading 3A | Math 3B | Reading 3C | Math 3D |
| Block 2 4:00 – 4:55 | Reading 3B | Math 3A | Reading 3D | Math 3C |

Afterschool Camp
Teacher Master Schedule – Grade 4

| Block Times | Callender Room 952 | Williams Room 958 |
|------------------------|---------------------------|--------------------------|
| Block I 3:00 – 3:55 | Reading Team 4A | Math Team 4B |
| Block 2 4:00 – 4:55 | Reading Team 4B | Math Team 4A |

Afterschool Camp
Teacher Master Schedule – Grade 5

| Block Times | Singh Room 956 | McKenzie Room 954 |
|------------------------|-----------------------|--------------------------|
| Block I 3:00 – 3:55 | Reading Team 5A | Math Team 5B |
| Block 2 4:00 – 4:55 | Reading Team 5B | Math Team 5A |



Sunland Park Elementary School – School Schedule demonstrating extended learning opportunities

SMART Camp 2010- 2011 Schedule

Start Date: September 21, 2010

End Date: March 29, 2011

Days of Operation: Tuesdays and Wednesdays

Teachers and Subject Areas

Third Grade:

- Ms. Johnson (Distance learning, Reading)
- Ms. Watson (Distance Learning, Math)

Fourth Grade:

- Ms. Monroe (Reading, Math)
- Ms. DeBerry (Writing)

Fifth Grade:

- Ms. Pinder (Reading)
- Ms. Morris (Math, Science)

Paraprofessional

* Ms. Brown (Homework Help, Snack, Tutoring)



| | | | | | |
|-----------------------------|---|---------------|---|---|-----------|
| Tuesdays | 2:00-2:30 2:30-3:00 Ms. Brown | | 3:00-3:45 3:45- 4:30 <i>*Groups A and B will Switch</i> Group A Group B | | 4:30-5:00 |
| 3rd Grade | Snack | Homework Help | Distance Learning Team Teach Ms Johnson/ Ms. Watson | Reading Team Teach Ms. Johnson/ Ms. Watson | Planning |
| 4th Grade | Snack | Homework Help | Writing Ms. DeBerry | Reading Ms. Monroe | Planning |
| 5th Grade | Snack | Homework Help | Science Ms. Morris | Reading Ms. Pinder | Planning |



3:00-4:30 Selected students will receive 1:1 tutoring in reading from Ms. Brown.



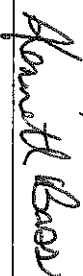
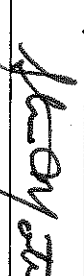
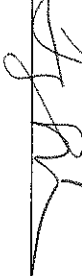
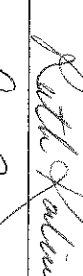


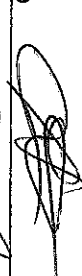


| | | | | | |
|-----------------------------|-------------------------------|----------------------|------------------------------------|--|-------------------|
| Wednesdays | 2:00-2:30 2:30-3:00 | | 3:00-3:45 3:45- 4:30 | | 4:30- 5:00 |
| | Ms. Brown | | *Groups A and B will Switch | | |
| | | | Group A | Group B | |
| 3rd Grade | Snack | Homework Help | Reading Ms. Johnson | Math Ms. Watson | Planning |
| 4th Grade | Snack | Homework Help | Writing Ms. DeBerry | Math Ms. Monroe | Planning |
| 5th Grade | Snack | Homework Help | Math Ms. Morris | Reading in Science Ms. Pinder | Planning |

