

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100148

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
Additional Congressional Districts	e5
2. Standard Budget Sheet (ED 524)	e6
3. SF-424B - Assurances Non-Construction Programs	e8
4. Disclosure of Lobbying Activities	e10
5. ED 80-0013 Certification	e11
6. 427 GEPA	e12
GEPA Statement	e14
7. Dept of Education Supplemental Information for SF-424	e15

Narratives

1. Project Narrative - (Project Abstract...)	e16
Abstract	e17
2. Project Narrative - (Application Narrative...)	e18
TIF II Project Narrative	e19
3. Project Narrative - (High-Need Schools Documentation...)	e97
High-Need Schools Documentation	e98
4. Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)	e104
Letters of Commitment	e105
5. Project Narrative - (Other Attachments...)	e118
Other Attachments	e119
6. Budget Narrative - (Budget Narrative...)	e228
TIF II FINAL BUDGET	e229

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: School Board of Orange County, Florida

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

d. Address:

* Street1:	████████████████████
Street2:	
* City:	██████████
County:	██████████
State:	██
Province:	
* Country:	██████
* Zip / Postal Code:	██████

e. Organizational Unit:

Department Name:	Division Name:
Grant Services	Academic Services

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Jean
Middle Name:	G		

* Last Name: Floyd

Suffix:

Title: Senior Manager, Grant Services

Organizational Affiliation:

Grant Services, Orange County Public Schools, Florida

* Telephone
Number:

██████████

Fax Number:

██████████

* Email:

████████████████████

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-030909-005

Title:

Teacher Incentive Fund Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Orange County

*** 15. Descriptive Title of Applicant's Project:**

Teacher Incentive Fund II: One Vision, One Voice

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: FL008

* b. Program/Project: FL008

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title : Additional Congressional Districts

File : C:\Documents and Settings\13875\My Documents\Congressional Districts\Additional Congressional Districts Serving Orange County.pdf

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$	██████
b. Applicant	\$	██████
c. State	\$	
d. Local	\$	
e. Other	\$	
f. Program Income	\$	
g. TOTAL	\$	██████

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/1/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Ronald

Middle Name:

* Last Name: Blocker

Suffix:

Title: Superintendent

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

In addition to FL-008, additional Congressional Districts Serving Orange County include:

FL-003

FL-024



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 School Board of Orange County, F...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	█	█	█	█	█	█
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	█	█	█	█	█	█
8. Other	█	█	█	█	█	█
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	█	█	█	█	█	█
11. Training Stipends	█	█	█	█	█	█
12. Total Costs (lines 9-11)	█	█	█	█	█	█

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Florida Department of Education The Indirect Cost Rate is 3.75%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 School Board of Orange County, F...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. "794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Ronald Blocker

Title: Superintendent

Date Submitted: 06/30/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Ronald Blocker Title: Superintendent Applicant: School Board of Orange County, Florida Date: 07/01/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

School Board of Orange County, Florida
--

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Mr.	First Name: Ronald	Middle Name:
Last Name: Blocker	Suffix:	
Title: Superintendent		

Signature: _____	Date: 07/01/2010
------------------	------------------

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Statement

File : C:\Documents and Settings\13875\Desktop\1. FINAL TIF II ONE VISION, ONE VOICE\GEPA\GEPA - TIF 2010.pdf

GENERAL EDUCATION PROVISIONS ACT (GEPA)
Section 427
GEPA STATEMENT

The OCPS Teacher Incentive Fund program---entitled *TIFII: One Vision, One Voice*--- will be implemented through a differentiated compensation system that rewards excellence among educators who go the “extra mile”, not only leading and teaching in high need schools, but doing so with successful results in student achievement. The desired outcome is to increase student achievement in the targeted TIF schools by developing and rewarding high quality and effective teachers and administrators as measured by annual school and classroom level learning gains.

TIF II: One Vision, One Voice will provide performance pay and/or incentive funds and professional development to teachers, principals, assistant principals, paraprofessionals and other personnel in 15 Title I elementary schools. In addition, “other personnel” in the three highest need OCPS high schools and their seven Title I feeder middle schools served in an earlier TIF grant will participate. The targeted schools serve the largest percentages of OCPS students who are low income, minority and disadvantaged. All teachers, administrators, and paraprofessionals in the targeted schools will be eligible to participate if committing to the proposed TIF requirements.

Orange County Public Schools does not discriminate on the basis of gender, race, national origin, color, disability, or age and ensures equitable access to and participation in federally-assisted programs for students, teachers and other program beneficiaries with special needs. Any complaints or concerns will be investigated and resolved to ensure that the district and its departments are in full compliance with federal and State of Florida statutes.

All eligible participants in the TIF program will have equal access to the full range of programs and services. For example, appropriate modifications and/or accommodations will be identified to meet the needs of those with disabilities.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mrs. Suzanne Vendena

Address:

* Street1: ██████████
Street2:
* City: ██████
County: ██████
* State: ████████████████████

* Phone Number (give area code) Fax Number (give area code)
██████████ ██████████

Email Address:

██

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\13875\Desktop\1. FINAL TIF II ONE VISION, ONE VOICE\Abstrac\Abstrac - TIF II.pdf**

TEACHER INCENTIVE FUND II: ONE VISION, ONE VOICE
Orange County Public Schools, Florida
ABSTRACT

Orange County Public Schools (OCPS), the 10th largest school district in the nation and the fourth largest in Florida, proposes a Teacher Incentive Fund program entitled *Teacher Incentive Fund II: One Vision, One Voice* to implement a performance-based compensation system (PBCS) in 15 high need elementary schools which feed into the district's three highest need, low income, high minority high schools and their seven feeder Title I middle schools. These secondary schools were targeted in a TIF grant funded in 2007.

This proposal will focus on two target populations: (1) teachers, principals, paraprofessionals and other school-based certified educators in the 15 targeted elementary schools; and (2) other certified teachers working in the secondary schools targeted in the 2007 TIF program, but who were not served, including guidance counselors, deans, resource teachers, media specialists, academic coaches and other certified teachers. Building on *TIF I*, the proposed *TIF II: One Vision, One Voice* will potentially serve 715 classroom teachers, 30 principals and assistant principals, 59 other certified educators, and 139 paraprofessionals per year in the targeted schools.

The objectives are to increase the number of highly effective teachers and administrators in high need schools through implementation of a PBCS that rewards educators primarily based on student growth; offer high quality professional development to teachers, principals and paraprofessionals; recruit and retain highly effective teachers and principals; and develop a data system that links student achievement data with the performance-based compensation system, professional development, and evaluation of teachers and administrators.

The result of the *TIF II: One Vision, One Voice* initiative, aligned with *Race to the Top* standards, will be a comprehensive PBCS in the district's highest need K-12 schools that supports effective teaching and improved student achievement.

Project Narrative

Application Narrative

Attachment 1:

Title: **TIF II Project Narrative Pages: 78** Uploaded File: **C:\Documents and Settings\13875\Desktop\1. FINAL TIF II ONE VISION, ONE VOICE\FINAL NARRATIVE\TIF II ONE VISION ONE VOICE Narrative.pdf**

Teacher Incentive Fund II: One Vision, One Voice
Teacher Incentive Fund Grant Program

TABLE OF CONTENTS

I. MANDATORY DOCUMENTS

- Application for Federal Assistance (ED Form 424)
- Department of Education Supplemental Information for SF-424
- Assurances -- Non-Construction Programs (Standard Form 424B)
- Disclosure of Lobbying Activities (Standard Form LLL)
- Certification Regarding Lobbying (ED 80-0013)
- GEPA Requirement

II. BUDGET

- Standard Budget Sheet (ED Form 524)
- Budget Narrative

III. PROJECT ABSTRACT

IV. PROJECT NARRATIVE

(a) NEED 1

1. The high-need schools whose educators would be part of the PBCS have difficulty:.. 13

 (i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education..... 13

 (ii) The high-need schools whose educators would be part of the PBCS have difficulty retaining highly qualified or effective teachers and principals..... 16

2. Student achievement in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels..... 17

3. A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established..... 23

(b) PROJECT DESIGN..... 23

1. The proposed PBCS is part of a proposed LEA or statewide strategy to reward teachers, principals, and other personnel in high-need schools based upon their effectiveness as determined in significant part by student growth..... 23

 (i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school’s teachers, principals, and other personnel includes valid and reliable measures of student growth..... 30

 (ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel that are of sufficient size to affect the behaviors of teacher, principal, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school..... 32

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be “effective” for the purposes of the proposed PBCS..... 33

2. Involvement and support of teachers, principals, and other personnel, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant..... 37

3. Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor, as well as classroom observations conducted at least twice during the school year..... 38

4. Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement data to teacher and principal payroll and human resources systems..... 39

5. Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS. 44

(c) ADEQUACY OF RESOURCES FOR THE PROPOSED PROJECT..... 55

1. The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks..... 55

2. The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively..... 64

3. The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources..... 68

4. The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project..... 69

(d) QUALITY OF LOCAL EVALUATION 70

1. Includes the use of strong and measurable performance objectives clearly related to the goals of the project for raising student achievement, increasing the effectiveness of teachers, principals, and other personnel, and retaining and recruiting effective teachers, principals, and other personnel..... 70

2. Will produce evaluation data that are quantitative and qualitative..... 73

3. Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project..... 73

V. MANDATORY ATTACHMENTS
High-Need Schools Documentation
Union, Teacher, Principal, Superintendent and Project Director Commitment Letters

VI. OTHER ATTACHMENTS

- Appendix A – Key Personnel Vitae or Job Descriptions
- Appendix B – OCPS One Vision, One Voice Framework for Teaching and Learning
- Appendix C - *TIF II: One Voice, One Vision* Organizational Chart
- Appendix D – Teacher Incentive Fund II Sample Earning Statements
- Appendix E – OCPS 11 Essential Outcomes
- Appendix F – TIF I and TIF II Core Elements
- Appendix G – Teacher and Administrator Current Assessments (To be revised for TIF elementary schools during the planning year)
- Appendix H – Intergovernmental Review of Federal Programs (Executive Order 12372)
- Appendix I – Indirect Cost Rate Agreement

**Teacher Incentive Fund II: One Vision, One Voice
Fiscal Year 2010**

PROJECT NARRATIVE

(a) NEED FOR THE PROJECT (10 points)

Orange County Public Schools (OCPS), the 10th largest school district in the nation and the fourth largest in Florida, proposes a Teacher Incentive Fund program---entitled *Teacher Incentive Fund II: One Vision, One Voice*---to implement a performance-based compensation system (PBCS) in the highest need elementary schools feeding into the district's three highest need high schools and their Title I middle schools. These secondary schools were targeted in a Teacher Incentive Fund (TIF I) grant funded in 2007.

The TIF II PBCS will be aligned with the research-based principles of the district's *One Vision, One Voice Framework for Teaching and Learning (Appendix A)* and meet the standards of the national Race to the Top initiative under the Great Teachers and Leaders' assurance. Under the proposed PBCS, to be reviewed and refined during a planning year with the involvement of all key stakeholders, the standards for measuring teacher and principal effectiveness will meet the following criteria (**ABSOLUTE PRIORITY 1**):

- Significant weight will be given to student growth based on objective data on student performance consistent with Florida's Race to the Top criteria as identified under a memorandum of understanding signed by the chairman of the School Board of Orange County, the OCPS superintendent, and the president of the Orange County Classroom Teachers Association (CTA), the teacher's union.
- Observation-based assessments of teacher and principal performance at multiple points in the year carried out by evaluators trained in using objective evidence-based rubrics for

observation and aligned with professional teaching standards, a process consistent with current procedures in the district and built into individual professional development plans;

- Includes multiple measures, such as evidence of leadership roles that increase the effectiveness of other teachers in the school or district.

Building on lessons learned through the district's first Teacher Incentive Fund grant (TIF I), the enhanced PBCS will be directly linked to student achievement, teacher and principal evaluations, and professional development through a newly designed and efficient data management system. The system will allow multiple sources of real time data to inform the PBCS. The PBCS will reward, at differentiated levels, excellence among educators who go the "extra mile", not only leading and teaching in high need schools, but doing so with successful results in student achievement.

Orange County Public Schools: The Orange County school district, located in Central Florida's Orlando metropolitan area, serves 175,363 kindergarten through 12th grade students in 180 schools within five regional learning communities. Of these, 141 schools have attained a grade of A or B under Florida's A+ Plan, up 15 from a year ago. Though graded an "A" district, OCPS remains a high need school district with more than **63 percent of students eligible for the free or reduced price meal program** and considered low income. The student population represents 64 percent white, 28 percent black, four percent Asian/Pacific Islander, and four percent from other ethnic/racial backgrounds. Some 68 percent of students are non-Hispanic and 32 percent are Hispanic. A highly diverse district, students are from 212 countries and speak 166 different languages and dialects. The project has the potential to be far reaching through serving students in 15 high need elementary schools, expanding incentives in existing 10 TIF I secondary schools, and establishing a K-12 PBCS model that can be replicated across the state and nation.

Background: Teacher Incentive Fund I

Three years ago OCPS was awarded a Teacher Incentive Fund grant to serve the district's three highest need, lowest performing high schools and their seven feeder Title I middle schools. Since that time, two of these high schools have increased their school grades from F to D. The 2010 reports indicate all remain at the "D" level. Orange County educators believe that all children deserve to be an "A" school and are preparing to take bolder measures to bring our lowest performing schools up to par. Under Florida's Race to the Top initiative, two of these high schools---Oak Ridge and Evans---and Memorial Middle School, also a TIF school, have been identified as being in the lowest five percent of struggling schools in the nation.

TIF II will expand the initiative to Title I feeder elementary schools and demonstrate a PBCS that meets even higher standards than those of TIF I. If Race to the Top funding becomes available, as anticipated, the district hopes to expand the new TIF II PBCS model to other schools, including the secondary TIF I schools.

Transition Plan to TIF II

OCPS is proposing a preliminary TIF II PBCS model that rewards, at differentiated levels, teachers, principals and paraprofessionals who demonstrate their effectiveness by improving student achievement and other measures. This model will be reviewed and refined by key stakeholders including teachers, administrators, paraprofessionals, and other personnel during a planning year. In TIF II Years 2-5, the district will implement the PBCS in the 15 targeted high need elementary schools. As the system is refined over the TIF II project period, the district will have a strong model that can be replicated.

The TIF I performance-based compensation system, approved by the U.S. Department of Education in 2007, will be implemented with "other personnel" in the TIF I secondary schools

during years 1 and 2 of the TIF II grant period. In Year 3 of the TIF II grant period, it is hoped that Florida’s Race to the Top proposal (Phase II) will be funded and in progress allowing the secondary TIF schools to transition to the improved TIF II PBCS model. **The result will be that the three highest need high schools and their Title I feeder elementary and middle schools will have implemented a sustainable PBCS model that recognizes and rewards the efforts of effective teachers, principals and paraprofessionals leading to improved student achievement in low income and high minority schools.** The proposed PBCS will also enhance and improve the district’s system for recruitment and retention of high quality educators.

TIF II CORE ELEMENTS		
	TIF I COHORT (Other Personnel)	TIF II Teachers, Principals/APs, Paraprofessionals and Other Personnel*
Plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS	YES, See <i>Appendix H</i>	NOT YET
Involvement and support of teachers, principals, and other personnel and unions in participating LEAs.	YES, TIF I 500 teachers and administrators are actively participating and support the proposed plan to add “other personnel.”	YES, but will be expanded through the TIF II Advisory Council and School-Based TIF Leadership Teams
Rigorous, transparent and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth.	YES, See <i>Appendix G</i>	NOT YET
A data-management system that can link student achievement data to teacher and principal payroll and human resources systems.	MANUAL, Link students and their academic achievements to their teachers and principals.	NOT YET, Plans for automation of data system
Plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.	YES, They sign an assurance stipulating all three elements required for incentive pay, including individual professional development plans, professional development through Harvard Wide World and College Board.	NOT YET

* *Planning year required for TIF II PBCS.*

TIF II Target Populations

There are two primary target populations under TIF II.

- **TIF I “OTHER PERSONNEL”:** The 10 TIF I schools (the district’s three highest need high schools and their feeder Title I middle schools) will expand their PBCS to “other personnel” to incentivize the remainder of their school leadership team, including deans, resource teachers, guidance counselors, media specialists, academic coaches and other certified educators.
- **TIF II ELEMENTARY SCHOOLS:** The 15 Title I elementary schools that feed into the TIF I middle and high schools will offer the PBCS opportunity to teachers, principals, assistant principals, deans, resource teachers, guidance counselors, media specialists, coaches and other certified educators. Paraprofessionals will be included in this PBCS plan. The criteria for the participating elementary schools includes: (1) Title I school with 90 percent or more students eligible for the free or reduced price meal program (FRM); (2) large percentages of students are reading below grade level (K-5 schools = 34 percent or more scoring below grade level on the Florida Comprehensive Assessment Test - FCAT); and (3) 70 percent or more of students are zoned for the TIF I high need middle and high schools. Grand Avenue Primary Learning Center, a Title I school serving students in kindergarten through second grade, is located in the highest urban crime area in metropolitan Orlando and is included as a targeted school. Since FCAT testing begins in third grade, their performance and needs are reflected using the following assessments: Developmental Reading Assessment (fluency and comprehension), Peabody Picture Vocabulary Test (vocabulary), Florida Assessment for Instruction of Reading, K-3 Writing Rubric, and G-Made (math).

ONE VISION, ONE VOICE TIF II TARGETED ELEMENTARY SCHOOLS															
	Total	Title I	# Free or Reduced Price Meal Eligibility	% Free or Reduced Price Meal Eligibility	Percent Reading below Grade Level (Below FCAT Level 3)	% Zoned for TIF MS	2008 DA* Category	2009 DA* Category	Zoned for Carver MS (# and %)	Zoned for Meadowbrook MS (# and %)	Zoned for Memorial MS (# and %)	Zoned for Robinswood MS (# and %)	Zoned for Walker MS (# and %)	Zoned for Westridge MS (# and %)	% Zoned for TIF MS (# and %)
Catalina ES	582	Y	535	97	42	100	CORRECT II	CORRECT II			582 100%				582 100%
Eccleston ES	480	Y	452	94	38	88			424 88%						424 88%
Grand Avenue PLC	422	Y	176	98	**	100					255 60%				255 60%
Hiawassee ES	824	Y	643	91	54	100	CORRECT II	CORRECT II				824 100%			824 100%
Ivey Lane ES	415	Y	318	99	53	100	CORRECT I	CORRECT II	246 59%	169 41%					415 100%
Lancaster ES	719	Y	686	93	34	100	CORRECT II	CORRECT I					719 100%		719 100%
Mollie Ray ES	625	Y	486	96	45	100	INTERVENE	CORRECT I	379 60%	247 40%					626 100%
Orlo Vista ES	629	Y	540	95	49	71	CORRECT II	CORRECT II	448 71%						448 71%
Palmetto ES	1179	Y	1037	92	47	84	CORRECT II	CORRECT I						991 84%	991 84%

ONE VISION, ONE VOICE TIF II TARGETED ELEMENTARY SCHOOLS															
	Total	Title I	# Free or Reduced Price Meal Eligibility	% Free or Reduced Price Meal Eligibility	Percent Reading below Grade Level (Below FCAT Level 3)	% Zoned for TIF MS	2008 DA* Category	2009 DA* Category	Zoned for Carver MS (# and %)	Zoned for Meadowbrook MS (# and %)	Zoned for Memorial MS (# and %)	Zoned for Robinswood MS (# and %)	Zoned for Walker MS (# and %)	Zoned for Westridge MS (# and %)	% Zoned for TIF MS (# and %)
Pine Hills ES	831	Y	699	94	37	100	CORRECT II	CORRECT I	555 67%			276 33%			831 100%
Pinewood ES	655	Y	555	90	36	100	PREVENT I	CORRECT I				655 100%			655 100%
Richmond Heights ES	385	Y	312	98	51	100	PREVENT I	CORRECT I	249 65%		136 35%				385 100%
Ridgewood Park ES	840	Y	733	94	46	100	CORRECT I	CORRECT I		840 100%					840 100%
Sadler ES	670	Y	676	95	53	100							100 15%	570 85%	670 100%
Shingle Creek ES	972	Y	962	93	49	100	CORRECT I	CORRECT I						972 100%	972 100%

* DA = Differentiated Accountability Model

TEACHER INCENTIVE FUND II: ONE VISION, ONE VOICE

TIF II GOAL: To increase student achievement in the targeted high need schools through developing and implementing a comprehensive performance-based compensation system (PBCS) for teachers, principals, and other personnel to increase educator effectiveness and student achievement, measured in significant part by student growth.

OBJECTIVE 1: Increase the number of highly effective teachers and administrators in high need schools through the implementation of a **performance-based compensation system** that rewards educators with performance and incentive pay primarily for increases in student achievement as documented by local and state assessments.

OBJECTIVE 2: Increase the content and pedagogical knowledge and skills of **teachers** serving students in high need schools through offering **high quality professional development to TIF participants** that is based on student data and instructional needs as documented by teacher individual professional development plans.

OBJECTIVE 3: Build school leadership knowledge and skills of **principals and assistant principals** through offering **high quality professional development to TIF participants** that is based on student data and instructional needs as documented by administrators' individual leadership development plans.

OBJECTIVE 4: Increase support for students, teachers and administrators through offering **professional development to paraprofessionals participating in TIF II** who work in the high need targeted schools as measured by teacher and administrator surveys and paraprofessional reflection logs.

OBJECTIVE 5: **Recruit and retain highly effective teachers and principals** in high need schools through the implementation of a performance-based compensation system that rewards

educators with performance and incentive pay for increases in student achievement and other factors as measured by an increase in the percentage of teachers and principals remaining in the high need schools who meet “highly effective” criteria.

OBJECTIVE 6: **Develop and implement a data system** that links student achievement data with the performance-based compensation system, professional development and evaluation of teachers and administrators as measured by the reports generated by the new data system.

ALIGNS WITH THE DISTRICT STRATEGIC PLAN:

One Vision, One Voice Framework for Teaching and Learning

TIF II: One Vision, One Voice is aligned with the district’s strategic plan entitled *One Vision, One Voice Framework for Teaching and Learning*. This framework defines the district’s nonnegotiable research-based strategies to support student achievement.

DISTRICT VISION: To be the top producer of successful students in the nation.

DISTRICT MISSION: To lead our students to success with the support and involvement of families and the community

DISTRICT GOALS: (1) Intense Focus on Student Achievement; (2) High-Performing and Dedicated Team; (3) Safe Learning and Working Environment; (4) Efficient Operations; and (5) Sustained Community Engagement.

The *One Vision, One Voice Framework for Teaching and Learning* aligns proven best practices with next generation Florida Sunshine State Standards to maximize learning for all students. *All schools* will use this framework for ongoing planning, teaching, and assessing student learning. OCPS is economically and demographically diverse serving a highly mobile student population. Using the framework promotes consistency, commitment and high performance of all educators in the district. The composition of this plan is designed to ensure

successful school protocol for K-12 curriculum implementation and continuous improvement measures to support teaching and learning at all levels. The Framework commits all OCPS educators to:

STUDENT SUCCESS - OCPS Strategic Plan Desired Outcomes

(OCPS Essential Outcomes, See Appendix E)

- Meet State Standards on FCAT – Reading, Math, Writing, and Science.
- Increase participation and performance in rigorous curriculum.
- Increase participation and performance on SAT/ACT.
- Close the Achievement Gap – Increase AYP percentages for all subgroups.
- Increase the graduation rate.

CONTENT – Next Generation Sunshine State Standards (NGSSS)

(Eventually to include internationally-benchmarked Common Core Standards)

- Next Generation Sunshine State Standards (NGSSS) provide the content to be taught.
Comprehensive Academic Achievement Plan (CAAP)

CULTURAL BEHAVIOR- Professional Learning Communities

The guiding principles of Professional Learning Communities (PLC) govern the behavior of our school professionals. The big ideas are: (1) Focus on Learning; (2) All students can learn and we are responsible to ensure learning occurs; (3) Focus on Collaborative Culture Time is specifically reserved for collaboration on teaching and learning; and (4) Focus on Results. Effectiveness is measured by results, not intentions.

PROCESS – Florida Continuous Improvement Model (FCIM)

The Florida Continuous Improvement Model (FCIM) is a systematic process for planning, teaching, assessing and reevaluating results. It is the road map that directs our actions.

Among its core principles, FCIM identifies a Plan-Do-Check-Act (PDCA) Instructional Cycle; PLAN- Data Disaggregation, Calendar Development; DO- Direct Instructional Focus; CHECK- Assessment, Maintenance, Monitoring; and ACT:- Tutorials, Enrichment.

INTERVENTIONS – Response to Intervention (RtI)

Response to Intervention (RtI) is a problem-solving process for determining effective interventions for students. The core principles are: (1) Teach all children effectively; (2) Use assessment to screen, diagnose and monitor progress; (3) Intervene early; (4) Use research-based intervention strategies; and (5) Use data to make instructional decisions.

CAPACITY DEVELOPMENT - Lesson Study

Lesson Study provides a structure for teachers to collaboratively plan, share, observe, record and analyze data to improve instruction. The key concepts are: (1) Collaborative planning; (2) Lesson observation by teachers; (3) Data collection and analysis guided by student thinking, learning, engagement and behavior; and (4) Reflection, refinement and re-teaching as necessary.

STATEMENT OF WORK - School Improvement Plan

The School Improvement Plan (SIP) is the written plan of how we will reach our goals each year. The critical elements include: Organize – Stakeholders plan and assess needs based on data; Plan – Stakeholders set goals and objectives, and, identify strategies and measures of success; Implement – Implement activities and monitor progress; and Sustain – Identify success of current plan, evaluate and adjust to sustain growth.

ALIGNS WITH RACE TO THE TOP (RTTT)

Based on lessons learned over time, Florida and its local education agencies recognize that performance pay programs must be based on valid growth measures, assessments, and observation instruments and evaluations. To address this priority, Florida has submitted a Race

to the Top (RTTT) grant application to the U.S. Department of Education which describes its plan to support school districts in implementing performance-based compensation systems to further develop great teachers and leaders.

The superintendent, chairman of the School Board and president of the Classroom Teachers Association (CTA) have signed Florida's Race to the Top Phase II Memorandum of Understanding (MOU) agreeing to be a participating local education agency under the program and to prepare a final scope of work involving *all key stakeholders*. Under the MOU, Florida indicates that participating LEAs will measure student growth based on the performance of students on state-required assessments or, for content areas and grade levels not assessed, on other assessments aligned to state standards (See page 24).

Florida's application includes funding to engage experts in the design of student growth models, assessments and value-added features which will benefit and help guide all participating LEAs. This plan coincides with the OCPS TIF II planning year.

Stakeholders include teachers, administrators (principals, assistant principals, learning community and district administrators), union representatives (teachers and classified employees), community representatives (government, business, industry, and the nonprofit sector), parents and students. OCPS is particularly committed to having teachers and principals contribute to the design of its PBCS and evaluation process.

Ultimately, the *TIF II: One Vision, One Voice* initiative will:

- **Improve student achievement** as measured by the Florida's Next Generation Sunshine State Standards and the new internationally benchmarked common core standards.
- **Recruit and retain highly effective teachers and administrators** to serve poor, minority, and disadvantaged students in high need schools.

- Offer **data-driven professional development** responding to student and teacher needs.
- Reward highly effective teachers, school leaders and paraprofessionals through implementation of a **performance-based compensation system (PBCS)**, collaboratively designed with the involvement of key stakeholders and which meets core element PBCS standards as defined by the Teacher Incentive Fund program.
- Develop, implement and refine a **data system** to support the proposed comprehensive performance-based compensation system, linking student and educator data housed in multiple sources (Education Data Warehouse, Information Management System and Human Resources' SAP system) to teacher and administrator performance evaluations, professional development, recruitment and retention of highly effective educators, and performance pay and incentives for teachers, administrators and paraprofessionals.

(1) The high need schools (as defined in this notice) whose educators would be part of the PBCS have difficulty--
(i) Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and

Teachers are crucial to the success of our students. Yet many of them are leaving their schools and the profession every year, particularly in poorer, lower-performing schools. Low salaries are believed to be one of the chief deterrents to becoming and remaining a teacher. An increasingly popular and effective recruitment and retention strategy is to provide financial incentives for excellence in teaching performance. Since the traditional teacher salary structure bases compensation on experience and degree level, it does not reward teachers in low performing schools for the extra time, more rigorous planning and higher levels of knowledge needed in order to significantly increase student achievement.

OCPS is targeting 25 of its lowest performing schools through TIF. These schools are

considered hard to staff, high need schools based on the poverty rate, Title I status, student achievement, and retention rate of the teachers. In 2007 OCPS received a Teacher Incentive Fund grant which targeted three high need high schools and their seven feeder middle schools. The retention rates at these schools increased from 55 percent in Year 1 to 71 percent in Year 2, demonstrating that incentive pay does affect retention of teachers in these schools. The ten schools in the TIF I grant will also participate in the TIF II grant through offering incentive pay to “other personnel” beyond classroom teachers, principals and assistant principals. In the TIF II proposal, 15 Title I elementary schools are also targeted. Their retention rates are reflected in the chart below. One of the targeted elementary schools, Grand Avenue Primary Learning Center, is unusual in that its teacher retention rate is 100 percent. The average of the other 14 schools is 67 percent and the average for the district is 83 percent.

TIF II ELEMENTARY SCHOOLS TEACHER RETENTION RATE									
Org Unit	Total Teachers	Retired	Dismissal	Resigned	Turnover Rate	Transfers	Trans Rate	Tot Turn Rate	Retention Rate
**** District Totals ****	12111	247	68	1713	16.8	-----	-----	16.8	83.2
CATALINA ELEMENTARY	51	0	0	10	19.6	17	33.3	52.9	47.1
ECCLESTON ELEMENTARY	41	1	0	4	12.2	5	12.2	24.4	75.6
GRAND AVENUE PLC	28	0	0	0	0	0	0	0	100.0
HIAWASSEE ELEMENTARY	53	0	0	17	32.1	7	13.2	45.3	54.7
IVEY LANE ELEMENTARY	26	0	2	8	38.5	7	26.9	65.4	34.6
LANCASTER ELEMENTARY	57	1	0	9	17.5	1	1.8	19.3	80.7
MOLLIE RAY ELEMENTARY	43	1	1	13	34.9	7	16.3	51.2	48.8
ORLO VISTA ELEMENTARY	52	2	0	10	23.1	2	3.9	26.9	73.1
PALMETTO ELEMENTARY	77	1	0	14	19.5	8	10.4	29.9	70.1
PINE HILLS ELEMENTARY	61	1	1	17	31.2	2	3.3	34.4	65.6
PINEWOOD ELEMENTARY	47	0	0	5	10.6	0	0	10.6	89.4
RICHMOND HEIGHTS ELEMENTARY	28	1	0	9	35.7	3	10.7	46.4	53.6
RIDGEWOOD PARK ELEMENTARY	51	2	0	6	15.7	1	2	17.7	82.3
SADLER ELEMENTARY	51	0	0	5	9.8	3	5.9	15.7	84.3
SHINGLE CREEK ELEMENTARY	59	0	1	13	23.7	3	5.1	28.8	71.2

Through *TIF II: One Vision, One Voice*, the OCPS Human Resources department and principals in the targeted schools will have the resources to recruit teachers and administrators to fill vacant positions through local, state and national venues. A recruiter is included in the budget request to expand the district's efforts to increase the pool of qualified applicants available to the high need schools. The TIF II recruiter will examine the qualifications of applicants to ensure that teacher candidates have been rated as effective or higher in their previous school-based performance evaluations. The recruiter will search inside the district as well as outside of the district for candidates with proven successful teaching records. Information on TIF II schools will be distributed to all LEA schools through flyers, brochures, the TIF website, newsletters, and email blasts to widely publicize the existence of the special performance-based compensation system incentives exclusively available at the targeted schools.

All teachers and administrators at the targeted schools meet the *No Child Left Behind* definition of "highly qualified" and are certified in their subject area. However, there are teachers and administrators in the district that far exceed those minimal standards. The National Board for Professional Teaching Standards (NBPTS) reports that 665 Orange County teachers have earned national certification, the profession's highest credential. Certification by NBPTS is recognized at both the state and federal levels as a strong indicator of teacher quality. These highly effective teachers are a rich resource for TIF recruitment.

The performance-based compensation system will enhance the current recruiting efforts by offering the teachers and administrators incentive funds for teaching effectively in these schools and participating in TIF. Funds will also be offered to math and science coaches who are certified in those two hard to staff subject areas. The math and science coaches will lend support and provide resources to the teachers in the targeted high need elementary schools.

(ii) Retaining highly qualified or effective teachers and principals.

Teachers are not staying at the hard to teach schools as documented by the chart below.

All 15 of these elementary schools are well established schools that have been in the district for many years. Yet the majority of the teacher workforce (48 percent) at these schools falls into the 0-5 years of experience in teaching. This demonstrates the need to have a PBCS that will reward excellent teachers for staying in the teaching profession and at these high need schools.

TIF II ELEMENTARY SCHOOLS							
Years Experience	0-2	3-5	6-10	11-15	16-20	20+	Total *
CATALINA	16	8	11	8	5	6	54
ECCLESTON	7	9	9	7	3	2	37
GRAND AVENUE	1	9	2	7	3	6	28
HIAWASSEE	27	16	10	4	5	4	66
IVEY LANE	12	7	6	1	1	5	32
LANCASTER	20	8	10	11	2	9	60
MOLLIE RAY	29	9	11	2	3	3	57
ORLO VISTA	12	4	10	4	4	19	53
PALMETTO	19	27	20	8	4	10	88
PINE HILLS	13	16	12	9	6	11	67
PINEWOOD	18	11	6	7	5	2	49
RICHMOND HEIGHTS	9	6	5	1	0	8	29
RIDGEWOOD PARK	16	7	11	2	4	18	58
SADLER	9	7	9	9	9	9	52
SHINGLE CREEK	18	18	11	11	5	10	73
Totals	226	162	143	91	59	122	803

* Count reflects number of teachers working in the school during the 2008-09 year including terminations/resignations.

Several recruitment initiatives are already in place and are providing promising results. The district recruitment plan will enhance its monetary incentives strategy with implementation of the TIF II PBCS. A key component of the OCPS Recruitment Plan is maintaining a strong relationship with colleges and universities well known for the solid reputation of their teacher preparation programs. These relationships provide the district with scores of well established

educators (alumni), particularly teachers in hard to staff subject areas such as math and science.

These innovative recruiting efforts will be used to deliver the message that, by teaching in one of the 25 selected high need schools in TIF II, teacher candidates will have an opportunity to earn incentive pay beyond what would be available to educators district-wide. With the added draw of additional incentive pay and attractive professional development opportunities, principals will have more candidates to choose from and will hire the most highly qualified.

OCPS was awarded a federally-funded **School Leadership Program** grant, entitled the *BRIDGE Leadership Program*, in 2009-10 which offers a **mentoring program for experienced principals to support new principals, assistant principals or teachers aspiring to be principals**. In addition, the BRIDGE program funds graduate level professional development in educational leadership, a stipend for mentoring, and other professional learning opportunities. The district's highest need schools have priority in receiving the mentoring services and school leadership training. It is conceivable that administrators in the targeted schools could earn points toward their TIF incentive pay for participating in the BRIDGE Leadership Program. The planning year will finalize those options. The preparation and support of this program will contribute to recruitment and retention of principals and assistant principals in high need schools.

(2) Student achievement (as defined in this notice) in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels;

There will be three main categories of student assessments:

- The **Florida Comprehensive Assessment Test (FCAT)** is a standardized test that assesses student achievement on the Sunshine State Standards (SSS) in reading (Grades 3-5), mathematics (Grades 3-5), science (Grade 5) and writing (Grade 4). The Developmental Scale Score is used to determine a student's annual progress. The FCAT Developmental

Scale for Reading and Mathematics ranges from 86 to 3008 across Grades 3-10.

- **Locally-created and standardized assessments** will be developed, aligned to state standards (under s.1008.22,F.S.), for content areas and grade levels not currently assessed on state-required assessments. These include, but are not limited to: Art Content & Performance, Physical Education/Health Content & Performance, Music Content and Performance, Science Non-FCAT grade levels, and Writing Non-FCAT grade levels.
- **Commercially-produced assessments** for primary grades Reading and Math.

Using these three broad categories nearly all students will be assessed in all subjects taught at the elementary level. This will improve alignment and raise the rigor across the district.

The State of Florida has been eager to lead LEA's toward implementing a PBCS. Both the state and the district have learned the level of quality assessments and the complexity of data management necessary to make a system both successful and sustainable. One of the keys is to create a single system that uses resources efficiently through an economy of scale. To the extent possible, we will use the value-added system set out by the state under Race to the Top (Phase II) to guide our calculations. The state plans to bring their considerable experience, expertise, and consultants to bear on creating a high quality system.

During the planning year, the commercially-produced assessment will be selected and the local assessments will be created and field-tested. Should the State of Florida receive the Race to the Top funding, they will be involved in the process of creating or collaborating on the non-FCAT assessments. The Art and PE will be a combination of content and performance. The following Art Test will be a model for creating a performance assessment.

Art Assessment as Model for Performance Assessment

Standard Art prompts appropriate for all grade levels such as “Draw a picture of this still life” will be administered to all grade levels. The images will be scanned and used to develop grade level standards and visual rubrics that that will allow multiple teachers to score the each drawing online using a continuous scale across the grade level. The scale will be anchored at the top by the quality as defined by AP Studio Art (i.e., college ready) and anchored at the bottom by the lowest Kindergarten scribbling. By leveraging technology and developing the infrastructure to support this rigorous and reliable scoring of a performance task, we will have a system that could be used to include performance type classes in value-added calculations. This methodology could be expanded to include other performance tasks and classes. As alignment, effective instruction, and time-on-task improve in response to rigorous assessment---as they have in so many subject areas---we would anticipate that the scales would need to be adjusted as the expectation and performance improve.

