

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

TIF Competition with a Focus on STEM

CFDA # 84.374B

PR/Award # S374B120010

Grants.gov Tracking#: GRANT11189155

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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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

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/26/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

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):

59-60000771

* c. Organizational DUNS:

1904143590000

d. Address:

* Street1:

445 W. Amelia Street

Street2:

* City:

Orlando

County/Parish:

* State:

FL: Florida

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

32801-1129

e. Organizational Unit:

Department Name:

Human Resources

Division Name:

Teacher Incentive Fund

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

Prefix:

Ms.

* First Name:

Frenchie

Middle Name:

* Last Name:

Porter

Suffix:

Title:

Senior Manager, Grant Services

Organizational Affiliation:

Orange County Public Schools

* Telephone Number:

407-317-3303

Fax Number:

407-317-3373

* Email:

Frenchie.Porter@ocps.net

Application for Federal Assistance SF-424

*** 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:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-061412-002

* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF Competition with a Focus on STEM CFDA Number 84.374B

13. Competition Identification Number:

84-374B2012-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

TIF III: Accelerating Our Momentum

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="26,147,943.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="26,147,943.00"/>

*** 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

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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jean Floyd</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>School Board of Orange County, Florida</p>	<p>* DATE SUBMITTED</p> <p>07/26/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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 the 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.

* Signature:

* Name: Prefix: * First Name: Middle Name:
* Last Name: Suffix:

Title: Telephone No.: Date:

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.

Optional - You may attach 1 file to this page.

TIF 3 GEPA.pdf

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT

Orange County Public Schools 2012 Teacher Incentive Fund (TIF) III Grant *Accelerating Our Momentum*

The *TIF III Grant entitled Accelerating Our Momentum* project targets 11 of the district's high need Title I schools (Colonial High School, Jackson and Liberty middle schools, Azalea Park, Chickasaw, Englewood, Forsyth Woods, McCoy, Pinar, Three Points, and Ventura elementary schools). Under this initiative, OCPS proposes to offer the targeted schools a Performance Based Compensation System (PBCS) model to reward (at differentiated levels) teachers, principals and paraprofessionals who demonstrate their effectiveness by improving student achievement and other measures.

Additionally, OCPS intends to embed STEM into the main STREAMS of science, technology, reading/literacy, arts, mathematics, and social studies. Using a tiered roll out, curriculum materials will be aligned and community partnerships forged to allow all students access to high quality, engaging STEM curricula.

Ultimately, the TIF III initiative will: **Improve student achievement; Recruit and retain highly effective teachers and administrators** to serve poor, minority, and disadvantaged students in high need schools; **Offer data-driven professional development; Reward** highly effective teachers, school leaders and paraprofessionals through implementation of a **PBCS**, and develop, implement and refine a **data system** to support the proposed PBCS.

The Orange County School Board has determined that no student, teacher or other beneficiary will be denied access to, or participation in the programs and activities of the 2012 TIF III Grant due to his or her gender, race, national origin, color, disability, or age. The State of Florida's Auditor General's Office annually monitors programs for equal access compliance. The district has the following plans, policies and procedures to assure equitable access to, and participation in, its programs and activities:

- Equal Opportunity Employment, Section G-BA
- Programs of Disabled Student, Section IHBA
- Programs for Disadvantage Students, Section IHBC
- Drug-Free Workplace, Section GBEC
- Equal Educational Opportunities, Section JB

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 an 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 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 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: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

*** SIGNATURE:**

*** DATE:**

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Miss	Suzanne		Vendena	

Address:

* Street1:	445 W. Amelia Street
Street2:	
* City:	Orlando
County:	
* State:	FL: Florida
* Zip Code:	32801
* Country:	USA: UNITED STATES

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

4073173200	4073173345
------------	------------

Email Address:

Suzanne.Vendena@ocps.net

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

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:

--	--	--	--

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

2012 Teacher Incentive Fund (TIF) III: *Accelerating Our Momentum*

ABSTRACT

Orange County Public Schools (OCPS) is the 10th largest school district in the nation and the fourth largest in Florida. OCPS serves 180,000 kindergarten through 12th grade students in 182 schools of which 62% are white, 30% black, 4% Asian, 3% Multi-Cultural and 1% American Indian/Alaska Native; and 34% of our student population is Hispanic. Under Florida's School Grading Plan, the district ended school year 2011-2012 with 115 schools with a grade of A or B. Though graded a "B" district, OCPS remains a high need school district with more than **63.62% of students eligible for the free or reduced price meal program** and considered low income.

The Teacher Incentive Fund: Accelerating Our Momentum (TIF) III grant targets 11 of the district's high need Title I schools (Colonial High School, Jackson and Liberty middle schools, Azalea Park, Chickasaw, Englewood, Forsyth Woods, McCoy, Pinar, Three Points, and Ventura elementary schools). Under this initiative, OCPS proposes to implement a performance-based compensation system (PBCS) in the targeted schools to reward (at differentiated levels) teachers, principals and paraprofessionals who demonstrate their effectiveness by improving student achievement and other measures. Additionally, OCPS intends to embed STEM into the main STREAMS of science, technology, reading/literacy, arts, mathematics, and social studies. Using a tiered roll out, curriculum materials will be aligned and community partnerships forged to allow all students access to high quality, engaging STEM curricula presented by highly effective teachers. Our TIF III objectives are to (1) increase the number of highly effective teachers and administrators in high need schools through the implementation of a PBCS that includes a STEM multiplier; (2) increase the content and pedagogical knowledge and skills of teachers serving students in high need schools through offering high quality PD; (3) increase student achievement in STEM and the content and pedagogical knowledge and skills of teachers; (4) build school leadership knowledge and skills of principals and assistant principals through offering high quality PD; (5) increase support for students, teachers and administrators through PD for paraprofessionals; (6) Recruit and retain highly effective teachers and principals in high need schools through the implementation of a PBCS; (7) implement a data system that links student achievement data to inform the PBCS, PD, and evaluation of teachers and administrators; and (8) increase the number of "effective" and "highly effective" ratings teachers and principals receive on their evaluation.