3:00-4:30 Selected students will receive 1:1 tutoring in math from Ms. Brown

Charter School RTTT Meeting
 Broward County
 October 11, 2010

| School Name | Location Number | Principal or School Representative (Print Clearly) | Signature | Email Address | Phone Number |
|--|-----------------|--|------------------|--------------------------------------|----------------|
| IMAGINE SCHOOLS | | ROO SASSÉ | Roel Sasse | ROO.SASSE@IMAGINESCHOOLS.COM | 954-796-4744 |
| Imagine & Weston | 5111 | Jacquelyn Vernon | Jacquelyn Vernon | jacquelyn.vernon@imagine-schools.com | 954-654-3610 |
| IMAGINESHOLS | | Elsa Forthmuller | Elsa Forthmuller | elsa.forthmuller@imagine-schools.com | 954-796-4741 |
| Bergmark Charter Somerset Academy | | Marta Dent | Marta Dent | ndent@theacademice.org | 305-796-5710 |
| Somerset Charter Excelsior Charter Kids Choice Charter | 5393 | DR. Ruth Jacoby | DR. Ruth Jacoby | R.jacoby@SomersetAcademy.com | 305-796-5714 |
| PPCHS | | Raul Baez | Raul Baez | rbaez@excelsiorcharter.com | 954-336-7115 |
| PPCHS | | USA Mulhall | USA Mulhall | usa.mulhall@ppcs.com | 561-496-4034 |
| PPCHS | | Kathleen Rhodes | Kathleen Rhodes | Krhodes@excelsior.com | 561-347-7249 |
| PPCHS | | Cindy Rubshock | Cindy Rubshock | | |
| PPCS | | AWIL GOODWATER | AWIL GOODWATER | AWILGOODWATER@PPCHS.COM | 954-451-4884 |
| PPCS | | Charles Dodge | Charles Dodge | cdodge@ppines.com | 954-431-4884 |
| PPCS | 5121 | PETER BAYER | Peter Bayer | PBAYER@PPINES.COM | 954-535-3700 |
| PPCS | 5881+5831 | DENNIS FLORES | Dennis Flores | denisflores@ppinescharter.net | (954) 443-4847 |

Charter School RTTT Meeting
Broward County
October 11, 2010

| School Name | Location Number | Principal or School Representative (Print Clearly) | Signature | Email Address | Phone Number |
|---|-------------------------------------|--|--|--|------------------------------|
| Central Charter | 5041 | Tonya Dix |  | tdix@centralcharter5041.com | 954-735-295 |
| Central Charter | 5041 | Rosa Harrison |  | R.Harrison1475@ccr.com | 954-735-6285 |
| PPCS - Central Campus | 5051 5081 | Kenneth Bass |  | kbass@pinescharter.com | 954-332-3315 |
| Charter Schools USA Palm Beach Academy Sunshine Charter | 5381 5400 | Margie Plunkett Steven Montes | M. Plunkett  | mplunkett@charteredschoolsusa.com drmontes@parag.comcastbiz.net | 954-202-3500 954-925-0155 |
| The Charter School of Excellence | 5031 5394 5234 5026 5291 5201 | Tracy Nessel |  | tnessel@charteredschool.com | 954-635795 |
| | | Ruth Kalinsky |  | r.kalinsky@charteredschool.com | 954-721-8902 |
| Maria Rodriguez | ESS | BeBS |  | | |
| Florida Interactum Academy | | Roland A. Faulke |  | RolandA.Faulkes@gmail.com | 954-584-1824 |
| Observer | | Clementese L. Faulke |  | onebroward@usa.com | A |
| Guest | | Joy Bees |  | | 954-321-2155 |
| | | Karen Torres |  | Ktorres@browardschools.com | 754-321-2260 |



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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JAMES F. NOTTER
Superintendent of Schools

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Race to the Top Charter School Participation

The School Board of Broward County, Florida (SBBC) has provided my charter school with an opportunity to receive information regarding the LEA Scope of Work for Race to the Top funding. Charter schools have the following two options regarding participation in the plan:

1. Charter schools may participate in SBBC's Race to the Top (RTTT) initiative as it is approved by the Florida Department of Education;
- or
2. Charter schools may opt out of participation in the plan.