SNAPSHOT OF PARTICIPATING HIGH SCHOOLS AND THEIR FEEDER TITLE I MIDDLE AND ELEMENTARY SCHOOLS													
TIF Schools (Graduation Rate – District Average 77%)	2009 School Grade Per Florida Dept. of Ed.	Met Adequate Yearly Progress (AYP) 2009	% of Students Scoring Below Grade Level on 2010 FCAT Reading	% of Students Scoring Below Grade Level on 2010 FCAT Math	Title I % Poverty Report 2010 (Eligible for free/ reduced meals)	Exceptional Student Education (ESE) % 2008-09	Limited English Proficient (LEP) % 2008-09	Demographics % of Student Population In Each Racial/Ethnic Group 2008-2009					Student Enrollment 2008-2009
								White	Black	Hispanic	Asian	Am. Indian/ Multi-racial	
State/ District*Averages	A*	No/No*	39/40*	32/35*	50/49*	14/13	12/23	45/64*	23/28*	25/31	3/4*	7/4*	2,631,63/ 172,276*
Evans High (74%)	D	No	84	57	69	18	15	3	85	8	2	2	2,057
Oak Ridge High (72%)	D	No	82	55	66	14	31	10	48	37	3	1	2,171
Jones High (77%)	D	No	83	48.5	79	17	8	1	96	3	0	1	1,036
Carver Middle	C	No	59	64	89	22	15	2	90	6	1	1	803
Howard Middle	A	No	41	40	77	23	13	29	46	21	2	2	608
Meadowbrook Middle	B	No	50	49	91	15	25	2	77	18	1	2	1,154
Memorial Middle	D	No	59	67	71	15	35	3	87	8	1	1	772
Robinswood Middle	C	No	55	56	82	15	19	4	81	10	2	3	1,153
Walker Middle	C	No	53	49	80	16	40	22	16	54	5	2	1,117
Westridge Middle	C	No	54	65	91	13	51	4	50	41	4	2	1023

SNAPSHOT OF PARTICIPATING HIGH SCHOOLS AND THEIR FEEDER TITLE I MIDDLE AND ELEMENTARY SCHOOLS													
TIF Schools	2009 School Grade Per Florida Dept. of Ed.	Met Adequate Yearly Progress (AYP) 2009	% of Students Scoring Below Grade Level on 2010 FCAT Reading	% of Students Scoring Below Grade Level on 2010 FCAT Math	Title I % Poverty Report 2010 (Eligible for free/reduced meals)	Exceptional Student Education (ESE) % 2008-09	Limited English Proficient (LEP) % 2008-09	Demographics % of Student Population In Each Racial/Ethnic Group 2008-2009					Student Enrollment 2008-2009
								White	Black	Hispanic	Asian	Am. Indian/ Multi-racial	
Catalina Elementary	D	No	47	58	89	10	33	2	86	28	0	3	617
Eccleston Elementary	A	Yes	45	36	92	10	6	3	96	2	0	1	475
Hiawassee Elementary	B	No	52	56	87	12	28	2	87	6	1	4	737
Ivey Lane Elementary	D	No	54	50	99	11	5	1	94	5	0	1	353
Lancaster Elementary	A	No	38	41	86	9	65	11	19	64	3	2	758
Mollie Ray Elementary	A	Yes	49	42	95	11	14	2	91	6	1	1	524
Orlo Vista Elementary	B	No	37	38	92	13	26	10	74	12	2	2	615
Palmetto Elementary	C	No	50	61	92	9	56	3	63	31	1	2	1,116
Pine Hills Elementary	C	No	44	50	94	11	37	4	71	22	1	2	777
Pinewood Elementary	C	No	43	45	86	9	25	3	85	10	1	2	710
Richmond Heights Elem	A	No	52	36	95	11	4	0	93	6	0	1	309

SNAPSHOT OF PARTICIPATING HIGH SCHOOLS AND THEIR FEEDER TITLE I MIDDLE AND ELEMENTARY SCHOOLS													
TIF Schools	2009 School Grade Per Florida Dept. of Ed.	Met Adequate Yearly Progress (AYP) 2009	% of Students Scoring Below Grade Level on 2010 FCAT Reading	% of Students Scoring Below Grade Level on 2010 FCAT Math	Title I % Poverty Report 2010 (Eligible for free/reduced meals)	Exceptional Student Education (ESE) % 2008-09	Limited English Proficient (LEP) % 2008-09	Demographics % of Student Population In Each Racial/Ethnic Group 2008-2009					Student Enrollment 2008-2009
								White	Black	Hispanic	Asian	Am. Indian/ Multi-racial	
Ridgewood Park Elementary	A	No	49	45	93	9	29	5	74	18	1	4	763
Sadler Elementary	A	No	51	55	93	10	69	5	28	62	3	2	703
Shingle Creek Elementary	A	No	46	51	91	7	62	5	43	48	2	3	964
Grand Ave Primary Learning Center	Grand Avenue Primary Learning Center is K-2 and does not participate in the Florida Comprehensive Assessment Test				98	18	17	5	78	11	0	5	239

(3) A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.

The criteria used to select all schools under TIF I and TIF II were consistent with the highest need schools in the district. Comparable schools for the **TIF I secondary schools** will be the next tier of high schools selected based on lowest performing student achievement. These high schools and their Title I middle schools would then be the comparable schools. For comparable data, there are six Title I middle schools not targeted in TIF II.

TIF II elementary schools were selected, as well, based on highest need in middle and high school feeder patterns. Thus the comparable schools for these elementary schools would be based on academic need in reading, eligibility for the free or reduced price meal program, and those feeding into the TIF I middle and high schools.

Elementary schools that would be comparable to the targeted TIF II elementary schools would meet the following criteria:

- Title I, 90 percent or more students eligible for the free or reduced price meal program.
- Thirty-four percent or more students are reading below grade level according to FCAT.

The district has five elementary schools that meet these criteria. They include: Eagles’ Nest, Lake Weston, McCoy, Pineloch, and Rosemont elementary schools.

(b) PROJECT DESIGN (60 points)

(1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high need schools (as defined in this notice) based upon their effectiveness as determined in significant part by student growth (as defined in this notice).

Florida’s K-20 Education Next Generation Strategic Plan aligns with the national Race to the Top (RTTT) priorities. RTTT requires that teacher and principal effectiveness will be

determined by giving significant weight to student growth based on objective student performance data as defined in Florida's Race to the Top (Phase II) Memorandum of Understanding (MOU). As referenced on page 12, the MOU, signed by district and union leadership, indicates support for Florida's RTTT application:

FLORIDA'S RACE TO THE TOP PHASE II MOU:

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

(i) Measure student growth

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.

The Department will collaborate with an advisory body representing all stakeholders to develop a fair and transparent student growth model that takes into consideration unique student characteristics, challenges, and other factors that affect student performance.

District leadership, in collaboration with a local advisory board representing the Orange County Classroom Teachers Association, the Orange Education Support Professionals Association (OESPA), teachers, principals, paraprofessionals and community partners in the targeted school communities, will develop and implement a performance-based compensation system (PBCS) that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement measured in significant part (greater than 50 percent) on student growth.

TIF II PBCS PRELIMINARY PLAN

OCPS leadership, under the guidance of the Senior Director of Compensation, designed a preliminary framework for the district's proposed PBCS. It has been shared with groups of key stakeholders, including teachers, administrators and others, with promising results and feedback.

The proposed *TIF II: One Vision, One Voice* differentiated pay model for teachers and administrators, to be implemented in 15 high need elementary schools after an in depth planning

year involving all key stakeholders, will be based on three weighted **performance measures**, components selected to impact pay. The measures are:

- Learning Gains/Student Achievement
- Teacher Evaluation (includes two classroom observations – **ABSOLUTE PRIORITY 1b**)
- Teacher-Selected Professional Development tied to need data.
- Evidence of leadership roles may also be tied to this measure such as heading a writing team, conducting family math nights, or mentoring, modeling, etc. (**ABSOLUTE PRIORITY 1c**).

These measures would be weighted based on their assigned importance. Significant weight (51 percent) will be given to student growth (**ABSOLUTE PRIORITY 1a**). Learning gains will be reflected in the year end assessment, so the accumulative impact will be more than 51 percent.

During the planning year, three targets will be set for desired outcomes. The **Threshold Target** will indicate the lowest acceptable level that impact is made, which would then be the level that pay is impacted. The true **Target** is the goal in which the target differentiated pay is met. A **Maximum** goal is established to encourage participants to further challenge themselves once the goal is met.

Measures will be consistent throughout the district, but the targets set for the student learning gains measure may vary per school based on the student population and past results. For example, targeted improvement in learning gains may be to maintain the current level at some schools or to increase the level by 30 percent at other schools. The maximum could be double the difference between threshold and target. Targets are established by the district, learning community and/or teacher/principal. These targets will be established the first year during the planning phase. The OCPS Accountability, Research, and Assessment Department, Professional Development, and Compensation Services will work with the Information, Communication and

Technology Systems Department to link all the data to create an automated performance-based compensation system during the planning year.

Achievement is the result/end product of the measurement in relationship to the target goal. If the teacher meets the goal, the achievement is 100 percent. If the teacher surpasses the goal, the achievement would be greater than 100 percent. If the end result falls short of the target, achievement level is less than 100 percent. ***Achievement results are used to determine the pay component.***

In this model the final achievement factor, a major portion of which is based on student achievement, determines how much of the difference to the next pay level the teacher will receive. If the teacher hits targets, the teacher receives a full step and if the teacher exceeds target, the teacher can receive an enhanced step, up to 125% of the target step increase. If the target step increase is [REDACTED] the maximum step would be [REDACTED]. Even though the spacing between the OCPS teacher salary steps is not consistent, the same formula would apply to every step. The amount of the step increase can vary from 75 percent of target step to 125 percent of the target step.

If the achievement level is below target, the teacher receives a partial step. In some incentive plans, less than threshold would result in 0% achievement, so they would receive no differentiated pay. In this model the teachers would not receive less than 75% of the targeted step increase.

Teachers at the same step with the same degree incentive would differ in pay based on the achievement of student growth goals, individual assessment to include classroom observations and professional development and leadership goals.

For Administrators, the achievement factor could result in an enhanced salary increase,

compared to what other administrators would receive in the district. If the standard increase is three percent, the administrator could receive up to 125 percent of that amount if the achievement factor exceeds 125 percent. Formulas will be finalized in the planning period.

Attraction and retention incentives for teachers teaching in targeted schools are also addressed in this model. Offering an incentive to work in a high need school will expand the applicant pool and offer the administrator a better opportunity to select a candidate that will best serve the students.

A minimum incentive bonus is guaranteed for working in the high need school, however that amount is doubled if the target achievement of 100 percent is hit, and even more earned if achievement exceeds 100 percent. The target incentive can be enhanced 250 % if the maximum target measures are met, parlaying a [REDACTED] incentive bonus for teaching in a TIF elementary school to [REDACTED] if student growth measures hit or exceed the maximum target with 125 percent achievement. There is one exception: if the teacher receives an overall assessment rating of “unsatisfactory,” the teacher is not eligible for the bonus for teaching in a high need school.

Although there is “pay at risk,” during the transitional year there can be no net lost. The largest step increase is [REDACTED]. The minimum increase is [REDACTED] and the enhanced increase is [REDACTED]. The minimum a teacher would fail to achieve is [REDACTED]. This is also the minimum amount of the TIF incentive regardless of achievement.

Increased recruitment and retention of effective teachers to teach hard to staff subjects and specialty areas in high need schools has also been addressed. A teacher in a specified subject area will receive a minimum of an additional [REDACTED]. This amount can increase if target achievement is met, up to 50 percent totaling [REDACTED]. If the teacher receives an overall assessment rating of “unsatisfactory,” the teacher is not eligible for this bonus as well.

An example is provided below of an earnings statement of a fictitious teacher---Pat Smith---hitting 100 percent achievement. Fifty percent of Pat’s students made learning gains. Pat received an assessment with a rating of “Effective with Recommendations (ER)” (Note: This rating is in the current assessment tool which is being reviewed and will be revised.) and has completed 40 hours of professional development by attending two seminars and taking an online class.



Teacher Incentive Plan II Earnings Statement

Example of teacher hitting target.

Name:	Pat Smith			
Title:	Math Coach			
School:	Catalina Elementary			
Pay Level/Step:	19			
Current Base Salary:	\$51,006	Final Achievement %:	100%	
Amount to Next Step:	\$3,600	New Base Salary:	\$54,606	Step Amount Earned:
Degree Incentive:	\$2,605	Bonus Amount:	\$2,600	\$3,600

Measures	75% Threshold	100% Target	125% Max	Final Result	Final Achievement	Weight
% of Students with Growth Achievement	40%	50%	60%	50%	100%	51%
Teacher Assessment*		ER	E	ER	100%	25%
Teacher Selected Professional Development or Leadership Measure*	20	40	60	40	100%	24%

	Target Bonus	Actual Earned	
Bonus Eligibility	Math/Sci/Critical	\$500 additional	\$600 additional
Bonus Eligibility	TIF	\$1,000 additional	\$2,000 additional

In this example Pat is currently at step 19. Step 20 is [redacted] more. Because Pat hit 100 percent achievement, Pat will receive the full step. If Pat hit 101 percent achievement, Pat would receive [redacted] 102 percent [redacted] and so on, up to [redacted] percent achievement or [redacted].

Since Pat is the Math Coach for the school and math is a critical need subject (subjects to be identified in the planning year), Pat will receive at least [redacted] no matter what, but since Pat hit

100 percent achievement, that incentive increased to [REDACTED]. If 125 percent achievement were met, the incentive would be as high as [REDACTED].

For teaching in a targeted elementary school, Pat would have received at least [REDACTED]. Since Pat hit 100 percent achievement, Pat received [REDACTED]. If 125 percent achievement were met, the incentive would be as high as [REDACTED].

Other examples of the above sample pay schedule for teachers, administrators, and paraprofessionals at three performance levels (below target, at target, and above target) are in *Appendix D*.

This preliminary model will be revised and refined with an in-depth analysis and involvement of teachers, principals, paraprofessionals and other key stakeholders during the TIF II planning year. Modeled after Florida's Race to the Top advisory council, the TIF II advisory council will include key stakeholders representing a broad cross section of school, learning community and district staff as well as community representatives.

OCPS has proposed a model that will be further reviewed, revised and refined by key stakeholders during the planning year. The PBCS model differentiates the amount of money a teacher or administrator would receive as a pay increase based on weighted performance measures and the level of achievement of the end results. Student achievement impacts more than half of the differentiated pay increase and also impacts the incentive bonus.

For the teachers the model is a compilation of the traditional "single salary schedule" and a "pay for performance" model, which includes differentiated pay in base salary, as well as bonus incentives for teaching in high need schools and critical subject areas. The potential amount of money earned is up to 25 percent of the targeted amount, for both the differential pay and the incentive bonus.

This model has been demonstrated with various teachers and administrators throughout district, the Finance and Compensation Committee of the Classroom Teachers Association (CTA) and the CTA president. Their input has been incorporated in this draft proposal. The teachers appreciate that the salary schedule they have negotiated, is the cornerstone of the program and has been enhanced to provide higher performing teachers, in both student achievement and individual assessment, a higher base salary. A teacher who does not hit target achievement will not receive the target step increase. Teachers also like that they select their third measure from the district-provided “Professional Development and Leadership” category.

A variation of the model is recommended for the “pay for performance” requirements for administrators and for paraprofessionals assigned to the selected schools.

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school’s teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in this notice);

Use of Value-Added Measures of Student Achievement (COMPETITIVE PRIORITY 4)

The previous Florida incentive programs known as the Merit Award Program (MAP) or Special Teachers Are Rewarded (STAR) were implemented before the necessary infrastructure and capacity were in place. Experience with these programs revealed that the lack of rigorous, high quality and comparable assessments in all subjects supported by a data system to connect the results of those assessments to students and teachers made it impossible to make valid and meaningful comparisons. It also demonstrated the high cost in both money and personnel associated with creating rigorous, reliable, and aligned assessments to support a Value Added Model. The TIF I was developed in the after math of MAP and STAR and was a structure that could reasonably be supported with existing technology, resources and capacity. TIF I was originally based on a more informal model which asked principals and teachers to agree upon

measurable growth targets on a teacher-by-teacher basis. Teachers of non-core classes were asked to identify goals based on the results of either the FCAT Reading or Math. Clearly there were some issues with the structure of TIF I, but at the time it was implemented it was as far as OCPS could go in the direction of a meaningful incentive program. It was a simpler system of differentiated pay based on student performance that had enthusiastic buy-in from teachers and principals. At the time without the assessments in place or the electronic data infrastructure in which to store data and do the robust calculations, it was not possible to put in place a system like the one envisioned by TIF II.

After a few years, teachers and principal alike have come to recognize that more rigorous and comparable assessments are necessary to make a system that can deliver transparency, rigor and fairness. TIF I will be phased out and TIF II phased in as the infrastructure, capacity and resources are selected, developed and implemented.

Since the unsuccessful experience of STAR and MAP and the relative success of TIF I, OCPS has learned much and built considerable capacity and infrastructure. TIF II will build on existing and emerging systems. OCPS has implemented an Enterprise Data Warehouse (EDW), an Oracle-based system that is being populated with student, school and teacher information. The EDW is a scalable system that can grow in both size and complexity. It will house student achievement data as well as schedules and rosters that will allow OCPS to attribute instruction to specific teachers. The EDW system already contains three years of FCAT data.

In order to collect assessment data OCPS has a paper-to-web scanning and scoring platform that supports multiple choice paper and pencil tests as well as rubric-based data and is capable of online assessments. Last year the district used this system to administer over 1.6 million assessments. Nevertheless, it has large residual capacity.

In the area of test development, OCPS has contracted with Core-K12 (<http://www.corek12.com/>) to develop Benchmark Assessments aligned with the Sunshine State Standards as well as the FCAT item specifications. These assessments are given three times per year in Reading and Math and the data for those assessments are uploaded into the EDW.

The core of the assessments will be the Florida Comprehensive Assessment Test (FCAT) in the grades and subjects it covers: Reading Grades 3-5, Mathematics Grades 3-5, Science Grade 5 and Writing Grade 4. For Grades K-2 we will add a commercial assessment such as the Stanford 10 or the Children's Progress Academic Assessment (CPAA). The assessments will be chosen and finalized with the input of all stakeholders during the planning year.

(ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school; and

TIF II ELEMENTARY SCHOOLS' PBCS

Under the proposed new TIF PBCS, the minimum bonus of [REDACTED] is 2.2 percent of the average teacher's salary and the maximum bonus of [REDACTED] is 5.5 percent of the average teacher's salary. The combined maximum bonus of [REDACTED] is 7.2 percent of the average teacher's salary.

For administrators (principals and assistant principals) in the selected schools, the minimum bonus is [REDACTED], 2% of the average administrators' salary, which can be increased to [REDACTED] based on total achievement. This is 5% of the average administrator's salary.

For paraprofessionals in the selected schools, the minimum bonus would be [REDACTED] and maximum amount would be [REDACTED], 1.7% and 3.5% of the average paraprofessional salary.

TIF I SECONDARY SCHOOLS' PBCS (OTHER PERSONNEL)

The district was awarded a TIF grant three years ago serving ten secondary schools representing the district's three highest need high schools and their seven feeder high need middle schools. Under the new TIF proposal (TIF II), the district proposes adding "other personnel" who were disallowed under the original legislation, but who play a vital role in student, teacher, and school success. Those other personnel from the ten schools will have the opportunity to earn incentive funds tied to student achievement under the same guidelines as their coworker classroom teachers and school administrators. The other personnel include guidance counselors, media specialists, resource teachers, academic coaches, and other certified educators who serve on the targeted high need secondary school teams. They will be eligible for incentive funds of up to [REDACTED] each aligned with the TIF I proposal.

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be "effective" for the purposes of the proposed PBCS.

Current Evaluation Systems

The current OCPS teacher and principal evaluation system is undergoing a revision in which evidence-based rubrics are being developed and aligned with professional teaching and leadership standards. This will be refined and finalized in the planning year. When the improved evaluation design is implemented after the planning year, all teachers and principals will be evaluated under the new plan which will be aligned with TIF II and Race to the Top standards. The current assessment process is described below.

Teacher Assessment Overview: OCPS teachers are assessed annually by using a research-based, collaboratively-bargained assessment procedure that includes formal observations, Individual Professional Development Plans (IPDP), midpoint and final assessments (*Appendix*

G). The final assessment addresses *Classroom Management and Discipline, Curriculum Knowledge, Planning and Delivery of Instruction, Assessment of Student Performance and Individual Professional Development Plan, Interpersonal Skills, and Professional Responsibilities*. Each category has key indicators for acceptable performance, specific skills, and outcomes that are to be demonstrated and requirements of each area to be assessed.

Teachers are rated as Effective (E), Effective with Recommendations (ER), Needs Improvement (NI) and Unsatisfactory (U).

Administrative Appraisal Overview: OCPS administrative appraisals are comprised of three major areas of performance responsibilities (*Appendix G*). The first is referred to as the Performance Responsibilities - Managing School Operations. These are the day-to-day activities that a principal is expected to complete related to his/her job description, including moral and ethical behaviors, application and adherence to school board policy, etc. There are 12 areas within this performance rating and they are measured by the standard of *Meeting or Not Meeting Expectations*. Additionally the administrators are annually assessed by two other performance standards related to District Goals and Performance Standards.

District Goals assessment is composed of seven separate categories such as student achievement results, use of achievement data, etc. All are researched actions an administrator must demonstrate in order to have a positive effect on student achievement. Each of these sub-categories is rated based on a four-part rating scale from the highest performance, *Exemplary* through *Proficient, Progressing*, to the lowest appraisal of *Not Meeting Standard*. In each category, specific behaviors, documentation, and actions must be evidenced to receive a particular rating. Ratings provide the principal with an overall rating for the performance of that standard.

Faculty Development is assessed in the same manner. It is comprised of four sub-categories that examine particular behaviors, actions and evidence related to developing a professional learning community of teachers and helping teachers to reach their fullest potential in and out of the classroom. The same four standard rating scales are applied to this category as well. A combination of the performance responsibilities and the two performance standards are then used to create an overall rating for the principal (The same four categories are used for the final rating.). The measure of performance is determined by a standard for excellence in each category that outlines specific behaviors and documentation. These are rated on the following scale: *Exemplary, Proficient, Progressing, and Not Meeting Standard.*

Design and Develop a New Evaluation System: Commitment to Race to the Top Criteria for Teacher and Principal Evaluation

The district is committed to Florida’s Race to the Top plans to effectively evaluate teachers and administrators district-wide, if funded. In alignment with district plans to participate in Race to the Top, the *TIF II: One Vision, One Voice* initiative will offer opportunities to meet these criteria with the pilot group of targeted high need schools. RTTT principles will be met in the TIF II PBCS so that the model can be replicated district-wide with the assistance of RTTT funding.

The **teacher and principal evaluation** criteria for the Race to the Top are identified below (Florida’s Race to the Top Phase II Memorandum of Understanding):

FLORIDA’S RACE TO THE TOP PHASE II MOU:

(ii) Design and implement evaluation systems

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

1. 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.

2. 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.
3. Includes at least one additional metric to combine with the student performance and 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.
4. Includes a comprehensive range of ratings beyond a simple satisfactory or unsatisfactory, that must include "effective" and "highly effective."

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

1. 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.

2. 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.

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

(2) Has the involvement and support of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

Area superintendents, principals, teachers and paraprofessionals in the targeted schools were invited to plan for the Teacher Incentive Fund proposal. The president of the Classroom Teachers Association (CTA) and the president of the Orange Education Support Professionals Association (OESPA) joined in planning for and contributed to the TIF proposal. Each of the selected schools will have a TIF leadership team composed of teacher, administrators, paraprofessionals and the community to make recommendations during the planning year.

The support of the CTA is predicated on the planning year and commitment to involve all key stakeholders. The proposed preliminary model has been reviewed by teachers with promising results. The planning year will allow all interested parties to review, revise and refine the PBCS plan as long as it meets the state’s Race to the Top commitments and TIF criteria. See letters of commitment and support from the CTA president, the OESPA president, the OCPS superintendent, principals and area superintendents from the learning communities of targeted TIF schools (See *Union, Teacher, Principal Commitment Letters* in the Attachments).

(3) Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;

TIF II SECONDARY PARTICIPANTS (TIF I “OTHER PERSONNEL)

The OCPS evaluation system for teachers would be the same for the “other personnel” that is being added under this proposal as it is for the current TIF grant. The teachers would use the Orange County Public Schools Instructional Personnel Preliminary Assessment Report (See *Appendix G*). This measure contains multiple rating categories that differentiate effectiveness and take into account student achievement. This assessment is only one of the measures used to evaluate teachers. The teachers are also evaluated on their Individual Professional Development Plan (IPDP). This is a plan collaboratively developed by the teacher and administrator. It disaggregates several categories of baseline data and drills down to identify specific needs. The teachers will then set specific and measurable student achievement goals. As a direct result of this baseline data analysis, professional development objectives are written to clearly indicate what the teacher needs to learn and be able to do to address those needs. Suitable professional development activities are identified and teachers are expected to record the implementation as it takes place in their classrooms. To complement these teacher professional development activities, the TIF school administrators have been trained on how to use the rubric and do hold yearly sessions with their teachers on how to write and effectively use IPDPs. The IPDP is scored according to the Rubric for OCPS IPDP Completion.

Another form of assessment being used is formal and informal observations. These are performed multiple times throughout the year. Classroom walkthroughs are also conducted on a regular basis and are mostly used more for gathering data on instruction rather than for an

evaluative purpose. All of the “other personnel” in TIF II are instructional personnel and would be held to the measures stated above.

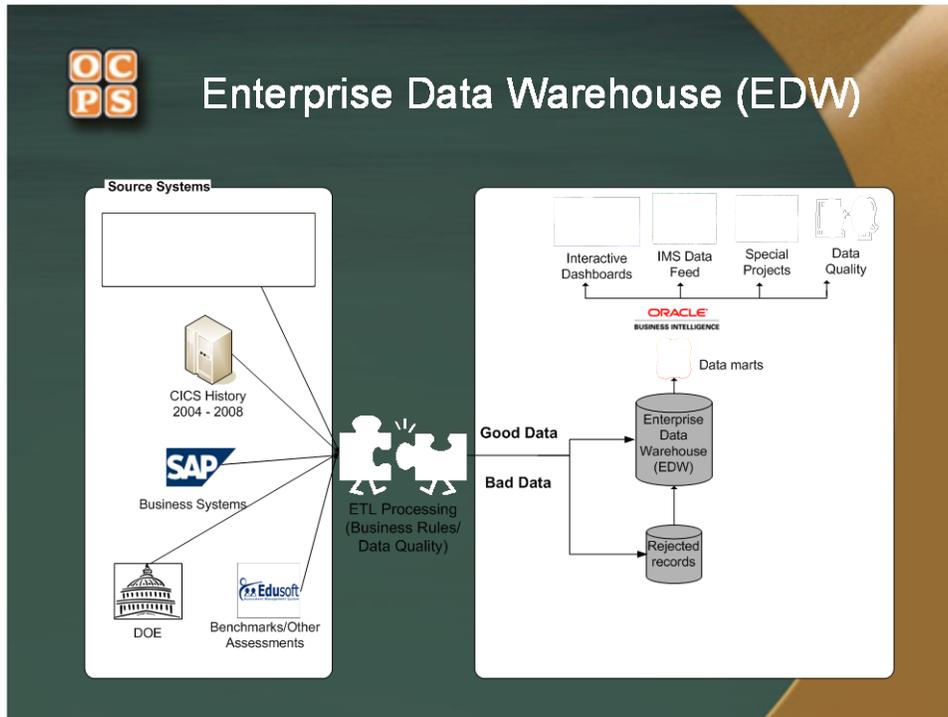
TIF II ELEMENTARY PARTICIPANTS

The district is committed to Florida’s Race to the Top plans to effectively evaluate teachers and administrators district-wide, if funded. The current OCPS teacher and principal evaluation system is undergoing a revision in which evidence-based rubrics are being developed and aligned with professional teaching and leadership standards. This will be refined and finalized in the planning year. In alignment with district plans to participate in Race to the Top, the *TIF II: One Vision, One Voice* initiative will offer an opportunity to meet these criteria initially with the pilot group of targeted high needs schools.

(4) Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems; and

Enterprise Data Warehouse (EDW)

Since 2004 Orange County Public Schools (OCPS) has been developing an Enterprise Data Warehouse (EDW). The EDW is a suite of tools that pulls data from multiple sources and houses them in two main areas: (1) business (i.e. SAP, facilities, etc.) and (2) student and teacher data (i.e. FCAT performance, progression toward graduation, highly qualified staff, etc.). The EDW currently holds demographic, enrollment, schedules, academic history, discipline, attendance, sub groups, test scores, and staff information for school years 2004-2005. However, due to budget cuts, it has not been fully implemented.



This TIF II initiative will pilot the use of the EDW’s comprehensive, enterprise-wide business intelligence and analytics to support the Performance-Based Compensation System (PBCS). The following will be supported:

- To implement the tools and processes for a value-added model of teacher performance required to effectively manage the district information in support of the TIF II PBCS.
- To build the foundation for sharing TIF II pilot data across the enterprise in a controlled and managed environment.
- To provide a consistent enterprise-wide view to the TIF II pilot end users ensuring data integrity and reliability.
- To gain maximum advantage from the district’s enterprise resource planning (ERP) and legacy systems investment through data integration at an enterprise level.
- To facilitate TIF II end user self sufficiency and build sustainability.

The district will engage teachers with expertise in the subject areas to develop end of course exams not covered by Florida State assessments which will be created, standardized and implemented over the five years of the TIF II grant. These assessments will be tested for validity and reliability, and loaded into a Quality Assurance Subsystem of the EDW for further analysis prior to production.

The district will engage teachers with expertise in the subject areas to develop end of course exams not covered by Florida State assessments which will be created, standardized and implemented over the four year RTTT funding period.

OCPS has the capacity to implement the proposed value-added model through robust data systems that collect the necessary data and ensure data quality (**COMPETITIVE PRIORITY 4**). In the budget, staff is identified to work with the district's ICTS department. These positions include a data-base analyst, a TIF Enterprise Data Warehouse database administrator, TIF Enterprise data warehouse senior analyst. These individuals will work with consultants to ensure the data systems are designed and meet the priorities of this proposal.

Ensure Teacher Understanding of the Value-Added Model

To clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices, that communication might go as follows (**COMPETITIVE PRIORITY 4**):

How Does the PBCS Impact Me?

Below is a draft communication which could be provided to teachers in the targeted elementary schools answering the question: *How Does the PBCS Impact Me?*

(Note: This is an example only. Components may change during the planning year.)

Sample Communication For Instructional Employees

There are three measures that will impact your future step increases and the amount you will receive in annual bonus. The measure with the most weight is student learning gains (51 percent). The other two measures include your individual annual assessment (25 percent) and a professional development/leadership category (24 percent) which you select based on needs data and you set the threshold, target and maximum goals with your school administrator at the beginning of the school year.

The set targets should be challenging, yet achievable. The targets may vary based on school, grade level, and previous years' performance. EXAMPLE: The threshold is the minimally acceptable outcome. The actual goal is the target. The target goal could be "50% of the students experience learning gains." If the result is 50 percent of the students did exhibit learning gains, the achievement factor for that measure is 100 percent. A maximum target will also be provided at the beginning of the year. This amount could be the same, or twice, the difference the threshold is from the target. For example: The threshold target is "40 percent of the students experience learning gains" and the max target is "60 percent of the students experience learning gains." In this example, if 51 percent of the students exhibit learning gains, the achievement factor is 103 percent.

The final achievement factor is a total composite score indicating how the actual results of the three measures compared to the goals set.

How does this impact my step increase?

In the situation that you are not eligible for a step increase because of the number of paid duty days worked or if the district is unable to offer the step increase for financial reasons (and you have qualified for an enhanced step), you will receive the enhanced step on the your current pay level.

If your combined achievement score is below target, you will not receive the “full step” increase. For example, based on the current structure, the current pay level 19 is [REDACTED] and pay level 20 is [REDACTED] respectively. The difference between the pay levels is [REDACTED]. The smallest step increase you could receive is [REDACTED] 75 percent of [REDACTED]. However, if you max out on your achievement factor on all three measures, you can receive a step of [REDACTED] 125 percent of \$3,600.

EXAMPLE	
Achievement Factor	Amount of Step
63%	[REDACTED]
90%	[REDACTED]
104%	[REDACTED]
112%	[REDACTED]
123%	[REDACTED]

*This example applies to step 19

Teacher’s pay will be differentiated based on individual achievement, but will be within the “step range” and the traditional schedule.

How does this impact my bonus?

The achievement factor also impacts the bonus amount you would receive. The minimum amount you will receive for working in a targeted school is [REDACTED]. The amount doubles once the target achievement is met and can continue to increase until the max achievement of 125% is met, resulting in a [REDACTED] bonus.

EXAMPLE	
Achievement Factor	Amount of Bonus
63%	[REDACTED]
90%	[REDACTED]
104%	[REDACTED]
112%	[REDACTED]
123%	[REDACTED]

* This example applies to any step

The largest difference between a small and partial step increase is [REDACTED] therefore, the minimum bonus payout of [REDACTED] for participating in the program eliminates the risk or potential pay loss on the step increase.

If you are a math or science coach assigned to a selected school you are also eligible for a [REDACTED] bonus, which can also increase based on your overall achievement. You can increase the incentive up to 150%, [REDACTED], based on your achievement.

EXAMPLE BONUS	
Achievement Factor	Amount of Bonus
63%	[REDACTED]
90%	[REDACTED]
104%	[REDACTED]
112%	[REDACTED]
123%	[REDACTED]

* This example applies to any step

The tripwires, or disqualifier for the program, include not being in an active paid status the last working day of the school year or if your performance rating falls below E/R you will not be eligible for either bonus.

See examples of teachers, principals and paraprofessionals' PBCS outcomes in *Appendix D*

(5) Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in this notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Consistent with Dr. Lawrence W. Lezotte's Correlates for Effective Schools, the *One Vision, One Voice Frameworks for Teaching and Learning* identify: (1) Clear and focused mission; (2) Climate of high expectations; (3) Instructional leadership; (4) Safe and orderly environment; (5) Purposeful teaching; (6) Home-school connection; and (7) Monitoring of Student Progress.

Accomplishing this vision requires a culturally embedded belief in: shared accountability for all outcomes; a collaborative team approach; accepting responsibility for improving student achievement, leadership development, and building teacher capacity; accountability beyond FCAT (state test); college and career readiness; focus on 21st century preparation that brands our students as global competitors. Professional learning designed to accomplish the vision of being the top producer of successful students in the nation must include a system-wide approach to principal and teacher learning.

The district *One Vision, One Voice* implementation of non-negotiable practices provides a system incorporating high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement. The system framework for professional development, The Framework for Teaching and Learning, aligns proven best practices with the NGSSS to maximize learning for all students. All schools use this framework for on-going planning, teaching, and assessing of student learning in a system that supports job-embedded professional learning linked to student achievement. The Framework for Teaching and Learning promotes consistency, commitment and high performance for all educators in the district. It is designed to ensure successful school protocol for K-12 curriculum implementation and continuous improvement measures to support teaching and learning at all levels.

The professional learning included in the Framework for Teaching and Learning aligns content, cultural behavior, processes, interventions, capacity development, and statement of work. This grant will support implementation at a deeper level as well as at an opportunity for culturally embedding the designed professional learning at an accelerated rate.

Culturally embedding the professional learning and connecting that learning to student achievement would be determined through a proficiency model. Teacher proficiency indicators

would be aligned to each Framework component: Next Generation Sunshine State Standards (NGSSS), Professional Learning Communities (PLC), the Florida Continuous Achievement Model (FCIM), Response to Intervention (RtI), Lesson Study, and the School Improvement Plan (SIP). Teacher proficiency indicators include hours of attendance of professional learning and evidence that the practice is fully implemented in the classroom. Compensation would be based on a rubric showing proficiency in identified learning targets for teachers.

TIF II: ONE VISION, ONE VOICE PROFESSIONAL DEVELOPMENT PLAN

TIF II: One Vision, One Voice's professional development plan will need the support of all the stakeholders to develop it into a comprehensive, successful program based on the needs of the schools, the teachers and the students. The stakeholders will consist of district leaders in professional development, curriculum services, human resources, TIF personnel, principals, teachers, and paraprofessionals. The planning year will be very important in order to plan the menu of sessions the teachers will be able to choose from, the training topics, the resources, the timeline, and the different strands of professional development. This will also provide an opportunity to look at the student data to see where the gaps are in learning, to see where the gaps are in teaching, and to support the implementation of district initiatives such as professional learning communities and lesson study. In order for TIF II to be successful, the teachers and administrators need to view the program as a benefit, not only monetarily but also professionally. They must have buy in and see that student achievement is the ultimate goal and that deeper, meaningful, quality professional development will increase their knowledge base and skills and have a lasting effect on student achievement.

The preliminary plans for professional development include: a menu of professional development topics in which teachers could choose based on student need, teacher need,

professional interest, school initiative, leadership, and coaching/mentoring. There would also be professional development for administrators and paraprofessionals. In order to support the professional development in the areas of science and math, the grant would provide a math or science coach for each of the 15 schools. Teachers and administrators would also be able to attend national conferences in order to expand their views and learn from the experts in the field. Two instructional professional development coordinators would be funded by the grant to oversee the activities at each of the 15 targeted schools. One coordinator would be for the reading professional development and one for math and science. However, in the planning year and with the stakeholders input, this could be changed to one for primary teachers grades K-2 and one for intermediate teacher grades 3-5. The coordinators would work closely with the district instructional development department to make sure the district Framework for Teaching and Learning is being followed.

Teacher Professional Development

Teachers would be able to choose from a menu of professional development topics and strands to increase their pedagogical knowledge and skills. There are various ways this can be done and the development of the menu and strands would be done in the planning year. Some examples are:

- The school may have a school-wide initiative taking place and the professional development could support the initiative.
- The teachers could base the professional development on the needs of the class. For example: when disaggregating the data of the class it is determined that a gap exist in the students' knowledge of research and reference skills therefore, the teacher could target that

area for professional development to strengthen their instruction. This could be done through lesson study.

- The principal and teacher could collaborate on the professional need from the results of an informal or formal evaluation. The teacher may need to be more proficient in differentiated instruction in math and therefore the professional development would be centered on this need.
- A teacher may be interested in becoming a school leader such as an assistant principal and would like to have more leadership professional development and therefore would be interested in the leadership strand.
- A principal has a teacher who has exceptional writing scores and would like for the teacher to mentor other teachers in writing. The teacher could receive professional development hours for mentoring through the leadership strand.

AVID MENTOR AND MENTEE PROGRAM

The mentor/mentee program was created after establishing the fact that there is a need for less experienced AVID teachers to acquire knowledge, skills and strategies from the more experienced teachers. There are some unique situations that need to be addressed based on the curriculum taught and the students' response to the available materials.

Likewise there is a need for school administrators who are beginning to implement the AVID program to receive guidance from experienced principals who are implementing the program with fidelity. Staff from the Advanced Studies Department will schedule, organize and facilitate the execution of this program. During the course of the year, the mentors and mentees communicate via email, telephone and personal visits to further develop relationships and fortify the partnership and learning. Upon completion of a successful connection, the mentors and the

mentees will turn in a communication log with dates and times of interaction and write a reflection on how the program benefit them along with recommendations for improvement. The participants receive Professional Development points for the time spent on this activity.

Principal and Assistant Principal Professional Development

The administrators would be able to choose from the same menu as the teachers with greater emphasis on the leadership strand. The administrators could also take part in the leadership components in the Bridge Leadership Program. This program offers mentoring opportunities for experienced principals to support new principals, assistant principals or teachers aspiring to be principals. The district's highest need schools have priority in receiving the mentoring services and school leadership training. Administrators could earn points toward their TIF incentive pay for participating in the BRIDGE Leadership Program.

PRINCIPALS' COLLABORATIVE INITIATIVE

Advancement Via Individual Determination (AVID) is a program that is being implemented in the majority of secondary schools in Orange County. This program identifies students "in the middle" who have a desire and with extra support will develop skills to participate and succeed in higher level coursework. **The plan is to expand the program to 15 high need Title I elementary schools that feed into high need Title I middle and high schools currently served in the TIF I program.** AVID elementary participation is an integral part of the vertical collaborative system, and ensures that writing, inquiry, collaboration, organization, and rigor will be present in a structured, consistent way throughout the feeder elementary schools.

