

Race to the Top
Clay County Scope of Work

A. OVERARCHING PROJECT PLANS

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

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

Since the inception of the state's accountability and assessment system developed in 2002 to comply with the requirements of the No Child Left Behind Act, the School District of Clay County (SDCC) has been rated as an "A" district as determined by student performance in the areas of reading, mathematics, writing and science. The district's annual student performance data and designation as a "high performing district", confirms the district's ongoing commitment to improving student achievement and ensuring that all students graduate from high school with the college and career readiness skills needed to obtain a job in a field of choice.

As indicated in Form (A)1, the student goals and measures over the next five years will continue to increase in alignment with the goals of the State of Florida. By 2015, 85% of the students will graduate from high school and 74% will enter a community college or state university. This is an increasing challenge given the new highly rigorous graduation requirements facing our high school students. As a result, the culture of schools must change and a greater sense of urgency and accountability must be placed upon our teachers and leaders if the goal to have all students prepared to enter postsecondary and/or the workforce is going to be a reality for each child.

Through the implementation of Race to the Top initiatives, the School District of Clay County will decrease the number of non-proficient readers on FCAT 2.0 by 10 percent annually at each grade level and subgroup currently not meeting proficiency targets while increasing the percentage of students scoring at or above proficient on FCAT 2.0 by 2015, to or beyond the performance levels of the highest-performing districts. Currently, the School District of Clay County ranks in the top 10 scoring districts in most reporting categories and across most grade levels. Where this is not the case, the SDCC ranks within the top 14.

Over the course of the Race to the Top grant, the SDCC will develop and implement the following key initiatives:

- A teacher and administrator evaluation system that ensures a highly effective instructional staff at every school site as evidenced by student performance outcomes;
- A support system for teachers and administrators that provides professional development related to student need and performance practices;
- A data management system that provides relevant and timely student data from formative and benchmark assessments to teachers, administrators, parents and students;
- A data management system that provides school and district administrators with teacher performance data to support retention and evaluation decisions as well as to provide targeted support and guidance.

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- A revised salary and compensation system that offers reward for teachers and leaders who demonstrate increased and sustained growth in student performance;
- A curriculum redesign that will allow students increased opportunities for career based learning opportunities and access to an advanced course of study; and
- Expansion of the district's virtual school franchise to allow for greater school choice.

Currently, the SDCC has made significant revisions to its administrative appraisal system and will evaluate its effectiveness throughout its implementation during the 2010-2011 school year. Committees are established to work on the development of a teacher evaluation system as well as the acquisition of a new data management system. Extensive training throughout the district has begun on the concept of Lesson Study and a new face of professional development is spreading within schools across the district. Lesson Studies and Professional Learning Communities are primarily focused on the implementation of the newly adopted Next Generation Sunshine State Standards and the change in instructional beliefs and practices required to ensure students are able to meet and exceed these new rigorous standards.

As the teacher evaluation system and increased accountability requirements are established, the SDCC will work collaboratively to ensure consensus between the district and the bargaining unit is achieved. This will continue to be a challenge as teacher performance expectations rise and funding to provide adequate compensation decreases. An additional challenge for meeting the goals of Race to the Top includes the district's ability to provide technology access to its outlying urban areas of the county as well as adequate Internet access and computer availability at school sites for conducting on-line computer-based formative and progress monitoring assessments. However, through our collaborative work with community stakeholders, it is expected that the SDCC will continue to demonstrate its commitment to ensuring that all students graduate prepared for success in the 21st century as evidenced by securing a job that includes a salary that can support living expenses and is in a career of choice.

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

- Involvement of all stakeholders (e.g., parents, teachers, administrators, local institutions of higher education as appropriate, teachers' unions, business leaders, community organizations, etc.)
- Identification of the leadership/management team(s)
- Strategies for monitoring implementation
- An overall implementation timeline (i.e., Summary of Year One, Year Two, Year Three, Year Four). Detailed timelines are required in each Work Plan Table. Unless otherwise indicated in the MOU, all timelines shall reflect a complete implementation for all schools before the end of the grant period.
- A summary budget is required for all years of the grant period as well as detailed budgets for each activity within each reform area (submitted in web-based system). The release of funds will be contingent upon the successful progress toward completion of identified deliverables in the management plan and detailed budgets.

Enter narrative for (A)2. here:

The School District of Clay County has formed several key work teams including parents and community members that will prepare and submit the required implementation plan including timeline and budget for the proposed plan. The District Oversight Team will manage the overall implementation of RTTT and provide regular updates to the school board and all stakeholders regarding the status of the strategies and related outcomes for each of the three key projects. The Oversight Team will meet quarterly with

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representatives from the three project committees to review the progress of initiatives and collect data as it relates to project goals and outcomes. A district website will be maintained to communicate progress to all stakeholders regarding established work plans.