I understand that participating in the SBBC's Race to the Top initiative means that the charter school will meet the following requirements:

1. Ensure that all of the charter schools possess the technology to provide sufficient access to strategic tools for improved classroom instruction and computer-based assessment as certified by the State's online certification tool;
2. Access State data systems via the single sign-on portal (Virtual Counselor);
3. Use State data from a local instructional improvement system to improve instruction (Virtual Counselor);
4. Implement a Teacher and School Leader/Principal/Director Evaluation system that includes student growth measures;
5. Use evaluation results to improve how teachers and school leaders/principals/Directors are hired, placed/assigned, promoted, retained, dismissed, and compensated (pay for performance – using State criteria/IPAS/APAS/learning gains formula)
6. Participate in Professional Development focusing on the new common core standards, employing formative assessment, and employing principles of lesson study;
7. Participate in the evaluation of the fidelity of professional development offered through RTTT tied to student performance; and
8. Provide all necessary data to meet the deliverables for the evaluation of SBBC's RTTT program.

I have been provided access to the State's *Guidance for Charter School Participation* document and understand the responsibilities of participation. It is understood that SBBC will provide the same level of support, professional development or resources to my charter school as any district school receives through the Race to the Top funding. To protect the fidelity of the SBBC's plan, if the charter school chooses to participate, it will participate in all aspects of the plan and cannot select requirements for participation.

Information regarding the plan will be shared and updated with the charter schools at the same level as all district schools. The SBBC will assist charter schools in meeting the requirements of the plan.

Date: _____

Due Date: October 22, 2010

The charter school has read and understands the responsibilities of participation in Race to the Top.

_____ (Charter School Name) chooses to:

_____ OPT IN and participate in the Race to the Top initiative pending final approval by The School Board of Broward County, Florida.

_____ OPT OUT and not participate in the Race to the Top initiative as final decision.

Name of Principal (Please Print) _____ Signature of Principal _____

Name of Board Chair (Please Print) _____ Signature of Board Chair _____

This form is due to the Charter Schools Support Office no later than October 22, 2010. Please fax to 754-321-2138. If during the term of the Race to the Top Grant cycle, the principal or Charter School Board Chair changes, the designated charter school identified on this form is still held to the same OPT IN or OPT OUT standards as defined by previous signatory.

Charter schools that do not submit a form by the due date will automatically be OPTED OUT of the plan