Overarching goals focus on:

- A coherent, focused, motivated vertical system

- A culture of college readiness present throughout all campuses
- Rigorous coursework
- Results and accountability

Consultants from the AVID Center will be hired to meet with the principals

three times a year to discuss to discuss the following objectives:

- Create a common mission w/moral purpose for each entire feeder pattern.
- Create core principles (non-negotiables) for each feeder pattern.
- Create a five-year vision for each feeder pattern.
- Create a five-year plan for each feeder pattern.
- Create an annual plan for each feeder pattern.
- Identify two high leverage priorities for each school year.
- Create capacity in the principals to operationalize the five-year plan.
- Focus on AVID implementation with fidelity on all campuses

Paraprofessional Professional Development

The paraprofessionals are a vital part of our elementary schools and it would be extremely difficult for our schools to run efficiently or effectively without them. They are a vital part of a school's student achievement as well. As an important stakeholder in the grant, it is important for them to be rewarded for their hard work and part they play in the success of the school. All of the paraprofessionals in the 15 targeted TIF II schools are considered "highly qualified" under the federal guidelines of *No Child Left Behind* and they would receive a bonus for working in one of the targeted schools. Paraprofessionals would be able to increase the amount of the bonus they receive by participating in after-hours professional development. The menu for paras could be a variety of trainings such as classroom management, technology,

content specific strategies, tutoring skills, or motivational techniques. They would receive an hourly wage for attending and points or hours toward the professional development category of the PBCS. This is voluntary but would be an opportunity for them to increase the bonus they would receive.

Math/Science Coaches

TIF II: One Vision, One Voice will fund one school-based mathematics or science coach for each of the 15 schools. This is an instructional position and they will coach, mentor, and model best practices for classroom teachers in each of the participating schools to provide support in these harder to staff subject areas. The coaches will receive training through district-provided professional development and will choose further professional development from the teachers' menu or the leadership strand.

Conferences

Another area of support that TIF II can provide is the funding for teachers and administrators to attend national conferences. This has been a tremendous success in TIF I and should be replicated in TIF II. The teachers have shown through their reflections upon return from a conference that nothing has energized them more than being able to talk with other teachers from around the world and learn from the experts in their field about the latest research, findings and strategies to be used in the classroom. The teachers have documented how these conferences have changed their teaching and how they have implemented what they learned. Another bonus for sending teachers and administrators to the conferences is the experience it gives them. As shown in the Years of Experience chart on page 19, many of the teachers in these 15 high need schools do not have vast teaching experience and the conferences provide a way for teachers to travel and visit other parts of the United States they may have never seen

before. This is a huge educational experience for young teachers and exposes them to other education professionals and helps to create pride in what they do. At a time when districts are challenged economically, this is an opportunity that TIF II can provide to support the learning and professionalism in our teachers and administrators. The preliminary list of conferences would be: International Reading Association (IRA), National Science Teachers Association (NSTA), National Council of Teachers of Mathematics (NCTM), Model Schools, Professional Learning Communities (PLC), Association for Supervision and Curriculum Development (ASCD)

Summer Institutes

Summer Institutes are another source of meaningful, quality, effective professional development. The institutes can cover many topics and subject areas simultaneously over a short period of time. It is an effective way to train teachers at a time when they can truly focus on what they are learning. The summer institutes can be run to focus on one or two important initiatives or cover a broad range of topics. The planning year will be instrumental in making the summer institutes a success.

Other Resources

- Professional books are vital to keep teachers up to date on the best practices and strategies to implement in the classroom to increase student achievement. TIF II can help to fund these professional resources for each teacher.

Deepening and Accelerating Professional Learning and Practice

The targeted 15 schools will participate as a cohort group in professional development activities. The first year of the project will be a planning year. During this time, the Professional Development (PD) Teacher assigned to the cohort will begin working with administrators and

faculty at each school to help them identify their needs for professional development based on student performance. The PD teacher will also work with the administration and faculty of Grand Avenue Primary Learning Center (PLC), to serve as a site for demonstration of best practices, to begin planning the processes for effective use of classroom observation and formal training provided at the school.

In year two, administrators and faculty in each school will form collaborative teams to select content and determine proficiency indicators for standards that they consider most critical to the vertical alignment of instruction. Teams will begin setting goals and engage in action research to identify effective instructional strategies based on student performance measures.

Each following year, the cohort schools will build on the knowledge that they gained from the previous year's action research, and continue their investigation of effective strategies. During Year 3, they will work collaboratively to create common assessments. In Years 4 and 5 they will use assessment data to determine needs for further coaching and professional development.

At the end of each school year, the cohort schools will participate in a summer institute where each school will share findings with the others in and respond to these questions: Did we reach our goals? Did we improve? What do our data tell us? What do we need to improve? They will identify strategies that worked. The summer institute will also provide focused, extended training in areas of greatest need, including Professional Learning Communities, the Florida Continuous Improvement Model, School Improvement Plan development and implementation, Response to Intervention, Lesson Study, Next Generation Sunshine State Standards (NGSSS)/ National Common Core Standards, the Comprehensive Academic Achievement Plan (CAAP), K-12 Reading and ESOL Plans, Advancement Via Individual Determination (AVID),

Destination College, Classroom Culture and Environment, Data Analysis, Instructional Materials, instructional strategies and formative classroom assessment. These professional development offerings will be based on the teacher, administrator, and student performance data, and aligned with the district's *Framework for Teaching and Learning*. During the final year of the grant, the cohort schools that have reached their goal levels of performance will have the opportunity to present the findings of their action research at state and national conferences.

TIF I PROFESSIONAL DEVELOPMENT (OTHER PERSONNEL)

Under TIF II, "other personnel" at the 10 TIF I secondary schools will benefit from the following professional development opportunities and must complete one of the courses to fulfill the professional development requirement of TIF I in order to receive the incentive funds.

Harvard WIDE World On Line Professional Development

OCPS partners with Harvard's Graduate School of Education WIDE World, an online professional development program. Through this program, OCPS teachers and administrators will form sustainable professional learning communities to infuse classroom best practices into our aligned curriculum. The sessions would consist of rigorous course work including such topics as Teaching/Leading for Understanding, Differentiated Instruction, Technology Integration, Data Analysis, Multiple Intelligences and other topics that when applied in the classroom and school will have a direct and positive effect on student achievement. As with all of WIDE World courses, there are six sessions to a completed course which requires about seven hours per session. All staff members in the selected schools will be expected to complete at least one class per school year in order to be eligible for the incentive pay bonus.

Advancement Via Individual Determination (AVID):

AVID is a fourth-through-twelfth grade system to prepare students in the academic middle for four-year college eligibility. AVID targets students in the academic middle-B, C, and even D students – who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

AVID’s systemic approach is designed to support students and educators as they increase school wide/district wide learning and performance. Teachers will attend a 5-day intensive workshop that is divided into two parts. They will attend content training and learn how to incorporate instructional strategies such as the Cornell note taking system, Socratic Method of inquiry, and tutorials. During the other part of the training, teachers will meet as teams in their feeder patterns to develop their Site Team Plans.

Advanced Placement Workshops:

AP workshops, conferences and seminars, led by an experienced member of the AP community and/or a College Board endorsed consultant, guide participants through the range of skills students must master in the AP classroom and the most innovative teaching practices to engage students. These events concentrate on specific subject-area topics and offer curricular assistance for the new (0-3 years teaching AP), intermediate (4-7 years teaching AP), and experienced (beyond eight years teaching AP) teachers. These professional development events are offered for all current AP courses. Teachers interested in becoming AP teachers will be offered this training, as well as current AP teachers in the targeted schools.

(c) ADEQUACY OF SUPPORT FOR PROPOSED PROJECT (25 points)

(1) The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;

The *TIF II: One Vision, One Voice* Organizational Chart, Appendix C). Key personnel include:

PROJECT DIRECTOR: Suzanne F. Vendena, CCP, Senior Director, Compensation

The **Project Director**, Suzanne F. Vendena, CCP, Senior Director, Compensation Services, reports directly to Carol Kindt, OCPS Senior Executive Director of Human Resources, who will provide oversight for all facets implementation and will review and approve any significant modifications to the project in accordance with U.S. Department of Education TIF program guidelines. Dr. Kindt reports directly to Dr. Kathleen Palmer, the district's new Chief of Staff, who reports to Superintendent Ronald Blocker. Mr. Blocker will keep the School Board of Orange County informed about the status of the *Teacher Incentive Fund II: One Vision, One Voice* grant program.

Dr. Barbara Jenkins, OCPS Deputy Superintendent: Effective July 1, 2010, Dr. Jenkins has been named Deputy Superintendent for OCPS and now oversees the district's five learning communities as the Chief Academic Officer with the Area Superintendents reporting to her. Previously she served as Chief of Staff for Orange County Public Schools since 2005 overseeing Strategic Planning, Legislative Relations, Human Resources, Labor Relations, and Community Relations departments. She also served as Chief Negotiator for the Board of Education. From 1998-2005 she was the Assistant Superintendent for Human Resources in Charlotte-Mecklenburg Schools in Charlotte, North Carolina, where she was responsible for Employee Relations, Licensure, Benefits, Information Systems, Compensation and Employment. She previously served as Senior Director for Elementary Education in Orange County, where she was responsible for the supervision of elementary principals and schools. Dr. Jenkins has also been a

classroom teacher, staff developer and principal. Her undergraduate degrees and doctorate were received from the University of Central Florida. She is currently a fellow in the Broad Superintendents' Academy.

Having been involved with the TIF I grant and her direct experience with academics, compensation and professional development, Dr. Jenkins will continue to be involved with *Teacher Incentive Fund II: One Vision, One Voice* grant program.

Carol Kindt, Sr. Executive Director of Human Resources: Carol Kindt, Senior Executive Director Human Resources, has a career that spans nearly 20 years with the Orange County. Dr. Kindt held instructional and administrative leadership positions prior to becoming Sr. Executive Director of Human Resources. Dr. Kindt earned in doctorate in Educational Leadership from the University of Florida in 2008.

The **Project Administrator** will report to the **Project Director** and will be responsible for the day-to-day implementation of the project. An **Administrative Assistant** and a **Support Services Clerk II** will support and report to the Project Coordinator. See key personnel section below for further information. Also please reference the Management Plan Organizational Chart in *Appendix M*.

The School Board of Orange County (Orange County Public Schools) will serve as fiscal agent for the TIF grant, with the support of the compliance unit of OCPS Office of Grant Services and the Finance Department.

ACTIVITIES, TIMELINE AND RESPONSIBLE PERSONS

MAJOR TASK	TIMELINE Year One – 2010												RESPONSIBLE PARTY
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Build, advertise, interview and hire grant positions			X	X									Project Director

MAJOR TASK	TIMELINE Year One – 2010												RESPONSIBLE PARTY
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Review grant application, expectations and develop an action plan, meet with evaluator			X	X									Project Director and Project Coordinator
Contact Professional Development Providers to begin training development (TIF I)			X	X									Project Coordinator
Order training materials and equipment			X	X									Project Administrator and Administrative Support
Meet with principals and area directors to discuss grant and identify the school implementation team			X	X									Project Director and Project Administrator, Principals and EADs
Meet with ICTS team to begin creation of PBCS	X	X	X										Project Director Project Administrator
Determine comparison schools to be utilized as a measure for progress			X	X									Project Administrator
Begin setting student achievement measures and targets for the 15 participating TIF II schools				X	X	X	X	X	X	X	X	X	Project Director and Project Administrator, Assessment Team and Administrators
Begin establishing Prof Development/Leadership measures and targets for the 15 participating TIF II schools				X	X	X	X	X	X	X	X	X	Project Director and Project Administrator, Professional Development Team and Administrators
Collect baseline comparative data on target and comparative schools for measurement			X	X									Project Administrator
Finalize preparation of initial training of school implementation team			X	X									Project Administrator and PDS Staff
Hold training for targeted schools				X	X	X							Project Administrator
Introduce Coursework and program to entire staff					X	X	X						Principals and School based team
Begin 1 st on line class				X	X	X	X						Project Administrator and Principal
Monitor school implementation				X	X	X	X	X	X	X	X	X	Project Administrator and Principal

MAJOR TASK	TIMELINE Year One – 2010												RESPONSIBLE PARTY
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Quarterly Monitoring Report				X			X			X			Project Administrator, Evaluator, and Administrative Support
Meet with evaluator							X		X			X	Project Administrator and Administrative Support
Monitor and collect Edusoft benchmark data				X	X		X	X		X	X		Project Administrator
Evaluate and troubleshoot first session with focus groups from schools					X	X	X						Project Director, Evaluator, Project Administrator and Administrative Support
Midpoint Report									X				Project Administrator. and Administrative Support
Program adjustments							X	X					Project Administrator
ICTS Inputs identified measures, targets, and achievement calculations								X	X	X			Project Director Project Administrator ICTS Team
Repeat course one for staff and administrators								X	X	X			Project Administrator & Administrative Support
Quarterly Monitoring Report									X				Project Administrator, Evaluator and Administrative Support
Evaluate and troubleshoot second session with focus groups from schools									X	X	X		Project Director, Evaluator, Project Administrator and Administrative Support
Collect teacher and administrative assessment data (TIF I only)											X	X	Project Administrator and Administrative Support
Collect data concerning individual teachers and school student achievement											X	X	Project Administrator and Administrative Support
Verify completed course work and surveys											X	X	Project Administrator and Administrative Support
Calculate achievement factors and determine individuals who qualify for bonus and amounts												X	Project Administrator, ICTS and Administrative Support
Final Report													Project Director,

MAJOR TASK	TIMELINE												RESPONSIBLE PARTY
	Year One – 2010												
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
												X	Evaluator, Project Administrator and Administrative Support
Meet with School Focus groups to share data and reports and plan next year										X	X	X	Project Director Project Administrator
Create training materials to introduce PBCS to teachers, administrators and paras										X	X	X	Project Director Project Administrator
Review costs and next steps w/ Professional Development Providers											X	X	Project Director, Evaluator, Project Administrator
Finalize preparation of initial training of school implementation team												X	Project Administrator

MAJOR TASK	TIMELINE												RESPONSIBLE PARTY
	Year Two- 2011												
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Pay appropriate personnel from previous year – TIF I (1 st possible payroll after results are finalized)	X	X											Project Administrator and Administrative Support
Contact Professional Development Providers to discuss training and programmatic costs	X	X											Project Administrator
Order training materials and equipment	X	X											Project Administrator and Administrative Support
Participants are provided with Potential Earnings Statement with goals identified	X	X											Project Administrator and Administrative Support
Hold training for targeted schools	X	X											Project Administrator
Collect baseline comparative data on target and comparative schools for measurement year 2	X	X											Project Administrator
Reintroduce Coursework and program to entire staff		X	X	X									Principals and School based team

MAJOR TASK	TIMELINE Year Two- 2011												RESPONSIBLE PARTY
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Begin 1 st on line class			X	X	X	X							Project Administrator and Principal
Monitor school implementation		X	X	X	X	X	X	X	X	X	X	X	Project Administrator and Principal
Quarterly Monitoring Report				X									Project Administrator, Evaluator, and Administrative Support
Meet with evaluator			X	X			X		X			X	Project Administrator and Administrative Support
Monitor and collect Edusoft benchmark data				X	X		X	X		X	X		Project Administrator
Evaluate and troubleshoot first session with focus groups from schools					X	X	X						Senior Director, PDS, Evaluator, Project Administrator and Administrative Support
Midpoint Report							X						Project Administrator and Administrative Support
Program adjustments							X	X					Project Administrator
Provide new Coursework for 2 nd semester (technology integration)								X	X	X	X		Project Administrator and Administrative Support
Quarterly Monitoring Report									X				Project Administrator, Evaluator and Administrative Support
Evaluate and troubleshoot second session with focus groups from schools									X	X	X		Senior Director, PDS, Evaluator, Project Administrator and Administrative Support
Collect teacher and administrative assessment data										X	X		Project Administrator and Administrative Support
Collect data concerning individual teachers and school student achievement data										X	X		Project Administrator and Administrative Support
Verify completed course work and surveys													Project Administrator and Administrative

MAJOR TASK	TIMELINE Year Two- 2011											RESPONSIBLE PARTY	
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY		JUN
										X	X		Support
Determine achievement factor results and amount individuals qualify for bonus												X	Project Administrator and Administrative Support
Final Report											X	X	Project Director, Evaluator, Project Administrator and Administrative Support
Develop/publish a data-based progress report for parents and students											X	X	Project Administrator
Meet with School Focus groups to share data and reports and plan next year											X	X	Project Administrator
Review costs and next steps with Education Vendors											X	X	Project Director, Evaluator, Project Administrator
Begin discussions of subsequent year implementation and development of budget to support incentive pay beyond the grant													OCPS Finance Officer, Project Director, Evaluator, Project Administrator ,Administrative Support

MAJOR TASK	TIMELINE Years Three-Five 2012-2014											RESPONSIBLE PARTY	
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY		JUN
Pay appropriate personnel for previous year (1 st possible payroll after results are finalized)	X	X											ICTS, Project Coordinator and Administrative Support
Contact Educational Vendor to discuss training and programmatic costs	X	X											Project Coordinator
Hold training for targeted schools	X	X											Project Coordinator
Participants are provided													Project Coordinator

MAJOR TASK	TIMELINE Years Three-Five 2012-2014												RESPONSIBLE PARTY
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
with Potential Earnings Statement with goals identified	X	X											and Administrative Support
Collect baseline comparative data on target and comparative schools for measurement	X	X											Project Coordinator
Reintroduce Coursework and program to entire staff		X	X	X									Principals and School based team
Monitor school implementation		X	X	X	X	X	X	X	X	X	X	X	Project Coordinator and Principal
Quarterly Monitoring Report				X									Project Coordinator, Evaluator, and Administrative Support
Meet with evaluator			X	X			X		X			X	Project Coordinator and Administrative Support
Monitor and collect Edusoft benchmark data				X	X		X	X		X	X		Project Coordinator
Evaluate and troubleshoot first session with focus groups from schools					X	X	X						Senior Director, PDS, Evaluator, Project Coordinator and Administrative Support
Midpoint Report							X						Project Coordinator and Administrative Support
Meet with evaluator							X						Project Coordinator and Administrative Support
Course and program modifications...if necessary							X	X					Project Coordinator
Quarterly Monitoring Report									X				Project Coordinator, Evaluator and Administrative Support
Evaluate and troubleshoot second session with focus groups from schools									X	X	X		Senior Director, PDS, Evaluator, Project Coordinator and Administrative

MAJOR TASK	TIMELINE Years Three-Five 2012-2014												RESPONSIBLE PARTY
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
													Support
Collect teacher and administrative assessment data										X	X		Project Coordinator and Administrative Support
Collect data concerning individual teachers and school student achievement										X	X		Project Coordinator and Administrative Support
Verify completed course work and surveys										X	X		Project Coordinator and Administrative Support
Determine individuals who qualify for bonus											X	X	Project Coordinator and Administrative Support
Final Report											X	X	Senior Director, PDS, Evaluator, Project Coordinator and Administrative Support
Develop/publish a data-based progress report for parents and students											X	X	Project Coordinator
Meet with School Focus groups to share data and reports and plan next year											X	X	Project Coordinator
Continue discussions of subsequent year implementation and development of budget to support incentive pay beyond the grant												X	OCPS Finance Officer, Senior Director, PDS, Evaluator, Project Coordinator and Administrative Support

(2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;

QUALIFICATIONS AND TIME COMMITMENTS OF KEY PERSONNEL

(See **Organizational Chart, Appendix C**)

PROJECT DIRECTOR (OCPS-funded): Suzanne F. Vendena, CCP, Senior Director, Compensation Services, will be designated the TIF fund administrator and primary contact with the U.S. Department of Education’s TIF program office. Ms. Vendena will supervise existing TIF program staff, oversee implementation, serve as liaison to the Superintendent and his Cabinet, and ensure that all required reports are submitted in a timely fashion. Ms. Vendena began working at OCPS as Director, Compensation Services in January 2008, promoted later that year to Senior Director. Prior to that, Ms. Vendena worked in the field of compensation for major corporations and other governmental entities for 20 years. Ms. Vendena has B.S. degree in Psychology from the Ohio State University and earned her Compensation Professional certification through World at Work in 1994. *(Time Commitment: 15%; See resume, Appendix A)*

PROJECT ADMINISTRATOR *(TIF-funded; 50%/50% of time dedicated to the TIF I/TIF II projects):* Donna Brown, Senior Administrator, TIF I Grant Program, will continue on as full time Project Coordinator implementing the day-to-day responsibilities of both the TIF I and *Teacher Incentive Fund II: One Vision, One Voice*, serving as liaison to each of the responsible key personnel for implementation of their components of the project. The Project Administrator will report directly to the Project Director to work exclusively on managing all components of these initiatives during the initial planning phases and throughout the implementation at the selected school sites (See job description in *Appendix A*).

PROGRAM SPECIALIST *(TIF-funded; 100% TIF II)* This position will be responsible for overseeing the collaborative teams developing assessment instruments to measure student performance for subjects/grades not captured by the FCAT, such as grades K-2 and specialty

areas such as art, music, etc. (See job description in *Appendix A*).

PROFESSIONAL DEVELOPMENT COORDINATORS (*TIF-funded; 100% TIF II*)

Professional Development Coordinators (2) are necessary for both Reading and Math/Science to develop and support the professional development plans for the 15 TIF II schools. They will work with the Professional Learning Communities, develop lesson studies, work with the consultants and resource teams and oversee the professional development and opportunities for teachers, paraprofessionals and school administrators.

INSTRUCTIONAL SUPPORT TEACHERS (*TIF-funded; 100% TIF II*): One math or science coach will be assigned to the 15 school to increase rigor in these critical need subjects. One half-time teacher is needed for the fine art programs in the elementary schools (See job description in *Appendix A*).

TIF I/TIF II RECRUITER (*TIF-funded; 50%/50% of time dedicated to the TIF I/TIF II*

projects): Donna Tunson has serve as Recruiter for the TIF I Grant Program, will continue as full time Recruiter for *Teacher Incentive Fund II: One Vision, One Voice*. She will continue to recruit graduates for the 10 high need high school and feeder middle schools, but now the 15 Title I feeder elementary schools (See job description in *Appendix A*).

ADMINISTRATIVE ASSISTANT (*TIF-funded; 50%/50% of time dedicated to the TIF I/TIF II*

projects): The Administrative Assistant will continue to provide support to the Project Coordinator who will be simultaneously implementing TIF I and TIF II. This higher qualified administrative support person will be able to assist with cost estimates, communications, and coordination of the 25 schools (See job description in *Appendix A*).

DATA ASSISTANT (*TIF-funded; 50%/50% of time dedicated to the TIF I/TIF II projects*):

The fiscal requirements of a multi-million dollar grant program justify the need for a support

position knowledgeable about the district's SAP financial management system, purchasing, payroll, data entry and generation of relevant reports (See job description in *Appendix A*).

COLLEGE BOARD COMPONENT TO INCREASE RIGOR:

Dianne Lovett, Senior Director, Advanced Studies (OCPS funded) has over 17 years of leadership experience in education as a teacher and administrator. Having served as the project administrator over several federal grants, she understands the responsibility of implementation and accountability over her component of Project REAP. She will oversee the administrative responsibilities of planning and implementation of the College Board professional development for the teachers and administrators in the targeted schools and will facilitate their participation in the AVID Summer Institute (Time Commitment: 15%; See Resume in *Appendix A*).

ASSESSMENT OF STUDENT ACHIEVEMENT:

Dr. Lee Baldwin, Senior Director, Assessment, Research and Accountability, is responsible for all district accountability and reporting of student achievement data, including FCAT and other indicators of school improvement. He earned his Ph.D. in Educational Research and M.Ed. in Counselor Education from the University of Virginia, and his Bachelor's of Science from Virginia Polytechnic Institute and State University. Highly respected by his peers, he serves in leadership positions across the nation (OCPS-funded; See resume *Appendix A*).

TIF DATABASE ANALYST (*TIF-funded; 100% TIF II*) This position is needed to work in conjunction with the ICTS department to develop the information system to link student achievement results, teacher evaluation scores, and professional development data together with the compensation pay systems in the *TIF II – One Vision One Voice* PBCS (See job description in *Appendix A*).

OTHER DATA SYSTEMS PERSONNEL: TIF Enterprise Data Warehouse Database

Administrator and a TIF Enterprise Data Warehouse Senior Analyst will offer support for the design and implementation of the data system working closely with consultants.

PROFESSIONAL DEVELOPMENT:

Amanda Ellis, Director, Instructional Development, supervises the district's professional development resource teachers and is responsible for professional development of instructional staff. Mandy began at OCPS as an elementary school teacher in 1983 and moved into a Senior Administrator role six years ago, managing the district's Reading First *Grant*. (OCPS-funded; See his resume in Appendix A).

EXTERNAL EVALUATION TEAM: An external evaluation team will be hired to provide objective feedback on the implementation of the *TIF II: One Vision, One Voice* initiative and to support program improvement (three percent of budget)

(3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources; and

The district TIF leadership team met with the OCPS Chief Financial Officer and the Senior Director, Finance, to review the projected costs of providing increasing contributions to fund the performance and incentive pay portions of the TIF proposal. The consensus of the financial administrators and the district leadership team is that the district investment in support of teachers, administrators and paraprofessionals in the district's highest need schools (TIF schools) will lead to improved student outcomes and will contribute to closing the achievement gap (**ABSOLUTE PRIORITY 2a**).

TIF PARTICIPANTS: PERFORMANCE PAY PROJECTIONS						
RECIPIENTS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
Principals and Assistant Principals	---	30	30	30	30	120
Teachers	---	715	715	715	715	2,860
Other Personnel	59	59	59	59	59	295
Paraprofessionals	---	139	139	139	139	556
STEM Bonus	---	15	15	15	15	60

The projected costs to the district are seen in the following chart that demonstrates the declining TIF funding model (**ABSOLUTE PRIORITY 2b**).

DECLINING FUNDING MODEL FOR SUSTAINABILITY						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
TIF Funding	100%	90%	80%	70%	60%	
TIF TOTAL						
OCPS Non-TIF Funding	0%	10%	20%	30%	40%	
OCPS TOTAL						

If the achievement results were a perfect bell curve, the enhanced/partial step would be cost neutral. By all accounts student achievement will increase, therefore final achievements being at least target (100%) or as high as max (125%). The cost of the model was calculated with all hitting max achievement. This model will be able to be sustained financially during the current economic climate.

(4) The requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

The grant request of  is vital to attain the ambitious project goals and objectives presented. The funding request is reasonable in relationship to the objectives and design of the project and sustainable after the system is launched in support of the targeted schools. Design and implementation of the PBCS, including comprehensive professional development, teacher and principal evaluations, and design of a data system that will link

multiple databases with an education data warehouse to provide real time, valuable information for decision-making, program improvement, and information to support performance and incentive pay. This requires relevant, competent, professional staff at all levels.

(d) QUALITY OF LOCAL EVALUATION (5 points)

(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in this notice), increasing the effectiveness of teachers, principals and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;

Evaluation of the teachers and administrative compensation systems involves the examination to which these programs are successful in meeting the goals and objectives outlined above. The evaluation will employ both quantitative and qualitative measures. The Project Director and Project Coordinator will meet on a weekly basis to review all aspects of *TIF II: One Vision, One Voice*. Objectives, timelines and expected outcomes will be discussed. Appropriate data, comparative information, and other necessary documentation will be gathered monthly from the Human Resources Department, the OCPS Online Data Access Network, Instructional Technology Department, Advanced Studies Unit, school-based math and science coaches, and the Department Of Accountability Assessment and Research for formative evaluation of progress and to be included in the Superintendent's Quarterly Report. School board members will receive updates from the superintendent. The external evaluator will review the data monthly to make recommendations.

(2) Will produce evaluation data that are quantitative and qualitative; and

Progress toward desired outcomes will be measured using the following indicators:

TIF II GOAL: To increase student achievement in the targeted high need schools through developing and implementing a comprehensive performance-based compensation system (PBCS) for teachers, principals, and other personnel to increase educator effectiveness and student achievement, measured in significant part by student growth.

OBJECTIVE 1: Increase the number of highly effective teachers and administrators in high need schools through the implementation of a **performance based-compensation system** (PBCS) that rewards educators with performance and incentive pay primarily for increases in student achievement as documented by PBCS records.

Indicator 1.1: 80 percent of eligible teachers, administrators and paraprofessionals will earn some level of TIF incentive pay based on improved student achievement.

OBJECTIVE 2: Increase the content and pedagogical knowledge and skills of **teachers** serving students in high need schools through offering **high quality professional development to TIF participants** that is based on student data and instructional needs as documented by teacher individual professional development plans.

Indicator 2.1: 100 percent of the teachers will complete at least one professional development class each of the project to improve teaching and student learning as measured by the professional development protocol and standards.

Indicator 2.2: Math and Science coaches will mentor classroom teachers at their school on an ongoing basis with 90 percent of the teachers indicating through survey research that they are using the new teaching strategies and that they are having an impact on improved student achievement.

Indicator 2.3: 90 percent of the teachers will report that the professional development received has helped improve their abilities at the school sites and in the classroom as it relates to student

achievement.

OBJECTIVE 3: Build school leadership knowledge and skills of **principals and assistant principals** through offering **high quality professional development to TIF participants** that is based on student data and instructional need as documented by administrators' individual leadership development plans.

Indicator 3.1: 100% of the administrators will receive high quality professional development to identify educational best practices and tools to manage the data analysis of ongoing assessments so they can impact the classroom activities and increase student achievement as measured by completion of their professional development courses.

Indicator 3.2: 90 percent of the administrators will report that the professional development received has helped improve their abilities at the school sites and in the classroom as it relates to student achievement.

OBJECTIVE 4: Increase support for students, teachers and administrators through offering **professional development to paraprofessionals participating in TIF II** who work in the high need targeted schools as measured by teacher and administrator surveys and paraprofessional reflection logs.

Indicator 4.1: 90 percent of the paraprofessionals will report that the professional development received has helped improve their abilities at the school sites and in the classroom as it relates to student achievement.

OBJECTIVE 5: **Recruit and retain highly effective teachers and principals** in high need schools through the implementation of a performance-based compensation system (PBCS) that rewards educators with performance and incentive pay for increases in student achievement and other factors as measured by an increase in the percentage of highly effective teachers and

principals remaining in the high need schools.

Indicator 5.1: Recruitment will be expanded and enhanced to recruit more teachers and administrators from across the nation and from within the district as measured by travel records and documentation provided by the TIF recruiter on a monthly basis.

Indicator 5.2: 85 percent of the teachers at the targeted schools will choose to return to their school each year as measured by teacher rosters and attrition reports. Data from exit surveys will also be used as documentation.

OBJECTIVE 6: **Develop and implement a data system** that links student achievement data with the performance-based compensation system, professional development and evaluation of teachers and administrators as measured by the reports generated by the new data system.

Indicator 6.1: The data system will generate reports that link student achievement information with the teacher and administrator 95 percent of the time as measured by the generated reports.

<p>(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.</p>
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Consistent with the *One Vision, One Voice Framework for Teaching and Learning*, the district is implementing the Florida Continuous Improvement Model which is a systematic process for planning, teaching, assessing and reevaluating results. It is the road map that directs our actions. Among its core principles, FCIM identifies a Plan-Do-Check-Act (PDCA) Instructional Cycle. The project staff will ensure that this process is applied to the project and, consistent with the evaluation plan, will monitor progress toward identified goals and objectives through formative and annual evaluations. An external evaluator will be hired to assist in this process and provide feedback to the project staff for program improvement.

TIF II: One Vision, One Voice Performance Based Compensation System Program Evaluation			
Program Objective	Success Criteria	Year	Evaluation Method
Development and implementation of a system providing quantitative measures of growth in student achievement at both classroom and school levels	<ul style="list-style-type: none"> Learning gain calculations of teacher and school effects on student achievement growth available for all participating schools 	Year 1 for other personnel Years 2-5	<ul style="list-style-type: none"> Program Coordinator will measure achievement results along with the Department of Accountability, Assessment and Research
Development and implementation of a process for determining retention of teachers	<ul style="list-style-type: none"> Percentage of teachers remaining at the school from year to year will be at or above the district average (83%). 	Year 2 for other personnel Years 3-5	<ul style="list-style-type: none"> Observation of the training of observers. Annual online teacher survey
Sustainable compensation system based on student achievement	<ul style="list-style-type: none"> At least 80% of the teachers and administrators in the targeted schools will qualify for bonus. This upward trend will continue through the duration of the program. 	Year 1 for other personnel Years 2-5	<ul style="list-style-type: none"> Effectiveness will be documented annually in targeted schools by measuring the amount of incentives paid out, and teachers retention and recruitment numbers and comparative data with other schools.
Development and implementation of comprehensive professional development program that is aligned to teaching and leadership standards	<ul style="list-style-type: none"> 100% of teachers and administrators in the targeted schools indicate that they have received additional professional development that is aligned to teaching and leadership standards 	Year 1 for other personnel Years 2-5	<ul style="list-style-type: none"> Annual online survey Professional Protocol documentations
Improved student achievement growth	<ul style="list-style-type: none"> By the 3rd year, 20% of targeted schools will show above average growth. The percent will increase to 50% by the 5th year. By the 3rd year, students in the targeted schools show significantly larger gains than students in the comparison schools. This trend will continue through the 5th year of the program. 	Year 1 for other personnel Years 2-5	<ul style="list-style-type: none"> Average student growth in specific grade and subject area at each school will be examined through the FCAT system. Matched comparison analysis will be conducted to examine differences in student achievement across time between targeted schools and comparative schools.
Development and implementation of a data system to link student achievement data and teachers/principals	<ul style="list-style-type: none"> The data system will generate reports that link student achievement information with the teacher and administrator 95 percent of the time. 	Years 2-5	<ul style="list-style-type: none"> Documentation will be gathered from reports

In addition, *TIF II: One Vision, One Voice* staff will use evaluations to support program improvement and to inform professional development, compensation, promotion and retention

(COMPETITIVE PRIORITY 3):

FLORIDA’S RACE TO THE TOP PHASE II MOU:

(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:

- 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.

- 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:

- 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.