This proposal addresses Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Teacher Incentive Fund (TIF) III: Accelerating Our Momentum

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Commitment Letters, Surveys, or other Evidence.....	C
Indirect Cost Rate Agreement.....	D
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APPENDIX	

**Teacher Incentive Fund III: Accelerating Our Momentum
2012-2016**

PROJECT NARRATIVE

Orange County Public Schools (OCPS), the 10th largest district in the nation, is proposing an innovative initiative entitled *Teacher Incentive Fund III: Accelerating Our Momentum* to build on substantial progress made in implementation of the OCPS comprehensive performance-based compensation system (PBCS). The PBCS recognizes and rewards the efforts of effective teachers, principals and other personnel in low-income and high minority schools, leading to increased educator effectiveness and improved student achievement. The proposal will also focus on science, technology, engineering and mathematics (STEM) teaching and learning in the targeted high need schools. Located in the heart of Central Florida, OCPS will target Colonial High School, a Title I school with a large population of English language learners (ELL), and its 10 feeder Title I elementary and middle schools in the TIF III program.

Key to the proposed initiative is implementation of an enhanced performance-based compensation system that includes incentive pay and bonuses for working in high need schools and in hard to staff subject areas; a career ladder for teachers with specific alternative rungs for STEM teachers leading to master teacher status; ongoing and applied professional development informed by data; recruiting and retention of diverse and effective teachers and leaders; support for teachers and principals through coaching and mentoring; teacher evaluations that are based in significant part on student growth, multiple observations and other factors; principal evaluations that are based in significant part on student growth; and paraprofessional evaluations. In addition, a focus on innovative, research-based strategies to substantially improve science, technology, engineering and mathematics (STEM) instruction will be implemented in collaboration with community partners in STEM fields. The expansion and enhancement of STEM academies at Colonial High will be supported by high quality, data-informed professional development to help teachers better prepare students for college/postsecondary education and high wage, high skilled careers. The OCPS Human Capital Management System (HCMS) incorporates the enhanced

PBCS, all components of which build on the high standards of Race to the Top and prior Teacher Incentive Fund (TIF) initiatives and increase educator effectiveness.

NEED: *(Addresses Requirement 2 and Requirement 3)*

The district serves over 180,000 kindergarten through 12th grade students in 182 schools of which 62% are white, 30% black, 4% Asian, 3% Multi-Cultural and 1% American Indian/Alaska Native. More than 34% of our student population is Hispanic. In 2011-12, under Florida's school grading plan, the number of "A" schools in Orange County fell by 10%, while statewide "A" schools were down by 15%. A total of 115 schools earned a grade of A or B. OCPS, graded a "B" district, remains a high need school district with more than **63.62% of students eligible for the free or reduced price meal program** and considered low income. OCPS serves 103 Title I schools, all of which serve a student population with at least 75% of these students eligible for the free or reduced price meal program.

OCPS has implemented two TIF initiatives since 2007. Under TIF I, U.S. Department of Education (ED) Cohort 2, the district implemented a PBCS serving the three highest need, lowest performing high schools and their seven feeder Title I middle schools. Under TIF II, ED Cohort 3, the district expanded and enhanced the TIF I initiatives to implement a Race to the Top (RTTT)-aligned PBCS in the 15 Title I feeder elementary schools in the zones of the TIF I secondary schools. The 2011-2012 school year was the final year for TIF I funding. Those secondary schools will transition to the TIF II/RTTT PBCS model this year. Thus three of the district's four Title I high school feeder patterns have implemented the PBCS. This proposal will serve Colonial High, the district's fourth Title I high school, and its feeder Title I elementary and middle schools. The unique needs of the TIF III school group, serving large populations of Hispanic students, will be addressed through this initiative. The use of TIF III funds awarded to OCPS will be for the implementation of the district's proposed PBCS and professional development only in high-need schools identified in this grant. No existing TIF or former TIF school in OCPS will be served under TIF III: Accelerating Our Momentum.

TIF III SCHOOLS													
SNAPSHOT OF PARTICIPATING TITLE I HIGH SCHOOL AND THE FEEDER TITLE I MIDDLE AND ELEMENTARY SCHOOLS													
TIF Schools	2012 School Grade Per Florida Dept. of Ed.	Students Scoring Below Grade Level on 2012 FCAT Reading (%)	Students Scoring Below Grade Level on 2012 FCAT Math (%)	Students Scoring Below Grade Level on 2012 FCAT Science (%)	Title I Poverty Report 2012 (%) (Eligible for free/reduced meals)	2011-2012 Exceptional Student Education (ESE) (%)	2011-12 English Language Learners (ELL) (%)	2011-2012 Demographics % of Student Population In Each Racial/Ethnic Group					Student Enrollment 2011-2012
								White	Black	Asian	Native Am.	Multi-racial	
Colonial High	Pending	68.5	41.7	70.0	79.34	20.2	26.3	81	12	3	2	2	3163
Jackson Middle	C	55.7	59.7	61.40	87.55	21.9	32.1	81	12	3	1	3	1340
Liberty Middle	C	54.9	60.5	62.8	85.34	19.2	35.1	84	8	2	2	3	1112
Azalea Park Elementary	B	49.10	65.5	48.8	90.18	18.9	49.5	86	7	3	1	2	664
Chickasaw Elementary	A	46.3	45.3	47.10	88.19	14.6	41.3	85	10	1	0	3	811
Englewood Elementary	D	66.1	69.9	83.3	90.94	13.6	52.9	83	15	1	1	1	550
Forsyth Woods Elementary	C	55.7	56.0	67.0	93.30	14.9	56.9	80	12	5	1	2	747
McCoy Elementary	B	53.7	51.8	46.60	94.19	17.8	49.3	82	15	1	1	2	637
Pinar Elementary	D	54.5	60.9	73.60	89.43	14.3	44.0	72	14	2	7	4	493
Three Points Elementary	C	55.2	54.5	74.5	94.01	13.2	47.9	89	7	3	0	2	718
Ventura Elementary	B	64.6	64.2	62.0	91.26	12.9	60.3	85	12	1	0	1	850
								Note: OCPS tracks the Hispanic student population separate from race, as the Hispanic population is made up of all races.					