APPENDIX J. Listing of Charter Schools Opt-in/Out

RTTT School Participation

| SCHOOL NAME | Loc. | Date Rec'd | Opt IN | Opt Out |
|------------------------------------|------|-------------|--------|---------|
| Ben Gamla Charter | 5410 | 10/19/10 | X | |
| Ben Gamla North Broward | 5001 | 10/19/10 | X | |
| Ben Gamla South Broward | 5392 | 10/20/10 | X | |
| Broward Community Charter | 5315 | 10/25/10 | X | |
| Broward Community Chrtr. Mid. | 5386 | 10/25/10 | X | |
| Broward Community Chrtr. West | 5403 | 10/25/10 | X | |
| Central Charter School | 5041 | 10/18/10 | X | |
| Charter Inst. Training Ctr. | 5131 | 10/26/10 | X | |
| Charter School of Excellence | 5031 | 10/21/10 | X | |
| Charter School of Exc. Ft. Laud. 2 | 5394 | 10/21/10 | X | |
| Charter School of Exc. @ Davie | 5271 | 10/21/10 | X | |
| Charter School of Exc. @ Davie 2 | 5026 | 10/21/10 | X | |
| Charter School of Exc. Tamarac 1 | 5201 | 10/21/10 | X | |
| Charter School of Exc. Tamarac 2 | 5291 | 10/21/10 | X | |
| Charter School of Exc. Riverland | 5281 | 10/21/10 | X | |
| Charter School of Exc. Riverland 2 | 5397 | 10/21/10 | X | |
| City of Coral Springs | 5091 | 10/21/10 | X | |
| City of Pembroke Pines Elem-W | 5051 | 10/21/10 | X | |
| City of Pembroke Pines Elem-E | 5051 | 10/21/10 | X | |
| City of Pembroke Pines Elem-C | 5051 | 10/21/10 | X | |
| City of Pembroke Pines Middle-W | 5081 | 10/21/10 | X | |
| City of Pembroke Pines Middle-C | 5081 | 10/21/10 | X | |
| City of Pembroke Pines High | 5121 | 10/21/10 | X | |
| Discovery Middle Charter | 5412 | 10/25/10 | X | |
| Dolphin Park High | 5331 | 10/22/10 | X | |
| Eagle Charter Academy | 5231 | 10/22/10 | | X |
| Eagles' Nest Elementary | 5355 | 10/26/10 | | X |
| Eagles' Nest Middle | 5356 | 10/26/10 | | X |
| Excelsior Charter of Broward | 5393 | No response | | X |
| Florida Intercultural Academy | 5361 | 10/14/10 | X | |
| Florida Intercultural Academy ML | 5414 | 10/19/10 | X | |
| Henry McNeal Turner | 5418 | 10/26/10 | | X |
| Hollywood Acad of Arts | 5325 | 10/21/10 | X | |
| Hollywood Academy of Arts | 5362 | 10/21/10 | X | |
| Imagine @ Broward | 5415 | 10/18/10 | X | |
| Imagine @ Broward Middle | 5024 | 10/22/10 | X | |
| Imagine @ North Lauderdale | 5171 | 10/20/10 | X | |
| Imagine @ N. L. - Middle | 5261 | 10/22/10 | X | |
| Imagine @ Weston | 5111 | 10/20/10 | X | |
| International School of Broward | 5416 | 10/27/10 | | X |
| Kidz Choice Charter | 5409 | 10/26/10 | | X |
| Lauderhill High | 5351 | 10/22/10 | X | |
| Life Skills | 5365 | 10/26/10 | | X |
| Mavericks High Central Broward | 5481 | 10/22/10 | | X |
| No. Broward Acad. of Exc. EL | 5161 | 10/21/10 | X | |
| North Broward Acad. Of Exc. ML | 5371 | 10/21/10 | X | |
| North University High | 5341 | 10/22/10 | X | |



Left message 10/26

Ms. Swanson Verbally Opt Out


Mr. Stein Verbally Opt Out












request, do **Kareen Torres**
Title: **Race to the Top : CAB**




Wednesday, November 03, 2010 8:25:02 AM
Page 1 of 1

From:  **Kareen Torres** Wednesday, October 20, 2010 1:54:20 PM 

Subject: Race to the Top

To:  Charter Principals: All

Cc:  Charter Governing Board  **Joanne W. Harrison**  Leslie M. Brown
 Jody A. Perry  Cecilia U. Guerrero  **JoAnn T. DiLallo**  Jackie Primeau
 **Diane Sedberry**  Theresa M. Silva  Kathleen Ginestra
 **Santreia D. Tanksley**

Attachments:  Broward Charter School Stakeholder.pdf 1.9M
 Race to the Top questions rev 101910.pdf 64K
 Broward FSOW 101310 1st Draft.pdf 1.1M

Dear Charter School Stakeholder,

Please review the attached documents regarding the Broward County Public Schools' Race to the Top initiative.

Kareen Torres, GPC, Grants Planner
Broward County Public Schools
Grants Administration and Government Programs
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301-3125
754-321-2260 Ktorres@browardschools.com

The School Board of Broward County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

Under Florida law, e-mail addresses, and all communications, including e-mail communications, made or received in connection with the transaction of School Board business are public records, which must be retained as required by law and must be disclosed upon receipt of a public records request, except as may be excluded by federal or state laws. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE Third Avenue • 14th Floor • Fort Lauderdale, FLORIDA 33301

Kareen Torres, Grants Planner
Grants Administration & Government Programs

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KEVIN P. TYNAN, Esq.

JAMES F. NOTTER
Superintendent of Schools

October 19, 2010

Dear Broward Charter School Stakeholder:

In our continuing effort to engage and inform you of the next steps in the Race To The Top (RTTT), attached please find the first draft Scope of Work and Questions and Answers (Q&As). As per the RTTT informational meeting on October 11, 2010, the charter school involvement is included in all state and federal required areas. The integration of charter school involvement is defined beginning on page 96. The District is waiting to receive more direction from the State on several questions; therefore the Q&As will come out on a regular basis with additional questions answered.