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

- The LEA will implement a compensation system for teachers that:
 1. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii)
 2. 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).
 3. 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.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High-Need Schools Documentation** Pages: **6** Uploaded File: **C:\Documents and Settings\13875\Desktop\1.FINAL TIF II ONE VISION, ONE VOICE\Needs Documentation\High Needs Documentation.pdf**

High Need Schools Documentation

- **Percentage of Students Eligible for
the Free or Reduced Price Meal
Program (Certified List)**

Site	Free	Redc.	Paid	Total	Free & Reduced	Adult	Denie	Direct
1811 Acceleration Academy	211	29	53	293	81.91%	1	10	110
1401 Aloma Elementary	229	51	226	506	55.34%	42	13	114
0321 Andover Elementary	195	99	275	569	51.67%	45	41	69
1282 Apopka Elementary	405	54	196	655	70.08%	65	30	171
1521 Apopka High	988	180	1,356	2,524	46.28%	33	53	434
0282 Apopka Middle	548	100	365	1,013	63.97%	50	41	232
0981 Arbor Ridge Elementary	218	81	428	727	41.13%	66	31	85
0531 Audubon Park Elementary	345	62	578	985	41.32%	84	9	188
0222 Avalon Elementary	118	44	660	822	19.71%	65	24	49
1763 Avalon Middle	428	149	837	1,414	40.81%	14	41	155
0611 Azalea Park Elementary	706	93	119	918	87.04%	50	31	374
1071 Bay Meadows Elementary	112	27	392	531	26.18%	43	12	60
0042 BETA	151	7	147	305	51.80%	0	2	95
0631 Blankner	325	35	673	1,033	34.85%	79	11	157
0871 Bonnevill Elementary	304	71	174	549	68.31%	56	33	147
0111 Boone High School	804	166	1,945	2,915	33.28%	25	44	332
1762 Bridgewater Middle	351	117	863	1,331	35.16%	76	35	113
0751 Brookshire Elementary	111	32	365	508	28.15%	34	7	49
0217 Camelot Elementary	269	57	363	689	47.31%	29	22	111
5871 Carver Middle	709	53	53	815	93.50%	24	15	398
1612 Castle Creek Elementary	394	77	306	777	60.62%	57	23	184
0701 Catalina Elementary	555	35	15	605	97.52%	37	6	284
1291 Chain of Lakes Middle	642	132	497	1,271	60.90%	129	31	257
0711 Cheney Elementary	379	81	80	540	85.19%	52	12	177
0142 Cherokee	61	6	28	95	70.53%	31	2	35
0831 Chickasaw Elementary	585	98	97	780	87.56%	58	55	303
0216 Citrus Elementary	394	65	343	802	57.23%	72	28	128
0941 Clarcona Elementary	482	110	350	942	62.85%	45	47	232
0991 Clay Springs Elementary	337	65	424	826	48.67%	111	27	151
0951 Colonial 9th	530	99	236	865	72.72%	7	30	248
0661 Colonial High	1,282	315	825	2,422	65.94%	34	79	547
1451 Columbia Elementary	460	97	548	1,105	50.41%	76	29	223
0551 Conway Elementary	339	50	200	589	66.04%	42	18	160
1391 Conway Middle	508	107	615	1,230	50.00%	21	18	200
1281 Corner Lake Middle	593	134	620	1,347	53.97%	38	45	267
1651 Cypress Creek High	1,482	416	1,269	3,167	59.93%	31	105	427
0741 Cypress Park Elementary	278	59	54	391	86.19%	18	21	132
0156 Cypress Springs Elementary	234	68	458	760	39.74%	45	29	89
1601 Deerwood Elementary	189	55	303	547	44.61%	66	19	97
0511 Dillard Street Elementary	395	66	322	783	58.88%	48	18	213
1121 Discovery Middle	237	64	639	940	32.02%	9	33	113
1181 Dommerich Elementary	93	27	502	622	19.29%	47	3	40
0781 Dover Shores Elementary	388	77	132	597	77.89%	40	40	198
1591 Dr Phillips Elementary	119	27	510	656	22.26%	64	17	47
0931 Dr Phillips High	1,164	236	2,107	3,507	39.92%	7	59	455
0541 Dream Lake Elementary	382	101	348	831	58.12%	76	33	180
0801 Durrance Elementary	225	70	167	462	63.85%	43	15	109
0236 Eagles Nest Elementary	519	40	77	636	87.89%	70	13	284
0259 East Lake Elementary	225	63	398	686	41.98%	55	22	115
1801 East River High	655	170	683	1,508	54.71%	17	38	282
5841 Eccleston Elementary	355	58	38	450	91.67%			
0121 Edgewater High School	773	147	830	1,750	52.57%	51	21	344
0214 Endeavor Elementary	301	91	379	771	50.84%	83	28	102
0681 Engelwood Elementary	517	33	44	594	92.59%	72	7	263
0671 Evans High	1,273	130	421	1,824	76.92%	7	53	573
0764 Excel High	309	26	60	395	84.81%	1	9	142
0181 Fern Creek Elementary	227	38	56	321	82.55%	55	14	155
1611 Frangus Elementary	361	77	206	644	68.01%	28	27	136
1662 Freedom High School	1,090	297	1,321	2,708	51.22%	27	81	302
0245 Freedom Middle	542	163	326	1,031	68.38%	29	48	149
0591 Gateway	40	4	11	55	80.00%	4	0	16

0571	Glenridge Middle	466	95	680	1,241	45.21%	15	31	228
1681	Gotha Middle School	434	101	659	1,194	44.81%	62	23	172
0191	Grand Avenue Elementary	216	7	2	225	99.11%	19	1	140
0881	Hiawassee Elementary	632	40	68	740	90.81%	80	10	283
1461	Hidden Oaks Elementary	274	71	275	620	55.65%	78	37	94
0201	Hillcrest Elementary	135	27	243	405	40.00%	41	6	54
8006	Home Builders	7	1	6	14	57.14%	0	0	4
0011	Hospital Homebound	16	2	28	46	39.13%	0	1	10
0131	Howard Middle	416	46	119	581	79.52%	3	18	238
1351	Hungerford Elementary	216	20	11	247	95.55%	23	3	130
1191	Hunters Creek Elementary	198	91	439	728	39.70%	133	24	65
0381	Hunters Creek Middle	295	158	621	1,074	42.18%	28	41	72
1421	Ivey Lane Elementary	333	10	4	347	98.85%	71	1	247
1111	Jackson Middle	919	127	176	1,222	85.60%	27	67	396
1081	John Young Elementary	431	122	279	832	66.47%	50	25	159
5711	Jones High	737	90	181	1,008	82.04%	26	15	407
0211	Kaley Elementary	174	24	74	272	72.79%	45	11	91
1791	Keenes Crossing Elementary	108	50	440	598	26.42%	23	11	38
0311	Killarney Elementary	307	49	86	442	80.54%	52	23	169
0221	Lake Como Elementary	186	17	65	268	75.75%	51	9	111
0241	Lake Gem Elementary	638	99	141	878	83.94%	145	67	271
0301	Lake George Elementary	258	50	233	541	56.93%	41	28	117
1951	Lake Nona High	562	213	897	1,672	46.35%	9	50	199
0521	Lake Silver Elementary	320	35	187	542	65.50%	55	15	159
1221	Lake Sybelia Elementary	182	45	325	552	41.12%	30	9	86
0651	Lake Weston Elementary	507	20	21	548	96.17%	26	6	261
1571	Lake Whitney Elementary	47	16	581	644	9.78%	82	4	16
0561	Lakemont Elementary	244	53	404	701	42.37%	80	7	108
0352	Lakeview Middle	530	113	706	1,349	47.66%	56	39	226
0141	Lakeville Elementary	439	114	364	917	60.31%	101	22	217
0851	Lancaster Elementary	636	57	66	759	91.30%	49	29	292
0213	Lawton Chiles Elementary	444	123	163	730	77.67%	78	66	207
0581	Lee Middle	601	76	219	896	75.56%	8	26	313
0242	Legacy Middle	466	121	307	894	65.66%	16	39	184
1551	Liberty Middle	737	170	225	1,132	80.12%	26	47	341
1141	Little River Elementary	633	78	122	833	85.35%	54	34	340
0421	Lockhart Elementary	371	50	97	518	81.27%	27	16	207
0721	Lockhart Middle	554	91	183	828	77.90%	36	23	288
0821	Lovell Elementary	618	42	57	717	92.05%	45	11	309
1561	Magnolia School	124	13	51	188	72.87%	79	9	50
0731	Maitland Middle	269	63	597	929	35.74%	79	18	122
1321	Maxey Elementary	212	32	57	301	81.06%	15	21	105
0891	McCoy Elementary	583	55	51	689	92.60%	76	11	278
1041	Meadow Woods Elementary	536	161	155	852	81.81%	57	93	203
1381	Meadow Woods Middle	750	212	216	1,178	81.66%	28	65	240
1241	Meadowbrook Middle	882	78	80	1,040	92.31%	31	18	446
0151	Memorial Middle	730	48	52	830	93.73%	16	11	288
1021	Metro West Elementary	547	134	633	1,314	51.83%	53	51	206
0161	Migrant Education	24	0	38	62	38.71%	0	0	23
1553	Millenia Elementary	572	83	116	771	84.95%	47	41	264
0791	Mollie Ray Elementary	490	9	19	518	96.33%	29	8	336
1582	Moss Park Elementary	230	107	600	937	35.97%	35	34	87
0062	Nap Ford Comm. Charter	107	15	9	131	93.13%	0	5	69
0092	New Choices	3	2	1	6	83.33%	0	1	2
0771	North Lake Park Elementary	255	91	581	927	37.32%	142	20	90
1501	Oak Hill Elementary	367	37	83	487	82.96%	37	21	182
0691	Oak Ridge High	1,360	178	382	1,920	80.10%	5	50	546
0212	Oakshire Elementary	500	111	181	792	77.15%	27	62	191
1531	Ocoee Elementary	434	94	283	811	65.10%	57	28	221
0252	Ocoee High	1,009	216	1,179	2,404	50.96%	31	56	386
0342	Ocoee Middle	805	192	665	1,662	59.99%	75	90	317
1682	Odyssey Middle	410	137	306	853	64.13%	36	38	129

1632	Olympia High	760	202	1,972	2,934	32.79%	9	27	309
1331	Orange Center Elementary	318	8	5	331	98.49%	40	3	208
0089	Orlando Science Middle School	74	27	135	236	42.80%	0	5	21
0271	Orlo Vista Elementary	413	78	23	515	80.32%			
1691	Pace	30	1	14	45	68.89%	0	0	24
0961	Palm Lake Elementary	132	19	425	576	26.22%	52	6	85
1491	Palmetto Elementary	829	78	78	986	92.08%			
0053	Passport MS	83	28	65	176	63.07%	0	16	41
0901	Pershing Elementary	148	22	199	369	46.07%	44	8	73
1671	Piedmont Lakes Middle	614	125	393	1,132	65.28%	53	39	275
1541	Pinar Elementary	367	76	99	542	81.73%	35	24	151
0411	Pine Castle Elementary	214	32	94	340	72.35%	17	11	94
0621	Pine Hills	596	37	43	676	96.40%			
0231	Pineloch Elementary	526	55	36	616	94.24%			
0401	Pinewood Elementary	550	34	63	647	90.26%	49	17	297
0251	Princeton Elementary	168	27	282	477	40.88%	46	15	112
0055	Princeton House Charter	5	0	66	71	7.04%	0	0	5
0113	Project Compass	29	0	3	32	90.63%	0	1	18
0043	Project Compass/ Goodwill	3	1	17	21	19.05%	0	0	2
5891	Richmond Heights Elementary	310	23	9	342	97.37%	14	6	195
1431	Ridgewood Park Elementary	574	74	51	699	92.67%			
0057	RIO GRANDE CHARTER	159	19	15	193	92.23%	0	6	88
0261	Riverdale Elementary	359	95	185	639	71.05%	26	30	191
1251	Riverside Elementary	398	69	160	627	74.48%	29	18	200
0921	Robinswood Middle	844	94	163	1,101	85.20%	38	39	344
0641	Rock Lake Elementary	246	11	9	266	96.62%	14	4	131
1011	Rock Springs Elementary	292	79	384	755	49.14%	87	23	126
0861	Rolling Hills Elementary	481	59	42	582	92.78%	80	24	261
1271	Rosemont Elementary	702	79	83	864	90.39%	96	30	398
1261	Sadler Elementary	656	62	41	759	94.60%	48	15	241
1731	Sand Lake Elementary	112	25	342	479	28.60%	81	8	50
1441	Shenandoah Elementary	244	35	359	638	43.73%	45	16	115
1621	Shingle Creek Elementary	920	95	77	1,092	92.95%	70	43	367
0392	Silver Star Center	64	6	6	76	92.11%	0	0	38
1703	South Creek Middle	478	183	248	909	72.72%	36	95	138
1031	Southwest Middle	469	79	729	1,277	42.91%	22	23	198
1341	Southwood Elementary	379	102	299	780	61.67%	87	42	110
0841	Spring Lake Elementary	385	66	117	568	79.40%	70	65	189
1771	Stone Lakes Elementary	126	47	555	728	23.76%	44	23	48
0054	Summit Charter	97	11	38	146	73.97%	0	6	62
1371	Sunrise Elementary	52	13	489	554	11.73%	56	5	18
1776	Sunset Park Elementary	264	76	401	741	45.88%	52	23	108
0811	Tangelo Park Elementary	294	47	42	383	89.03%	28	8	151
0235	Thornebrooke Elementary	90	37	629	756	16.80%	32	16	41
0215	Three Points Elementary	515	77	82	674	87.83%	63	35	256
0361	Tildenville Elementary	406	53	83	542	84.69%	43	21	166
1631	Timber Creek High	716	245	2,221	3,182	30.20%	61	86	255
1991	Timber Lakes Elementary	196	58	354	608	41.78%	29	16	76
0090	UCP East Orange	37	20	62	119	47.90%	0	12	21
0065	UCP Holloway	49	14	72	135	46.67%	0	14	29
0070	UCP Pine Hills	42	6	12	60	80.00%	0	0	27
0034	UCP Transitional Learning	5	1	9	15	40.00%	0	3	3
0431	Union Park Elementary	396	96	144	636	77.36%	19	50	192
0911	Union Park Middle	677	144	208	1,029	79.79%	14	58	289
1001	University High	954	346	1,464	2,764	47.03%	18	72	336
0971	Ventura Elementary	550	76	95	721	86.82%	51	31	297
1752	Vista Lakes Elementary	355	129	485	969	49.95%	47	45	125
1151	Walker Middle	738	120	156	1,014	84.62%	37	37	295
5861	Washington Shores Elementary	505	13	11	529	97.92%	43	5	299
1051	Waterbridge Elementary	580	142	249	971	74.36%	67	93	208
1091	Waterford Elementary	215	71	481	767	37.29%	44	18	102
1542	Wekiva High School	963	260	1,056	2,279	53.66%	22	68	418

0232	West Creek Elementary	203	83	487	773	37.00%	48	12	62
0253	West Oaks Elementary	479	47	53	579	90.85%	53	14	225
1512	West Orange 9th	0	0	0	0	0.00%	1	0	0
1511	West Orange High	904	226	1,867	2,997	37.70%	119	56	349
1562	Westbrooke Elementary	100	33	444	577	23.05%	22	5	58
1133	Westridge Middle	848	74	58	980	94.08%	10	24	321
1361	Wheatley Elementary	325	20	11	356	96.83%			
0322	Whispering Oak Elementary	489	121	769	1,379	44.23%	109	44	195
1231	Windermere Elementary	96	24	782	902	13.30%	107	8	40
1061	Windy Ridge Elementary	352	74	716	1,142	37.30%	110	36	136
1171	Winegard Elementary	574	65	84	723	88.38%	36	30	272
0302	Winter Park 9th	228	65	521	814	36.00%	5	15	97
1411	Winter Park Senior	502	130	1,645	2,277	27.76%	19	29	201
1751	Wolf Lake Elementary	344	100	579	1,023	43.40%	95	35	162
1702	Wolf Lake Middle	496	107	479	1,082	55.73%	35	32	191
1741	Wyndham Lakes Elementary	686	161	209	1,056	80.21%	64	45	242
0461	Zellwood Elementary	454	40	72	566	87.28%	93	9	184
Totals		83,760	15,940	68,507	168,207	59.27%			

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Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters of Commitment** Pages: **13** Uploaded File: **C:\Documents and Settings\13875\Desktop\1. FINAL TIF II ONE VISION, ONE VOICE\Letters of Commitment\Letters of Commitment.pdf**

Letters of Commitment & Assurances

Unions

- **Michael Cahill, CTA President**
- **William Humphreys, OESPA President**

OCPS

- **Ronald Blocker, Superintendent**
 - **Area Superintendents**
 - **Principals of Participating TIF Schools**
- **Suzanne Vendena, CCP, Senior Director, Compensation Services & Project Director**



**ORANGE COUNTY
CLASSROOM TEACHERS ASSOCIATION**

1020 Webster Avenue, Orlando, Florida 32804 • Phone (407) 298-0756 • Fax (407) 290-8799

June 28, 2010

Mr. Ronald Blocker
Superintendent
Orange County Public Schools
445 W. Amelia St.
Orlando, Florida 32801-1129

Dear Mr. Blocker,

On behalf of the Orange County Classroom Teachers Association(CTA), I am in support of the grant proposal called *Teacher Incentive Fund II: One Voice, One Vision* as submitted by the School Board of Orange County, Florida/Orange County Public Schools (OCPS) to the U.S. Department of Education under the Teacher Incentive Fund (TIF) grant program. CTA represents instructional personnel, and is affiliated with the Florida Education Association (FEA), the National Education Association (NEA), the American Federation of Teachers (AFT) and the AFL-CIO. Having participated in the preliminary discussions for this proposal, and we will contribute to its full planning year.

CTA will collaborate with OCPS in the planning, under the TIF grant program, to design a performance-based compensation system (PBCS) for teachers, paraprofessionals and administrators that will specifically targeted high need schools. We understand that this program will include a planning year with key stakeholder involvement, including the input of instructional members of CTA. The plan will provide an opportunity for instructional personnel to earn performance pay for their efforts that lead to improved student achievement in high need Title I elementary schools. CTA does maintain our right to negotiate those areas that are clearly defined within our collective bargaining agreement and applicable state and federal statues.

CTA will support the OCPS *Teacher Incentive Fund II: One Voice, One Vision* initiative by:

- Informing instructional personnel about opportunities to participate in developing the PBCS during the planning year.
- Providing representation on the *Teacher Incentive Fund II: One Voice, One Vision* Advisory Council over the five-year grant period.
- Sharing information with CTA membership on the annual results of instructional participation in the *Teacher Incentive Fund II: One Voice, One Vision* program and their impact on student achievement.
- CTA/OCPS will designate a lead instructional liaison to bring forth success and achievement for students.

Thank you for this opportunity to collaborate in support of our Orange County Classroom Teachers Association and students.

Sincerely,



Mike Cannit

President, CTA

Affiliated with Florida Education Association, National Education Association
and AFT/AFL-CIO



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PR/Award # S385A100148



Orange Education Support Professionals Association

1020 WEBSTER AVENUE • ORLANDO, FLORIDA 32804
TELEPHONE (407) 299-3313 • FAX (407) 290-8799

June 28, 2010

Mr. Ronald Blocker
Superintendent
Orange County Public Schools
445 W. Amelia St.
Orlando, Florida 32801-1129

Dear Mr. Blocker,

On behalf of the Orange Education Support Professionals Association (OESPA), I endorse the grant proposal called *Teacher Incentive Fund II: One Voice, One Vision* as submitted by the School Board of Orange County, Florida/Orange County Public Schools (OCPS) to the U.S. Department of Education under the Teacher Incentive Fund (TIF) grant program. OESPA represents education support professionals, and is affiliated with the Florida Education Association (FEA), the National Education Association (NEA), the American Federation of Teachers (AFT) and the AFL-CIO. Having participated in the preliminary discussions for this proposal, and we will contribute to its full planning year and implementation.

OESPA supports OCPS plans under the TIF grant program to design a performance-based compensation system (PBCS) for teachers, paraprofessionals and administrators that will be specifically targeted to high need schools. We understand that this program will include a planning year with key stakeholder involvement, including the input of paraprofessionals. The plan will provide an opportunity for paraprofessionals to earn performance pay for their efforts that lead to improved student achievement in high need Title I elementary schools. OESPA does maintain our right to negotiate those areas that are clearly defined within our collective bargaining agreement and applicable state and federal statutes.

OESPA will support the OCPS *Teacher Incentive Fund II: One Voice, One Vision* initiative by:

- Informing paraprofessionals about opportunities to participate in developing the PBCS during the planning year.
- Providing representation on the *Teacher Incentive Fund II: One Voice, One Vision* Advisory Council over the five-year grant period.
- Sharing information with OESPA membership on the annual results of paraprofessional participation in the *Teacher Incentive Fund II: One Voice, One Vision* program and their impact on student achievement.

If you need further information, please contact me by telephone at 407-299-3313 or by e-mail at bill.humphreys@floridaea.org. Thank you for this opportunity to collaborate in support of our Orange County paraprofessionals and students.

Sincerely,



AN AFFILIATE OF FEA, NEA, AFT AND AFL-CIO
www.oespa.org





Orange County Public Schools

445 West Amelia Street • Orlando, FL 32801-1129 • Phone 407.317.3200 • www.ocps.net

June 30, 2010

U.S. Department of Education
Application Control Center
Attention: CFDA 84.385
Room 7041, Potomac Center Plaza
550 12th Street, SW
Washington, DC 20202-4260

RE: Teacher Incentive Program (TIF) Grant Application

To Whom It Concerns:

On behalf of Orange County Public Schools (OCPS), Florida, I am pleased to provide this letter of commitment in support of *Teacher Incentive Fund II: One Vision, One Voice*, a grant proposal submitted under the Teacher Incentive Fund (TIF) Program to the U.S. Department of Education. The purpose of the project is to develop and implement a sustainable performance-based teacher and principal compensation system tied to student achievement and growth. The initiative will expand and enhance the district's current TIF grant through targeting the 14 highest need elementary schools that feed into our three highest need high schools and their feeder Title I middle schools. The secondary schools were targeted in the first TIF grant.

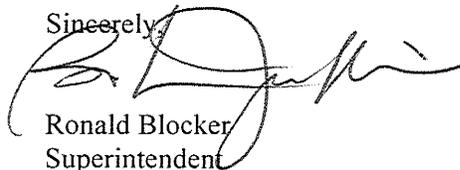
For the targeted high need schools, *TIF II: One Vision, One Voice* will:

- Increase the number of highly effective teachers and administrators through the implementation of a performance based-compensation system (PBCS).
- Increase the content and pedagogical knowledge and skills of teachers serving students through offering high quality professional development.
- Build school leadership skills of principals and assistant principals through offering high quality professional development.
- Offer professional development to paraprofessionals to enhance their support for students, teachers and administrators.
- Recruit and retain highly effective teachers and principals.
- Develop and implement a data system that links student achievement data with the performance-based compensation system, professional development and evaluation of teachers and administrators.

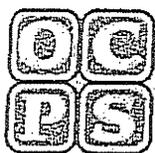
OCPS will share the cost of the project contributing increasing levels of funding between Years 2 and 5.

TIF II: One Vision, One Voice directly supports our district's vision *to be the top producer of successful students in the nation*. We appreciate this opportunity to improve teaching and learning in our highest need schools to better serve our youth.

Sincerely,



Ronald Blocker
Superintendent



Orange County Public Schools

445 West Amelia Street • Orlando, FL 32801-1129 • Phone 407.317.3200 • www.ocps.net

July 1, 2010

In my absence, individuals authorized to sign official Orange County Public Schools documents on my behalf include:

- Barbara Jenkins, Chief Academic Officer
- Richard L. Collins, Chief Financial Officer
- Rosita Riley, Area Superintendent
- Kathleen Palmer, Chief of Staff

This authorization is in effect for the 2010-2011 school year.

Sincerely,

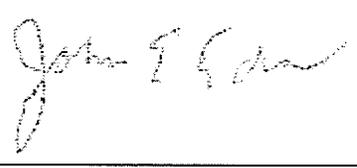
Ronald Blocker
Superintendent

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**AREA SUPERINTENDENTS'
LETTER OF SUPPORT
TEACHER INCENTIVE FUND**

**Teacher Incentive Fund II: One Vision, One Voice (TIF II)
Orange County Public Schools (OCPS), Florida**

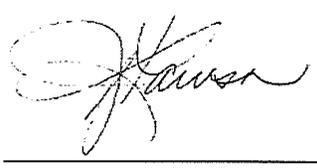
As Area Superintendent over targeted TIF schools, I am endorsing the Orange County Public Schools' Teacher Incentive Fund program plan entitled *Teacher Incentive Fund II: One Vision, One Voice*. I will support each of my principals in meeting the TIF assurances to which they have committed their schools.



John Edwards, Area Superintendent,
North Learning Community

6-30-10

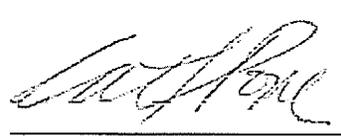
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James Lawson, Area Superintendent,
Southeast Learning Community

6/28/10

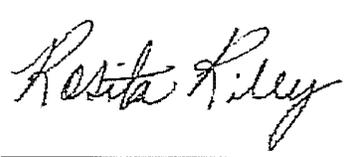
Date



Cathy Pope, Area Superintendent,
Southwest Learning Community

6/29/10

Date



Rosita Riley, Area Superintendent,
West Learning Community

06/29/10

Date

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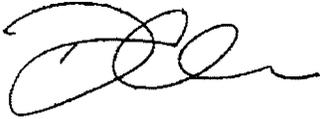
**PRINCIPALS’
LETTER OF COMMITMENT
TEACHER INCENTIVE FUND**

Teacher Incentive Fund II: One Vision, One Voice (TIF II)
Orange County Public Schools (OCPS), Florida

On behalf of my school, I am endorsing the Orange County Public Schools’ Teacher Incentive Fund program plan entitled *Teacher Incentive Fund II: One Vision, One Voice*. As principal of a participating elementary school, I commit to:

- Create a TIF II school-based leadership team composed of the principal, assistant principal, curriculum resource teacher, a teacher leader, and a paraprofessional who will support planning and implementation of the TIF initiative on the school level.
- Promote administrator and teacher participation in professional development activities tied to student data and instructional needs.
- Inform teachers and administrators that to receive the benefits of the TIF II program, they must sign off on an assurance form committing to the requirements of the initiative.
- Inform your school staff that in Year 1 of the TIF II project, a pilot performance-based compensation system (PBCS) will be designed with the input of key stakeholders, including the Orange County Classroom Teachers’ Association (CTA), OESPA, teachers, administrators, paraprofessionals, district leaders, and other personnel.
- Cooperate with surveys, focus groups and other methods of obtaining input from key stakeholders in the design of the PBCS.
- Support implementation of the district’s pilot performance-based compensation system (PBCS) supporting performance and incentive pay plan for teachers and administrators who achieve various levels of student learning gains as measured by classroom and school assessment data.
- Include information in the school newsletter reporting to parents the TIF II annual results. This information will be provided to you by the TIF II coordinator in a summary article in September of each project year.
- Cooperate with U.S. Department of Education in responding to surveys related to TIF II and other evaluation collection efforts.

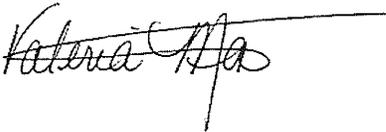
This letter of commitment to support the Orange County school district's Teacher Incentive Fund Project is signed by:



David Christiansen, Principal
Evans High School

6.29.10

Date



Valeria Maxwell, Principal
Meadowbrook Middle School

June 29, 2010

Date



Kandace Goshe, Principal
Pinewood Elementary School

6/29/10

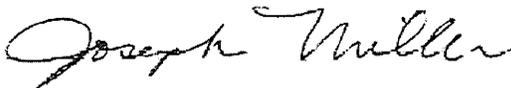
Date



Edward Thompson, Principal
Ridgewood Park Elementary School

6/29/10

Date



Joseph Miller, Principal
Oak Ridge High School

6/30/2010

Date



Daniel Axtell, Principal
Walker Middle School

6/30/10

Date

Belinda Reyes

Belinda Reyes, Principal
Lancaster Elementary School

6-28-10

Date

Bridget Williams

Bridget Williams, Principal
Jones High School

6/29/10

Date

Carl Cartwright

Carl Cartwright, Principal
Howard Middle School

06/29/2010

Date

Shelia Windom

Shelia Windom, Principal
Memorial Middle School

6-29-10

Date

Gabriel Berrio

Gabriel Berrio, Principal
Westridge Middle School

6/29/10

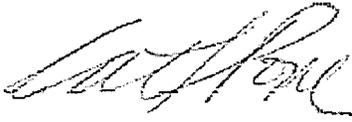
Date

Sharon Jenkins

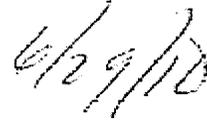
Sharon Jenkins, Principal
Catalina Elementary School

6/29/10

Date



Cathy Pope, Area Superintendent,
Southwest Learning Community, for the principal,
Eccleston Elementary School



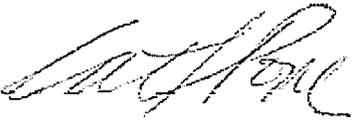
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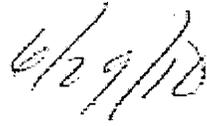
Katie Boyd, Principal
Palmetto Elementary School

06/29/10

Date



Cathy Pope, Area Superintendent,
Southwest Learning Community, for the principal,
Richmond Heights Elementary School



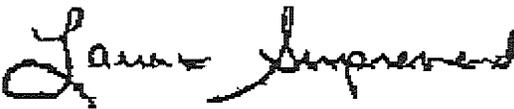
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Milagros Rivera, Principal
Sadler Elementary School



Date



Laura Suprenard, Principal
Shingle Creek Elementary School

6/30/10

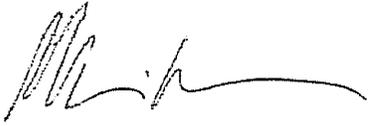
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Wayne Green, Principal
Carver Middle School

6-29-10

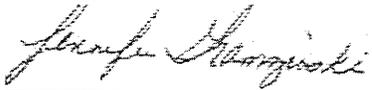
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Marcia Newsome, Principal
Robinswood Middle School

6/29/10

Date



Jennifer Gramzinski, Principal
Hiawassee Elementary School

6/29/10

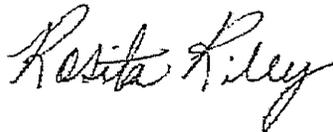
Date



Joscelyn Harold-Gladden, Principal
Ivey Lane Elementary School

6/28/10

Date



Rosita Riley, Area Superintendent,
West Learning Community, for the principal,
Mollie Ray Elementary School

06/29/10

Date

Unavailable for signature

Brenda Martin-Smith, Principal
Orlo Vista Elementary School

Date



DeCheryl Britton, Principal
Pine Hills Elementary School

6-29-10

Date



Lino Rodriguez, Principal
Grand Avenue Primary Learning Center



Date



Orange County Public Schools

445 West Amelia Street Orlando, FL 32801-1129 Phone 407.317.3200 www.ocps.net

July 1, 2010

U.S. Department of Education
Application Control center
Attention: CFDA 84.385
Room 7041, Potomac Center Plaza
550 12th Street, SW
Washington, DC 20202-4260

RE: Teacher Incentive Program (TIF) Grant Application

To Whom it Concerns:

I am pleased to be named the Project Director for the *Teacher Incentive Fund II: One Vision, One Voice* grant. I have worked in the field of compensation management for over 20 years and understand the importance compensation has in attracting, retaining and motivating employees. I've designed and implemented incentive pay programs for major corporations but never have I been involved with a plan with such noble purpose as to develop and implement a sustainable performance-based teacher and principal system tied to student achievement and growth.

The OCPS's proposed Performance Based Compensation System (PBCS) is a compilation of suggestions submitted by teachers and administrators, principles indicated on the Center for Educator Compensation Reform website and components of previous incentive programs I have worked with. However, the PBCS will continue to be reviewed, revised and refined by key stakeholders during the planning year.

I understand the role of Project Director and I am committed to ensure that the intent of the Teacher Incentive Fund is carried out by:

- Serving in an advisory capacity with the school TIF Leadership teams.
- Working in collaboration with the CTA and OESPA bargaining teams.
- Implementing a compensation program that will attract, retain and motivate highly effective teachers, administrators and paraprofessionals to the highest need schools, yet will be financially sustainable in the future.
- Dedicating at least 15% of my time on the Teacher Incentive Fund II: One Vision, One Voice grant project.

I am proud to be part of the district's vision to be the top producer of successful students in the nation.

Sincerely,

Suzanne F. Vendena, CCP
Senior Director, Compensation Services

Project Narrative

Other Attachments

Attachment 1:

Title: **Other Attachments** Pages: **109** Uploaded File: **C:\Documents and Settings\13875\Desktop\1. FINAL TIF II ONE VISION, ONE VOICE\Appendices\Other Attachments.pdf**

APPENDIX A

Key Personnel Vitae or Job Descriptions



Carol A. Kindt, Ed.D

Objective: To assist Orange County Public Schools in becoming the top producer of successful students in the nation.

Professional Profile:

- Committed to the vision and mission of Orange County Public Schools
- Experienced, loyal leader
- Able to resolve conflict
- Well-organized
- Time manager
- Confident communicator
- Innovator

EMPLOYMENT HISTORY

ORANGE COUNTY PUBLIC SCHOOLS: *Orlando, FL* *1991-present*

Senior Executive Director, Human Resources

April 2009 to present

Provide leadership and manage the Human Resources Department for the 10th largest district in the nation. Maintain consistency with federal, state, and district regulations and assist central office departments and learning communities with compliance issues for more than 22,000 employees. Responsible for human resource management including labor relations, equal employment opportunity, performance appraisals and accountability systems.

Principal, Chain of Lakes Middle School

July 2002- April 2009

As principal, I am in charge of the daily operation of the school and entrusted to create an educational environment that produces the top students in the nation. Open communication that flows up and down the chain of command is vital to our success, and any obstacle is overcome through collaboration and problem solving. The overall effectiveness of this school is dependent upon a highly efficient leadership team that has been cultivated over time. This team is empowered and held accountable for maintaining a high level of performance and holding our faculty and students to excellence. Competence is valued and rewarded. A culture of *competitive excellence* has emerged. Conversations about curriculum and social programs and how they impact students are what matter. Trainings and staff development are compared to performance outcomes and aligned. I have been called upon to share our trainings with district leaders, principals, and other school-based personnel from around the district. The development of five core values and a student creed are constant reminders of what it means to be a part of Chain of Lakes Middle School: respectful, self-reliant, and confident. Fiscal

management ensures that each teacher has every available resource needed to provide instruction. The Orange County Public School Board regularly recognizes this school as a Five Star School and the state of Florida has rated Chain of Lakes Middle School as an A school for the past 7 years.

Assistant Principal, Tildenville Elementary School

July 1999 – June 2002

Interim Principal on Assignment:

~In charge of daily operation of each school.

Southwest Middle School

December 2001 – February 2002

Spring Lake Elementary School

March 2001 – April 2001

Lake Whitney Elementary School

February 2001 - March 2001

Administrative Dean, Ocoee Middle School

October 1997-June 1999

Seventh Grade Language Arts Teacher, Conway Middle School

July 1995-October 1997

Sixth Grade Language Arts Teacher, Westridge Middle School

August 1994 – June 1995

Permanent Substitute, Conway Middle School

August 1993-June 1994

Chapter 1 Math Tutor/ Prep Tutor, Ventura Elementary School

August 1991-August 1993

EDUCATION

- | | |
|------|---|
| 2008 | UNIVERSITY OF FLORIDA – Gainesville, FL
Ed.D. Educational Leadership |
| 2002 | UNIVERSITY OF FLORIDA – Gainesville, FL
Ed. S. Educational Leadership |
| 1998 | NOVA SOUTHEASTERN – Fort Lauderdale, FL
M.S. Educational Leadership |
| 1991 | UNIVERSITY OF CENTRAL FLORIDA – Orlando, FL
B.A. English |

PROFESSIONAL AFFILIATIONS

Association of Supervision and Curriculum Development, National Association of Secondary School Principals, National Middle School Association, Florida Association of School Administrators, Parent Teacher Student Association
Bargaining committee member for Orange Education Support Professional Association OESPA (2002-2008)
Committee member for OCPS Fringe Benefits Committee (2008-Present)
National Institute for Urban School Improvement (2006-present)
Vice President of the OCPS Middle School Principals Association

REFERENCES



SUZANNE F. VENDENA, CCP



ORANGE COUNTY PUBLIC SCHOOLS, Orlando, FL

Sr Director, Compensation Services 09/08 – present

Director, Compensation Services 01/08 – 09/08

Responsible for wage administration for the district's 22,000 administrative, instructional, classified and hourly employees; conduct market analysis and research the pay practices of other I-4 corridor school districts; prepare cost and saving estimates for various HR proposals; authorize pay calculations and salary offers; generate reports; ensure district practices are in compliance with FLSA and other applicable laws.

- Responsible for administering the Unemployment Compensation Program; developed on-line training and increased the district's win-rate to 80.88%. Worked with Legislative Relations to propose changes to unemployment compensation laws for 10-month employees.
- Represent management on the Orange Education Support Professionals Association and Classroom Teachers Association bargaining unit leadership teams; co-chair the CTA Finance and Compensation Committee
- Created a strategic five-year job description maintenance schedule for classified jobs,

UNIVERSAL ORLANDO, Orlando, FL

Manager, Compensation 04/07 – 01/08

Manager, Compensation 01/99 – 12/00

Compensation Analyst 05/97 – 01/99

Was responsible for merit planning and implementation; salary surveys and pay structure analysis and costing; salary recommendations and authorization for hourly, non-exempt, exempt and executive positions; maintenance of compensation guidelines and pay practices; ensured FLSA compliance, HRIS system updates and queries; compensation training. Worked with departments to address compensation issues and find solutions; liaison with HRIS/IT to implement the "Pay Practices" within PeopleSoft. Administered all severance packages.

- Was member of the Steering Committee for the Theme Park, Zoo and Aquarium Group; coordinated the 2007 and 2001 meetings at Universal Orlando.
- Implemented new non-exempt salary structure, included costing, coordination with HRIS and communication to employees and managers. Served as Project Leader for the 2000 Non-Exempt Job Study, the 1999 Non-Exempt pay equity study and 1998 Tech Services Study.
- Developed various incentive programs for back-of-house employee population.
- Still employed as a Seasonal Employment Coordinator,

HOME DEPOT SUPPLY, Orlando, FL

Manager, Compensation 10/06 - 04/07 (100% of Compensation function now in Atlanta)

Was responsible for six lines of business to provide compensation consultation: salary offers, job evaluations, switch to common review date, bonus payouts, etc. Generated reports using Lawson HRIS system and Mercer Prism. Assigned to lead the Business Continuity project.

TUPPERWARE BRANDS CORPORATION, Orlando, FL

Sr Manager, Global Compensation and Campus Events 06/06 – 10/06

Sr Manager, Global Compensation and Corporate HR 11/05 – 06/06

Sr Manager, Global Compensation 01/04 – 11/05

Manager, Compensation and HRIS, Worldwide 01/02 – 01/04

Global Compensation Responsibilities: Was responsible for the implementation and enhancement of the global annual incentive program (350 participants, over 120 financial measures, located in 34 countries); establishment of salary budgets and coordination of salary planning; SOX audit testing; ensured country controllers maintained accurate accruals; analyzed survey data to maintain 52 salary ranges in 27 different currencies; researched trends and prepared recommendations with analysis for quarterly Corporate Board of Director meetings; performed job evaluations and cost projections and approved/denied salary recommendations.

- Acquisition of Sara Lee Direct – Ensured the 6000+ Sara Lee associates smoothly transitioned into the Tupperware bonus plans, salary structures, and HRIS system.
- Was member of the project team establishing W.O.W. employee recognition program.
- Established Salaried Non-exempt classification in conformance with the 2004 FLSA changes.
- Converted US and Canada organizations to fixed-date merit.

HILTON GRAND VACATIONS COMPANY, Orlando, FL
Compensation, Benefits & HRIS Manager 12/00 – 01/02

Compensation: Was responsible for the costing and implementation of annual bonus program, analysis and recommendation of merit increase percentages; reviewed new job descriptions and compensation plans; updated stock option eligibility lists for Hilton Corporate; prepared and executed severance packages. **Benefits:** Was responsible for the analysis and preparation of monthly medical, dental, disability and life insurance plans bills/payments; calculated HOA billable portions; created and prepared employee benefit statements; prepared open enrollment presentations. **HRIS:** Maintained PeopleSoft system; job codes, salary range updates and queries. Created/ran monthly reports distributed to senior management.

- Secured relevant market data for Las Vegas by initiating a vacation ownership survey through the University of Las Vegas – provided jobs and benchmarks; also located survey information for the Tahoe, Orlando and South Florida sites.
- Served on Project team which converted two Embassy Vacation Resort properties to HGVC – was responsible for the PeopleSoft conversion portion. Completed much of the HGVC PeopleSoft conversion effective 01/01, including worker's comp codes, ABBR rates, leave accrual processing, conversion proofs, and query creation.
- Designed/implemented the 401(K) plan for the Bartenders and Culinary Union. Coordinated with the Las Vegas properties, the 3rd party Administrator, the Union and the Finance Department.

CITY OF ORLANDO, Orlando, FL
Compensation Analyst 01/91 – 05/97

- Co-managed the 1997 Central Florida Governmental Consortium Salary and Benefits survey.
- Was Project Leader for the 18-month pay plan and performance appraisal study. Presented results and discussed steps at the 1998 Statewide Compensation and Benefits Conference.

PALM BEACH COUNTY GOVERNMENT, West Palm Beach, FL
Classification and Pay Analyst 04/88 – 01/91
Recruitment Supervisor 08/87 – 04/88
Personnel Management Specialist 11/85 – 08/87

Education

OHIO STATE UNIVERSITY – B.S. Psychology/specialized study in Human Resources Management

Certified Compensation Professional through WorldatWork (formally ACA)
Skilled in Word, Excel, PowerPoint, PeopleSoft, Lawson and Mercer Prism
President of the Central Florida Compensation and Benefits Association
WorldatWork Certification Course Coordinator for Central Florida since 1995

References and salary history available upon request

Donna Brown

Qualifications Summary

A strong belief in meeting the needs of teachers and students through data analysis, research based quality instruction and continuous improvement through staff development

- Nationally Board Certified Teacher – Early Childhood Generalist
- Curriculum Resource Teacher
- National Staff Development Conference Presenter – July 2008
- Reading First Academy Trainer
- Treasurer, Florida Reading Association State Conference 2000
- Certified in Reading K-12
- District Trainer for Houghton Mifflin Reading Series
- District Level Resource Teacher and Coach
- District Trainer for Intervention Programs – Soar to Success and Early Success
- Reading Recovery Trained
- Conducted Parent Workshops
- Conducted Professional Development on Lesson Study, Guided Reading, Literacy Centers, Assessment, FCAT, and Reading Strategies for Struggling Readers
- Reading Intervention Teacher
- Leadership Team
- Mentor to Grade Level
- Facilitator for After-school Tutoring Program
- Title 1 Teacher
- Bilingual Center School Teacher
- Presenter at Summer Bilingual Institute
- Coordinated Parent Resource Center
- Taught grades 1-5 at low and high socioeconomic and rural schools

Certification

Florida Educational Leadership Exam, successfully completed May 2007

National Board Certification, Early Childhood Generalist 2002 - 2012

Florida Teaching Certificate:

Elementary Education grades 1-6 thru 2010

Reading grades K-12 thru 2010

Educational Leadership K-12 thru 2010

Missouri Teaching Certificate, Elementary Education and Reading K-12 Lifetime

Education

M.Ed. in Educational Leadership, Stetson University, Deland, Florida July 2007

B.S. in Education, Southwest Baptist University, Bolivar, Missouri May 1983.