OCPS TIF III TARGETED TITLE I SCHOOLS - COLONIAL HIGH SCHOOL FEEDER PATTERN										
	Total Students	Title I	# Free or Reduced Price Meal Eligible	% Free or Reduced Price Meal Eligible	2010 DA* Category	2011 DA* Category	# Zoned for Jackson Middle School	% Zoned for Jackson Middle School	# Zoned for Liberty Middle School	% Zoned for Liberty Middle School
Colonial High	3207	Yes	2534	79.34%	Correct II	Correct II				
Jackson Middle	1338	Yes	1174	87.55%	Correct II	Correct II				
Liberty Middle	1119	Yes	955	85.34%	Correct I	Correct II				
Azalea Park Elementary	654	Yes	560	90.18%	Correct II	Correct II	598	91%	0	0%
Chickasaw Elementary	799	Yes	681	88.19%		Prevent II	515	64%	316	40%
Engelwood Elementary	552	Yes	472	90.94%	Correct II	Correct II	579	105%	0	0%
Forsyth Woods Elementary	728	Yes	682	93.30%	Correct II	Correct II	284	39%	0	0%
McCoy Elementary	637	Yes	600	94.19%	Correct I	Correct I	79	12%	472	74%
Pinar Elementary	490	Yes	423	89.43%	Correct II	Correct I	153	31%	428	87%
Three Points Elementary	721	Yes	659	94.01%	Correct II	Correct II	0	0%	575	80%
Ventura Elementary	844	Yes	731	91.26%	Correct II	Correct II	603	71%	162	19%

* Florida's Differentiated Accountability (DA) plan streamlines the federal and state accountability systems and directs increasing school-wide interventions and school and district accountability.

Orange County educators believe that all children deserve to attend an “A” school and are taking bold measures to bring our lowest performing schools up to par. Our proposed TIF III PBCS model, which provides differentiated pay for teachers, principals and paraprofessionals based on their performance evaluation and effectiveness in improving student achievement, was developed in collaboration with key stakeholders, including teachers, administrators, paraprofessionals, Classroom Teachers Association (CTA) and the Orange Education Support Professionals Association (OESPA) leadership, and other personnel (See Appendix II). This model will be reviewed and refined during a planning year. In TIF III Years 2-5, the district will implement the PBCS in the targeted schools, aligned with the district's Race to the Top (RTTT) commitment to implement the PBCS district-wide. Unique to this TIF proposal is an emphasis on STEM education and enhanced support for subgroups, especially in

effective teaching of English language learners. As the system is refined over the TIF III project period, the district will have a strong model that can be replicated.

The *Accelerating Our Momentum* proposal seeks to create lasting capacity to prepare effective teachers in all disciplines---with a focus on STEM---and resulting in high quality, rigorous instruction for students in the Colonial High and its Title I feeder schools.

The proposed STEM cadre of master teachers will have a thorough knowledge of their fields and well-developed pedagogical expertise. This is a tall order and will require careful recruitment of candidates for employment, as well as job-embedded professional development, to continuously improve their content knowledge and teaching skills. It will also require the creation of strong incentives for the best teachers to remain in the district and to teach where their talent and expertise are most needed. Monetary, educational and promotion incentives will encourage top performers to seek higher positions of responsibility through the proposed career ladder, culminating in designation as master teachers, or entrance into school leadership roles.

TIF III Core Elements		
Teachers, Principals/Assistant Principals (AP), Paraprofessionals and Other Personnel		
	TIF II	TIF III*
Plan for effectively communicating to teachers, administrators, other school personnel, and the community at-large the components of its PBCS.	YES	YES
Involvement and support of teachers, principals, and other personnel and unions in participating LEAs.	YES	YES
Rigorous, transparent and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth.	YES	YES
A data-management system that can link student achievement data to teacher and principal payroll and human resources systems.	Education Data Warehouse (EDW) implemented Instructional Management System (IMS) in development	
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	YES

** The core elements will be further developed during the TIF III PBCS planning year.*

TIF III Target Population of Personnel Selected to Participate in the PBCS-STEM

All teachers, principals, assistant principals, deans, resource teachers, guidance counselors, media specialists, coaches and other certified educators working in Title I schools in the Colonial High School

feeder pattern will implement the PBCS- STEM in 2013-2014. Paraprofessionals will also be included in this PBCS plan. Participating schools must: (1) be a Title I school with 75 percent or more students eligible for the free or reduced price meal program (FRM) in the Colonial High feeder pattern; and (2) serve large percentages of students who are scoring below grade level in language arts and/or mathematics (below Level 3 on the Florida Comprehensive Assessment Test – FCAT).

TIF III SCHOOLS TEACHER RETENTION RATE									
School	Total Teachers	Retired	Dismissal	Resigned	Turnover Rate	# of Transfers	Transfer Rate	Total Turnover Rate	Retention Rate
OCPS Totals	11,680	289	38	1,347	14.3	0	0.0	14.3	85.7
Colonial High	168	7	0	18	14.9	11	6.5	21.4	78.6
Jackson Middle	72	0	2	13	20.8	21	29.2	50.0	50.0
Liberty Middle	76	2	0	8	13.2	5	6.6	19.7	80.3
Azalea Park Elementary	70	0	0	6	8.6	1	1.4	10.0	90.0
Chickasaw Elementary	53	1	0	2	5.7	2	3.8	9.4	90.6
Engelwood Elementary	44	2	0	7	20.5	3	6.8	27.3	72.7
Forsyth Woods Elementary	48	Opened 2011-12							
McCoy Elementary	50	0	1	6	14.0	2	4.0	18.0	82.0
Pinar Elementary	41	1	0	9	24.4	2	4.9	29.3	70.7
Three Points Elementary	48	0	0	7	14.6	3	6.3	20.8	79.2
Ventura Elementary	49	2	0	4	12.2	2	4.1	16.3	83.7

(a) A Coherent and Comprehensive Human Capital Management System (HCMS) (45 points) (*Addresses Absolute Priority 1*)

Extent to which the HCMS described in the application is:

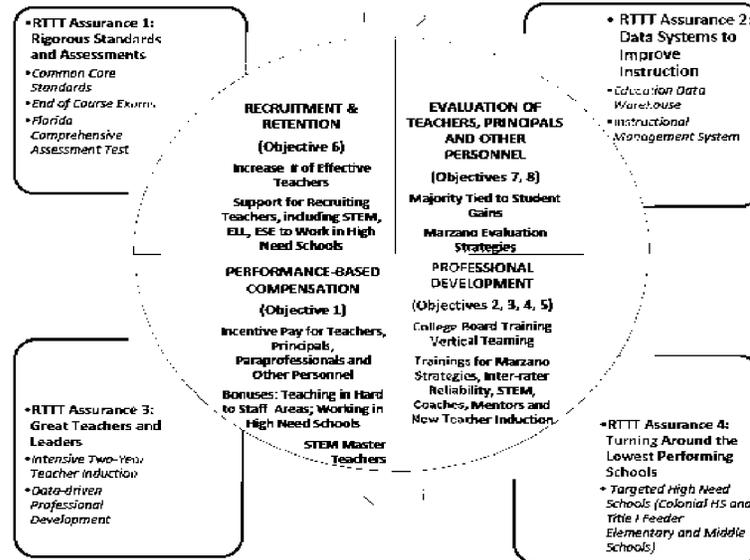
(1) Aligned with the LEA's clearly described vision of instructional improvement (10 points)