Race to the Top District Oversight Team

- Sharon Chapman, Asst. Superintendent for Instruction, Co-Chairperson
- Diane Kornegay, Director of School Improvement, P.D. and Assessments, Co- Chairperson
- Denise Adams, Deputy Superintendent
- Toni McCabe, Asst. Superintendent for Human Resources
- Alice Paulk, Supervisor for Career and Technical Education
- Neil Sanders, Director of Instructional Personnel
- Brian Phillips, Representative, Clay County Education Association (CCEA)
- Liz Crane, President, Clay County Education Association (CCEA)
- President, Clay County Education Foundation, Community Member

Standards and Assessment

- Paul Parker, Director of Career and Technical Education
- Alice Paulk, Supervisor of Career and Technical Education
- Steve Richards, Teacher, CCEA
- Mike Wingate, Director of Secondary Education
- Trisha Holland, Teachers, Curriculum Specialist
- Kathy Schofield, Parent
- Heather Sieger, Teacher, Curriculum Specialist
- Chief Information Officer
- Carolyn Grissom, Supervisor of Information Services
- Nancy Durham Parson, Teacher, CCEA
- Kathy Barnes, Teacher (CCEA)
- Lisa Webb, Teacher (CCEA)

Data Systems to Support Instruction

- Duane Weeks, Teacher, Information Services
- Eddie Adams, Programmer, Information Services
- Alisa Jones, Supervisor of Instructional Support Services
- Diane Kornegay, Director of School Improvement, P.D. and Assessments
- Sharon Chapman, Asst. Superintendent for Instruction
- Chief Information Officer
- Bruce McGuffey, Programmer, Information Services
- Trish Holland, Teacher, Curriculum Specialist
- Bill Ralls, District Technology Integration Specialist
- Linda Schriver, Parent
- Ruth Paine, Distance Learning Specialists
- Renna Lee Paiva, Teacher, CCEA
- Saryn Hatcher, Principal
- Jr. Nesi, Teacher (CCEA)

Great Teachers and Leaders:

Educator Preparation Programs

- Neil Sanders, Director of Instructional Personnel
- Karen Smith, SPRINT, University of North Florida
- Denise Cihlar, SPRINT, University of North Florida

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- Terry Stanilonis, Instructional Personnel Specialist
- Samantha Wright, Instructional Personnel Specialist
- Lea Rhoden, Teacher (CCEA)

Teacher and Leader Evaluation System

- Toni McCabe, Asst. Superintendent for Human Resources
- David Nix, Principal
- David McDonald, Principal
- David Broskie, Principal
- Janet Keskinen, Teacher (CCEA)
- Fran Harvey, Teacher (CCEA)
- Christy Fowler, Teacher (CCEA)
- Dylan Fagan, Teacher (CCEA)
- Jamie Howell, Teacher (CCEA)
- Mike Ford, Teacher (CCEA)
- Parent
- Community Partner

Salary and Compensation

- Denise Adams, Deputy Superintendent
- Patrick Capriola, Asst. Principal
- Pete McCabe, Principal
- Joyce Orsi, Principal
- Jeff Umbaugh, Principal
- Lynda Schmierer, Teacher (CCEA)
- Ray Fisher, Teacher (CCEA)
- Rick Eason, Teacher (CCEA)
- Cheryl Brown, Teacher (CCEA)
- Parent
- Community Partner

Professional Development

- Diane Kornegay, Director of School Improvement, P.D. and Assessment
- Hilda Manning, Professional Development Admin. Assistant
- Ilah Breen, Teacher (CCEA)
- Laura Magnasco, Teacher (CCEA)
- Sherry Walsh, Teacher (CCEA)
- Sharon Rodatz, Teacher (CCEA)
- Anne Slater, Teacher (CCEA)
- Anne Miller, Principal
- Angela Johnson, Asst. Principal
- Tommy Pittman, Parent
- Coleen Stoffa, School Psychologist

Standards and Assessment

Year 1

- Provide ongoing training for school administrators and teachers on the NGSSS and Common Core standards
- Provide district-wide training on the principles of lesson study.

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<ul style="list-style-type: none"> • Provide training for school administrators on the analysis of formative and progress monitoring assessment data • Revise the Student Progression Plan to increase number of STEM-related courses. • Complete Technology Readiness Tools as requested by DOE to ensure preparedness for computer-based assessments. • Institute a new CTE Aviation Academy at OLH.
<p>Year 2</p> <ul style="list-style-type: none"> • Implement Mathematics K-3 Formative Assessments as provided by DOE
<p>Year 3-4</p> <ul style="list-style-type: none"> • Through collaboration with other districts, develop/acquire formative, summative and benchmark assessments for all STEM related courses to which a state assessments is not provided.
<p>Year 2-4</p> <ul style="list-style-type: none"> • Ensure that data meetings exist at all school sites following each assessment window to analyze formative and progress monitoring data and develop related lesson study groups by grade levels/departments • Implement Aviation STEM Academy at OLH. • Increase number of assessment labs/computers as needed at all schools to increase availability of technology for computer-based testing.