Employment Overview

Educational Leadership Center, Orlando, FL 2009-present

Senior Administrator of the Teacher Incentive Fund grant responsible for managing all aspects of the federally funded grant which provides teacher and administrator compensation for increased student achievement, professional development and evaluation

Zellwood Elementary, Zellwood, FL 2005-2009
Reading Intervention Teacher responsible for teaching reading strategies to at-risk students in grades 1-5, served on Leadership Team and as Supplemental Educational Services facilitator, led school-wide staff development on Lesson Study/Guided Reading

Educational Leadership Center, Orlando, FL 2002-2005
Houghton Mifflin trainer/liaison responsible for training teachers district-wide on the use of the reading series, trained teachers from 95 elementary schools, member of the district literacy team responsible for working with literacy coaches

Tildenville Elementary, Winter Garden, FL 1997-2002
CRT/Resource Teacher responsible for curriculum, assessment, Title I documentation, Parent Resource Room and worked with at-risk students

Lovell Elementary, Apopka, FL 1996-1997
Reading Recovery/CRT responsible for working with at-risk first graders, developed a resource room and performed duties of curriculum resource teacher

Maxey Elementary, Winter Garden, FL 1994-1996
Reading Recovery teacher responsible for teaching at-risk first graders and providing intervention strategies to small groups of students

Tildenville Elementary, Winter Garden, FL 1992-1994
Title I/Reading Recovery teacher responsible for teaching at-risk students

MetroWest Elementary, Orlando, FL 1988-1992
Classroom teacher/Title I teacher responsible for teaching grades 1 and 2 in the regular classroom setting and at-risk students in the Title I reading program

Dr. Phillips Elementary, Orlando, FL 1984-1988
Classroom teacher responsible for teaching second grade in the regular classroom setting

Stockton Elementary, Stockton, MO 1983-1984
Classroom teacher responsible for teaching third grade in the regular classroom setting

Professional Affiliations

International Reading Association

National Staff Development Council

Florida Reading Association: Treasurer of State Conference 2000

Orange County Reading Council: President 2002-2003, Outstanding Member 1998-1999, Treasurer 1994-1999

National Council of Reading Recovery

Awards/ Opportunities

Presenter, National Staff Development Council Conference, July 2008

Just Read Florida! Intervention Academy Trainer 2008

STAR bonus recipient

State *Reading First* Academy Trainer, Summer 2005, 2006, 2007, 2008

International Consultant, Cajamarca, Peru 2005

District Charter School Review Committee 2003-2005

Bilingual Institute Presenter, Summer 2004

District Five Keys to Reading Event Chairman, April 2004

Reading Enhancement \$5,000 Grant Recipient, 2001

Treasurer, Florida Reading Association State Conference 2000

Teacher of the Year, Tildenville Elementary 1999

VITA
LEE BALDWIN

Home Address



Professional Address



EDUCATIONAL AND PROFESSIONAL EXPERIENCE

Education

Ph.D. Educational Research
University of Virginia, May, 1981

M.Ed. Counselor Education
University of Virginia, August, 1975

B.S. Political Science
Virginia Polytechnic Institute & State University, 1971

Dissertation

A Comparison of the Technique of Within-Class Regression to Analysis of Covariance in the Analysis of Non-Equivalent Groups

Foreign Language

Reading, Writing, and Speaking Fluency in German

Employment Experience

Senior Director for Accountability, Research, and Assessment, Orange County Public Schools, 1993 - present. Present responsibilities include Assessment, Accountability Reporting, Research, Data Analysis and Reporting, and School Improvement Planning. Previous responsibilities have included Grant Services, School Choice Services (Charter Schools, Magnet Programs, Public School Choice, and Private School Choice), and Strategic Planning

Director of Testing and Program Evaluation, Orange County Public Schools, 1987-1993.

Senior Manager for Program Evaluation, Orange County Public Schools, 1986-1987.

Associate Professor, P.K. Yonge Laboratory School, College of Education, University of Florida, 1985-1986.

Assistant Professor, P.K. Yonge Laboratory School, College of Education, University of Florida, 1981-1985 (Obtained Continuing Contract Status, 1984.

Guidance Counselor, Buckingham County (Virginia) Junior High School, 1976-79.

Classroom Teacher, United States and Virginia Government, Buckingham County High School, 1973-1976.

GRADUATE COURSES TAUGHT IN EDUCATION AT THE UNIVERSITY OF CENTRAL FLORIDA

Planning, Research, and Evaluation Systems (EDA 7205)

Statistical Analysis of Educational Data (EDF 6401)

Educational Measurement and Evaluation (EDF 6432)

Fundamentals of Educational Research (EDF 6481)

Curriculum Evaluation (EDF 6416)

SERVICE ON DISSERTATION COMMITTEES IN THE COLLEGE OF EDUCATION AT THE UNIVERSITY OF CENTRAL FLORIDA

Have Participated in 17 Doctoral Dissertation Committees

LEADERSHIP AND SERVICE

Member, Commissioner's Education Policy Advisory Committee (Florida Department of Education), 2008-Present.

Member, Commissioner's FCAT Grade 3 Advisory Committee (Florida Department of Education), 2007-08.

Member of Florida Department of Education Accountability Advisory Committee, 2000 – Present.

Member, CELLA Policy Advisory Committee (Florida Department of Education), 2007-08.

President, 2002-03; Vice President, 2001-02; Secretary and Newsletter Editor, 1993-94, National Association of Test Directors.

President, 2001-03; Secretary/Treasurer, 1999-2001; Member, Board of Directors, 1992-95, Florida Association of Test Administrators.

Member of Florida Department of Education Norm-Referenced Test Advisory Committee, 2003 – Present.

Served in leadership capacities in the Florida Educational Research Association including President, 1997-98; Member, Russell Kropp Award Committee, 2003-04; Chairperson, Distinguished Paper Award Committee, 2001-02; Chairperson, Nominations Committee, 2000-01; Local Arrangements Co-Chairperson, 1996-97, 1997-98, 2002-03; President-Elect, 1996-97; Program Chairperson, 1996-97; Member, Distinguished Paper Award

Committee, 1996-97; Member, Distinguished Paper Award Committee, 1994-95; Member, Researcher of the Year Committee, 1991-92; Chairperson, Local Arrangements Committee, 1991-92; Member, Board of Directors, 1989-92; Member, Teller Committee, 1982-83; Served as proposal reviewer, session chair, and discussant on many occasions.

Member, Florida Education Reform and Accountability Commission, 1992-98; Co-Chairperson, Oversight Committee, 1996-98; Chairperson, Assessment Committee, 1993-96; Chairperson, Transition System Committee, 1992-93; Chairperson, Feedback Report Committee, 1992-95; Member, Goal 3 (Student Performance) Workgroup, 1991-95; Member, Core of Essential Concepts Committee, 1992-93. Numerous presentations and speeches have been made on school reform and assessment as a representative of this commission, including testimony to various education committees of the Florida Senate and House of Representatives and presentations to the Florida State Board of Education.

Member, Apopka Daybreak Rotary Club, 1996-2003, Secretary, 1997-98; Chairperson, Education Committee, 2000-03.

Served in leadership capacities in Division H of the American Educational Research Association including, Chairperson, Social Arrangements Committee, 1996-97; Chairperson, Publications Awards Committee, 1995-96; Category Chairperson, Publications Awards Committee, 1993-94, 1994-95; Program Chair, 1990-91; Member of informal policy and planning group of Division H 1988-present; Served as proposal reviewer and session chair on numerous occasions.

Served as review editor for the American Educational Research Journal (1995) and the Florida Educational Research Journal (1989).

Member, Florida Combined Mathematics-Science Advisory Committee, 1994-96.

Member Commissioner's Task Force on Testing in Florida, 1989-90.

President (1991-92), Vice President for Programs (1990-91), Vice President for Membership (1989-90), Research Representative (1988-89), Chairperson, Nominations Committee (1995, 1996), for the Greater Orlando Chapter of Phi Delta Kappa.

PUBLICATIONS

Refereed Publications

Baldwin, L. & Parks, C. "Developing a Comprehensive Assessment System: Broadening the Focus of the School District." ERS Spectrum, Fall, 1992, 29-36.

- Baldwin, L., "Improving Educational Practices Through Program Evaluation." ERS Spectrum, Summer, 1989, 22-26.
- Baldwin, L., Coney, F., & Still, J. H. "Elementary Language Arts Evaluation, Evaluation Utilization Award Winner." National Association of Test Directors Symposium. Fall, 1989.
- Baldwin, L. & Jenkins J.M. "An Inservice Program Which Teaches Teachers How To Accommodate Student Learning Styles." Journal of Children and Youth, Fall, 1985.
- Baldwin, L., Medley, D.M., & MacDougall, M.A. "A Comparison of Analysis of Covariance to Within-Class Regression in the Analysis of Non-Equivalent Groups." Journal of Experimental Education, Winter, 1984, 57-68.

Refereed Publications (Continued)

- Brown, R.S., Wanebo, H.J., MacDougall, M.A., Wolfe, L.A., & Baldwin, L. "The Use of Exercise in the Prevention and Treatment of Cancer." Proceedings of "A National Forum on Comprehensive Cancer Rehabilitation and its Vocational Implications," Williamsburg, Virginia, November, 1980, 155-61.

Miscellaneous Publications

- Porter-Smith, J., Baldwin, L., & Gledich, N. Closing the Gap Orange County Public Schools, 2003. (Awarded 1st. Place in the Planning and Policy Research Category of the American Educational Research Association, Division H Publication Competition, Chicago, 2003.
- Baldwin, L. Survey Results of Alternative High School Schedules. Orange County Public Schools, 1997.
- Baldwin, L., Coney, F. and Färdig, D. Compact Program Evaluation. Orange County Public Schools, April, 1994.
- Baldwin, L. DARE Middle School Component Evaluation Report. Orange County Public Schools, June 1992.
- Baldwin, L. Four-Day Workweek Evaluation. Orange County Public Schools, December 1990.
- Baldwin, L. Middle School Transition Evaluation Report. Orange County Public Schools, October, 1987.
- Baldwin, L. Secondary Mathematics Evaluation Report. Orange County Public Schools, October, 1987.
- Baldwin, L. Placement, Follow-up, and Dropouts Evaluation Report. Orange County Public Schools, October, 1987.

Baldwin, L. Secondary Exceptional Education Evaluation Report. Orange County Public Schools, October, 1986.

Baldwin, L. & Jenkins, J.M. Teacher Advisor Program, Evaluation Report. Florida Department of Education, December, 1985.

Baldwin, L. Teachers as Advisors Evaluation Report: A Status Report of Implementation. Produced under contract with the Florida Department of Education, April, 1985.

Baldwin, L. & Jenkins, J.M. Teachers as Advisors Project Directory. Produced under contract with the Florida Department of Education, January, 1985.

Miscellaneous Publications (Continued)

Baldwin, L., Dean, N., Kaiser, B., DiSilvestro, J., Raker, K. Instructional Materials for the State Student Assessment Test - Part II: Communications Skills. Florida Department of Education, 1985.

Baldwin, L. & Jenkins, J.M. Quality Instruction Incentives Council Survey. A survey composed for the Florida Quality Instruction Incentives Council and conducted by the Gallup Organization, September, 1983.

Baldwin, L., Evaluation of Performance Training in Accomack County, Final Report. Report submitted to the Accomack County, Virginia School Board, August, 1980.

MacDougall, M.A., & Baldwin, L. ESEA Title IV-C: Competency-Based Approach to Survival Skills. Interim report submitted to the Orange County, Virginia, School Board, January, 1980.

Baldwin, L. Evaluation of Test Data in Accomack County. Report submitted to the Accomack County, Virginia, School Board, April, 1980

Baldwin, L. Migrant Education in Buckingham County. Monograph describing Migrant Education Program in Buckingham County, Virginia, 1977.

PRESENTATIONS AND PAPERS

International

Canadian-American Council for Leadership in Education Conference, Keynote Address, Orlando, March, 1994.

MacDougall, M.A., Baldwin, L., & Boyd-Stopka, C.M. "Using Life Style Variables to Predict Test Anxiety with Young Adults." Presented at the

Sixth Annual Meeting of the Society for Test Anxiety Research,
Dusseldorf, West Germany, June, 1985.

National

Baldwin, L. & Parks, C. "Comprehensive Assessment System: A District's Response to Demands for Better Assessment." In Johnson-Lewis, S., "Multidimensional Assessment Models: Matching Tools with Tasks." Symposium presented at the Annual Convention of the American Educational Research Association, San Francisco, April, 1992.

Baldwin, L., Coney, F., and Still, J. H. "Elementary Language Arts Evaluation." In Stevens, F. I., "Dog-Eared Reports are the Best of Breed: Recognizing and Rewarding Evaluation Utilization." Symposium Presented at the Annual Convention of the American Educational Research Association, March, 1989.

National (Continued)

Baldwin, L. "An Evaluation of a Secondary Exceptional Education Program in a Large School District." Presented at the Annual Convention of the American Educational Research Association, Washington, D.C., April, 1987.

Baldwin, L. & Jenkins, J.M. "State of Florida, Teacher Advisor Program, Evaluation Report Summary." Presented at the Annual Convention of the National Association of Secondary School Principals, Orlando, Florida, February, 1986.

MacDougall, M.A., & Baldwin, L. "Temporal Order of Anxiety and Depression." Presented at the Annual Convention of the American Educational Research Association, Montreal, Canada, April, 1983.

Baldwin, L., & Medley, D.M. "A Comparison of Analysis of Covariance to Within Class Regression in the Analysis of Non-Equivalent Groups." Presented at the Annual Convention of the American Educational Research Association, New York, New York, March, 1982. (Over 50 requests for copies of this paper were filled.)

Regional

Baldwin, L., & Harris, D. "Student Characteristics of a Renzulli-Based Gifted/Talented Program Compared to Traditional Gifted Programs and the Normal School Population." Presented at the Annual Convention of the Eastern Educational Research Association, West Palm Beach, Florida, February, 1984.

Baldwin, L. "Using Learning Styles to Predict Achievement, Aptitude, and Attitude with Elementary School Students." Presented at the Annual

Convention of the Eastern Educational Research Association, West Palm Beach, Florida, February, 1984.

Baldwin, L. & MacDougall, M.A. "The Effect of Exercise on Anxiety." Presented at the Annual Meeting of the Eastern Educational Research Association, Baltimore, Maryland, February, 1983.

Baldwin, L. "A Comparison of Analysis of Covariance to Within Class Regression in the Analysis of Teacher Effectiveness." Presented at the Annual Convention of the Eastern Educational Research Association, West Palm Beach, Florida, February, 1982.

Baldwin, L. "Group Counseling for Behavioral Improvement with Disruptive Middle School Students." Presented at the Annual Convention of the Eastern Educational Research Association, West Palm Beach, Florida, February, 1982.

State

Baldwin, L. "Getting off the List: Interventions to Advance Student Achievement." Invited presentation at the Florida Association of School Administrators Leadership Conference on Minority and Multicultural Issues, Orlando, March, 1996.

Baldwin, L. "Implementing Authentic Assessment in the Classroom." in Parshall, C. "Innovative Forms of Assessment." Symposium presented at the Annual Convention of the Florida Educational Research Association, St. Petersburg, November, 1995.

Baldwin, L. "Blueprint 2000 in Orange County." Invited address to the School Improvement Institute, University of Central Florida, Orlando, March, 1994.

Baldwin, L. "School Reform and Improvement Initiatives: Reactions to Blueprint 2000." Invited symposium presented at the Annual Convention of the Florida Educational Research Association, Orlando, November, 1992.

Baldwin, L. "Relationship of School Year 2000 to Blueprint 2000" in Kinder, P. "School Year 2000." Symposium presented at the Annual Convention of the Florida Educational Research Association, Orlando, November, 1992.

Baldwin, L. "The New Standards Project in Florida: Past, Present, and Future Activities" in "Implementing the New Standards Project in Florida." Symposium presented at the Annual Convention of the Florida Educational Research Association, Orlando, November, 1992.

Baldwin, L. & Bedford, R. "The Blueprint 2000 Recommendations." Session presented at the Annual Meeting of the Florida Association of Test Administrators, Tampa, July, 1992.

Lee Baldwin
Vita
Page 8

Baldwin, L. "Role of the Accountability Commission in the State School Improvement and Accountability Legislation" (3 Presentations). Presented at the Annual Convention of the Florida Educational Research Association, Clearwater Beach, November, 1991.

Baldwin, L., and Parks, C.G. "Comprehensive Assessment: A District Response to Demands for Better Assessment." Paper Presented at the Annual Convention of the Florida Educational Research Association, Deerfield Beach, November, 1990.

Baldwin, L., and Parks, C.G. "Test Adoption in Orange County: A Process Primer." In Baldwin, L., "Test Adoption in Florida: A Guide to Survival." Symposium Presented at the Annual Convention of the Florida Education Research Association, November, 1989.

State (Continued)

Baldwin, L., and Thomas, R. R. "The Effect of a Transition to Middle Schools on the Concerns of Teachers." Paper Presented at the Annual Convention of the Florida Educational Research Association, Sarasota, November, 1988.

Baldwin, L. "Program Evaluation for Decision Making: A Management Model." In Iachini, S., "Systematic Evaluation: Management Models." Symposium Presented at the Annual Convention of the Florida Education Research Association, November, 1988.

Baldwin, L. "The Impact of Evaluation on the Transition to Middle Schools." Presented at the Annual Convention of the Florida Educational Research Association, Jacksonville, November, 1987.

Baldwin, L. "Compensatory Education Evaluation Issues in Florida." Symposium Presented at the Annual Convention of the Florida Educational Research Association, Tampa, November, 1986.

Baldwin, L. "An Evaluation of a Secondary Exceptional Education Program in a Large School." Presented at the Annual Convention of the Florida Educational Research Association, Tampa, November, 1986.

Baldwin, L. "Florida's Teachers as Advisors Project: Its Status After One Year of Implementation." Presented at the Annual Convention of the Florida Educational Research Association, Miami, November, 1985.

Harris, D. M. & Baldwin L. "Independent, Creative, and Motivated: The Gifted Student as a Natural Researcher." Presented at the Annual Convention of the Florida Association for the Gifted, Tampa, October, 1984.

Baldwin, L. "The Relationship of Exercise to Mental Health Among High School Students." Presented at the Annual Convention of the Florida Educational Research Association, Orlando, November, 1983.

Baldwin, L., & Conner, T. "A Mathematics Curriculum with a Focus on Problem Solving for Grades K - 5." Presented at the Annual Convention of the Florida Educational Research Association, Orlando, November, 1982.

Baldwin, L. "Behavioral Group Counseling with Disruptive Middle School Students." Presented at the Annual Convention of the Virginia Personnel and Guidance Association, Arlington, Virginia, November, 1980.

Presenter at over 100 meetings of parents, community members, teachers, administrators and students in Central Florida in areas of research, evaluation, assessment, and school reform.

HONORS

Recipient of Russell P. Kropp Award for "Demonstrating the Use of Educational Research or Evaluation in Educational Decision Making." Presented at the Annual Meeting of the Florida Educational Research Association, Orlando, Florida, November, 2008.

Awarded 1st Place in the Planning and Policy Research Category of the American Educational Research Association, Division H Publication Competition, Chicago, 2003 for study Closing the Gap, Orange County Public Schools.

Named Paul Haris Fellow by the Apopka Daybreak Rotary Club, Apopka, Florida, January 2002.

Nominee for Educator of the Year for the Greater Orlando Chapter of Phi Delta Kappa, 1996.

Listed in Who's Who in American Education, 1988.

Received Evaluation Utilization Award including a donation of \$500 to a scholarship fund from Division H of the American Educational Research Association, April, 1987.

CONSULTANCIES

Consultant and Institute Presenter on Assessment for Phi Delta Kappa, 1989-95.

GRANTS RECEIVED

Supervised Grants Services for four years from 1998-2003. Funded projects totaled approximately \$120 million in 2002-03, an increase from approximately \$80 million in 1998-99.

Assessment Development Project, Florida Department of Education, October 1995 (\$92,229).

Assessment Development Project, Florida Department of Education, August 1994 (\$155,000).

Assessment Development Prototype Project, Florida Department of Education, August 1994 (\$205,597).

New Standards Project, Florida Department of Education, September, 1993 (\$50,000).

Assessment Development/School Year 2000, Florida Department of Education, September, 1993 (\$100,000).

School Year 2000 Assessment Technology (TYCHO) Projects, Florida Department of Education, June, 1993 (\$312,000).

GRANTS RECEIVED (Continued)

New Standards Project, Florida Department of Education, July, 1992 (\$133,833).

Teachers as Advisors, Florida Department of Education, September, 1985 (\$24,500).

Middle School Enhancement Grant, Florida Department of Education, July, 1985 (\$57,611).

Compensatory Education, Florida Department of Education, September, 1985 (\$23,274).

Teachers as Advisors, Florida Department of Education, September, 1984 (\$24,669).

Development of Instructional Materials for the 1985-86 SSAT-II Communications Skills, Florida Department of Education, June 1984 (\$14,941).

Thinkology, Florida Department of Education, February, 1982 (\$5,000).

Computeronics, Florida Department of Education, February, 1982 (\$5,000).

Community Involvement for Talented Students, Florida Department of Education, January, 1982 (\$35,000).

Amanda Ellis

Objective

To continue making a difference in the lives of children.

Experience

2007–Present Orange County Public Schools Orlando, FL

Director, Instructional Development

- Responsible for district professional development of instructional staff
- Supervise eight district professional development resource teachers.

2004–2007

Senior Administrator

- Managed the district Reading First grant.
- Supervised eight district reading resource teachers.

Developed and organized monthly development for reading coaches

2001–2004

District Reading Resource Teacher

- Provided support to Title I reading coaches.
- Provided professional development.

1999–2001

Instructional- Palmetto Elementary

- Reading Coach
- First Grade Teacher

1998–1999 Sweetwater Episcopal Academy Longwood, FL

Assistant Head of School/Curriculum Director

- Oversaw day to day operation of the school, PreK-5.
- Assisted with aligning the curriculum with the standards.
- Supervised teachers.

1993–1998 Orange County Public Schools Orlando, FL

Instructional- Palmetto Elementary

- Curriculum Resource Teacher.
- Fifth Grade Teacher

1988–1993

Instructional- MetroWest Elementary

- First Grade Teacher
- Fourth Grade Teacher

1983–1988

Instructional- Eccleston Elementary

- First Grade Teacher
- Third Grade Teacher

Education

2008–2010 University of Central Florida Orlando, FL
• Ed. D., Educational Leadership

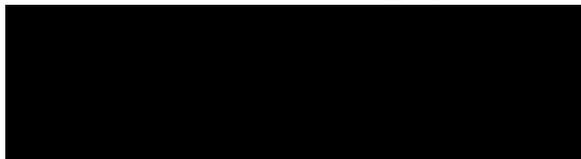
2001–2003 Stetson University Deland, FL
• Ed. S., Career Teacher
• Educational Leadership Certification

1994–1995 University of Central Florida Orlando, FL
• M.Ed., Elementary Education
• Lockheed Martin Scholar

1981–1982 University of Central Florida Orlando, FL
B.A., Elementary Education

1979–1980 Valencia Community College Orlando, FL
A.A., Associates of Arts

DIANNE B. LOVETT



EDUCATIONAL HISTORY:

University of Central Florida, Florida M.ED., Educational Leadership August, 1991
University of Central Florida, Florida B.S., Science Education Minor: Biology May, 1989

CERTIFICATION:

Biology 6-12
School Principal K-12
Middle Grades Endorsement

WORK EXPERIENCE:

2000-present SENIOR DIRECTOR, ACADEMIC SERVICES
Orange County Public Schools
445 West Amelia Street Orlando, Florida 32801
Responsibilities: Assisting the Superintendent and other school board clients by facilitating solutions to complex issues, guiding the development of process skills; implementing and aligning the Sunshine State Standards with the state assessment tests; promoting equity and access for all students to participate and succeed in higher level coursework; establishing a department focused on a rigorous curriculum; directly supervising the Grants, Guidance, SAFE, Athletics and Wellness and Advanced Studies Departments

1998-2000 PRINCIPAL
Apopka Middle School Apopka, Florida
Supervising and hiring staff of 120; preparing budget, overseeing the upkeep of the facilities, providing assistance to the staff, parents and students, promoting the best educational practices.

1996-1998 PRINCIPAL
Union Park Middle Orlando, Florida

1993-1996 ASSISTANT PRINCIPAL
Discovery Middle, Orlando, Florida

1989-1993 SCIENCE TEACHER
Piedmont Lakes Middle Apopka Middle
2601 Lakeville Road 425 N. Park Avenue
Apopka, Florida 32703 Apopka, Florida 32712

1973-1985

ADMINISTRATIVE DIRECTOR

Trinity Child Care and Elementary School
1022 South Orange Blossom Trail
Apopka, Florida 32703

Responsibilities: Interviewing personnel, scheduling classes, preparing budgets, ordering supplies and textbooks, chairing meetings and related duties, supervising a staff of forty employees and three hundred children

ACTIVITIES:

Orange County Association of Secondary School Principals, President 1999-00
Middle School Principals' Association, Secretary 1997-99
Teacher of the Year 1992-93 Piedmont Lakes Middle
Teacher of the Month, November, 1992 Piedmont Lakes Middle
Disney World/OCPS "Innovative Teacher of the Year" May, 1991
Science Department Chairperson, Apopka MS and Piedmont Lakes MS
Faculty representative for 1991-92 Superintendent' District Advisory Council
Faculty representative on the Faculty Advisory Council 1991-92
Apopka Middle School
School Advisory Council Teacher Representative Piedmont Lakes Middle 1992-93
Technology Committee Member Piedmont Lakes Middle 1992-93

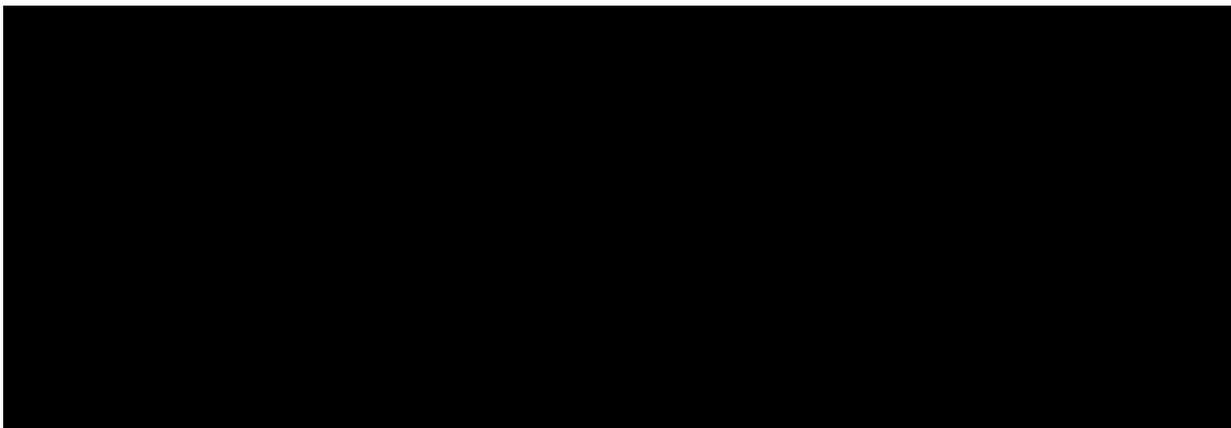
COMMUNITY AND PROFESSIONAL ORGANIZATIONS:

Appointed Board Member - EXCEL Alternative Schools
Orange County Association of Secondary School Principals (OCASSA)
Middle School Principals Association (MSPA)
Member, Phi Theta Kappa Academic Fraternity
Member, Kappa Delta Pi Honor Society

COMPUTER SKILLS:

Microsoft Office – Word, Excel, Power Point

REFERENCES:



Linda Dove



HIGHLIGHTS OF QUALIFICATIONS

- District-level Administrator for Leadership and Technology Development for four years
- School-based Administrator for 5 years in middle and high school
- Certified district trainer for Ruby Payne, *A Framework for Understanding Poverty*
- Certified district trainer for Clinical Educator
- Certified district trainer for Facilitative Leadership
- Certified district trainer for Problem-Solving and Decision-Making (PSDM)
- Qualified district trainer for Reading in the Content Area (RICA)
- Trainer of “Teachers as Coaches and Facilitators”

RELEVANT EXPERIENCE

PRESENTATIONS/STAFF DEVELOPMENT TRAINING

NATIONAL:

- National Middle School Convention in Denver Colorado; Middle School Implementation: “Puppets, Puppy Love and Wacky Wednesdays”
- Consultant for Great Falls County School System in Great Falls, Montana; Middle School Implementation
- Valdosta State College Middle School Conference in Valdosta, GA: “The Human Connection: A Mentor Program”

STATE:

- Florida Association of Staff Development; “Aim for Standards of Staff Development”
- Consultant for Chipley, Florida: “Teaming and Strategies Across the Team”
- Florida State Reading Conference; Teaming with strategies: “Apaches on the Warpath to Success”
- Consultant for Seminole County, Florida; Reading in the Content Areas
- Presenter in Lake County, Florida; Core Values in the Workplace: Ethical Leadership

DISTRICT:

- Staff Development trainer for Leadership Development for administrators and potential administrators in Orange County, Florida
 - Certified Trainer
 - FPMS (Florida Performance Measurement System)
 - Facilitative Leadership
 - (PSDM) Problem-Solving and Decision-Making
 - Clinical Educator
 - FLORIDALEADERS.NET
- NEO (New Employee Orientation) for all new Orange County employees
- Presenter of “FISH: Motivating Your Staff” and “Core Values in the Workplace” for elementary and middle school faculties and staff, 1400 transportation employees, and administrators in respective learning communities

- Designer and trainer of “Business and Technical Writing” for potential administrators applying for district administrative pool
- Organizer and presenter for Leadership Academy for Urban Cohort Schools

CURRICULUM DEVELOPMENT:

- Developed training materials for trainers of Ruby Payne, *A Framework for Understanding Poverty*
- Developed Curriculum for STOP (Students Take on Problems in Society) elective class
- Coordinated curriculum for at-risk 9th graders reading below grade level
- Organized Orange County Middle School Reading Curriculum

COMMITTEE MEMEBERSHIPS:

- President for Phi Delta Kappa Greater Orlando (2002-2003)
- Leadership Development Advisory Committee for district
- Curriculum Services for district focusing on Curriculum Instruction Assessment Alignment
- Chaired Program Committee for District-wide Staff Development Day to accommodate 1500 Central Area Learning Community educators
- Superintendent’s Management Retreat Committee to develop the program for 700 school-based and district-level administrators

WORK HISTORY:

2006-Present	Director, Curriculum Services, Orange County Public Schools
1999-2006	Senior Administrator for Leadership and Technology Development, Orange County Schools in Florida
1997-1999	Assistant Principal at Winter Park Ninth Grade Center, Orange County Schools
1995-1997	Assistant Principal at Maitland Middle School, Orange County Schools
1993-1995	Administrative Dean/Curriculum Specialist at Glenridge Middle School, Orange County
1992-1993	Piloted Integrated Curriculum on two-person team at Glenridge Middle School
1990-1992	6 th grade Language Arts teacher –Glenridge Middle School
1989-1990	7 th grade Language Arts teacher – Conway Middle School, Orange County
1987-1989	Secondary Reading Resource Specialist – Conway Middle School
1985-1987	7 th grade Language Arts teacher- Conway Middle School
1983-1985	7 th , 8 th , 9 th grade Compensatory English teacher – Conway Junior High School, Orange County
1983-1983	6 th grade teacher – Shenandoah Elementary, Orange County

EDUCATION

1990-1992	Master of Science: Educational Leadership (Nova University)
1979-1983	Bachelor of Science: Elementary Education (University of Maryland)
1984-1987	Twenty additional graduate hours in relevant course study to add certification (University of Central Florida)

CERTICIATION

State of Florida, Department of Education #533936
 Subject Coverage: Elementary Education, Middle Grade English (Grades 5-9)
 Educational Leadership (K-120, Principal Certification)

PROFESSIONAL AFFILIATIONS

- Association for Supervision and Curriculum Development
- Phi Delta Kappan
- National Middle School Association
- National Staff Development Council
- International Reading Association
- Orange County Reading Council
- Florida Association for School Administrators
- Florida Association for Staff Development
- Orange County Association for Secondary Administrators
- National Association of Secondary School Principals
- Florida Association for Supervision and Curriculum Development

References Upon Request

**Orange County Public Schools
Job Description**

SENIOR ADMINISTRATOR, TIF GRANT (Project REAP)

QUALIFICATIONS

1. Master's degree.
2. Certification in educational leadership or administration and supervision required.
3. Five (5) years of successful teaching experience.
4. CRT/LRS/AP with Staff Development experience preferred.
5. Experience in creating and delivering staff development related to literacy preferred.
6. Demonstrated success working with and through people in establishing goals, objectives and action plans to produce expected ends/results.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of curriculum and instruction and ability to utilize assessment results to inform instruction for improved student achievement. Knowledge of organization and management theory and practice. Knowledge and commitment to shared decision-making and accountability for results. Knowledge of analysis and data gathering techniques and the ability to use technology to facilitate the targeted schools. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of district expectations. Ability to facilitate group processes in consensus building, conflict resolution, planning and decision-making. Understands that quality teaching and learning are the essential processes of public schools and has the ability to focus human and financial resources toward this end.

REPORTS TO:

Director, Substitute Services and Special Projects

JOB GOAL:

To serve as the grant specialist facilitating the implementation, and continuous monitoring of the TIF Grant to support student achievement in line with district goals and objectives.

SUPERVISES:

Administrative and clerical support

MACHINES, TOOLS, EQUIPMENT:

Machines, tools, equipment, electronic devices, vehicles, etc., used in this position. Telephone, Computer, (Personal Computer and Mainframe), Automobile, Copier

PHYSICAL REQUIREMENTS:

Describes physical conditions of this position.

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITY:

Physical activities of this position. Percent of a typical day involved in each applicable activity is noted.

Percentage

- 70 Sitting: Resting with the body supported by the buttocks or thighs.
- 10 Standing: Assuming an upright position on the feet, particularly for sustained periods of time.
- 10 Walking: Moving about on foot to accomplish tasks, particularly for long distances.
- 5 Bending: Lowering the body forward from the waist.
- 5 Reaching: Extending hand(s) and arm(s) in any direction.
- 5 Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position through the use of the upper extremities and back muscles exerting up to 10 pounds of force.
- 80 Finger Dexterity: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
- 70 Grasping: Applying pressure to an object with the fingers and palm.
- 90 Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
- 90 Hearing Acuity: The ability to perceive speech and other environmental sounds at normal loudness levels.
- 90 Visual Acuity: The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

Note: Will total more than 100 percent as several activities may be performed at one time.

WORKING CONDITIONS:

Conditions the worker will be subject to in this position.

Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

PERFORMANCE RESPONSIBILITIES:

- * Manifests a professional code of ethics and values.
 - * Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
 - * Monitor implementation of TIF Grant.
 - * Align TIF Grant staff development with Harvard and district initiatives.
 - * Support and monitor literacy coaches in their roles.
 - * Assist schools in making data-driven decisions about the instruction, intervention and ongoing assessment.
 - * Provide leadership in the TIF Grant initiative.
 - * Assist school leadership teams to monitor and maintain consistency with district, state and federal mandates, policies and guidelines that apply to curriculum.
 - * Serve as a liaison with the schools and appropriate learning community staff.
 - * Identify role of department for district priorities to support schools, learning communities and the district.
 - * Provide technical assistance and support to school staff to help them implement the TIF Grant.
 - * Assist schools to gather, analyze and interpret individual and group test scores to facilitate data driven decisions.
 - * Disseminate and explain materials provided by the state and district related to the TIF Grant.
 - * Assist schools to analyze resources and materials for effectiveness.
 - * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the ends policies, the district's instructional initiatives, and the school district's charter guidelines.
 - * Follow the district's policies and procedures as related to fixed assets.
 - * Develop leadership in subordinates.
 - * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
 - * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
 - * Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.
 - Perform other duties and responsibilities as assigned by the supervisor.
- * Essential Performance Responsibilities

TERMS OF EMPLOYMENT:

Non-bargaining unit compensation plan, twelve months, 8.0 hours per day.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

ORANGE COUNTY SCHOOL DISTRICT

CLASS DESCRIPTION

POSITION TITLE: ADMINISTRATIVE SECRETARY

GENERAL DESCRIPTION OF DUTIES

Under general direction, the purpose of this position is to perform district-based duties associated with providing administrative and secretarial support to a departmental director level or above; may include coordinating the activities of other clerical support positions in the department. Employees in this classification function at a complex clerical capacity and coordinate schedules and meetings, create complex documents and reports, maintain filing systems, as well as provide general office support. Employees also assist with the resolution of emergency situations. Performs related work as directed.

SPECIFIC DUTIES AND RESPONSIBILITIES

EXAMPLES OF ESSENTIAL FUNCTIONS

Performs administrative and secretarial assignments with minimal direction for departmental director level administrators. May include support for others in department as well.

Creates finished documents from notes or outlines including letters, memos, project summaries, meeting agendas, meeting minutes, spreadsheets, and presentations.

Coordinates and schedules meetings, meeting rooms, and required equipment for internal meetings and those with other departments, vendors, or the business community.

Coordinates the activities of other clerical staff in the department for telephone coverage, vacation coverage, daily break and lunch coverage, and distribution of clerical workload; may conduct meetings with other departmental clerical staff to enhance communication and discuss and clarify administrative and secretarial issues, as needed.

Creates and maintains filing systems and files for the department including vendors, departmental personnel, contracts, projects, state and federal correspondence, budget and audit, general files, and information files.

Processes departmental information; sorts, dates, highlights, and distributes to other areas of the department, as needed.

Handles emergency situations and notifies appropriate personnel for resolution.

Prepares PowerPoint computer presentations for outlines or notes.

Answers incoming telephone calls for the main department number, as needed; answers questions, resolves issues, take messages or forwards calls to the appropriate person or department.

Prepares and processes leave requests and certificates of absence for department administrators.

Coordinates travel arrangements for department administrators; prepares and processes expense reports for departmental travel.

Maintains an adequate supply of materials and supplies for the department.

Prepares and processes payroll transactions and computer personnel transactions.

Maintains electronic calendar, task list, and contact list for department using computer software.

Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.

Responsible for timely and accurate information they maintain as part of their job responsibilities.

Performs related duties as directed.

ADMINISTRATIVE SECRETARY

The list of essential functions, as outlined herein, is intended to be representative of the tasks performed within this classification. It is not necessarily descriptive of any one position in the class. The omission of an essential function does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the position.

MARGINAL FUNCTIONS

While the following tasks are necessary for the work of the unit, they are not an essential part of the purpose of this position and may also be performed by other unit members.

Filing.

MINIMUM TRAINING AND EXPERIENCE

High school diploma or GED; supplemented by up to five (5) years of previous experience in more progressively responsible assignments training in an office environment, or any equivalent combination of related education, training and experience which provides the required knowledge, skills and abilities to perform the essential job functions.

PERFORMANCE APTITUDES

Data Utilization: Requires the ability to calculate, compute, summate, and/or tabulate data and/or information. Includes performing subsequent actions in relation to these computational operations.

Human Interaction: Requires the ability to apply principles of persuasion and/or influence.

Equipment, Machinery, Tools, and Materials Utilization: Requires the ability to operate, maneuver and/or control the actions of equipment, machinery, tools, and/or materials used in performing essential functions.

Verbal Aptitude: Requires the ability to utilize a wide variety of reference, descriptive, and/or advisory data and information.

Mathematical Aptitude: Requires the ability to perform addition, subtraction, multiplication, and division; ability to calculate decimals and percentages; may require ability to utilize principles of fractions and/or interpret graphs.

Functional Reasoning: Requires ability to carry out instructions furnished in written, oral, or diagrammatic form. Involves semi-routine standardized work with some latitude for independent judgment concerning choices of action.

Situational Reasoning: Requires the ability to exercise the judgment, decisiveness and creativity required in situations involving evaluation of information against measurable or verifiable criteria.

ADA COMPLIANCE

Physical Ability: Tasks involve the ability to exert light physical effort in sedentary to light work, but which may involve some lifting, carrying, pushing and/or pulling of objects and materials of light weight (5-10 pounds). Tasks may involve extended periods of time at a keyboard or work station.