Human capital represents the largest and most important investment a school district can make. The management of that human capital (teachers, principals and paraprofessionals) is to ensure they provide maximum value to support the organizations goals and objectives. In *Teacher Incentive Fund III: Accelerating our Momentum*, the goals and objectives are centered on instructional improvement and increasing student achievement. The objectives are described in more detail under the Project Management Section (3). Objective 1 is providing a comprehensive Performance Based Compensation System (PBCS) to reward educators with differentiated pay based on teacher evaluation and student achievement. Objectives 2-5 are all based on providing high quality professional development to increase the knowledge and skills for teachers, principals and paraprofessionals for instructional improvement. The professional development for increasing achievement in Science, Technology, Engineering, and Math (STEM) is also found in these objectives. Objective 6 is to recruit and retain highly qualified teachers and principals in these high need schools. The PBCS helps to provide the incentive for educators to come to these schools and the professional development helps to keep them skilled and highly qualified. Objective 7 is to have a data support system in which teachers and principals can access the data of the students in order to make quality decisions on the instruction to be provided to meet the needs of the students. Objective 8 is using the evaluation system to guide decisions on professional development, determining the needs of the teacher, the progress of the students and to make decisions on measuring, managing and leveraging the workforce. The following graphic depicts how the objectives and major components of the TIF III initiative are aligned with Race to the Top.

Teacher Incentive Fund III: Accelerating Our Momentum

Alignment of PBCS with Race to the Top

Investing in Human Capital—Teachers, Leaders and Other Personnel—for Student Success



Extent to which the HCMS described in the application is:

(2) Likely to increase the number of effective educators in the LEA's high need schools (35 points). As demonstrated by:

1. Range of human capital decisions for which the applicant proposes to consider educator effectiveness

Central Florida is home to many high tech businesses and corporations. While this presents bright job prospects for students who are well-educated in the STEM disciplines, it also provides a large potential pool of potential teachers who are either retiring from their current jobs or who have decided to make a career change. The recent discontinuation of space shuttle missions has also made available many highly knowledgeable STEM professionals who may be interested in entering teaching. In addition, the Troops to Teachers program is designed to assist eligible military personnel to become teachers in the public school system. Military personnel leaving active duty are yet another source of well-trained STEM expertise.

The district must consider succession planning and developing the pipeline of qualified STEM candidates. Currently OCPS has an Alternative Certification Program (ACP) which expands the teacher candidate pool to include non-education majors committed to making a positive impact on student achievement and providing quality educational opportunities. The ACP is designed to offer non-education majors, who hold at least a bachelor's degree in a subject for which a professional certificate may be issued, the opportunity to be trained as an educator. After ACP completion, the candidate may seek a professional certificate. Over the years, its track record for the successful induction and retention of new teachers has been remarkable, with a higher percentage of ACP teachers remaining in the teaching profession than their counterparts with education degrees.

The Orange County Public Schools' ACP is a three-part program that includes demonstration of the Florida Educator Accomplished Practices, teaching experience under the supervision of a trained ACP Support Team, and participation in professional development components designed to provide participants with quality training opportunities. The total cost of the program is \$1,000.

To ensure the success of new STEM teacher candidates in the ACP, OCPS will offer paid, one-year STEM internships. The STEM teacher candidates will work under the guidance of a teacher who has consistently demonstrated a high degree of pedagogical competence and has attained at least three consecutive annual evaluations at the Effective or Highly Effective level, and will be a certified observer under the Marzano teacher evaluation system. The supervisory teacher will regularly observe the candidate's teaching performance and provide frequent feedback using the Marzano observational protocol. The supervisory teacher will make the final determination that the candidate is ready for assignment to his/her own classroom.

OCPS hopes to attract skilled members of the military ending their tour of duty or nearby Space Coast workers who have been displaced after the shuddering of the Space Shuttle program to a STEM related position at Colonial High School. As part of this grant, the district would reimburse the initial upfront costs of being in the ACP (certification classes, materials, drug testing, fingerprinting) in return for the teacher's commitment to stay with the district at least one year following the two-year program.

The advantages of this initiative are: (1) Students in these classes will have a team teacher approach, which can offer more individual attention; (2) ACP instructors have the opportunity to work alongside a highly qualified veteran teacher while gaining classroom experience during the two-year internship; (3) Veteran teachers will have a “mentee” with real world examples as part of teaching (It would build leadership skills and the veteran teacher will receive an additional bonus of \$500 per semester.), and (4) OCPS will have a pipeline of trained STEM instructors and ACP personnel able to help with professional development for teachers and paraprofessional.

The district will also see instructional improvement by expanding the use of “coaches” in the TIF III schools. The TIF II grant supplies an Academic Coach at each of the 15 elementary schools (2 at the larger schools). The Academic Coaches are all trained in the Marzano Evaluation System. They go into classrooms and observe the teachers informally in order to coach them and give feedback in preparation for the official formal and informal evaluations. The Academic Coaches are also paired with another coach from nearby TIF schools. The coaches visit each other’s school and do observations together in order to ensure inter-rater reliability. In TIF III there will be four STEM Coaches and four Marzano Coaches assigned to the identified eight elementary schools. The STEM coaches will work with all the grade levels of teachers and advise them on how to incorporate STEM concepts. The coordinated effort will positively impact vertical integration. The Marzano Coaches will provide structured mentorships, and will conduct standards based observation, which is an effective way to develop teachers.

To lessen the workload of STEM teachers at Colonial High School so that they can focus on their students and their own professional growth, one STEM Program Assistant will be hired. This is a non-exempt (FLSA) position supporting the STEM instructional staff by setting up and breaking down laboratory sessions, inventorying and ordering laboratory materials, assisting with test administration, etc.