Continued updates and charter school input will be scheduled for the December 8, 2010 charter school principals' meeting. If you have any additional questions, please contact me at 754-321-2260.

Sincerely,

Kareen Torres

cc: Dr. Joanne W. Harrison, Deputy Superintendent, Educational Programs & Student Support Services
Leslie Brown, Executive Director, Educational Programs
Jody Perry, Director, Charter Schools Support
Governing Board

**Broward County Public Schools
Race to the Top
Frequently Asked Questions**

1. How will charters be involved in the development of teacher evaluation instruments? (10/19/10)

The District has organized committees that will be working on the teacher and principal evaluations. The committees have teachers, school and district administrators and some Broward Teachers Union representation. The District would include representation from the participating charters.

2. What is the per pupil allocation based on? (10/19/10)

The per-pupil allocation which was recommended by the State is based on the 2010-11 Twentieth Day Enrollment count.

3. If charters chose to develop their own systems, can they still participate? (10/19/10)

Charter schools can still participate if they choose to develop their own instructional improvement system, evaluation system, and compensation system.

4. What would be the guidelines for charters opting to create their own systems? (10/19/10)

Guidelines for charter schools have been or will be developed by the State. For local instructional improvement systems, the State will publish requirements in Year 1 prior to June 1, 2011. Charter schools (or a group of charter schools) that want to develop their own evaluation and compensation systems need to provide their proposed systems to the District and the District will review to ensure it meets the State requirements.

5. If charters opt in, will we be including them in the planning committees? (10/19/10)

Charter schools that indicate a desire to utilize the District's evaluation system will be allowed to collaborate in the development of the system.

6. What happens if their plans don't meet district criteria? (10/19/10)

The District will work with charter schools to ensure that all items that are developed meet the State/District criteria. The District is waiting on guidance from the State on what will happen if the charter school does not meet the criteria.

7. What are the charters' guidelines if they use their own teacher/administrator evaluation system? (10/19/10)

Charter schools that choose to use their own teacher/administrator evaluation system must meet the same requirements set forth in the RTTT Memorandum of Understanding (MOU), which are also included in the Florida Department of Education's Race to the Top Guidance for Charter School Participation.

8. Why were the charters not included in the planning so far? State wanted their representation in all processes. (10/19/10)

On October 11, 2010, the District held a meeting with the charter schools to obtain feedback and to provide information on the District's Scope of Work in order for charter schools to determine whether or not to participate in RTTT prior to the final submission deadline of the Final Scope of Work on November 9, 2010. This is in accordance to the requirement of charter school participation during the planning phase of the development of the LEA Final Scope of Work by the State as noted in the Florida Department of Education's Frequently Asked Questions (FAQ) Document found on the State's Web site. The FAQ is stated below:

Section (F): Charter Schools

2. Is it appropriate to plan to treat charter schools like traditional public schools during the planning phase of the development of the LEA Final Scope of Work (involving charter schools of the same level as all other public schools)?(9/3/10)

Charter Schools should be involved to the same degree as all other public schools. However, there may need to be more interaction with charter schools based on the fact that they have more flexibility to determine whether or not to participate in RTTT and, in some areas, whether to be included within the A Final Scope of Work or develop a plan of their own. On issues for which charter schools are able to develop their own plan, they may only do so provided that it meets the requirements of the MOU. For example, a charter school or group of charter schools may choose to develop their own teacher evaluation and compensation system separate from the LEA's collectively bargained plan. However, that plan must still meet the requirements set forth in the MOU in order for the charter school or group of charter schools to participate in RTTT.

9. Can charters participate in the "Developing Teachers and Leaders" professional development program? (10/19/10)



According to the Florida Department of Education's Guidance for Charter School Participation, all participating charter school personnel must participate in professional development programs developed with RTTT funds that focuses on the new common core standards, formative assessment, and the principles of lesson study, as well as professional development for teachers and administrators on the use of state level data systems.