Initiative	Total Budget	Funding Source
District Formative/ Progress Monitoring Assessments for STEM Courses	\$41,000	RTTT
OLH Aviation Academy	\$161,606	Perkins/Work Source Grants, Industry Certification Funds, Capital Improvement
Lesson Study and Standards Training	\$5,000	RTTT

Data Systems to Support Instruction

<p>Year 1</p> <ul style="list-style-type: none"> • Identify criteria for new instructional improvement/data system • Complete vendor presentations and select new instructional improvement/data system • Employ transition/data project manager
<p>Year 2</p> <ul style="list-style-type: none"> • Pilot instructional improvement/data system at one elementary, middle and high school • Begin data conversion
<p>Year 3</p> <ul style="list-style-type: none"> • Full implementation of instructional improvement/data system • Launch student/parent portal with single sign-on as developed by DOE • Conduct data system evaluation
<p>Years 1-4</p> <ul style="list-style-type: none"> • Provide data as requested to the DOE

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Years 2-4		
<ul style="list-style-type: none"> Provide extensive training opportunities on the use of the data system and the use of data to guide instructional decisions 		
Initiative	Total Budget	Funding Source
Instructional Improvement/data System to include Single Sign-on, Interface	\$867,582.00 \$205,781.00 (Annual Maintenance.) \$322,000.00 (Cont. Services)	RTTT District Funds
Data Project Manager	\$227,190.00	RTTT
Great Teachers and Leaders		
Year 1		
<ul style="list-style-type: none"> Develop and negotiate new teacher evaluation instrument with weighting of each indicator Pilot new school-based administrator annual evaluation system Negotiate salary schedule to comply with M.O.U. requirements Develop staffing plan to comply with M.O.U. requirements Submit re-developed administrator and teacher evaluation system to DOE Explore the implementation of a teacher residency program 		
Year 2		
<ul style="list-style-type: none"> Train all evaluation personnel Pilot teacher evaluation instrument and evaluation process Identify measures of student growth with assistance from DOE in determining models for use with non-FCAT standardized assessments and existing district assessments Implement new salary/compensation system with clearly defined salary differential Develop district-wide walkthrough instrument in alignment with revised Educator Accomplished Practices and new evaluation system indicators Collect feedback from teachers and evaluators 		
Year 3		
<ul style="list-style-type: none"> Full implementation of teacher evaluation for all teachers Pilot student performance/ growth model system using identified growth measures Provide an avenue for ongoing feedback from teachers and evaluators Employ single sign-on integration with DOE 		
Year 2-4		
<ul style="list-style-type: none"> Develop a system for determining student performance/growth measures and identify and acquire assessments formative and summative assessments for each grade level/content area 		
Year 2-4		
<ul style="list-style-type: none"> Recruitment, selection and training of peer mentors Submit data as requested to the DOE including teacher and principal evaluation data via Survey 5 		
Initiative	Total Budget	Funding Source
Differential/Incentive Pay System/Development	\$34,000	RTTT
Evaluation System Development and Implementation	\$5,000	RTTT
Assessment Development and	\$72,000	RTTT

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Acquisition		
Teacher Recruitment and Training	\$36,000	RTTT
Peer Mentor Training	\$8,000	Shultz Center Contract
<p>3. Indicate steps that the LEA will take to evaluate progress in implementing the project (in addition to participating in the statewide evaluation efforts).</p> <p>The district’s Instructional Leadership Team will provide the RTTT Oversight Team baseline, mid-year and end-of-year assessment data from district-wide formative and benchmark assessments. Additionally, annual data will be collected from the state regarding the high school accountability measures and data will be evaluated to measure progress toward reaching the established LEA targets. Implementation of the project’s initiatives will be monitored through quarterly meetings with the district’s RTTT Oversight Team. Work groups for the three categories; Standards and Assessment, Data Systems to Support Instruction and Great Teachers and Leaders will report on the implementation status of each deliverable. This information will be collected and shared with the school board and school superintendent. The district will maintain a RTTT project website where the status of each deliverable will be updated quarterly. This website will be available to the public via the district website.</p>		
<p>4. Provide an overview of how the LEA will ensure sustainability of RTTT reforms beyond the grant period.</p> <p>Initiatives and programs developed and implemented over the length of the RTTT grant period will be sustained based upon success as determined by ongoing program evaluations and related student outcomes. The District RTTT Oversight Committee will collect data to be reviewed quarterly by the School Board and district administration to establish priorities as identified in the district’s annual Strategic Plan.</p>		
<p>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.</p> <p>Additional funding sources to support the implementation of RTTT strategies include; Title II, School Improvement Grant, ERATE, Work Source Grant, Perkins Grant, Crown Consortium, Shultz Center contract, available competitive funding grants and available district funding sources.</p>		