Professional learning support is designed in a way which focuses on both content and pedagogy. Teachers will receive professional learning in alignment with the state protocols standards model, determining needs based on data (planning), gaining knowledge through

models (learning), providing feedback through coaching (sustaining), and the evaluating the effectiveness of professional learning based on student achievement data.

ii. Weight given to educator effectiveness when human capital decisions are made

Effective performance is crucial in all aspects of human capital decisions (**Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness**). In the PBCS a recruitment and retention bonus can double once target performance is met. The Master Teachers who will be co-teaching with ACP candidates will be selected with educator effectiveness in mind and continued employment of the ACP teacher is based on this. A sample earning statement for teachers:

Teacher Incentive Fund III - Earnings Statement

Name: Pat Smith		Title: Critical Needs STEM Subject*		School: TIF III School		Final Achievement %: 109.25%	
Pay Level/Step: R		Current Base Salary: \$48,320		New Base Salary: \$49,380		Level Increase Earned: \$1,060	
Amount to Next Level: \$970		Degree Incentive: \$2,605		Bonus Amount: \$2,841		STEM Multiplier (100%): \$2,841	
				Total Bonus Amount: \$5,681			

Measures	50% Threshold	100% Target	125% Max	Final Result	Final Achievement	Weight
Overall Teacher Evaluation: Status Score	1.5	2.5	3.50	2.6	102.5%	70%
Learning Gains: % of targeted students who achieved a learning gain	40%	50%	60%	60%	125.0%	30%

<small>Evaluation score less than 1.1 results in no bonus</small>		Target Bonus		Actual Earned	
Bonus Eligibility	Critical Need Subject	\$500 additional	\$658 additional		
Bonus Eligibility	High Need School	\$1,000 additional	\$2,185 additional		

Level	Threshold	Target	Max
R	\$47,845	\$48,320	\$48,558
S	\$48,805	\$49,290	\$49,532
T	\$50,197	\$51,105	\$51,559

← Sample of 3 Levels
Level R moving to Level S
Placement on Level S based on "Final Achievement"

If teacher hits target, the teacher will receive 100% of the level increase
 If teacher exceeds target, the teacher will receive more than the target level increase
 If teacher is below target, the teacher will receive less than target increase

Bonus Opportunities

Achievement	TIF III School	Critical Subject	STEM Multiplier*	Total Bonus
Unsatisfactory	\$0	\$0	\$0	\$0
33%	\$1,000	\$500	\$0	\$1,500
75.5%	\$1,000	\$500	\$0	\$1,500
100%	\$2,000	\$600	\$2,600	\$5,200
105.8%	\$2,116	\$635	\$2,751	\$5,502
121.5%	\$2,430	\$729	\$3,159	\$6,318
125%	\$2,500	\$750	\$3,250	\$6,500

*STEM Multiplier only if target hit

There is a \$1,000 bonus for working in a TIF III School (Recruitment & Retention Bonus)
 This bonus will double to \$2,000 if teacher hits target
 This bonus can increase to \$2,500 if teacher is highly effective and achieves student growth goals
 STEM Multiplier (Extra incentive, up to 100%, for selected high need STEM subjects)

iii. Feasibility of the HCMS including the extent to which the LEA has prior experience using information from the educator evaluation system to inform human capital decisions (*Addresses Requirement 1*)

OCPS believes in maximizing the value from the work people do every day. This is evident in the plans and programs already in place. There is a focus on recruiting and retaining teachers in the TIF III schools through providing a recruiter to seek qualified and effective teachers. With STEM as a focus, the recruitment of people with certification in these areas is a priority. 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 III recruiter will examine applicant qualifications to ensure that teacher candidates have been rated as effective or higher in their previous school-based performance evaluations.

The PD is centered on common core standards, evaluation system training, and growing teachers to be highly effective. The evaluation system helps inform the administration of who is being effective and how to move the teachers to the next level in order to increase student achievement. The evaluation system works the same way for the principals – defining areas where they may be weak and providing support and training to build knowledge and skills.

In the previous TIF grants, the recruitment of teachers to the high need schools, and the compensation help to bring the teachers to the schools and helps to keep them there but the professional development that is provided helps to make them better teachers. The evaluation system is the gate keeper that informs us that the PD is working and the students are achieving. The system is meant to grow teachers and using the information, they can align them to the positions where they can be the most effective and have the biggest impact.

Under the successful implementation of TIF I and TIF II grants, district achievements included:

- No “F” schools
- \$7.8 million back into the hands of teachers and administrators in the last 4 years
- Increased Science scores in middle schools
- Increased participation in the TIF I grant from 61% to 89%
- Increased payout from 1.6 million to 2.3 million paid out in a year
- Awarded over 100,000 in-service points
- A Coach for each school
- Professional Development to include good core strategies in AVID, IB, AP and WIDE World
- Individual Professional Development Plans (IPDP) went from an average of 14 to an average of 17.5 on an 18 point rubric
- Added training for paraprofessionals so they can turn their \$250 bonus into \$500
- A summer institute for over 300 teachers
- Resource books for all TIF schools – this year it was Marzano's Art and Science of Teaching.

iv. Commitment of the LEA's leadership to implementing all component parts of its HCMS
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OCPS is very committed to the PBCS approved for TIF II and scheduled to be rolled out to the entire district in 2013-14. When the TIF I grant ended in 2011-12, the teachers and principals were moved over to the PBCS for 2012-13, increasing the number of schools from 15 to 25. Adding the STEM multiplier for the TIF III grant will be a good testing ground as OCPS strives to attract STEM teachers for our high needs school and later on draw teachers from other districts. The new STEM Program Assistant is also a testing ground to have a paraprofessional position dedicated to assisting STEM teachers.

v. Adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools (<i>Addresses Competitive Preference Priority 5</i>)
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The OCPS PBCS model has evolved since it was first introduced in the TIF II and Race to the Top (RTTT) applications in 2010. The intent was to reward teachers based on their performance measured with teacher evaluation and student learning gains. Weights were given to each measure. Goals were later set by teacher representatives and Florida Department of Education (DOE) requirements.

The PBCS was developed using a standard “private sector” incentive plan design model which provide a pre-determined award for hitting a target goal, an enhanced opportunity if that target goal is surpassed, BUT a reduced opportunity if achievement misses target. This concept was married with the existing teachers’ traditional step salary schedule and the predetermined award was the next “scheduled” salary increase. Polled teachers were in agreement that teachers who did not demonstrate they were effective should receive the same pay increase as someone who was effective. The contentious factor is how performance is measured.