10. Has the district had discussions with the union? What happens if the unions don't approve? What is the deadline for this? (10/19/10)


The Broward Teachers Union has been invited to participate and will continue to be included in the process. If the Broward Teachers Union ultimately does not sign off on by May 2010, the district will have to forfeit the remaining RTTT dollars.












Printed by: **Kareen Torres**
 Title: **Race to the Top : CAB**



Wednesday, November 03, 2010 8:26:45 AM
 Page 1 of 1

From:  **Kareen Torres** Friday, October 29, 2010 4:04:29 PM 

Subject: Race to the Top

To:  Charter Principals: All

Cc:  Charter Governing Board  **Joanne W. Harrison**  Leslie M. Brown
 Jody A. Perry  Cecilia U. Guerrero  **JoAnn T. DiLallo**  Jackie Primeau
 **Diane Sedberry**  Theresa M. Silva  Kathleen Ginestra
 **Santreia D. Tanksley**

Attachments:  Broward Chater School Stakeholder coverletter.pdf 512K
 RTTTGrantReview_Broward.pdf 33K

Dear Charter School Stakeholder,

Please review the attached documents regarding the Broward County Public Schools' Race to the Top initiative.

Kareen Torres, GPC, Grants Planner
 Broward County Public Schools
 Grants Administration and Government Programs
 600 Southeast Third Avenue, Fort Lauderdale, Florida 33301-3125
 754-321-2260 Ktorres@browardschools.com

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE Third Avenue • 14th Floor • Fort Lauderdale, FLORIDA 33301

Kareen Torres, Grants Planner
Grants Administration & Government Programs

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Superintendent of Schools

October 29, 2010

Dear Broward Charter School Stakeholder:

In our efforts to continuously keep all of the charter schools in the District that are participating in the Race to the Top program informed, attached please find the feedback from the Florida Department of Education staff for the District's Scope of Work. The feedback is being incorporated into the Final Scope of Work that will be submitted on November 9, 2010.

In Section F on page 6 of this document, you will find the State's feedback about the inclusion of charter schools in LEA planning. The same page also contains the State's feedback about the grant forms and online budget. Specific information about the memorandum of understanding (MOU) criterion 13, which pertains to charter schools, can be found on page 7.

If you have any questions, please contact me at 754-321-2260.

Sincerely,

Kareen Torres

cc: Dr. Joanne W. Harrison, Deputy Superintendent, Educational Programs & Student Support Services
Leslie Brown, Executive Director, Educational Programs
Jody Perry, Director, Charter Schools Support
Governing Board

CHARTER SCHOOL PRINCIPALS' MEETING
February 17, 2010

Location: Parkway Academy
7451 Riviera Blvd.
Miramar, FL 33028
954-961-2911

AGENDA

9:00 A.M. – 1:00 p.m.

Welcome.....Jody Perry, Director
Charter Schools Support

Topics:

- **Exceptional Student Education.....**Felicia Droze Starke
Due Process Coordinator
 - Charter Agreement – Students with Disabilities
 - Procedural Safeguards – Due Process and State Complaints

- **VPN Access for Charter Schools.....**Jeff Stanley, Director
School Applications/ETS

- **Charter Grants.....**Kareen Torres
Race to the Top Fund
Grants Administration

- **Updates and Reminders.....**Jody Perry and Maria Rodriguez
 - Major Area of Interest (MAI) Graduation Requirement – FLDOE letter
 - EPEP Requirement for Middle Schools
 - Charter School Staff Fingerprint Retention
 - Student Attendance Requirements – Policy 5.5
 - Haiti Relief Q & A
 - FCAT Accommodations
 - Governing Board Updates
 - Cell Phone Numbers and Email Addresses
 - Safety & Security Measures
 - Charter Implementation Grants

Closing Remarks

Leslie Brown, Executive Director
Educational Programs

Adjournment

Next Meeting: Wednesday, May 19, 2010

Thank you to Parkway Academy for hosting our Charter Principals' meeting!