Sensory Requirements: Some tasks require visual perception and discrimination. Some tasks require oral communications ability.

Environmental Factors: Tasks are regularly performed without exposure to adverse environmental conditions, such as dirt, dust, pollen, odors, wetness, humidity, rain, fumes, temperature and noise extremes, machinery, vibrations, electric currents, traffic hazards, animals/wildlife, toxic/poisonous agents, violence, disease, or pathogenic substances.

The Orange County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.

ORANGE COUNTY SCHOOL DISTRICT

CLASS DESCRIPTION

POSITION TITLE: PROGRAM COORDINATOR - TIF GRANT

GENERAL DESCRIPTION OF DUTIES

Under general direction, the purpose of the position is to perform district and school-based duties associated with program coordination. Duties may be associated with the implementation of the Teacher Incentive Fund grant. Employees in this classification function at an assistant level capacity and provide guidance, maintain records, and verify adherence to current state laws, state board rules, and school board policies. This position also provides guidelines for school based projects. Performs related work as directed.

SPECIFIC DUTIES AND RESPONSIBILITIES

EXAMPLES OF ESSENTIAL FUNCTIONS

Analyzes and verifies individual files for adherence to the requirements of the federal grant, current state laws, state board rules, and school board policies.

Must be familiar with the requirements of the Teacher Incentive Fund grant, current state laws, state board rules, and school board policies as they relate to recruitment programs.

Creates and updates program related reports which may include inspections reports, plan versus actual performance summary, etc.

Assists the department in planning, coordinating and organizing events and other activities associated with TIF.

May gather and process participant information.

Arranges recruitment travel and places advertisements in various periodicals, as directed.

Assist in the department's budget preparation and monitoring, as needed.

Respond to telephone calls and investigate and answer questions pertaining to TIF program and procedures or direct as needed.

May determine eligibility of applicants by analyzing required program information other TIF required documentation.

Prepares participation reports to assure compliance with current state laws, state board rules, and school board policies; formulates attached documentation as a guide to administrators.

Prepares guidelines for implementation of program related projects.

Schedules and conducts group and/or one-on-one instructional session with personnel, as needed.

Provides informational sessions to district managers and administrators; produces visual materials and handouts.

Types and prepares correspondence, memos, reports, and other documents.

Operates a computer to enter, retrieve, review, or modify data; utilizes word processing, database, and software programs.

Operates a variety of machinery, equipment, and tools associated with department activities, which may include a laminator, copy machine, or fax.

Responsible for keeping up-to-date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.

Responsible for timely and accurate information they maintain as part of their job responsibilities.

The list of essential functions, as outlined herein, is intended to be representative of the tasks performed within this classification. It is not necessarily descriptive of any one position in the class. The omission of an

PROGRAM COORDINATOR

(TIF)

essential function does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the position.

MARGINAL FUNCTIONS

While the following tasks are necessary for the work of the unit, they are not an essential part of the purpose of this position and may also be performed by other unit members.

Performs related duties as directed.

MINIMUM TRAINING AND EXPERIENCE

Associate's Degree supplemented by vocational training in related field supplemented by a minimum of 2 years of previous experience and/or training in a key administrative support capacity, program coordination, or any equivalent combination of related education, training and experience which provides the required knowledge, skills and abilities to perform the essential job functions.

PERFORMANCE APTITUDES

Data Utilization: Requires the ability to review, classify, categorize, prioritize, and/or analyze data and/or information. Includes exercising discretion in determining data classification, and in referencing such analysis to established standards for the purpose of recognizing actual or probable interactive effects and relationships.

Human Interaction: Requires the ability to apply principles of persuasion and/or influence.

Equipment, Machinery, Tools, and Materials Utilization: Requires the ability to operate, maneuver and/or control the actions of equipment, machinery, tools, and/or materials used in performing essential functions.

Verbal Aptitude: Requires the ability to utilize a wide variety of reference, descriptive, and/or advisory data and information.

Mathematical Aptitude: Requires the ability to perform addition, subtraction, multiplication, and division; ability to calculate decimals and percentages; may require ability to utilize principles of fractions and/or interpret graphs.

Functional Reasoning: Requires ability to apply principles of rational systems. Ability to interpret instructions furnished in written, oral, diagrammatic, or schedule form. Ability to exercise independent judgment to adopt or modify methods and standards to meet variations in assigned objectives.

Situational Reasoning: Requires the ability to exercise the judgment, decisiveness and creativity in situations involving a variety of generally pre-defined duties which are often characterized by frequent change.

ADA COMPLIANCE

Physical Ability: Tasks involve the ability to exert light physical effort in sedentary to light work, but which may involve some lifting, carrying, pushing and/or pulling of objects and materials of light weight (5-10 pounds). Tasks may involve extended periods of time at a keyboard or work station.

Sensory Requirements: Some tasks require visual perception and discrimination. Some tasks require oral communications ability.

Environmental Factors: Tasks are regularly performed without exposure to adverse environmental conditions, such as dirt, dust, pollen, odors, wetness, humidity, rain, fumes, temperature and noise extremes, machinery, vibrations, electric currents, traffic hazards, animals/wildlife, toxic/poisonous agents, violence, disease, or pathogenic substances.

The Orange County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.

**Orange County Public Schools
Job Description**

ADMINISTRATOR, TEACHER INCENTIVE FUNDS GRANT

QUALIFICATIONS:

1. Bachelor's degree in Education, Human Resources, Business Administration or a related field from an accredited institution.
2. Excellent oral and written communication skills.
3. Demonstrated success in working with people to achieve established program goals.
4. Flexible working hours.
5. Valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of the skills and competencies required to be successful in the teaching profession. Ability to plan, organize, and implement events, training and programs. Ability to respond to inquiries or concerns from teachers, employees, Florida Department of Education, or administrators. Proficient in computer skills to create spreadsheets, data bases, and statistical analysis. Interpret and enforce school board and administrative rules; and local, state and federal regulations related to the Teacher Incentive Fund grant and teacher certification pathways. Analyze data, communicate information and formulate alternative solutions to problems. Ability to work and communicate effectively both orally and through written communication with people to focus resources (both human and financial) toward the achievement of the federal DOE grant and district expected results.

REPORTS TO:

Senior Director, Recruitment

JOB GOAL:

To plan, develop, organize, and implement the Teacher Incentive Fund Grant in order to attract, develop and retain highly qualified teachers.

SUPERVISES:

none

MACHINES, TOOLS, EQUIPMENT:

Machines, tools, equipment, electronic devices, vehicles, etc., used in this position. Telephone, Computer, (Personal Computer and Mainframe), Automobile, Copier

PHYSICAL REQUIREMENTS:

Describes physical conditions of this position.

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITY:

07/25/07

Administrator, Teacher Incentive Funds Grant

Physical activities of this position. Percent of a typical day involved in each applicable activity is noted.

Percentage

- 70 Sitting: Resting with the body supported by the buttocks or thighs.
- 10 Standing: Assuming an upright position on the feet, particularly for sustained periods of time.
- 10 Walking: Moving about on foot to accomplish tasks, particularly for long distances.
- 5 Bending: Lowering the body forward from the waist.
- 5 Reaching: Extending hand(s) and arm(s) in any direction.
- 5 Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position through the use of the upper extremities and back muscles exerting up to 10 pounds of force.
- 80 Finger Dexterity: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
- 70 Grasping: Applying pressure to an object with the fingers and palm.
- 90 Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
- 90 Hearing Acuity: The ability to perceive speech and other environmental sounds at normal loudness levels.
- 90 Visual Acuity: The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

Note: Will total more than 100 percent as several activities may be performed at one time.

WORKING CONDITIONS:

Conditions the worker will be subject to in this position.

Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

PERFORMANCE RESPONSIBILITIES:

- * Manifest a professional code of ethics and values.
- * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
- * Analyze district, state and federal regulations and procedures related to grant funds.
- * Communicate closely with state and federal DOE and/other institutions regarding reports and/or district issues under consultation with the Senior Director of Recruitment.
- * Comply with local compliance audits for the Teacher Incentive Fund Grant.
- * Develop presentations designed to promote the teaching profession and to market the TIF grant.
- * Develop and implements a recruiting program and materials for the TIF grant.
- * Develop and maintains statistical reports related to the district's TIF grant.

- * Report critical issues related to the Teacher Incentive Fund Grant to the Senior Director, Recruitment.
- * Provide technical assistance and support to potential TIF teachers at the 10 identified schools.
- * Work with the 10 identified schools in the TIF grant to recruit non-education major graduates into the teaching profession.
- * Organize and participate in recruiting activities as described in the grant.
- * Develop surveys and interview questions in order to ascertain TIF participants' perceptions of the project's effectiveness and progress.
- * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the ends policies, the district's instructional initiatives, and the school district's charter guidelines.
- * Follow the district's policies and procedures as related to fixed assets.
- * Develop leadership in subordinates.
- * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
- * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
- Perform other duties and responsibilities as assigned by the supervisor.

* Essential Performance Responsibilities

TERMS OF EMPLOYMENT:

Non-bargaining Unit Compensation Plan, twelve months, 8.0 hours per day.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**Orange County Public Schools
Job Description**

DATABASE ANALYST

QUALIFICATIONS:

1. Bachelor's degree in a computer science or a technology-related field from an accredited institution or an equivalent combination of education and experience.
2. Two years of recent experience utilizing and maintaining web and portal technologies in a large distributed computer environment.
3. Demonstrated success working with and through people in establishing goals, objectives and action plans to produce expected results.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge and commitment to decentralized decision-making and accountability for results. Ability to use effective public relations skills. Ability to interpret State Board Rules and School Board policy. Ability to work as part of a team with the staff or other departments. Ability to analyze data and effectively use problem solving skills. Ability to identify important issues or problems in area of responsibility. Ability to share ideas with others in a clear and informative manner. Knowledge of current technologies and research. Must have good written and oral communication skills. Knowledge of computer hardware operation and architecture (UNIX and Windows 2000 server). Knowledge of database management (Oracle or MS/SQL server) and data communication. Knowledge of application programming and system design. Knowledge of distributed processing. Knowledge of web and portal technologies.

REPORTS TO:

Senior Administrator, Technical Support

JOB GOAL:

To develop, install, maintain and support database and system software programs and procedures to provide an efficient, secured and reliable database environment in achieving district priorities.

SUPERVISES:

None

MACHINES, TOOLS, EQUIPMENT:

Machines, tools, equipment, electronic devices, vehicles, etc., used in this position. Telephone, Computer, (Personal Computer and Mainframe), Automobile, Copier

PHYSICAL REQUIREMENTS:

Describes physical conditions of this position.

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITY:

Physical activities of this position. Percent of a typical day involved in each applicable activity is noted.

Percentage

- 70 Sitting: Resting with the body supported by the buttocks or thighs.
- 10 Standing: Assuming an upright position on the feet, particularly for sustained periods of time.
- 10 Walking: Moving about on foot to accomplish tasks, particularly for long distances.
- 5 Bending: Lowering the body forward from the waist.
- 5 Reaching: Extending hand(s) and arm(s) in any direction.
- 5 Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position through the use of the upper extremities and back muscles exerting up to 10 pounds of force.
- 80 Finger Dexterity: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
- 70 Grasping: Applying pressure to an object with the fingers and palm.
- 90 Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
- 90 Hearing Acuity: The ability to perceive speech and other environmental sounds at normal loudness levels.
- 90 Visual Acuity: The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

Note: Will total more than 100 percent as several activities may be performed at one time.

WORKING CONDITIONS:

Conditions the worker will be subject to in this position.

Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

PERFORMANCE RESPONSIBILITIES:

- * Manifests a professional code of ethics and values.
 - * Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
 - * Design, develop, document, analyze, create, test or modify computer systems, programs or databases, including prototypes, based on and related to user or system design specifications.
 - * Analyze and determine the effects of software and database revisions on existing production systems, systems design, programming standards and operating procedures.
 - * Ensure security, availability and integrity of all databases as well as enforce all standards.
 - * Keep programming staff advised of known software and database errors and their effects.
 - * Maintain current knowledge of computer technology, including hardware, software, database and communications.
 - * Provide schools with technical assistance and support services helping them achieve desired priorities in response to needs and disparities in the implementation of technical support.
 - * Keep the Director, Customer Support Services informed about critical issues and incidents about which they should be aware.
 - * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the ends policies, the district's instructional initiatives, and the school district's charter guidelines.
 - * Follow the district's policies and procedures as related to fixed assets.
 - * Develop leadership in subordinates.
 - * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
 - * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
 - Perform other duties and responsibilities as assigned by the supervisor.
- * Essential Performance Responsibilities

TERMS OF EMPLOYMENT:

Non-bargaining unit compensation plan, twelve months, 8.0 hours per day.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

JOB DESCRIPTION

Enterprise Data Warehouse Business Intelligence

Assigned to the Enterprise Data Warehouse (EDW) project and reports directly to the Enterprise Data Architect

Job Duties:

Business Intelligence senior developer with experience with Oracle's Business Intelligence Enterprise Edition (OBIEE) product sufficient to train and mentor other developers

Participation in the analysis of business requirements

Design, development and deployment of EDW dashboards and data views that answer business questions

Deployment of OBIEE security rules and permissions

Skills/Experience:

4+ years of Business Intelligence technical experience

Dimensional and Repository Modeling

Report and Dashboard Development

Security Implementation

Modeling of Aggregate Tables

Performance Tuning

Cache Management

Merging and Backing up of Repository/Catalog

Working knowledge of Relational Database Management Systems.

Enterprise Data Warehouse Data Modeler/ETL Developer

Assigned to the Enterprise Data Warehouse (EDW) project and reports directly to the Enterprise Data Architect

Job Duties:

Data Modeler/ETL senior developer with experience with Oracle's Warehouse Builder (OWB) and Business Intelligence Enterprise Edition (OBIEE) product sufficient to train and mentor other developers

Joint leadership with the Enterprise Data Architect for the analysis of business requirements

Design, development and deployment of EDW star schemas and data marts that load data and answer business questions

Skills/Experience:

6+ years of data warehouse technical experience

Knowledge of Relational Database Management Systems

Experienced data modeler using the Erwin and other tools

Performance Tuning of od database

ORANGE COUNTY PUBLIC SCHOOLS
Job Description

RESOURCE TEACHER, TRAINING AND DEVELOPMENT

JOB PURPOSE:

To provide accountability, assessment and mentoring for teachers in an educational atmosphere which promotes student learning. Provide teacher support to ensure comprehensive instruction techniques and with resources to effectively assist students in achieving grade level objectives and goals. Support school progress monitoring programs.

QUALIFICATIONS:

Bachelor's degree from an accredited college or university. Certification or eligible for certification by the Florida State Department of Education to teach in the State of Florida.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate effectively using written and oral communication skills; ability to use effective positive interpersonal skills; ability to develop in-depth curriculum planning; ability to facilitate team meetings; knowledge of computer applications and educational technology; knowledge of instructional methodology and delivery systems; planning, organizational and presentation skills. Commitment to a core set of beliefs about learning, teaching and ongoing professional development.

REPORTS TO:

School Principal

JOB DUTIES AND RESPONSIBILITIES:

1. Develops and maintains the training and development program so that it is consistent with the total educational philosophy of the district.
2. Assists in providing information to community groups and parents regarding career and training programs.
3. Assists in the selection of books, equipment and other multi-media instructional materials.
4. Mentors teachers and acts as a classroom facilitator to assess best learning practices for teachers to use in the classroom.
5. Organizes and directs student reading groups to assist teachers with helping their students to obtain high achievements.
6. Plans and delivers instructions after consultation with teachers and testing coordinators.
7. Researches data to prepare lesson plans for demonstrations.
8. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate school wide curriculum programs.
9. Participates in Florida Department of Education required workshops and other trainings.
10. Provides curriculum training to teachers.
11. Maintains contact with teachers, parents and administrators to advise and/or direct in the use of classroom instruction through conferences and written communication.
12. Utilizes technology and current research in technology.
13. Observes classroom dynamics to assess teacher/student needs which will promote a productive learning environment.
14. Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies are at the level required to perform in current position.

15. Responsible for timely and accurate information they maintain as part of their job responsibilities.
16. Performs other duties as assigned by the Principal.

ADA COMPLIANCE:

Physical Ability: Tasks involve the ability to exert very moderate physical effort in light work, typically involving some combination of stooping, kneeling, crouching and crawling, and which may involve some lifting, carrying, pushing and/or pulling of objects and materials of moderate weight (12-20 pounds).

Sensory Requirements: Most tasks require visual perception and discrimination. Some tasks require oral communications ability. Some tasks require the ability to perceive and discriminate sounds.

Environmental Factors: Tasks are regularly performed without exposure to adverse environmental conditions such as dirt, dust, pollen, odors, wetness, humidity, rain, fumes, temperature and noise extremes, machinery, vibrations, electric currents, traffic hazards, animals/wildlife, toxic/poisonous agents, violence, disease or pathogenic substances.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions as set forth in the negotiated contract between the School Board of Orange County, Florida and the Orange County Classroom Teachers Association.

APPENDIX B

OCPS One Vision, One Voice Framework for Teaching and Learning

A Framework for Teaching and Learning: Non-Negotiables

Maximizing Continuous Improvement

The School Board of Orange County, Florida

ONE VISION – ONE VOICE

Year 1 - Implementation



One Vision – One Voice

Vision

To be the top producer of successful students in the nation

Mission

To lead our students to success with the support and involvement of families and the community

Goals

**Intense Focus on Student Achievement
High-Performing and Dedicated Team
Safe Learning and Working Environment
Efficient Operations
Sustained Community Engagement**

Belief Statement

- We believe in shared accountability for all outcomes
- We believe in a collaborative team approach to supporting schools
- We believe as a school system we are responsible for improving student achievement, leadership development, and building teacher capacity in order for all students to achieve at their highest potential
- We believe accountability goes far beyond the Florida Comprehensive Assessment Test (FCAT)
- We believe in “College and Career (Workforce) Readiness”
- We believe that in order to be the “top producer of successful students in the nation” we must focus on 21st Century preparation that brands our students as global competitors

The Framework for Teaching and Learning aligns proven best practices with next generation Florida standards to maximize learning for all students. All schools will use this framework for on-going planning, teaching, and assessing student learning. The Orange County Public School district is economically and demographically diverse serving a highly mobile student population. Using the framework promotes consistency, commitment and high performance of all educators in the district. The composition of this plan is designed to ensure successful school protocol for K-12 curriculum implementation and continuous improvement measures to support teaching and learning at all levels.

6/14/10

Framework for Teaching and Learning: Non-Negotiables

Maximizing Continuous Improvement

The School Board of Orange County, Florida

ONE VISION – ONE VOICE

Year 1- Implementation



Student Success – Leading the Way!

Student Success	NGSSS	PLC	FCIM	RtI	Lesson Study	School Improvement Plan
OCPS Strategic Plan Desired Outcomes	Content	Cultural Behavior	Process	Interventions	Capacity Development	Statement of Work
<p>Meet State Standards on FCAT – Reading, Math, Writing, and Science.</p> <p>Increase participation and performance in rigorous curriculum.</p> <p>Increase participation and performance on SAT/ACT.</p> <p>Close the Achievement Gap – Increase AYP percentages for all subgroups.</p> <p>Increase the graduation rate.</p>	<p>The Next Generation Sunshine State Standards (NGSSS) provide the content to be taught. (Use the link below to access all the standards.)</p> <p>http://www.floridastandards.org</p> <p>Comprehensive Academic Achievement Plan (CAAP)</p> <p>http://www.cs.ocps.net</p>	<p>The guiding principles of Professional Learning Communities (PLC) govern the behavior of our school professionals. The big ideas are:</p> <p>Focus on Learning All students can learn and we are responsible to ensure learning occurs.</p> <p>Focus on Collaborative Culture Time is specifically reserved for collaboration on teaching and learning.</p> <p>Focus on Results Effectiveness is measured by results, not intentions.</p>	<p>The Florida Continuous Improvement Model (FCIM) is a systematic process for planning, teaching, assessing and reevaluating results. It is the road map that directs our actions.</p> <ul style="list-style-type: none"> • Plan • Do • Check • Act 	<p>Response to Intervention (RtI) is a problem solving process for determining effective interventions for students. The core principles are:</p> <ul style="list-style-type: none"> -Teach all children effectively -Use assessment to screen, diagnose and monitor progress. -Intervene early. -Use research-based intervention strategies. -Use data to make instructional decisions. 	<p>Lesson Study provides a structure for teachers to collaboratively plan, share, observe, record and analyze data to improve instruction. The key concepts are:</p> <ul style="list-style-type: none"> -Collaborative planning -Lesson observation by teachers -Data collection and analysis guided by student thinking, learning, engagement and behavior -Reflection, refinement and re-teaching as necessary. 	<p>The School Improvement Plan (SIP) is the written plan of how we will reach our goals each year. The critical elements include:</p> <p>Organize – Stakeholders plan and assess needs based on data.</p> <p>Plan – Stakeholders set goals and objectives, identify strategies and measures of success.</p> <p>Implement – Implement activities and monitor progress.</p> <p>Sustain – Identify success of current plan, evaluate and adjust to sustain growth.</p>

6/14/10 2



Mandated Professional Learning Focus for School and District Leaders

Effective professional learning is a vital part of the success of a school; it is ongoing and job-embedded. The trainings below are designed to support school leadership as they master management responsibilities and emerge as instructional leaders in standards-based curriculum. Mandated training ensures that all administrators are provided with the necessary tools and clearly defined expectations to successfully observe teaching and learning through the lenses of standards, best-practices, and data and to provide teachers with the appropriate coaching and support.

- The outlined professional development is a comprehensive approach and provides the foundation for the *Framework for Teaching and Learning: Non-Negotiables*.
- Differentiated levels of training will ultimately lead to the “train the trainer” model to build capacity and ensure sustainability at each school site.
 - Level 1 professional development will support schools in the planning and learning necessary for building a common foundation.
 - Level 2 professional development will support schools in implementing and sustaining practices through identified campus experts to build campus capacity.
- *School principals are recommended to identify more than one expert to commit to training for building capacity at their campuses.*

ACCOUNTABILITY	CURRICULUM/ASSESSMENT	COMPLIANCE	INSTRUCTIONAL LEADERSHIP
Professional Learning Communities (PLC)	NGSSS/Common Core Standards	Master Schedule	Professional Leadership EXPO
Florida Continuous Improvement Model (FCIM)	NGSSS Access Points, Instructional Materials and Florida Alternative Assessment	FTE	Summer Leadership Institute
School Improvement Planning (SIP)	Comprehensive Academic Achievement Plan (CAAP)	ESE Compliance	Superintendent’s Leadership Summit
Response to Intervention (RtI)	K-12 Reading and ESOL Plans	Instructional Materials Inventory	
Lesson Study	AVID	Accountability Corrections Process	
	Destination College	Building Capacity	
	Classroom Culture and Environment	Graduation Plans	
	Data Analysis	Beginning Teacher Induction	
	Instructional Materials		

6/14/10 1



ACCOUNTABILITY

Training	Description	Audience
Florida Continuous Improvement Model (FCIM) (Process)	Participants will understand and describe each component of the 8-Step Instructional Process. They will apply a highly structured, data-driven, cyclical improvement approach (Plan, Do, Check, Act) using student data to positively impact student achievement.	All principals and designated leadership team members
Professional Learning Community (PLC) (Cultural Behavior)	Participants will learn ways to create culturally embedded structures for the development of Professional Learning Communities based on guiding questions regarding instruction and student learning.	All principals and select leadership team members
Response to Intervention (RtI) (Intervention)	Participants who attend three modules developed to provide in-depth instruction in the OCPS Response to Intervention (RtI) Model will learn how to: <ul style="list-style-type: none"> • Form RtI teams and develop first steps in implementation • Utilize data-based decision making, professional development, and align district goals to ensure the sustainability of student learning based on the RtI model • Incorporate data analysis, intervention design, and progress monitoring 	All principals and designated leadership team members who will serve as the school's RtI team
Lesson Study (Capacity Development)	Participants will be introduced to the lesson study professional development model, observe the process in action and discuss plans for implementation.	All principals and key leadership team members
School Improvement Planning Orientation	Participants will receive a general introduction to the school improvement planning process. This training covers the basic elements of the school improvement process and the components of the school improvement plan, as well as, requirements and procedures of the School Advisory Council.	Principals and key leadership team members
School Improvement Planning (SIP) (Statement of Work)	Participants will receive information on the school improvement planning process, review requirements for the plan, both district and state templates, and demonstrations of the online versions of both templates.	Principals and key leadership team members

6/14/10 2

Framework for Teaching and Learning: Non-Negotiables

Maximizing Continuous Improvement

The School Board of Orange County, Florida
 ONE VISION – ONE VOICE
 Year 1- Implementation



CURRICULUM/ASSESSMENT

Training	Description	Audience
Next Generation of Sunshine State Standards/Common Core Standards (Content)	The NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS) are the curricula taught in OCPS. After studying the content and grade level standards appropriate for the students being taught, teachers will gain a deeper understanding of what students should know and be able to do. Participants will see the continuum of learning. FCAT II and End of Course training will prepare school staff on what schools and students can expect for the new tests.	Principals, APs, Teachers, CRT's, LRS's, Reading Coaches, Instructional Coaches
Next Generation of Sunshine State Standards Access Points and Instructional Materials and Florida Alternate Assessment	Instruction includes the following: <ul style="list-style-type: none"> • Descriptions of Access Points • Information on who should be on Access Points based on the FLDOE Florida Alternate Assessment Participation Checklist • Instruction in using specialized curricular materials to teach NGSSS Access Points 	Mandated for all teachers of students with significant cognitive disabilities who are exempt from FCAT and taking FAA
Comprehensive Academic Achievement Plan (CAAP)	CAAP is the OCPS framework for implementing the NGSSS. CAAP exists for all subject areas, including Character Education and comprehensive guidance, and includes best practices and instructional resources. Professional learning in CAAP will lead participants to understand how CAAP should be incorporated into classroom practice.	Principals, APs, Teachers, CRT's, LRS's, Reading Coaches, Instructional Coaches
K-12 Reading and ESOL Plans	The K-12 Reading Plan provides the vision for reading leadership and instruction in OCPS. Participants will explore the guiding document to include the following: <ul style="list-style-type: none"> • Specifics of reading plan and use of resources • Role of Reading Leadership Team • Role of Reading Coach • Components of successful ELL program, such Sheltered Instruction Observation Protocol (SIOP) • Appropriate student placement in reading programs/classes • Assessment 	Principals and Assistant principals, Teachers responsible for reading instruction, Reading Coaches and reading contacts
AVID	Participants receive an overview of the Advancement Via Individual Determination (AVID) program. Teachers receive content area training and program strategies such as the Cornell note taking system, Socratic method of inquiry, Writing, Inquiry, Collaboration & Reading (WICR), and Tutorials.	All middle and high school principals and teachers implementing AVID
Destination College	Teachers participate in the <i>Destination College</i> online training course and incorporate a college going and readiness environment in their classrooms from the lessons learned in the online training modules.	Elementary Principals, 4 th and 5 th grade teachers
Classroom Culture and Environment	To plan and learn about research-based practices, participants will be exposed to research and findings of specific strategies used to support student learning, including: <ul style="list-style-type: none"> • Cultural Proficiency - Black & Hispanic Male Study • Underresourced learners (Ruby Payne)—Online overview • 21st Century Skills • AYP/subgroup performance 	All principals and key leadership team members

6/14/10 3

Framework for Teaching and Learning: Non-Negotiables

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Data Analysis	This training will offer an overview and explanation of data seen in the Accountability and Assessment dashboards of the Educational Data Warehouse. Explanations on how to use the EDW, interpret data presented and recommended usages of data will be provided.	Principals, APs, Teachers
Instructional Materials	Participants will learn how to use instructional materials as a tool to achieve the outcomes listed in the NGSSS. Classes will be provided in OCPS adopted materials in order to ensure fidelity of implementation.	Principals, APs, Teachers, CRT's, LRS's, Reading Coaches, Instructional Coaches

COMPLIANCE		
Training	Description	Audience
Master Schedule/ Course Code Directory, Student Progression Plan, SMS/ProgressBook	<p>Policy overview of the statutory and certification requirements in the selecting of courses and updates to the FLDOE course code directory as it impacts Master scheduling and student scheduling.</p> <p>Policy overview of the statutory requirement of student progression by elementary, middle and high school requirements of the student progression plan .</p> <p>ProgressBook grading requirements and data entry at school site.</p> <p>Training on the course progression for compliance with NGSSS. Explanation of how the course progression meets NGSSS and student progression.</p> <p>SMS training by components or task and ProgressBook is conducted by ICTS Customer Care for technical input via online resources and open labs.</p>	Principals, APs, Secondary APIs, Guidance Counselors, TCs, Curriculum leaders, CCTs, ESE and ELL specialists
FTE /State Reporting and Certify/SRS	<p>FTE training reviews the overall funding requirement and how the data elements are generated from the components of SMS (master/student scheduling) and SAP to generate funds for the various State Reporting Surveys.</p> <p>State Reporting training reviews the overall compliance requirements and how the data elements are generated from the components of SMS and SAP and EDW.</p> <p>Certify training reviews the editing tool and which steps are necessary to correct the data in the source (SMS/SAP or EDW).</p> <p>SRS training reviews the editing tool and which steps are necessary to amend the State Reporting Survey for corrections and how to correct the data in the source (SMS/SAP or EDW).</p>	Principals, select school staff
ESE Compliance	<p>Training includes:</p> <ul style="list-style-type: none"> Guidelines for appropriate documentation and procedures of identifying and serving students with 	Administrators, Staffing Specialists, LEA Reps

6/14/10 4

Framework for Teaching and Learning: Non-Negotiables

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The School Board of Orange County, Florida
 ONE VISION – ONE VOICE
 Year 1- Implementation



	disabilities <ul style="list-style-type: none"> Information on staffing, evaluations, IEP's, matrices and FTE compliance with the SMS database 	
Instructional Materials Inventory	Training includes the procedures for bar-coding and inventory based on the textbook manager module of Follett Destiny. Additional information will be provided on resources and the policies for instructional materials.	Instructional Materials or Textbook Manager for each school site
Accountability Corrections Process	Training instructs school staff in the process to check and correct the data the state will use to calculate school grades and AYP.	Principals, APs and/or their designees
Building Capacity	To implement initiatives, those responsible for coaching and supporting teachers are required to attend designated professional learning: Instructional Coaches, Reading Coaches, CRT/LRS, API, ELL, etc.	Designated personnel or substitute representatives
Graduation Plans	Policy training on the types of graduation plans, how to select grad plans for students, how to record the student's grad plan selection in SMS and how to monitor student progress towards successful graduation and guidance along with student progression.	High School Assistant Principals and Guidance Counselors
Beginning Teacher Induction	To learn about foundational best practices to support student learning and the culture, mission, and vision of OCPS.	Beginning teachers and mentors

INSTRUCTIONAL LEADERSHIP

Training	Description	Audience
Professional Leadership EXPO	A daylong professional learning event which provides information and resources to help schools create their annual professional development goals for the upcoming year. The purpose of the day is to share information to help schools build the necessary infrastructures for building capacity at their school site, to hear from school-based practitioners who can share their successes and barriers; and to review available resources. The overall picture emphasizes the OCPS "One Vision – One Voice" including the "Countdown to Excellence". It is designed to address closing the achievement gap and use of 21 st Century Skills to increase rigor and relevance in the classroom and to improve achievement for all students.	Principal and school Leadership Teams (Attendance required as a team.)
Summer Leadership Institute	This 4-day summer institute is a follow-up to the EXPO attended in April. The purpose of the Institute is to provide a more in-depth training from the EXPO topics and other district initiatives. Designed as K-12 Professional Learning, it supports the implementation of the OCPS "Countdown to Excellence" and "Closing the Achievement Gap". Sessions include PLC, CIM, NGSSS, RtI, Lesson Study, Rigor & Relevance (21 st Century Skills), Differentiated Instruction, ESE strategies and compliance, ELL strategies and compliance, Male and Hispanic Study Initiative, School Improvement, etc.	School Leadership Teams, District Instructional Leadership
Superintendent's Leadership Summit	An annual, one-day summit meeting hosted by the Superintendent. Success stories from the current school year are shared and challenges for greater achievement are made for the upcoming year. OCPS goals are defined in detail to gain insight, information and strategies.	All District Administrators

6/14/10 5



References/Resources

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- Florida Department of Education – *Florida Continuous Improvement Model (FCIM)*. Retrieved March 23, 2010 from <http://focus.florida-achieves.com/%28S%28zsgb4z45pi5bplfq2pecff%29%29/AboutCIM.aspx>.
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Correlates of Effective Schools:

- Lezotte, L., Mckee, K. (2002). *Assemble required: A continuous school improvement system*. Okemos, MI: Effective Schools Products, Ltd.

Professional Learning Communities (PLC)

- Bureau of Educator Recruitment, Development and Retention (2006, August) *Professional development system evaluation protocol*. Florida Department of Education
- DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How a professional learning community responds when kids don't learn*. Bloomington, IN: Solution Tree (formerly National Educational Service).
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Framework for Teaching and Learning: Non-Negotiables

Maximizing Continuous Improvement

The School Board of Orange County, Florida

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Year 1- Implementation



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- Easton, L.B. (2004). *Powerful designs for professional learning*. Oxford, OH: National Staff Development Council.

Lesson Study

- Lewis, C. (2002). *Lesson study: A handbook of teacher-led instructional change*. Philadelphia, PA: Research for Better Schools, Inc.

Response to Interventions (RtI)

- Buffum, A., Mattos, M., & Weber, C. (2009). *Pyramid response to intervention*. Bloomington, IN: Solution Tree Press.
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Framework for Teaching and Learning: Non-Negotiables

Maximizing Continuous Improvement

The School Board of Orange County, Florida

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Year 1- Implementation



References/Resources

School Improvement Planning

- Establishing a Strong Foundation for School Improvement (2005). The Center for Comprehensive School Reform and Improvement. Retrieved June 21, 2009 from http://www.centerforcsri.org/PDF/The_Center_Policy_Brief_January_2005.pdf
- Planning That Matters: Helping Schools Engage in Collaborative, Strategic Problem Solving by Craig Jerald
The Center for Comprehensive School Reform and Improvement
<http://www.centerforcsri.org/PDF/April.policy.final.pdf>
- The Implementation Trap: Helping Schools Overcome Barriers to Change by Craig Jerald
The Center for Comprehensive School Reform and Improvement
http://www.centerforcsri.org/files/August_Policy_Brief.pdf
- More Than Maintenance: Sustaining Improvement Efforts Over the Long Run by Craig Jerald
The Center for Comprehensive School Reform and Improvement
http://www.centerforcsri.org/files/Center_PB_Sept_fnl.pdf

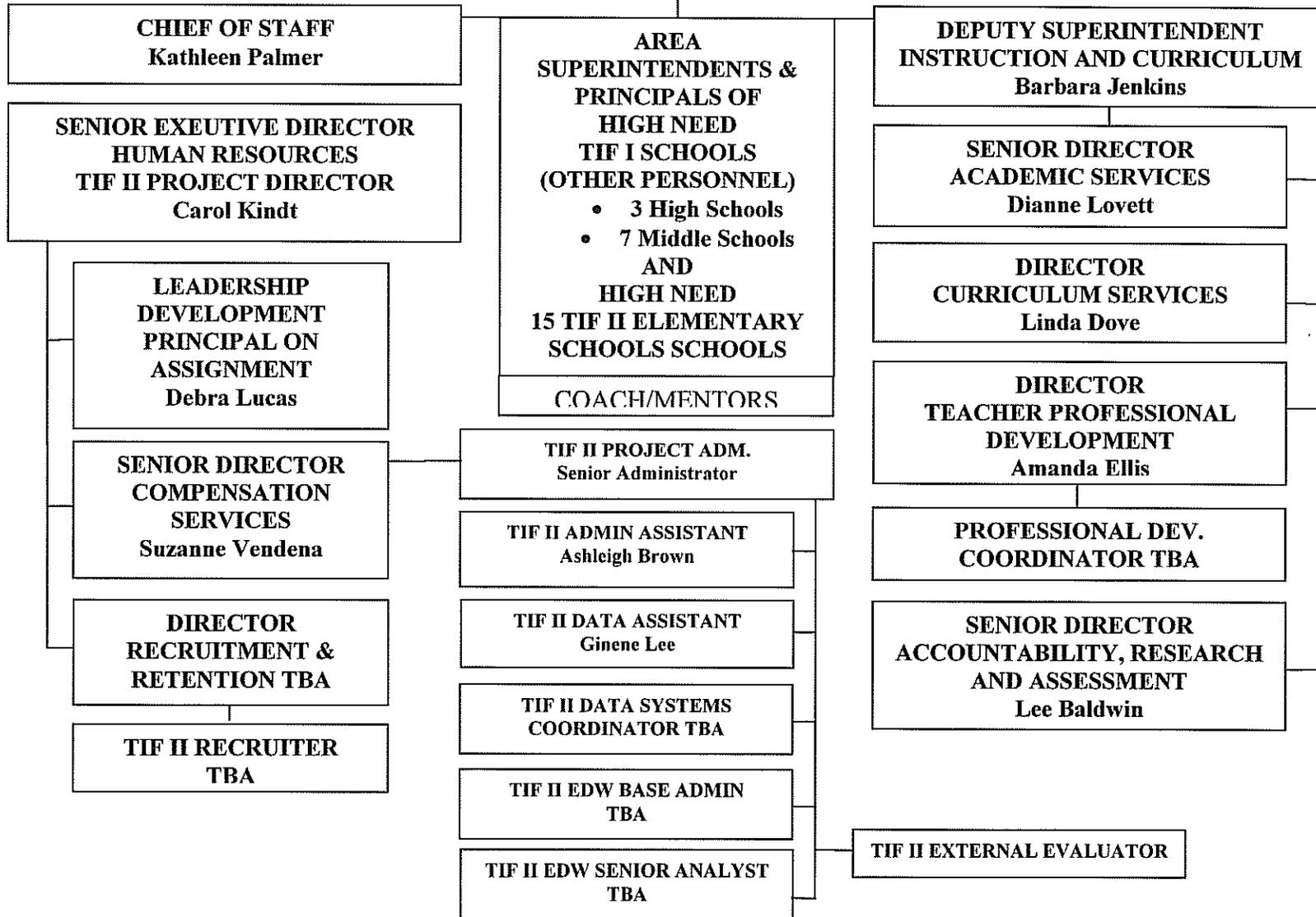
APPENDIX C

TIF II: One Vision, One Voice Organizational Chart

ORGANIZATIONAL CHART OF KEY PROJECT REAP PERSONNEL

**CITIZENS OF ORANGE COUNTY, FLORIDA
SCHOOL BOARD OF ORANGE COUNTY, FLORIDA
SUPERINTENDENT RONALD BLOCKER**

Denotes salaries paid from TIF funds



APPENDIX D

Teacher Incentive Fund II Sample Earning Statements



Teacher Incentive Plan II Earnings Statement

Example of teacher not hitting target.

Name: Pat Smith
Title: Math Coach
School: Catalina Elementary
Pay Level/Step: 19
Current Base Salary: [Redacted]
Amount to Next Step: [Redacted]
Degree Incentive: [Redacted]

The Final Achievement is the compilation of the weighted results.

The step increase amount will not be less than 25% of the target step.