The TIF III PBCS is designed to reward instructional improvement because it differentiates pay based on teacher evaluation and student growth. This model is an expansion of the RTTT model and TIF II Model because in addition to the critical needs bonus, there is a STEM multiplier for especially hard to fill subject areas like chemistry and physics. The amount of the multiplier can be adjusted in the future based on need for that year. Currently it is 100 percent, so the potential is there to double a bonus. Because the PBCS is already included in the RTTT grant, the STEM multiplier is the only component of

the PBCS included in the TIF III grant. TIF III Administrators PBCS is also already covered under RTTT.

The PBCS will be in all OCPS schools in 2013-14, but only the high need schools (or critical need subjects in any school) have a bonus opportunity in which the amount is dependent on individual performance. A new STEM teacher could earn 17.6% more the first year being a STEM teacher at a TIF III versus a non-TIF III school. OCPS is being conservative in the bonus amounts in light of the economy and the newness of the Marzano evaluation tool because sustainability is very important.

Teachers are more likely to remain in the profession if they receive the continuing support they need to develop their skills. For this reason, training in the Marzano high-effect size strategies will be available to all teachers. Online modules are offered through the iObservation platform. These rigorous, graduate level courses will provide all teachers with the background of the domains, design questions, and elements of the Marzano system. Teachers will also participate in Lesson Study cycles in their respective STEM disciplines, and will learn how to create high quality formative assessments of student learning in collaboration with their colleagues.

As the teachers grow in their expertise, the expectation is that their classroom observation scores and formative and summative value added scores will reach the Effective or Highly Effective levels. Teachers who attain those levels will earn bonuses.

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 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.

Under Florida's RTTT Memorandum of Understanding (MOU), the Florida Department of Education (DOE) indicated 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 Appendix VII)

Florida’s RTTT application included 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.

Stakeholders supporting the design and development of the district’s PBCS 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 provide ongoing involvement in the design of the PBCS and evaluation process. This year the 15 TIF II elementary schools are piloting the RTTT aligned PBCS. Next year implementation will be district-wide.

TIF III: Accelerating Our Momentum Initiative Major Components
<ul style="list-style-type: none"> • 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 and RTTT • 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.

(b) Rigorous, Valid, and Reliable Educator Evaluation Systems (35 points)

<p>The quality of the educator evaluation system and the extent to which the LEA has:</p> <p>(1) finalized a high-quality evaluation rubric to include at least three performance levels (2 points) (<i>Addresses Absolute Priority 2</i>)</p>
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The purpose of teacher evaluation is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state. In accordance with the senate bill, state statutes, and the RTTT MOU, OCPS has developed a teacher evaluation system

that combines student growth measures with the assessment of the delivery of core effective practices that have been strongly linked to student achievement. A committee of stakeholders met throughout the 2010-11 school year to collaborate on a teacher evaluation design that met the requirements of both Race to the Top and Florida Statute 1012.34, both of which are aligned with TIF requirements. This proposal for the OCPS teacher evaluation system was submitted and approved by the Florida DOE in 2011. We implemented our new Teacher Evaluation System during the 2011-2012 school year.

Ultimately 50% of the evaluation of teachers will be based upon student growth using state models for measuring this growth for consistency, and 50% will be based on the state approved Marzano Evaluation Model for continuous growth and improvement of teaching pedagogy. The Marzano Evaluation Model has been rigorously reviewed for fidelity with the Florida Educator's Accomplished Practices.

The underlying constructs of the Marzano Evaluation Model are: (1) Teachers can increase their expertise from year-to-year which can produce year-to-year gains in student learning; (2) A common language of instruction and evaluation is the key school improvement strategy; (3) The common language must reflect the complexity of teaching and learning; (4) Focused feedback and focused practice using a common language provides opportunities for teacher growth; and (5) The Marzano Evaluation Framework is a causal model. When appropriately applied at the appropriate time, teacher efficacy will improve and student learning will follow.

The Marzano Evaluation Model is based on a number of previous, related works that include: What Works in Schools (Marzano, 2003), Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001), Classroom Management that Works (Marzano, Pickering, & Marzano, 2003), Classroom Assessment and Grading that Work (Marzano, 2006), The Art and Science of Teaching (Marzano, 2007), and Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, & Livingston, 2011).

The evaluation model includes four domains: **Domain 1:** Classroom Strategies and Behaviors, **Domain 2:** Preparing and Planning, **Domain 3:** Reflecting on Teaching, and **Domain 4:** Collegiality and

Professionalism. The framework for evaluation includes observation instruments with indicators of effective practice, a clear connection to each of the Florida Educator Accomplished Practices as revised in December, 2010, and procedures for how the same core is used for all who are conducting evaluations.

Our evaluation system differentiates among **four levels of performance** as follows: (1) Highly Effective; (2) Effective; (3) Needs Improvement, or for instructional personnel in the first 3 years of employment who need improvement, Developing; and (4) Unsatisfactory.

Within the Marzano Teacher Evaluation Model a 5-Level rubric is used to rate the performance and provide feedback to teachers on their use of the 60 Elements of the Art and Science of Teaching Framework. These ratings are considered formative in nature and are provided to give direction and feedback to the teacher prior to the final evaluation. They are: **Not Using (0)** for an observation where the teacher is not employing strategies where they are clearly warranted; **Beginning (1)** for the observation where the teacher is starting to use the strategy, but is not yet skillful in its use; **Developing (2)** for the observation where it is clear the teacher has some skill in the use of the strategy, but has areas for improvement; **Applying (3)** where the observation would indicate the teacher is very skilled in the use of the strategy making few errors in its execution; and **Innovating (4)** where the observation would indicate the teacher is so skilled in the use of the strategy they should be instructing and modeling for other teachers as coaches.

Teachers with three years or less experience, or teachers new to the school district, are designated **Category 1** teachers. Teachers with three or more years of experience are formally observed and evaluated once, and are designated as **Category 2A** teachers. Teachers with three or more years of experience who are being required to teach in a significantly different assignment such as grade level changes, or content for which they are certified, but may not have taught for a number of years may be designated **Category 2B** teachers, and receive additional assistance and support through two formal observations and four informal observations. Experienced teachers, who have been determined to be less effective in the classroom, either through observable behaviors that result in an unsatisfactory rating or who fail to achieve gains based upon the state's value-added model, are being removed from Category 2,

and placed into a special category for struggling teachers. These teachers are required to be placed into a Performance Improvement Plan that requires intensive assistance from the evaluator and additional observations in an effort to improve teacher performance.