Final Achievement [Redacted]
New Base Salary: [Redacted]
Bonus Amount: [Redacted]

Step Amount Earned: [Redacted]

Measures	75% Threshold	100% Target	125% Max	Result	Achievement	Weight
% of Students with Growth Achievement - Class A School	40%	50%	60%	40%	75%	51%
Teacher Assessment		ER	E	ER	100%	25%
Teacher Selected Professional Development or Leadership Measure*	20	40	60	19	0%	24%

*In this example it is the number of hours in PD classes

Bonus Eligibility Math/Sci/Critical
Bonus Eligibility TIF

Target Bonus
 \$500 additional
 \$1,000 additional

Actual Earned
 [Redacted] additional
 [Redacted] additional

\$500 for a critical need subject regardless of achievement

\$1,000 for a TIF II school regardless of achievement.



Teacher Incentive Plan II Earnings Statement

Example of teacher hitting target.

Name: Pat Smith
Title: Math Coach
School: Catalina Elementary
Pay Level/Step: 19
Current Base Salary: [REDACTED]
Amount to Next Step: [REDACTED]
Degree Incentive: [REDACTED]

The Final Achievement is the compilation of weighted results.

A full step increase for 100% achievement

Final Achievement %: [REDACTED]
New Base Salary: [REDACTED]
Step Amount Earned: [REDACTED]
Bonus Amount: [REDACTED]

Measures	75% Threshold	100% Target	125% Max	Final Result	Final Achievement	Weight
% of Students with Growth Achievement - Class A School	40%	50%	60%	50%	100%	51%
Teacher Assessment		ER	E	ER	100%	25%
Teacher Selected Professional Development or Leadership Measure*	20	40	60	40	100%	24%

*In this example it is the number of hours in PD classes

Bonus Eligibility
Bonus Eligibility

Math/Sci/Critical TIF

Target Bonus

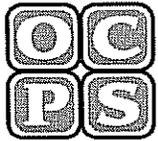
[REDACTED] additional
 \$ [REDACTED] additional

Actual Earned

[REDACTED] additional
 [REDACTED] additional

Payout increased 20% since 100% achievement is met

TIF incentive doubles once 100% achievement is met



Teacher Incentive Plan II Earnings Statement

Example of the teacher surpassing target and hitting maximum target

Name: Pat Smith
Title: Math Coach
School: Catalina Elementary
Pay Level/Step: 19
Current Base Salary: [Redacted]
Amount to Next Step: [Redacted]
Degree Incentive: [Redacted]

The Final Achievement is the compilation of weighted results.

The step increase amount can be up to 25% more than the target step.

Final Achievement %: [Redacted]
New Base Salary: [Redacted]
Bonus Amount: [Redacted]

Step Amount Earned: [Redacted]

Measures	75% Threshold	100% Target	125% Max	Final Result	Final Achievement	Weight
% of Students with Growth Achievement - Class A School	40%	50%	60%	65%	125%	51%
Teacher Assessment		ER	E	E	125%	25%
Teacher Selected Professional Development or Leadership Measure*	20	40	60	61	125%	24%

*In this example it is the number of hours in PD classes

Bonus Eligibility: Math/Sci/Critical
Bonus Eligibility: TIF

Target Bonus: [Redacted] additional additional

Actual Earned: [Redacted] additional additional

Critical need incentive can increase 50% of target

TIF incentive can increase an additional 150% of target



Teacher Incentive Plan II Earnings Statement

Example of administrator not hitting target.

Name: Chris Jones
Title: Assistant Principal
School: Catalina Elementary

The Final Achievement is the compilation of the weighted results.

The increase amount will not be less than 25% of the ATB administrative increase%.

Current Base Salary: [Redacted]
ATB Increase - Admin Target increase [Redacted]

Final Achievement %: [Redacted]
New Base Salary: [Redacted]
Bonus Amount: [Redacted]

% Earned Amount [Redacted]

Measures	75% Threshold	100% Target	125% Max	Result	Achievement	Weight
% of Students with Growth Achievement	40%	50%	60%	40%	75%	51%
Administrator Assessment		ER	E	ER	100%	25%
Administrator Selected Professional Development or Leadership Measure*	20	40	60	19	0%	24%

*In this example it is the number of hours in PD classes

Bonus Eligibility: TIF
Target Bonus: [Redacted] additional
Actual Earned: [Redacted] additional

\$1,500 for a TIF II school regardless of achievement.

DRAFT: This is for illustrative purposes only. Details will be worked out during the planning year.



Teacher Incentive Plan II Earnings Statement

Example of administrator hitting target.

Name: Chris Jones
Title: Assistant Principal
School: Catalina Elementary

The Final Achievement is the compilation of weighted results.

The increase amount will be the target % if hitting target.

Current Base Salary: [Redacted]
ATB Increase - Admin [Redacted]
Target increase [Redacted]

Final Achievement %: [Redacted]
New Base Salary: [Redacted]
Bonus Amount: [Redacted]

% Earned [Redacted]
Amount [Redacted]

Measures	75% Threshold	100% Target	125% Max	Final Result	Final Achievement	Weight
% of Students with Growth Achievement	40%	50%	60%	50%	100%	51%
Administrator Assessment		ER	E	ER	100%	25%
Administrator Selected Professional Development or Leadership Measure*	20	40	60	40	100%	24%

*In this example it is the number of hours in PD classes

Target Bonus [Redacted] additional
Actual Earned [Redacted] additional

TIF incentive doubles once 100% achievement is met

Bonus Eligibility TIF



Teacher Incentive Plan II Earnings Statement

Example of the administrator surpassing target and hitting maximum target

Name: Chris Jones
Title: Assistant Principal
School: Catalina Elementary

The Final Achievement is the compilation of weighted results.

The increase amount can be up to 25% more than the target %.

Current Base Salary: [Redacted]
ATB Increase - Admin
Target increase

Final Achievement %: [Redacted]
New Base Salary:
Bonus Amount:

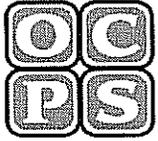
% Earned
Amount [Redacted]

Measures	75% Threshold	100% Target	125% Max	Final Result	Final Achievement	Weight
% of Students with Growth Achievement	40%	50%	60%	65%	125%	51%
Administrator Assessment		ER	E	E	125%	25%
Administrator Selected Professional Development or Leadership Measure*	20	40	60	61	125%	24%

*In this example it is the number of hours in PD classes

Bonus Eligibility TIF **Target Bonus** [Redacted] additional **Actual Earned** [Redacted] additional

TIF incentive can increase an additional 150% of target



Teacher Incentive Plan II Earnings Statement

Example of Para not hitting target.

Name: Lee Brown
Title: Para Professional
School: Catalina Elementary

The Final Achievement is the compilation of the weighted results.

Bonus Payout [REDACTED]

Final Achievement %: 56%

Measures	75% Threshold	100% Target	125% Max	Result	Achievement	Weight
% of Students with Growth Achievement	40%	50%	60%	40%	75%	75%
Professional Development Measure*	20	40	60	19	0%	25%

*In this example it is the number of hours in PD classes

Bonus Eligibility TIF **Target Bonus** [REDACTED] additional **Actual Earned** [REDACTED] additional [REDACTED] for a TIF II school regardless of achievement.

DRAFT: This is for illustrative purposes only. Details will be worked out during the planning year.



Teacher Incentive Plan II Earnings Statement

Example of Para hitting target.

Name: Lee Brown
 Title: Para Professional
 School: Catalina Elementary

The Final Achievement is the compilation of weighted results.

Bonus Payout



Final Achievement %: 100%

Measures	75% Threshold	100% Target	125% Max	Final Result	Final Achievement	Weight
% of Students with Growth Achievement	40%	50%	60%	50%	100%	75%
Professional Development Measure*	20	40	60	40	100%	25%

*In this example it is the number of hours in PD classes

Target Bonus

Actual Earned

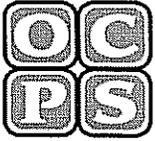
Bonus increases if target achievement is hit

Bonus Eligibility

TIF

additional

additional



Teacher Incentive Plan II Earnings Statement

Example of the Para surpassing target and hitting maximum target

Name: Lee Brown
Title: Para Professional
School: Catalina Elementary

The Final Achievement is the compilation of weighted results.

Bonus Payout [REDACTED] **Final Achievement %:** 125%

Measures	75% Threshold	100% Target	125% Max	Final Result	Final Achievement	Weight
% of Students with Growth Achievement	40%	50%	60%	65%	125%	75%
Administrator Selected Professional Development or Leadership Measure*	20	40	60	61	125%	25%

*In this example it is the number of hours in PD classes

Bonus Eligibility TIF **Target Bonus** [REDACTED] additional **Actual Earned** [REDACTED] additional

Bonus doubles if max achievement is met

APPENDIX E

OCPS 11 Essential Outcomes

District Strategic Plan

The district now has a strategic plan adopted by the school board that sets the direction and vision for the school district. The vision of the district is:

To be the top producer of successful students in the nation

The strategic plan also has a mission that replaces the mission used previously:

To lead our students to success with the support and involvement of families and the community

Schools also develop a vision statement in their plans. The vision in the school improvement plan should be reviewed to ensure it is in alignment with the district's vision.

Next, the district strategic plan lists five goals for the district. They are:

- **Intense Focus on Student Achievement**
- **High-Performing and Dedicated Team**
- **Safe Learning and Working Environment**
- **Efficient Operations**
- **Sustained Community Engagement**

The intense focus on academic achievement has always been the primary focus of the school improvement plan and it is also now the first goal in the district strategic plan. In the division of Instruction and Curriculum Services, the first goal has been further developed through the League of Educational Excellence to include 11 Essential Outcomes. These outcomes are in alignment with the Charter School District Contract, the League of Excellence, and the district's Integrated Business Plans. All district plans and initiatives should now be in alignment with the district strategic plan including the school improvement plans.

OUTCOME 1: All elementary students will read independently on grade level by age nine.

OUTCOME 2: All elementary students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting fractions and decimals by the end of fifth grade.

OUTCOME 3: All students will successfully complete Algebra I prior to tenth grade.

OUTCOME 4: All students will be proficient in FCAT mathematics, reading, science, and writing and all students will demonstrate learning gains in reading and math.

OUTCOME 5: All schools will increase enrollment and performance in gifted, honors, Advanced Placement, International Baccalaureate, World Language, Fine Arts, Advance International Certificate of Education courses (AICE), Career and Professional Education (CAPE), etc. with a particular emphasis on under-represented populations.

OUTCOME 6: All high schools will increase enrollment and performance in upper level mathematics courses beyond Algebra II and science courses beyond chemistry, as well as the participation in related technology, competitions, and career paths.

OUTCOME 7: All middle schools will increase the enrollment and performance of students in high school courses offered at the middle school level.

OUTCOME 8: All elementary schools will adopt and implement the "Destination College" program and all middle and high schools will implement the AVID program/philosophy with fidelity to support academic rigor and promote college readiness.

OUTCOME 9: All high schools will work cooperatively with the technical centers to increase enrollment in and completion of technical programs, such as Tech Prep, Dual-Enrollment, Exit-Option, and transition as adults to technical programs.

OUTCOME 10: All schools will eliminate the disproportionate classification and placement of minority students in special education.

OUTCOME 11: All schools will decrease drop-out rates and increase graduation rate for all students.

APPENDIX F

TIF I & TIF II Core Elements

Core Elements

TIF I: Other Personnel

TIF II: One Vision, One Voice meets all five of the core elements for adding “Other Personnel” to the Teacher Incentive Fund grant that OCPS was previously awarded based on the following rationale:

(a) A plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS.

The “other personnel” that will be added to the TIF II proposal will fall under the communication plan already being implemented by TIF I schools. This plan (see Appendix___), includes two goals: (1) to disseminate operational information among TIF participants (2) to disseminate public relations information. The plan describes the type of information to be shared, the way it’s shared, the frequency, who is responsible and the target dates. This communication plan has been and will continue to be the manner in which the TIF I grant communicates internally and externally and with the surrounding community.

(b) The involvement and support of teachers, principals, and other personnel (including input from LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant;

The “other personnel” in the TIF II proposal will be afforded the same opportunities as the current TIF I participants, to participate and have a voice as part of their involvement. The TIF I grant meets this core element through voluntary participation from teachers and administrators. We have a 65 percent participation rate for teachers and a 91 percent participation rate for administrators.

This is how the TIF I is currently being implemented: The teachers and administrators sign a list of assurances at the beginning of the year explaining the requirements of the program. The TIF staff visits every school during August to explain the program and its requirements to teachers and administrators as they consider joining TIF. The teachers and administrators are promised full support from the TIF personnel. The TIF personnel also visits schools for data collection at the beginning of the year, provides technical assistance to teachers on their Individual Professional Development Plans, works with the math and science coaches, meets with administrators and assists in any way possible. The TIF team along with the external evaluator holds focus group meetings. Instructional staff at schools is chosen randomly to participate in round table discussions of the program. Teachers are encouraged to talk about what is working as well as what can be done to improve the program. The focus group meetings are extremely helpful in understanding the views of the teachers. It also helps to answer questions such as:

- Why they did or did not participate in TIF?
- What are the strengths of the program?
- What types of professional development are needed?
- How have they implemented the required professional development?
- How can the program be strengthened even more?

The other personnel to be added to TIF I had already participated in these round table discussions as part of groups chosen randomly. Lastly, all TIF participants are asked to complete an end-of-the year survey to assist in evaluating the program.

(c) Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA’s coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same);

The OCPS evaluation system for teachers would be the same for the “other personnel” that is being added under this proposal as it is for the current TIF grant. The teachers would use the Orange County Public Schools Instructional Personnel Preliminary Assessment Report (See Appendix ____). This measure contains multiple rating categories that differentiate effectiveness and take into account student achievement. This assessment is only one of the measures used to evaluate teachers. The teachers are also evaluated on their Individual Professional Development Plan (IPDP). This is a plan collaboratively developed by the teacher and administrator. It disaggregates several categories of baseline data and drills down to identify specific needs. The teachers will then set specific and measurable student achievement goals. As a direct result of this baseline data analysis, professional development objectives are written to clearly indicate what the teacher needs to learn and be able to do to address those needs. Suitable professional

development activities are identified and teachers are expected to record the implementation as it takes place in their classrooms. To complement these teacher professional development activities, the TIF school administrators have been trained on how to use the rubric and do hold yearly sessions with their teachers on how to write and effectively use IPDPs. The IPDP is scored according to the Rubric for OCPS IPDP Completion (See Appendix ____).

Another form of assessment being used is formal and informal observations. These are performed multiple times throughout the year. Classroom walkthroughs are also conducted on a regular basis and are mostly used more for gathering data on instruction rather than for an evaluative purpose. All of the “other personnel” in TIF II are instructional personnel and would be held to the measures stated above.

(d) A data-management system¹ that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems; and

The data- management system that is used in the TIF I grant would be the same systems used for the “other personnel” added under the TIF II proposal. The teachers use the current system in OCPS for collecting the data needed, to complete the IPDP, disaggregate the student data and to set student achievement goals. The systems are CICS, SMS, Progressbook, Filemaker Pro and Edusoft. These systems collect data used to link students and their academic achievement to the respective teachers. The achievement of the students is directly linked to the teacher and the incentive payout.

(e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

In TIF I the teacher incentive funds are based on three elements: student achievement, professional development and teacher evaluation. The “other personnel” that is being added in the TIF II proposal would also be held accountable to these three elements. The teachers will sign assurances stipulating all three elements and their requirements. The IPDP is a key factor in all three elements. It contains the student achievement goal which can range from increases of 10 percent to 40 percent and, when met, will determine the incentive payout to the teacher. The IPDP contains the agreed upon professional development plan the teacher have committed to successfully complete in order to positively affect student achievement and to become a more effective teacher. The professional development would be a Harvard Wide World course, or a College Board Institute. The completion of the professional development is required to receive incentive funds. Thirdly, the IPDP is part of the teacher’s evaluation and they must receive an effective or effective with recommendations on their final evaluation in order to qualify for the incentive fund payout.

Core Elements

TIF I: Other Personnel

TIF II: One Vision, One Voice meets all five of the core elements for adding “Other Personnel” to the Teacher Incentive Fund grant that OCPS was previously awarded based on the following rationale:

(a) A plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS.

The “other personnel” that will be added to the TIF II proposal will fall under the communication plan already being implemented by TIF I schools. This plan (see Appendix___), includes two goals: (1) to disseminate operational information among TIF participants (2) to disseminate public relations information. The plan describes the type of information to be shared, the way it’s shared, the frequency, who is responsible and the target dates. This communication plan has been and will continue to be the manner in which the TIF I grant communicates internally and externally and with the surrounding community.

(b) The involvement and support of teachers, principals, and other personnel (including input from LEAs to be served by the grant) and the involvement and support of unions in participating LEAs (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant;

The “other personnel” in the TIF II proposal will be afforded the same opportunities as the current TIF I participants, to participate and have a voice as part of their involvement. The TIF I grant meets this core element through voluntary participation from teachers and administrators. We have a 65 percent participation rate for teachers and a 91 percent participation rate for administrators.

This is how the TIF I is currently being implemented: The teachers and administrators sign a list of assurances at the beginning of the year explaining the requirements of the program. The TIF staff visits every school during August to explain the program and its requirements to teachers and administrators as they consider joining TIF. The teachers and administrators are promised full support from the TIF personnel. The TIF personnel also visits schools for data collection at the beginning of the year, provides technical assistance to teachers on their Individual Professional Development Plans, works with the math and science coaches, meets with administrators and assists in any way possible. The TIF team along with the external evaluator holds focus group meetings. Instructional staff at schools is chosen randomly to participate in round table discussions of the program. Teachers are encouraged to talk about what is working as well as what can be done to improve the program. The focus group meetings are extremely helpful in understanding the views of the teachers. It also helps to answer questions such as:

- Why they did or did not participate in TIF?
- What are the strengths of the program?
- What types of professional development are needed?
- How have they implemented the required professional development?
- How can the program be strengthened even more?

The other personnel to be added to TIF I had already participated in these round table discussions as part of groups chosen randomly. Lastly, all TIF participants are asked to complete an end-of-the year survey to assist in evaluating the program.

(c) Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at least twice during the school year. The evaluation process must: (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and the LEA’s coherent and integrated approach to strengthening the educator workforce; (2) provide for observations of each teacher or principal at least twice during the school year by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same);

The OCPS evaluation system for teachers would be the same for the “other personnel” that is being added under this proposal as it is for the current TIF grant. The teachers would use the Orange County Public Schools Instructional Personnel Preliminary Assessment Report (See Appendix ____). This measure contains multiple rating categories that differentiate effectiveness and take into account student achievement. This assessment is only one of the measures used to evaluate teachers. The teachers are also evaluated on their Individual Professional Development Plan (IPDP). This is a plan collaboratively developed by the teacher and administrator. It disaggregates several categories of baseline data and drills down to identify specific needs. The teachers will then set specific and measurable student achievement goals. As a direct result of this baseline data analysis, professional development objectives are written to clearly indicate what the teacher needs to learn and be able to do to address those needs. Suitable professional

development activities are identified and teachers are expected to record the implementation as it takes place in their classrooms. To complement these teacher professional development activities, the TIF school administrators have been trained on how to use the rubric and do hold yearly sessions with their teachers on how to write and effectively use IPDPs. The IPDP is scored according to the Rubric for OCPS IPDP Completion (See Appendix ____).

Another form of assessment being used is formal and informal observations. These are performed multiple times throughout the year. Classroom walkthroughs are also conducted on a regular basis and are mostly used more for gathering data on instruction rather than for an evaluative purpose. All of the “other personnel” in TIF II are instructional personnel and would be held to the measures stated above.

(d) A data-management system¹ that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems; and

The data- management system that is used in the TIF I grant would be the same systems used for the “other personnel” added under the TIF II proposal. The teachers use the current system in OCPS for collecting the data needed, to complete the IPDP, disaggregate the student data and to set student achievement goals. The systems are CICS, SMS, Progressbook, Filemaker Pro and Edusoft. These systems collect data used to link students and their academic achievement to the respective teachers. The achievement of the students is directly linked to the teacher and the incentive payout.

(e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

In TIF I the teacher incentive funds are based on three elements: student achievement, professional development and teacher evaluation. The “other personnel” that is being added in the TIF II proposal would also be held accountable to these three elements. The teachers will sign assurances stipulating all three elements and their requirements. The IPDP is a key factor in all three elements. It contains the student achievement goal which can range from increases of 10 percent to 40 percent and, when met, will determine the incentive payout to the teacher. The IPDP contains the agreed upon professional development plan the teacher have committed to successfully complete in order to positively affect student achievement and to become a more effective teacher. The professional development would be a Harvard Wide World course, or a College Board Institute. The completion of the professional development is required to receive incentive funds. Thirdly, the IPDP is part of the teacher’s evaluation and they must receive an effective or effective with recommendations on their final evaluation in order to qualify for the incentive fund payout.

**OCPS Teacher Incentive Fund (TIF)
Communication Plan**

Goal 1: To disseminate all operational information						
Target	Information to be Shared	Distribution Media	Frequency	Person Responsible	Target Dates	Comments
TIF Liaisons and Coaches	Due dates, meeting dates and agendas, Best practices and Q & A	e-mail	As needed	Sr. Administrator Project Coordinator Admin. Secretary		
		TIF Newsletter	Each Semester		September 1	
		TIF Website	Updated each week		February 1	
Administrators	School Status	e-mail	Quarterly	Sr. Administrator	January, April, July, October	
Teachers	Due Dates	e-mail, TIF website, semester newsletter	As needed	Project Staff		
	Kick-Off Meetings	e-mail	Fall & Spring	Sr. Administrator	August & January	
	Program Highlights & Updates	News You Can Use & Orange Peel	As needed	Sr. Administrator		
	Pay-out schedule	e-mail	Yearly	Sr. Administrator	May	
District personnel	TIF Updates	e-mail, board documents, TIF website	As needed	Sr. Administrator		
	Program Highlights	News You Can Use & Orange Peel	As needed	Sr. Administrator		
TIF Team	Meetings	Face-to-face discussions with follow documenting	Weekly	Sr. Administrator	Every Monday	
	Updates	e-mail	As needed	Sr. Administrator		

Goal 2: To disseminate all public relations information						
Target	Information to be Shared	Distribution Media	Frequency	Person Responsible	Target Dates	Comments
Community	Program Rationale and elements	Orlando Media Outlets (News Channel 13)	Series of 5	District PR Personnel	June	After difficulties with local paper on previous State directed incentive plans, it is important to educate the public on the elements of the TIF Project, so there are no surprises when pay-out time arrives.
	Program Successes	TIF Newsletter	Each Semester	Sr. Administrator Project Coordinator	September 1	
		TIF Website	Updated each week		February 1	

APPENDIX G

Teacher and Administrator Current Assessments

**(To be revised for TIF II
elementary schools during the
planning year)**

Copy Distribution
Evaluator
Evaluatee

ORANGE COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL PERSONNEL

PRELIMINARY ASSESSMENT REPORT

This form is designed to be used as a formative
assessment tool for annual contract teachers.

Directions for completing the report and the assessment rating descriptors
appear on the back side of the assessment report form.

e81

Name _____ Personnel # _____ School Year _____

School _____ Teaching Assignment _____

Certification Held _____ Observation Mode
FPMS or Alternative Form
(Circle one)

E = Effective ER = Effective with Recommendations *NI = Needs Improvement *U = Unsatisfactory **NA = Not Applicable

Directions: Using the rating code above, place the appropriate code in the box next to the criterion named. Definitions of rating codes are printed on the reverse side of this form.

*Specific recommendations for improvement must be included.
**All indicators may not be applicable to your teaching assignment.

I. Classroom Management and Discipline

- Promotes self-expression by students and enables them to contribute through discussion and activities
- Provides for the health and safety of students while maintaining flexibility to meet their needs
- Aids students in managing time efficiently
- Uses physical facilities and equipment to the best advantage
- Maintains instructional momentum
- Begins instruction promptly
- Handles material in an orderly manner
- Promotes effective classroom interaction, communication and mutual respect while working independently or in a group
- Creates an atmosphere of mutual respect between students and teacher
- Stops misconduct
- Develops high expectations for student achievement and behavior and clearly conveys them to all students in a positive, consistent, calm, and fair manner
- Positively reinforces appropriate student behavior

Comments: _____

II. Curriculum Knowledge

- Demonstrates knowledge of appropriate technology (i.e., manipulatives, hardware, software, etc.) as it relates to the curriculum
- Relates the curriculum to students in a meaningful manner by utilizing real-world applications
- Plans for integration of curriculum as appropriate
- Presents concepts, principles, and rules effectively
- Presents evidence for value judgment

Comments: _____

III. Planning and Delivering Instruction

- Facilitates classroom discussion
- Uses evaluative techniques to improve teaching-learning experiences
- Establishes long-range and immediate objectives and strategies for instructional activities in accordance with the district curriculum and mission statement
- Defines instructional goals clearly
- Plans for individual differences by individualizing instruction as far as possible to the level of each student in his/her learning style
- Plans an appropriate sequence of skills
- Collects information about each student (cumulative records, diagnostic test scores, etc.) and maintains the confidentiality of that information
- Expresses enthusiasm verbally, challenges students and uses body behavior to show interest in students
- Uses a variety of instructional materials and resources
- Gives directions, assigns/checks comprehension of homework/seatwork/assignments, gives feedback
- Presents an objective, purpose or anticipatory set for each new lesson
- Gives clear directions and procedures for all student assignments and activities
- Orients students to activities at hand as frequently as necessary to allow for maximum on-task learning
- Checks for student understanding throughout the lesson presentation and in all types of learning activities
- Manages time efficiently and organizes work
- Uses a variety of classroom activities and instructional materials which are challenging to students
- Orients students to classwork/maintains academic focus
- Conducts beginning/ending reviews and emphasizes important points
- Recognizes response/amplifies/gives correct feedback
- Maintains accurate student records
- Provides students with an opportunity for independent and guided practice of new learning
- Clarifies and, when necessary, presents instruction in more than one modality
- Provides a review of closure activity in all new learning activities
- Circulates and assists students and dignifies all responses
- Provides activities which encourage students to think
- Utilizes questions to build academic comprehension/lesson development
- Provides opportunities for outside participation and utilization of community resources
- Reviews test items/gives reasons for answers

Comments: _____

**ORANGE COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE/TECHNICAL ACCOUNTABILITY
PERFORMANCE APPRAISAL INSTRUMENT
SCHOOL PRINCIPAL**

Name _____ Supervisor _____

Work Location _____ Personnel # _____ School Year _____

The School Principal is the district's and Learning Community's primary link with teachers, students and parents. It is with and through principals that the district will accomplish its desired results. Therefore, the district's success and the Learning Community's success are tied to the success of each school and its achievement of the district's priorities.

Consistent with the above, the Area Superintendent will evaluate the performance of each School Principal in his/her Learning Community. The evaluation will encompass three areas as outlined below:

Evaluation Component	Evaluation Standard
Part I - Performance Responsibilities <ul style="list-style-type: none"> ▪ Managing School Operations 	<ul style="list-style-type: none"> ▪ Meeting Expectations ▪ Not Meeting Expectations
Part II - District Goals <ul style="list-style-type: none"> ▪ Intense Focus on Student Achievement ▪ High-performing and Dedicated Team ▪ Safe Learning and Working Environment ▪ Efficient Operations ▪ Sustained Community Engagement 	<ul style="list-style-type: none"> ▪ Meeting Expectations ▪ Partially Meeting Expectations ▪ Not Meeting Expectations
Part III - Performance Standards <ul style="list-style-type: none"> ▪ Student Achievement ▪ Faculty Development 	<ul style="list-style-type: none"> ▪ Exemplary ▪ Proficient ▪ Progressing ▪ Not Meeting Standards

Part I – PERFORMANCE RESPONSIBILITIES – MANAGING SCHOOL OPERATIONS

	Initial		Mid-Year		Final	
	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Manifests a professional code of ethics and values	<input type="checkbox"/>					
<i>Comments:</i>						
Manages all operations and functions of his/her school consistent with district policy and district priorities	<input type="checkbox"/>					
<i>Comments:</i>						
Develops and administers policies that provide a safe and effective learning environment	<input type="checkbox"/>					
<i>Comments:</i>						
Is visible in his/her school community and recognized as the educational leader	<input type="checkbox"/>					
<i>Comments:</i>						

	Initial		Mid-Year		Final	
	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Serves as a member of the Area Superintendent's team and participates in the Learning Community's planning, development and evaluation.	<input type="checkbox"/>					
<i>Comments:</i>						
Keeps the Area Superintendent informed of current school critical issues and incidents about which he/she should be aware.	<input type="checkbox"/>					
<i>Comments:</i>						
Uses a variety of problem solving techniques and decision-making skills to resolve problems	<input type="checkbox"/>					
<i>Comments:</i>						
Communicates and interacts effectively with all stakeholders in the community.	<input type="checkbox"/>					
<i>Comments:</i>						

	Initial		Mid-Year		Final	
	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Follows the district's policies and procedures as related to all HRMD guidelines.	<input type="checkbox"/>					
<i>Comments:</i>						
Follows the district's policies and procedures as related to fixed assets .	<input type="checkbox"/>					
<i>Comments:</i>						
Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.	<input type="checkbox"/>					
<i>Comments:</i>						
Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in the current position.	<input type="checkbox"/>					
<i>Comments:</i>						
Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.	<input type="checkbox"/>					

Comments:

Performs other relevant duties and responsibilities assigned by the supervisor.	<input type="checkbox"/>					
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Comments:

DISTRICT GOALS

PART II – PERFORMANCE STANDARDS TO DISTRICT GOALS

Select two strategies from your School Improvement Plan that demonstrate achievement of essential outcomes and related District Goals.

District Goals	Strategies/Initiatives	Need determined by	Essential Outcomes	Measured by	Expectations
Intense Focus on Student Achievement					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting
High-performing and Dedicated Team					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting
Safe Learning Environment					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting
Efficient Operations					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting
Sustained Community Engagement					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting

Comments: _____ Initial

Comments: _____ Mid-Year

Comments: _____ Final

Part III: Leadership Appraisal Matrix for Principals Orange County Public Schools, Orlando, Florida

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
1.0 Student Achievement				
1.1 Student Achievement	In addition to proficient, routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	The leader has established goals related to student achievement that are specific and measurable, but these efforts have yet to result in improved student achievement.	The goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.
1.2 Student achievement results	In addition to proficient, Consistent record of improved student achievement on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	The leader hits the numbers, meeting performance goals for student achievement. The average of the student population improves as does the achievement of each group of students who have previously been identified as needing improvement.	There is some evidence of improvement, but insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	Indifferent to the data, this leader blames students, families, and external characteristics. This leader does not believe that student achievement can improve. This leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
1.0 Student Achievement				
1.3 Student achievement reporting to students, parents, teachers, and other leaders	<p>In addition to proficient, reports at all levels extend far beyond the report card to include standards achievement reports, detailing student performance on standards. Faculty meetings and professional development meetings are focused on the locally produced academic reports, and there is clear evidence of changes in leadership, teaching, and curriculum as a response to these analyses. Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased.</p>	<p>Student achievement reports include not only traditional report cards and grades, but also standards, achievement reports, detailing student performance on standards, as a part of each reporting period.</p>	<p>Required report cards are delivered in a timely and accurate manner. Faculty members and administrators can explain relationship of grades to standards where required.</p>	<p>Standard report cards with letter grades are provided. Any relationship between grades and standards is a matter of the teacher's individual discretion.</p>

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
1.0 Student Achievement				
1.4 Use of student achievement data to make instructional leadership decisions	<p>In addition to proficient, There is clear evidence of the use of state, district, building, and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions. The leader regularly shares with other leaders and teachers both successes and failures based on local data analysis. The data wall is the focal point of both formal and informal leadership and faculty discussions.</p>	<p>Clear evidence of changes in curriculum, teaching, and leadership based on data. Data wall in evidence and both leader and teachers refer to it in order to inform instructional decisions.</p>	<p>Participation in data-driven decision making seminars, and limited evidence of changes based on data.</p>	<p>Indifference to data, no changes in schedule, instruction, curriculum, or leadership compared to the previous year. The data screams "change!" and the leader's actions say "everything is just fine."</p>
1.5 Understanding of student requirements and academic standards	<p>In addition to proficient, academic standards are used and shared with other buildings. Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language. Academic standards are widely shared by faculty members and visible throughout the building. The link between standards and student performance in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards are posted and required training has been conducted.</p>	<p>Classroom curriculum is a matter of individual discretion, and the leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.</p>

<p>1.6 Understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards</p>	<p>In addition to proficient, There is evidence of decisive changes in teacher assignments and curriculum based on student performance data. Case studies of effective and ineffective decisions are shared frequently with faculty and with other leaders and throughout the district.</p>	<p>Specific evidence of specific changes based on student performance data is visible and readily available. Leader can demonstrate student learning as the driving force for curriculum, instruction, and institutional decision-making. Specific decisions are routinely based on data.</p>	<p>Leader is aware of classroom, school, state and district results, and has discussed those results with staff. Specific decisions are not routinely based on data.</p>	<p>Leader is unaware of or indifferent to the data.</p>
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Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
1.0 Student Achievement				
<p>1.7 Decisions in teacher assignment, course content, schedule, and student curriculum based on specific needs for improved student achievement</p>	<p>In addition to proficient, the leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to draw inferences from data. Data insights are regularly the subject of faculty meetings and professional development sessions. The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached other school leaders in other schools to improve their data analysis skills.</p>	<p>The leader uses multiple data sources, including state and district assessments, and has at least 2 years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p>	<p>The leader is aware of classroom, school, state and district results, has discussed those results with staff, but specific decisions regarding teacher assignments, course content, schedule, and student curriculum are not systematically or routinely linked to the data</p>	<p>The leader is unaware or indifferent to the data.</p>

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
4.0 Faculty Development				
4.1 Coaching and Mentoring	<p>In addition to proficient, the leader is deliberate in establishing development structures that conform to the National Staff Development Council standards.</p> <p>Leader coaches other leaders on successful observation strategies. Leader is seen by the teaching staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable.</p> <p>Leader has demonstrated leadership with evidence that all 12 NSDC Standards for Professional Development have been implemented at the site. Multiple examples exist that verify a standards-based professional learning community in context, process, and content.</p>	<p>The leader engages in coaching to improve teaching and learning.</p> <p>The leader is receptive to innovative teaching strategies and practices and the willingness to facilitate new approaches to instruction through action research. Leader monitors classroom visits in which the actual activity corresponds to the planned activity. Leader actively coaches instructional staff for improvement of classroom practice. System has been developed that provides for regular observation of classrooms. Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities.</p> <p>The leader has organized faculty into an effective learning community, as measured by alignment of IPDP goals and activities with those of the school and district.</p>	<p>Leader is able to identify certain effective instructional strategies.</p> <p>Leader completes the observation process and specifies effective teaching strategies and provides feedback that is either corrective or accurate.</p>	<p>The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task; evidence of \coaching and mentoring, if any, does not provide insights into strategies and practices that add value to teacher practices; documents often contain mistakes or are not implemented in a timely manner.</p>

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
4.0 Faculty Development				
4.2 Understanding of faculty proficiencies and needs for further development	<p>In addition to proficient, the leader has also demonstrated a record of tailor-made professional development opportunities linked to the needs of each staff member, including certified and non-certified staff.</p> <p>The leader personally participates in professional development to demonstrate a commitment to life-long learning. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.</p>	<p>The leader has collaborated to create individualized professional development plans for each faculty and staff member, and professional development activities reflect the prioritized needs of these plans.</p>	<p>The leader is aware of the differentiated needs of faculty and staff members, and there are a few instances of differentiated professional development.</p>	<p>Professional development is typically “one size fits all” and there is little or no evidence of recognition of individual faculty needs.</p>
4.3 Personal participation in leading professional development	<p>In addition to the proficient, the leader is also an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis.</p> <p>The leader routinely shares learning experiences with other leaders and colleagues throughout the system.</p>	<p>The leader devotes faculty meetings to professional development, not announcements.</p> <p>The leader personally leads professional development several times each year.</p>	<p>The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues.</p>	<p>The leader generally stopped acquiring new information after completing graduate school, and displays little or no evidence of new learning or sharing that learning with colleagues.</p>

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
4.0 Faculty Development				
<p>4.4 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance</p>	<p>In addition to proficient, the leader possesses all the attributes of "proficient" performance and also applies creative forms of feedback. Examples are consistent nomination of employees for recognition and awards, letters of commendation, and personal messages of admiration. The entire organization reflects the leader's relentlessly positive reinforcement, and performance by individuals and the organization reflects the leader's focus on recognition that is accurate, timely, and specific. The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce good performance and highlight the strengths of colleagues. Feedback is explicitly linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to improve organizational performance.</p>	<p>Formal feedback is formulaic and unspecific. Informal feedback is rare and more likely to be associated with negative than positive behavior.</p>

Principal's Overall Assessment

Performance Responsibilities - Managing School Operations

Meeting Expectations

Not Meeting Expectations*

*Comments _____

District Goals

Meeting Expectations

Partially Meeting Expectations

Not Meeting Expectations*

*Comments _____

Performance Standards

Exemplary*

Proficient

Progressing

Not Meeting Standards*

Student Achievement

*Comments _____

Faculty Development

*Comments _____

Initial *(Please initial & date)*
Midpoint Final

Area Superintendent's Signature

Principal's Signature

APPENDIX A
ORANGE COUNTY PUBLIC SCHOOLS
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN for 200_ - 200_

TEACHER: _____ ADMINISTRATOR: _____ SCHOOL: _____

Focus (School Improvement Goal): _____

Student Baseline Data <i>What specific student achievement data indicates the need for improvement?</i>	Needs-based Question for Professional Inquiry <i>In reflecting on this student achievement data, what instructional question(s) comes to mind?</i>	Expected Student Achievement Goal(s) <i>What is your expectation of student achievement as a result of your professional development?</i>	Related Professional Development Objective(s) <i>What practice(s) will you need to enhance/develop in order to answer your question and meet your stated student achievement goals?</i>	Related Professional Training & Learning Activities <i>How will you use research-based knowledge and strategies that will help you achieve your stated professional development objective(s)?</i>	Classroom Implementation <i>What practices have you implemented in your classroom as a result of your professional development?</i>
(Indicated Classroom Level Data that is disaggregated by student performance level, gender, ethnicity, and/or socio-economic status.)	(Considering this specific student data, formulate a question that will help you improve your practice and student performance.)	(Indicate a measurable result on a specific assessment. Multiple data sources are encouraged.)	(Indicate what you need to know and be able to do.)	(List activities that you have planned for your personal professional learning.)	(Record new strategies as you implement in your classroom.)

Documented Results: (Completed just prior to final review)

How do you plan to share what you've learned in the IPDP process?
 (Check all that apply.)