The summative evaluation is a composite of multiple sources of information regarding the performance of a teacher. The full implementation of the Marzano Evaluation model calls for the assessment of multiple “thin slices” of practice, including formal and informal observations, samples of student work, classroom artifacts and teacher reflections.

(2) presented (4 points): (i) Clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; (ii) Evidence/Current research and best practices supporting the LEA’s choice of student growth models and demonstrating the rigor and comparability of assessments

In compliance with Florida Statutes and the Memorandum of Understanding for Race to the Top, at least 40-50% of the teacher performance evaluation must be based upon data and indicators of student learning growth assessed by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments. Each district must use the state-adopted formula for measuring student learning growth in all courses associated with the statewide assessments and must select an equally appropriate formula for measuring student learning growth for all other grades and subjects. The statute further requires in that beginning of the 2011-2012 school year, each school district shall measure student learning growth using the formula approved by the Commissioner of Education for courses associated with the FCAT, and with additional student learning growth measures selected by the commissioner for the remainder of the statewide assessments.

During this past year the Florida DOE has convened a committee of stakeholders (Student Growth Implementation Committee [SGIC]) to identify the type of model and the factors that should be accounted for in Florida’s value-added model. To provide expertise the Department contracted with the American Institutes for Research (AIR) to help the SGIC develop the recommended model that was adopted. The SGIC is composed of 27 members from across the state and includes teachers across various subjects and grade levels, including exceptional education, school administrators, district level administrators, post secondary teacher educators, representatives from the business community and

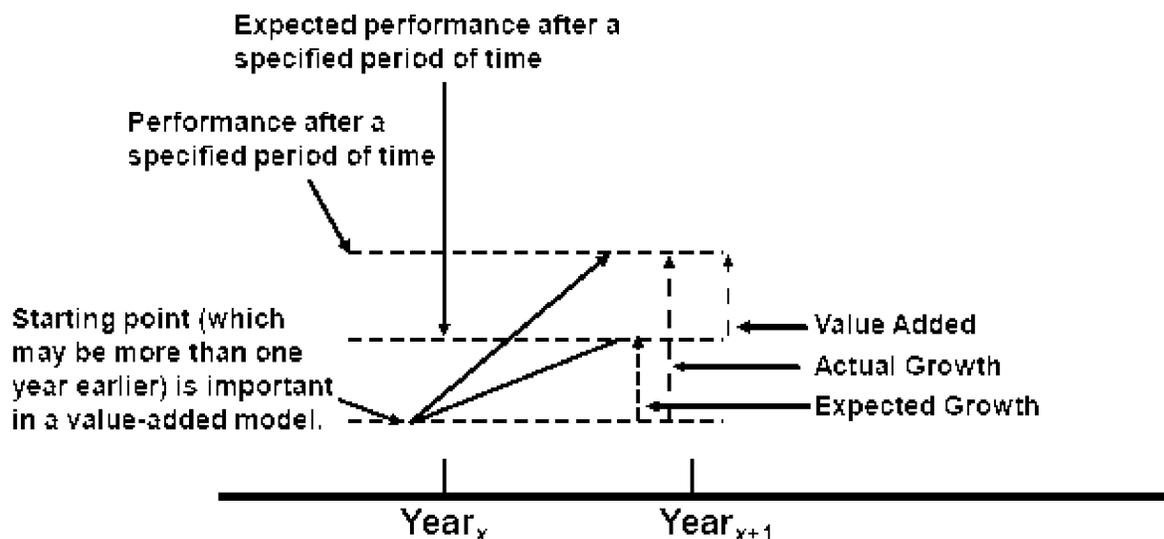
parents. After exploring eight different models, the SGIC recommended a model from the class of covariate adjustment models. The SGIC process, including the presence of national expertise, allowed for questions, in-depth discussions and multiple perspectives.

The SGIC's value-added model was adopted by the commissioner with no additions, deletions, or changes. The value-added model is a statistical model that uses student-level growth scores to differentiate teacher performance in the area of student learning growth. It is intended to measure the contribution of the individual teacher to the learning growth of the student. The measure is made by using student-level test scores collected over a period of time.

The diagram below is a simplified model depicting how the value-added model is used. Using the covariate model in a regression analysis, a prediction is made regarding how the student should perform on a standardized test based upon past performance. The difference between the predicted performance and the actual performance is called the value-added due to the instruction the student receives from the teacher. Controlling variables were selected by the committee to level the playing field by accounting for the differences in the proficiency and characteristics of the students assigned to the teacher. The controlling variables chosen were: up to two prior years of achievement scores (the strongest predictor in student growth), number of subject-relevant courses, disability status, English language learner status, gifted status, student mobility, attendance, difference from modal age, class size and homogeneity of prior test scores. The overall value-added measure takes into account the teacher effect, which is the portion of the student growth attributed to the classroom teacher. The number estimate provided gives a comparison of teachers in the same school as to how they are performing compared to one another. The overall score also takes into account the school effect, which provides a comparison of the school across the state as to how the school is performing. This overall value-added score combines the teacher effect and half of the school effect to give the teacher an overall value-added number. If a teacher receives an unsatisfactory rating in this portion of the evaluation, their overall evaluation is unsatisfactory as set forth in Florida Statute.

For school year 2011-12 school districts have been required to define their own value-added ratings. After collaboratively bargaining this issue, OCPS district leadership and the Orange County Classroom Teachers' Association agreed to the following parameters regarding the value-added model for school year 2011-2012:

Value-Added Models (Simplified "generic" example)



Value Added Model (VAM) Agreements: OCPS and CTA, FY 2011-12 Percentage of VAM to Use	
FCAT Teachers & Non FCAT teachers with FCAT Students:	
40% with less than 3 years of data	
Other School Based Instructional Personnel & District-level Personnel:	
Treat the same as FCAT & Non-FCAT Teachers	
Cut Scores	
For FCAT Teachers & Non-FCAT Teachers who have students taking the FCAT	
Statistical Modeling	
Unsatisfactory	-2.391 standard deviations, cut score of -.7554 and lower
Highly Effective	+1.177 standard deviations, cut score of .4042 and higher
Needs Improvement/Developing	-2.390 to -1.034 standard deviations, cut score between -.7553 and -.3200
Effective	-1.033 to +1.176 standard deviations, cut score between -.3199 and .4041
Models for the Use of Scores for Each Instructional Category	
Pre-K to 3:	The option that gives the best results at their school, either an aggregate of math, or reading or both
11-12th & Instruct Personnel w/out student assignment:	The option that gives the best results at their school, either an aggregate of math, or reading or both