Action Research Report
 Learning Community Sharing
 Sharing At A Workshop or Conference
 Web-based Sharing
 Dept. or Team Meeting
 Other _____

IPDP Conferences:

Initiation: _____ Date _____ Teacher Signature _____ Administrator Signature _____ Interim Review date(s)—Optional _____
 Final Review: _____ Date _____ Teacher Signature _____ Administrator Signature _____ Was the student achievement goal(s) accomplished?
 yes no to be continued

Comments: _____

Rubric for OCPS IPDP Completion

Criteria	Ratings	
Focus (SIP Goal)*	3	The Focus states a specific school improvement goal verbatim (including the goal number) in the "School Improvement Goal" section of the IPDP.
	2	The Focus does not reference a specific goal, but it is related to the SIP.
	1	The Focus does not directly relate to the SIP.
Student Baseline Data	3	Classroom level data used to determine student needs are disaggregated by more than 1 category. The data is "drilled down" so that specific needs are clearly identified. The assessment data provides for baseline measure. <i>(Please Note: The number of students in the TIF target group in the Baseline data section should be at least 45-50)</i>
	2	Classroom level data is disaggregated by 1 category. Assessment Data provides for baseline measure.
	1	The data is not classroom level, or is not disaggregated or assessment is not specifically stated.
Needs-based Question for Professional Inquiry	3	The question is based on the specific needs of an identified group of students, and suggests measurable data for answering the question in a reasonable amount of time. The question evokes reflective practice.
	2	The question is based on the needs of students, but does not suggest measurable data for answering the question.
	1	The question is only vaguely related to student needs and does not suggest measurable data for answering the question.
Student Achievement Goals*	3	The goals are directly related to student needs and indicate substantial improvements in student achievement. They are stated as measurable & specific outcomes. The instruments used are the same as baseline data and are valid, reliable & appropriate. <i>(Assessments used by TIF participants must be from approved list)</i>
	2	The goals are directly related to student needs and indicate substantial improvements in student achievement. However, measures are not measurable and specific, or the instruments are not comparable to the baseline data.
	1	The outcomes do not indicate substantial improvements in student achievement.
PD Objectives	3	All professional learning objectives align with specific student needs and clearly indicate what the teacher needs to learn and be able to do to address those needs.
	2	Professional learning objectives align with student data. They are written in terms of teacher learning.
	1	Objectives are not professional learning objectives. They do not directly address teacher learning.
PD Activities*	3	The planned activities are research- based and reflect sustained training/study and implementation. <i>(TIF: WIDE World, UCF TEACH, or College Board Course).</i>
	2	The planned activities are research-based and reflect sustained training/study or implementation.
	1	The planned activities may not be research based, or do not reflect sustained training or implementation
Classroom Implementation**	3	Teacher has recorded multiple strategies that were implemented in the classroom. <i>(Teachers should add additional implementation activities throughout the year as they learn additional strategies through professional development.)</i>
	2	Teacher has recorded at least 1 strategies that was implemented in the classroom
	1	No strategies were recorded
IPDP Follow-up**	3	The IPDP documents method of sharing and pre- and post conference dates, and documentation of student results. The teacher has completed a summative reflection that will be useful in planning future professional development activities.
	2	The IPDP documents method of sharing or pre- and post conference dates.
	1	The IPDP did not complete or omitted follow up documentation.

Please note:

* Rating should be at a 3 in these categories.

**Since the Classroom Implementation & IPDP Follow-up is appropriate only upon IPDP completion they are not rated upon initiation.

Ratings for the first 6 categories should be greater than or equal to 15.

UPDATED: 6/2009

APPENDIX H

Intergovernmental Review of Federal Programs (Executive Order 12372)

July 6, 2010

Lauren P. Milligan
Florida State Clearinghouse
Florida Dept. of Environmental Protection
3900 Commonwealth Blvd., Mail Station 47
Tallahassee, Florida 32399-3000

Dear Ms. Milligan:

On behalf of Orange County Public Schools (OCPS), enclosed is a copy of a Teacher Incentive Fund Program grant application which is being submitted to the U.S. Department of Education. The primary purpose of the proposal is to implement a performance-based compensation system, entitled *TIF II: One Vision, One Voice*, that rewards teachers, administrators, and paraprofessionals for improving student achievement. A copy of the proposal is enclosed in compliance with Executive Order 12372, Intergovernmental Review of Federal Programs.

If you need further information, please call me at [REDACTED] ext. [REDACTED]. Thank you for your assistance.

Sincerely,

[REDACTED]
Senior Manager
Grant Services

APPENDIX I

Indirect Cost Rate Agreement

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

T. WILLARD FAIR, *Chairman*

Members

DR. AKSHAY DESAY

MARK KAPLAN

ROBERTO MARTÍNEZ

JOHN R. PADGET

KATHLEEN SHANAHAN

SUSAN STORY

Dr. Eric J. Smith
Commissioner of Education



May 25, 2010

Mr. Richard Collins
Orange County School District
P. O. Box 271
Orlando, Florida 32802-0271

Your indirect cost proposal for fiscal year 2010-2011 has been reviewed and the rate of 3.75% is approved with an effective date of July 1, 2010 through June 30, 2011.

If you have any questions please call Laura Castaño at (850) 245-9205.

Sincerely,



Jonathon Manalo

JONATHON MANALO
CHIEF COMPTROLLER, BUREAU OF COMPTROLLER

DISTRICT SCHOOL BOARD OF ORANGE COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN B

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 3.75%

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2008-2009, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

Signature: 
Date Signed: 4-22-10 Date Signed: 4/21/10

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 3.75%

These rates become effective July 1, 2010, and remain in effect until June 30, 2011, and will apply to all eligible federally assisted programs as appropriate.

Signature of Comptroller, Florida Department of Education: 
Date Signed: 5/25/10

APR 27 PM 1:00
DISTRICT SCHOOL BOARD

DISTRICT SCHOOL BOARD OF ORANGE COUNTY
 SCHEDULE OF EXPENDITURES FOR COMPUTATION OF INDIRECT COST - RESTRICTED RATE
 GENERAL AND SPECIAL REVENUE FUNDS
 YEAR ENDED JUNE 30, 2009

SCHEDULE A

(use whole dollars only)

FUNCTION	TOTAL EXPENDITURES	DIRECT / UNALLOWED COSTS	INDIRECT COSTS	EXCLUDED COSTS					
				CAPITAL OUTLAY	DEBT FINANCING	FINES & PENALTIES	FOOD SERVICES	PROFESSIONAL / TECHNICAL	OTHER
GENERAL FUND									
<i>Current:</i>									
5000 Instruction									
6100 Pupil Personnel									
6200 Instructional Media									
6300 Instruction-Curriculum Development									
6400 Instructional Staff Training									
6500 Instructional - Related Technology									
7100 Board Members									
7200 General Administration									
7300 School Administration									
7400 Facilities Acquisition & Construction									
7500 Fiscal Services									
7600 Food Services									
7700 Central Services									
7800 Pupil Transportation									
7900 Operation of Plant									
8100 Maintenance of Plant									
8200 Administrative Technology Services									
9100 Community Services									
<i>Capital Outlay:</i>									
7400 Facilities Acquisition & Construction									
600 Other Capital Outlay									
<i>Debt Service:</i>									
9200 Debt Services									
TOTAL EXPENDITURES:									
SPECIAL REVENUE FUNDS									
FOOD SERVICES:									
7600 Food Services									
OTHER SPECIAL REVENUE FUNDS									
5000 Instruction									
7800 Pupil Transportation-special revenue									
Remaining Functions									
TOTAL EXPENDITURES:									
GRAND TOTAL									

RECONCILIATION	
TOTAL DIRECT (A)	
TOTAL INDIRECT (B)	
EXCLUDED COSTS:	
CAPITAL OUTLAY, OBJECT 600, ALL FUNCTIONS	
DEBT SERVICES, FUNCTION 9200	
FINES AND PENALTIES, OBJECT 740	
FOOD SERVICES, FUNCTION 7600, OBJECT 500	
PROFESSIONAL & TECHNICAL SERVICES: OBJECT 310, FUNCTIONS 5000 & 7800	
OTHER:	
TOTAL EXPENDITURES	
*GENERAL FUND	
*SPECIAL REVENUE - OTHER	
*SPECIAL REVENUE - FOOD SERVICE	
TOTAL EXPENDITURES	
DIFFERENCE	

RESTRICTED RATE COMPUTATION ACTUAL COSTS	
RESTRICTED IDC RATE:	
DIRECT BASE (A)	
INDIRECT COST POOL (B)	

**Must agree with AFR Statement of Revenues, Expenditures and Changes in Fund Balance
Only fields which require input*

Budget Narrative

Budget Narrative

Attachment 1:

Title: **TIF II FINAL BUDGET** Pages: **20** Uploaded File: **C:\Documents and Settings\13875\Desktop\1. FINAL TIF II ONE VISION, ONE VOICE\Budget FINAL TIF IITIF II FINAL BUDGET.pdf**

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
2- TIF Professional Development Coordinator (Inst. Support Tchr) 11 months for planning and implementing professional development activities. 3% increase in subsequent years -	████████	████████	████████	████████	████████	████████
TIF Data Base Analyst for working with consultants to design and implement a pilot data migration system necessary to link K-12 student achievement data with a new performance-based compensation system (PBCS), professional development, and other areas that require data-driven decision-making in the 24 TIF I and TIF II schools (the district's highest need high schools and their feeder schools) creating a comprehensive data system.	████████	████████	████████	████████	████████	████████
TIF Enterprise Data Warehouse Data Base Administrator - Work with consultants to load data and analyzing data necessary to support TIF initiative. Custom write programming of EDW for data retrieval.	████████	████████	████████	████████	████████	████████
TIF Enterprise Data Warehouse Senior Analyst- Business intelligence senior developer to design, devolp and deploy EDW data.	████████	████████	████████	████████	████████	████████
Program Specialist - Administrative To coordinate, facilitate and implement the assessments in the non FCAT subject areas.	████████	████████	████████	████████	████████	████████

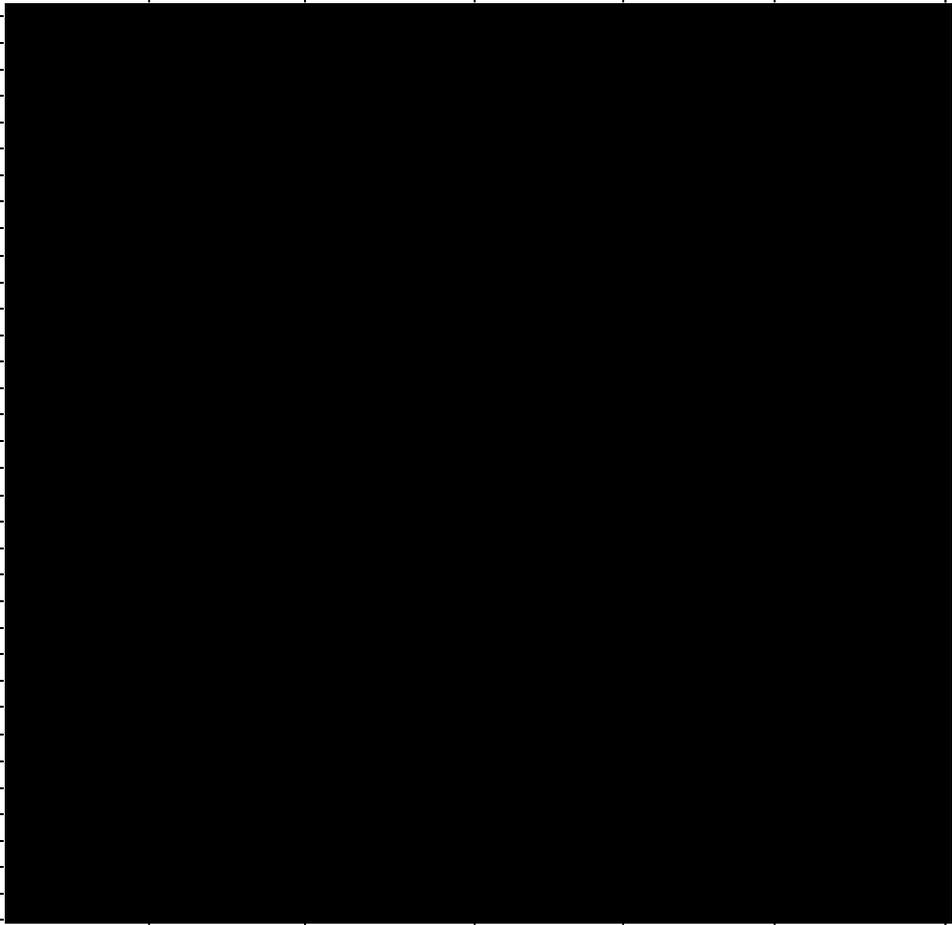
Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Assessment Writing and Development of Tests - non FCAT subject areas						
Y1 - Art, Science/Writing - to map content						
Art, Science/Writing -5 teachers per subject X 56 hours X █████	█████	█████	█████	█████	█████	█████
Y1 - Art, Science, Writing to create blueprints						-
Art, Science/Writing -5 teachers per subject X 7 hours X █████	█████	█████	█████	█████	█████	█████
Y1 - Art, Science, Writing to create and design tests						-
Science/Writing -5 teachers per subject X 70 hours █████ hr	█████	█████	█████	█████	█████	█████
Art - 13 teachers X 70 hours X █████	█████	█████	█████	█████	█████	█████
Y2-5 - Art, Science, Writing 1/2 cost to review and revise tests						
Y2-5 Reading/Math/Language Arts - online interactive adaptive assessment - see cost						
under Other Category						
Y2 - Music to map content						
Music -5 teachers X 56 hours X █████		█████	█████	█████	█████	█████
Y2 - Music to create blueprints						
Music -5 teachers X 7 hours X █████		█████	█████	█████	█████	█████
Y2 - Music to create and design tests						
Music- 13 teachers X 70 hours X █████		█████	█████	█████	█████	█████
Y2-5 - Art, Science, Writing, Music 1/2 cost to review and revise tests						
Y3 - PE/Health to map content						
PE/Health -5 teachers X 56 hours X █████			█████	█████	█████	█████
Y3 - PE/Health to create blueprints						
PE/Health -5 teachers X 7 hours X █████			█████	█████	█████	█████
Y3 - PE/Health to create and design tests						
PE/Health- 5 teachers X 70 hours X █████			█████	█████	█████	█████
Y2-5 - Art, Science, Writing, Music, PE/Health 1/2 cost to review and revise tests						
Y4 - Social Studies to map content						
Social Studies -5 teachers X 56 hours X █████				█████	█████	█████
Y4 - PE/Health to create blueprints						
PE/Health -5 teachers per subject X 7 hours X █████				█████	█████	█████
Y4 - PE/Health to create and design tests						
PE/Health- 5 teachers X 70 hours X █████				█████	█████	█████

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Y2-5 - Art, Science, Writing, Music, PE/Health, and Social Studies						
1/2 cost to review and revise tests						
Stipends for TIF I - teachers and administrators from 10 participating schools to mentor						
15 participating elementary school staff in implementing and modeling AVID.						
Yr 1 - Planning and setting expectations for mentors - no cost						
Yr 2 -5 - 10 administrators mentoring elem. Administrators @ ██████ X 50 hours		██████	██████	██████	██████	██████
Yr 2 -5 - 5 teachers/school being mentored by secondary teachers X 15 sites 35 hours/year X ██████ hr X 5/site X 15		██████	██████	██████	██████	██████
Summer Institutes						
To effectively train teachers on a myriad of topics and subject areas simultaneously.	██████	██████	██████	██████	██████	██████
6 hrs/day X 2 days X 200 teachers X ██████						
Para professionals						
Professional development after hours on trainings such as classroom management skills, content specific strategies ect. to ensure the most highly qualified staff are in the 15 targeted elementary schools. 4 trainings X 6 hrs X ██████ X 139 paras	██████	██████	██████	██████		██████

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Lesson Study		██████	██████	██████	██████	██████
Ongoing PD process used within PLC's to allow teachers the opportunity to create a model for high quality instructional practices and a method to improve instruction through collaboration. 4 hrs/semester X ██████ X 25% staff each year increasing to all by yr 5.						
TEACHER PERFORMANCE AND INCENTIVE PAY						
<i>TEACHER INCENTIVE FUND - GRANT I serves the district's three highest need high schools and seven Title I feeder middle schools. The new TIF (TIF II) guidelines allow for non classroom based personnel to receive TIF incentive funds in addition to the classroom teachers, principals and assistant principals allowed in TIF I. These additional personnel are being added through TIF II: In OCPS teachers include classroom teachers, resource teachers, learning specialists, academic coaches, guidance counselors, SAFE coordinators, exceptional student education teachers, AVID teachers, ESOL teachers and any other certified teacher. For TIF performance pay and incentive funding eligibility, these teachers must be working in the targeted schools.</i>						
Incentive funds for non classroom based personnel in 10 TIF I schools (Year 4 of TIF I) to include deans, guidance counselors, school-based resource teachers, academic coaches and other school-based professional certified educators. These individuals are all part of the school leadership and success team leading to improved student achievement.	██████	██████	████	████	████	██████
Incentive funds for 15 elementary feeder school staff as outlined below beginning in yr 2. Year 1 is a planning year. Declining model with Race to the Top and OCPS picking up 10% beginning in year 2 with a 40% match in year 5.						
Incentive funds for 139 paraprofessionals in 15 elementary schls X ██████ each -	████	██████	██████	██████	██████	██████
Incentive funds for 715 teachers who work in the targeted 15 high need elementary schools X ██████0 each.	████	██████	██████	██████	██████	██████

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Incentive funds for 15 math/science coaches who work in STEM subject area. 14 X [REDACTED] each.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]00
ADMINISTRATOR PERFORMANCE AND INCENTIVE PAY						
Administrator Incentive Pay (15 principals and 15 assistant principals X [REDACTED] each)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TOTAL SALARY	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
FRINGE BENEFITS						
Project Administrator Fringe Benefits						
Retirement @ .0985	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
FICA @ .0765	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Worker's Compensation @ .003354	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Health Insurance @ \$5,740 each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Life Insurance @ .0090	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Unemployment Compensation @ .00498	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Additional employee benefits @ .02874	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Recruiter Fringe Benefits						
Retirement @ .0985	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
FICA @ .0765	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Worker's Compensation @ .003354	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Health Insurance @ \$5,740 each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Life Insurance @ .0090	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Unemployment Compensation @ .00498	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Additional employee benefits @ .02874	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Administrative Assistant Fringe Benefits						
Retirement @ .0985	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
FICA @ .0765	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Worker's Compensation @ .003354	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Health Insurance @ \$5,740 each	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Life Insurance @ .0090	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Unemployment Compensation @ .00498	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Additional employee benefits @ .02874	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Data Assistant Fringe Benefits						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Health Insurance @ \$5,740 each						
Life Insurance @ .0090						
Unemployment Compensation @ .00498						
Additional employee benefits @ .02874						
Instructional Support Teachers Fringe Benefits (Math/Science)						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Health Insurance @ \$5,740 each						
Life Insurance @ .0090						
Unemployment Compensation @ .00498						
Additional employee benefits @ .02874						
2 -TIF Professional Development Coordinator Fringe Benefits						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Health Insurance @ \$5,740 each						
Life Insurance @ .0090						
Unemployment Compensation @ .00498						
Additional employee benefits @ .02874						
TIF Data Base Analyst Fringe Benefits						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Health Insurance @ \$5,740 each						
Life Insurance @ .0090						
Unemployment Compensation @ .00498						
Additional employee benefits @ .02874						

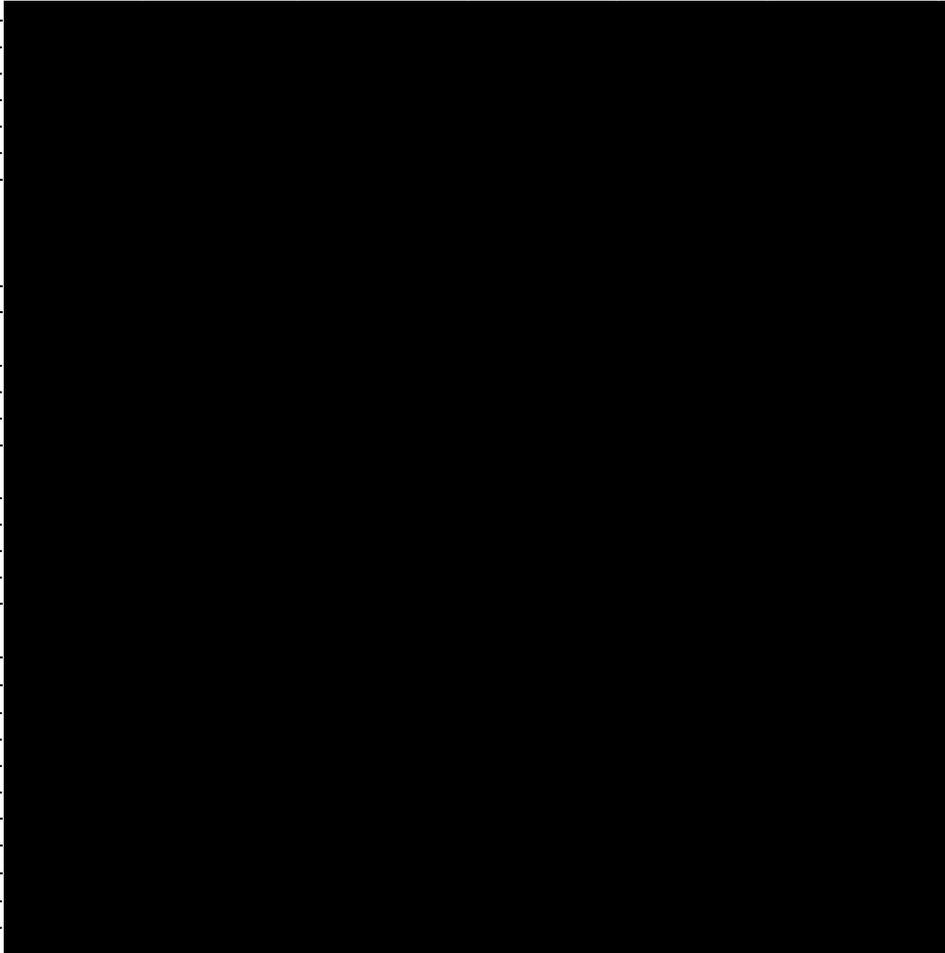


Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
TIF EDW Data Base Administrator Fringe Benefits						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Health Insurance @ \$5,740 each						
Life Insurance @ .0090						
Unemployment Compensation @ .00498						
Additional employee benefits @ .02874						
TIF EDW Senior Analyst Fringe Benefits						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Health Insurance @ \$5,740 each						
Life Insurance @ .0090						
Unemployment Compensation @ .00498						
Additional employee benefits @ .02874						
Program Specialist - Administrative						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Health Insurance @ \$5,740 each						
Life Insurance @ .0090						
Unemployment Compensation @ .00498						
Additional employee benefits @ .02874						
Assessment Writing and Development						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Mentor/Mentee Program						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Summer Institutes						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Para Professional -staff development training						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
Lesson Studies						
Retirement @ .0985						
FICA @ .0765						
Worker's Compensation @ .003354						
TIF I - Non classroom based incentives Fringe Benefits						
FICA @ .0765						
Worker's Compensation @ .003354						
Teacher Incentive Pay Fringe Benefits						
FICA @ .0765						
Worker's Compensation @ .003354						
Paraprofessional Incentive Pay Fringe Benefits						
FICA @ .0765						
Worker's Compensation @ .003354						
Math/Science Inst. Support - STEM incentive						
FICA @ .0765						
Worker's Compensation @ .003354						
Administrator Incentive Pay Fringe Benefits						
FICA @ .0765						
Worker's Compensation @ .003354						
TOTAL FRINGE BENEFITS						

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
TRAVEL						
In County Travel						
Travel to participating schools and district offices						
Project Administrator and Project Coordinator and Recruiter (250 miles/mo. X 3 X 12 mo.)						
Travel for PD coordinators (2) to coordinate PD at school sites (2 X 150 miles/month X 12 mo.)						
Travel to coordinate, facilitate and implement tests at 15 participating schools						
Program Specialist - 100 miles/month X 10 months X [REDACTED]						
<i>Advancement Via Individual Determination (AVID) offers a summer institute for teachers on the principles of the AVID program, a 5th-12th grade program to prepare students in the academic middle for 4-year college eligibility. AVID has a proven track record in bring out the best in students, and in closing the achievement gap. AVID targets students in the academic middle---B, C and even D students who have the desire to go to college and the willingness to work hard. An AVID elective class is led by a teacher who's been trained in the program's methodologies. 94.3% of AVID students report enrolling in college, 77.1% in 4-year institutions and 17.2% in community colleges.</i>						
<i>AVID Summer Institute nominal costs, institute is held locally.</i>						
Transportation (15 sites X [REDACTED] X 5 days) Mileage						
Year 1 - 5 attendees/site, Yr. 2 - 4 attendees/site, Yr.3-4 - 3 attendees/site						
Professional Learning Communities Institutes -						
School teams will identify goals that are necessary to PD using a variety of designs						
for professional learning.						
Yr 1 - In county - 25% of staff attending (3 per car) X [REDACTED] X 100 miles						

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Out of County Travel						
<i>Project Administrator, Data Base Coordinator and Evaluator to Washington DC - US Dept. of ED</i>						
Project meeting providing technical assistance on requirements of the TIF grant program. 2 required trips per year						
Transportation (3 traveling X [redacted] y X 3 days)						
Airfare, round trip [redacted] X 3 travelers)						
Hotel [redacted] per night X 2 nights X 3 travelers)						
Per diem (3 days X [redacted] X 3 travelers)						
<i>Association for Supervision and Curriculum Development (ASCD) Conference to offer professional development to targeted school leadership teams in sound policies and best practices in support of effective teaching and learning.</i>						
Hotel [redacted] X 3 nights X 15 sites X 3 staff plus Project Administrator)						
Per Diem (4 days X [redacted] y X 46 travelers)						
Airfare, round trip [redacted] X 46 attendees)						
National Council for Mathematics or Science - Conference for Math/Science Coaches						
Hotel [redacted] t X 3 nights X 15 sites)						
Per Diem (4 days X [redacted] y X 15 travelers)						
Airfare, round trip [redacted] X 15 attendees)						
National Council for Mathematics or Science for Classroom Based Teachers						
Yr 2 -3/school per subject area and 3 district based						
Yr 3 -5 reduce to 2 per school plus 3 district based						
Hotel [redacted] X 3 nights X 93 travelers)						
Per Diem (4 days X [redacted] y X 93 travelers)						
Airfare, round trip [redacted] X 93 attendees)						
International Reading Conference -						
Yr 2 -3 per school and 3 district based						
Yr 3 -5 reduce to 2 per school plus 3 district based						
Hotel [redacted] t X 3 nights X 48 travelers)						
Per Diem (4 days X [redacted] X 48 travelers)						



Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Airfare, round trip (█████ X 48 attendees)						
Model Schools Conference -						
Yr 2 -3 per school and 3 district based						
Yr 3 -5 reduce to 2 per school plus 3 district based						
Hotel (█████ t X 3 nights X 48 travelers)						
Per Diem (4 days X ██████ X 48 travelers)						
Airfare, round trip (█████ 0 X 48 attendees)						
AP Administrator Summer Institute -Vertical Teaming						
Travel (█████ n X 15 attendees)						
Hotel (█████ X 3 nights X 15 attendees)						
Per diem (█████ X 4 days X 15 attendees)						
Year 3 and 5 - 10 attendees to update and maintain high quality administrators						
Professional Learning Communities Institutes -						
School teams will identify goals that are necessary to PD using a variety of designs for professional learning.						
Yr 2-5 - Travel will be within the state of Florida training a new 25% of staff each year						
Travel (█████ 0/person X 186 attendees)						
Hotel (█████ per night X 3 nights X 186 attendees)						
Per diem (█████ y X 4 days X 186 attendees)						
TOTAL TRAVEL						

Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
EQUIPMENT						
Office Equipment for Grant-Funded Personnel (Program Specialist, Data Base Analyst and Clerical Support and 2 PD instructors)						
5 desktop/notebook computers @ [REDACTED]						
5 printers @ [REDACTED]						
3 laptops for use by project staff while in school sites - collecting IPDP, Perf. Indicators ect. \$1,000 each						
Lexmark Scanner - 1 per site for assessment of non FCAT tests/scoring						
Hardware - Servers 4 additional servers to support upgrade w/assessment data to EDW- rack						
Data Storage for dedicated space for EDW						
TOTAL EQUIPMENT						
SUPPLIES						
Office supplies and air cards for grant funded personnel						
All staff supplies [REDACTED] n X 9						
Air cards for use in school settings- 5 X [REDACTED] X 12						
Instructional Support Teachers (15 teachers X [REDACTED] for training supplies Promotional supplies for recruitment and TIF participants - [REDACTED] ear						
AVID - Professional Development Materials/Supplies						
Professional Books						
For teachers, administrators and paraprofessionals who attend training. [REDACTED] X 400 teachers/year x yr 2-5				-		-
[REDACTED] 75/year x yrs 2-5						
[REDACTED] X 30/year X yrs 2-5						

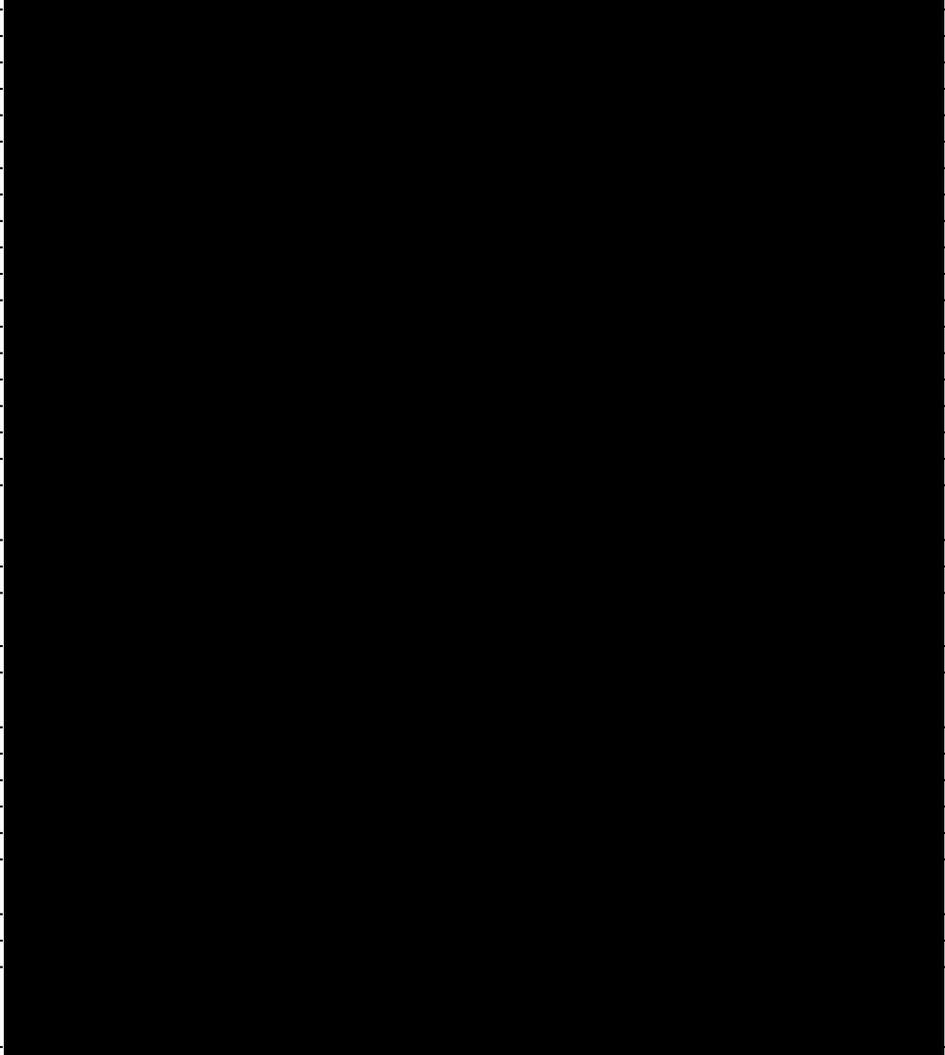
Teacher Incentive Fund						
One Vision One Voice						
Orange County Public Schools, Florida (OCPS)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Resource books for professional learning communities, teaming, standards, coaching and mentoring. To be used with professional development opportunities and lesson studies.						
Yr 1- All teachers - Yr 2 - 75%, Yr 3 - 50%, Yr 4 - 25%						
█ per teacher per year						
Lesson Study Kits -						
Lesson study kits will provide a structure for teachers to collaboratively plan, share, observe record and analyze data to improve instruction.						
Yr 1 - 1 team (10 staff) per school X \$200/kit						
Each year one additional team will be added with 5 teams per school by year 5						
Lesson Study, Summer Institute, Para training Materials/Supplies						
TOTAL SUPPLIES						
CONTRACTUAL						
<i>Wide World - TIF I - Professional Development for non-classroom based staff</i>						
at █ per person per course when grouped in teams of three to four						
54 instructional support teachers █ 1 course						
(Course Options: Using Multiple Intelligences as a Tool to Help Students Learn; Teaching to Standards with New Technologies 1; Teaching to						
Standards with New Technologies 2; Differentiating Instruction; Strategies for Teaching English Language Learners; Reading in the Content Areas; Strategies						
for Middle and High School Teachers; Teaching Algebraic Reasoning in Middle and High School; and Writing in the Content Areas: Strategies for Middle and High School Teachers						

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Online Professional development - courses to be determined in Year 1 - Planning						
██████s X 25% of instructional staff						
Value Added Consultant						
To develop algorithms, methodologies and systems to support performance based						
(PBCS) compensation system aligned with TIF and State Standards						
<i>College Board Workshop Fees</i>						
Orange County Public Schools, FL is a College Board member and is eligible for member rates on workshops						
Courses are taken in the summer at the end of each year for payout the following year						
thus classes taken in summer of year 4 will be for payout at the end of year 5.						
<i>Fees to attend Vertical Teaming Workshops</i>						
(3 teachers X 15 sites X ██████y X 1 day)						
<i>Pre-AP Classroom Strategies in Mathematics Workshop</i>						
(30 teachers X ██████ X 2 days)						
<i>Pre-AP Classroom Strategies in Science Workshop</i>						
(30 teachers X ██████ 2 days)						
<i>Pre-AP Classroom Strategies in Language Arts Workshop</i>						
(30 teachers X ██████ X 2 days)						
Principal's Collaborative Initiative						
Consultants from the AVID center will be hired to meet w/principals 3 times per year to discuss creating a common mission w/moral purpose, create core principles (non-						
negotiables), create 5 year vision within feeder pattern and create capacity for principals						
to operationalize the 5 year plan with fidelity on all campuses.						
Miscellaneous Professional Development Consultants						
To work collaboratively with teams at all 15 schools to identify expectations, create and						

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	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
utilize common assessments, analyze data and identify instructional strategies for effective teaching.						
To provide staff development on needs based on student data - 2 per year X [redacted] each						
Speakers for summer institute and to work with para professionals.						
Consultants for IT- Data Modeling and ETL Developer						
External Evaluation Team for the project -3% of grant cost minus incentive payout costs						
TOTAL CONTRACTUAL						
CONSTRUCTION						
OTHER						
<i>Substitutes</i>						
OCPS contracts with Kelley Services to provide substitute teachers. In high need schools, the cost is [redacted] per day per substitute.						
<i>Substitutes for Teachers attending Vertical Teaming Workshops</i> (45 substitutes X [redacted] X 1 day)						
<i>Pre-AP Classroom Strategies in Mathematics Workshop</i> (30 substitutes X [redacted] y X 2 days)						
<i>Pre-AP Classroom Strategies in Science Workshop</i> (30 substitutes X [redacted] y X 2 days)						
<i>Pre-AP Classroom Strategies in Language Arts Workshop</i> (30 substitutes X [redacted] X 2 days)						
<i>Substitutes for Teachers attending ASCD Conference</i> (30 substitutes X [redacted] 3 day)						
<i>Substitutes for Teachers attending Science or Math Conference</i> (75 substitutes X [redacted] 3 day)						

Teacher Incentive Fund						
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<i>Substitutes for Teachers attending IRA Conference</i> (30 substitutes X ██████ y X 3 day)						
<i>Collaborative teams to select content and determine proficiency indicators critical to vertical alignment of instruction. In yr 2- 5 they will continue to extend content areas.</i> 715 substitutes (1 per quarter per teacher) X 4 quarters X ██████						
<i>Collaborative teams to create, implement and refine common assessments</i>						
Yr 3 - All instructional Staff X 4 days X ██████ - Yr 4-5 - 2 days X ██████						
Research Teams to engage in observation of instructional strategies to help teams guided by student thinking, learning, engagement and behavior.						
Yr 1-5 - 1 team/site X 10 teachers X 15 sites X 6 days/year X ██████						
Printing Costs						
Printing of testing materials yearly for assessment - 9,785 students per subject area						
Printing of data collection materials from teachers - ██████						
Registration Fees - Professional Development						
<i>Association for Supervision and Curriculum Development (ASCD) Conference</i> (See also TRAVEL)						
Registration fees ██████ person X 46 travelers, teachers and administrators and Project Administrator - 3 per site X 15)						
National Council for Mathematics or Science - Conference Coaches (See also TRAVEL)						
Registration fees ██████ Inst. Supp. Tchrs Math or Science X 15 sites)						
National Council for Mathematics or Science - Conference Teachers/Admin. (See also TRAVEL)						
Registration fees ██████ teacher X 15 sites X 3/subject plus 3 district staff)						

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IRA Conference (See also TRAVEL) Registration fees [REDACTED] teacher X 15 sites X 3 plus 3 district staff)						
Model Schools Conference (See also TRAVEL) Registration fees [REDACTED] teacher X 15 sites X 3 plus 3 district staff)						
AVID Summer Institute Registration for teachers to attend the AVID Summer Institute to attend the AVID Summer Institute YR 1 - (5 attendees X 15 schools X [REDACTED]) YR 2- (4 attendees X 15 schools X [REDACTED]) YR 3-4 - (3 attendees X 15 schools X [REDACTED])						
AP Summer Institute for Administrators Registration for administrators [REDACTED] X 15 attendees) Year 3 and 5 - 10 attendees to update and maintain high quality administrators						
Professional Learning Communities Institutes - School teams will identify goals that are necessary to PD using a variety of designs for professional learning. YR 1 - OCPS has negotiated to have the PLC institute in Orlando cutting travel costs [REDACTED] registration fee X 25% of teachers and administrators						
Rental of Site/Location for Summer Institute/Para professional Trainings						
Reading/Math/Language Arts Yr 2-5 = Online Interactive Adaptive Assessment - Site Licenses [REDACTED] Enrollment K-5 at 15 selected elementary schools - 9,785 students						
Site Licenses for QAL environment for EDW system for 25 TIF sites (TIF I and TIF II) licenses for additional assesement, functionalities and analytical capabilities required to support the TIF iniatitive.						



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Identity Management System - QAL security system -						
TOTAL OTHER						
TOTAL DIRECT COSTS						
INDIRECT COSTS @ .0375						
TRAINING STIPENDS - OCPS Pays Teacher Hourly Pay (See Personnel)						
plus fringe benefits in grant-funded projects for teachers working beyond regular hours.						
TOTAL COSTS -						

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OCPS/Race to the Top Matching Funds						
Senior Director, Compensation Services IN KIND (20% dedicated to the project) Senior Director will serve as administrator over the TIF grant funds and will keep the Senior Executive Director, Human Resources, informed of the progress of implementation.						
Senior Director, Advanced Placement IN KIND (10% dedicated to the project) Senior Director will serve as a liasion between schools/administrators on AVID practices.						
OCPS/Race to the Top Incentive payout - 10% yr 2, 20% yr 3, 30% yr 4, 40% yr 5 Salaries and Benefits for Incentive payout all staff						