<i>District Resource Instructors assigned to schools:</i>	75% from schools, 25% from district average of the student achievement portion. Hybrid aggregate of school-wide effect for schools to which they are assigned and district average, for a blend similar to the way these teachers work for OCPS
District Resource Instructors not assigned to schools: (Includes Alt Ed and CTE teachers who instruct Pre K - 12 students)	Aggregate of all schools for a district effect number
Cell size-Non FCAT teachers w/ FCAT students	
Elementary	8 students min
Middle	22 students min
High	25 students min
ESE	8 students min

(3) developed a high-quality plan for multiple teacher and principal observations (13 points)

Florida Statute 1012.34 (1)(a) states *“For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative and supervisory personnel employed by the school district.”*

The OCPS Instructional Personnel Evaluation System is based upon a philosophical commitment to the concept that the professional development of a teacher is a life-long process and that communication between the evaluator and the teacher being evaluated is a critical component. The focus of this instructional evaluation system is to improve the quality of instruction impacting student performance through collaborative conversations and professional development. This purpose can best be achieved by establishing an evaluation system comprised of an integrated set of components that include gathering data, sharing information and providing opportunities for professional growth experiences. This evaluation system is based on the research of Dr. Robert Marzano.

The framework for evaluation includes observation instruments with indicators of effective practice, a clear connection to each of the Florida Educator Accomplished Practices (as revised in December, 2010), and procedures for how the same core is used for all who are conducting evaluations.

The plan outlined below supports the district and school-level school improvement plans and meets the expectations of the Orange County School Board goals: Goal 1: *Increased Focus on Student Achievement* and Goal 2: *High Performing and Dedicated Teams*.

The plan trains and supports evaluators of instructional staff in a process that is in accordance with the expectations of FS 1012.34 (3) (a). Additionally the district and school board will review annually the results and report them to the Florida DOE. Those results will be incorporated into district and school-level planning for continuous improvement of the process. Evaluators are school-based and district-level administrators who have the responsibility for the final evaluations of all teachers. Observers are teacher leaders who have been purposely chosen to provide feedback and support to teachers and principals.

In the teacher evaluation system, observers and evaluators receive seven days of training through Learning Sciences International over the first year of the implementation. Three days of training are provided for deepening understanding of Domain I, Classroom Strategies and Behaviors. Two additional days are provided for training in supervision using the evaluation model, and a final two days of training and practice with the iObservation instruments, an electronic tool for communication, progress monitoring, and on-time staff development. Processes have been put in place to train all new teacher leaders and administrators. All observers and evaluators must be trained and qualified to provide feedback to teachers in the system on a continuing basis. All evaluators and observers participate in Inter-rater Reliability training to ensure the fidelity of the assessment. The district will monitor teacher evaluations for consistency between Performance Scores and Student Growth Scores, and where discrepancies exist, additional training will be provided to the evaluator.

Teachers are evaluated in a differentiated model based upon experience and demonstrated teaching competency. The teacher and the evaluator meet to review the Orange County Public Schools/Marzano Art and Science of Teaching Final Evaluation. They develop a plan for the school year to address the four domains of the evaluation model, and determine which category the teacher will be assessed. There are four designations of categories in the Marzano model. They are:

Designations of Categories in the Marzano Model	
Category 1:	Teachers are new teachers who have 0-2 years of teaching experience. In other words, these teachers are in their first, second, or third year of teaching.
Category 2A:	Teachers are experienced teachers who have at least three years of teaching experience. These teachers would be at least in their fourth year of teaching.
Category 2B:	<p>Teachers are experienced teachers who have at least three years of teaching experience but who may be:</p> <ul style="list-style-type: none"> • A new hire to OCPS; Assigned to teach a new subject area or level that is different from their previous assignment; Assigned to a school with a different population of students from their previous assignment <p>If the teacher meets one of the requirements for Category 2B, the teacher may make a request to the school principal to move to Category 2B. This request must be made in writing during the first 20 student contact days of the new assignment. The change in category will be in effect for one school year.</p> <p>Principals may also assign teachers to Category 2B if the teacher meets one of the requirements of this category. This change must be communicated in writing to the teacher and be made during the first 20 student contact days of the new assignment. The change in category will be in effect for one school year.</p>
Category 3:	<p>Teachers who have been determined to be less than effective in the classroom either through observable behaviors that may result in an unsatisfactory rating or who fail to achieve gains based upon the state's value added model will be removed from their current category and placed into Category 3, a category for struggling teachers. In order to provide a teacher with intensive support and feedback, the teacher will be placed on a Professional Improvement Plan (PIP). The evaluator, with input from the teacher, will develop a plan which includes additional observations and resources in an effort to improve teacher performance.</p> <p>Principals are required to reassign the teacher to Category 3 when the teacher is placed on a Professional Improvement Plan (PIP). At the end of the school year, with successful completion of the Professional Improvement Plan (PIP), the teacher will be reassigned to their original category. Unsuccessful completion of the Professional Improvement Plan (PIP) may lead to an overall "Needs Improvement" or an overall "Unsatisfactory" on the final evaluation.</p>

Scoring Instructional Personnel: During the current school year teachers will be assessed based primarily on an overall status score. The status score reflects his/her understanding and application of the Art and Science of Teaching framework across the four domains. The overall status score is determined by multiple measures.

Examples of Measures	
Domain 1 : Classroom Strategies and Behaviors	<ul style="list-style-type: none"> • Formal observations; Informal, announced observations; Informal, unannounced observations; Student surveys; Video/Audio of classroom practice; Artifacts
Domain 2: Planning and Preparing	<ul style="list-style-type: none"> • Planning conference or pre-conference; Artifacts; Designing common student assessments
Domain 3: Reflecting on Teaching	<ul style="list-style-type: none"> • Self Assessment; Reflection Conference; Professional Growth Plan; Conferences; Discussions; Artifacts; Lesson Study
Domain 4: Collegiality and Professionalism	<ul style="list-style-type: none"> • Conferences; Teacher Surveys; Discussions; Artifacts

During the pre-conference, the teacher and the evaluator will collaborate on the evidence that will be collected in each domain during the school year along with a timeline for collection. This may be done individually or in groups.

For the purposes of the OCPS/Marzano Art and Sciences of Teaching Evaluation Model, there are two types of observations: informal and formal. The informal observation can be announced or unannounced and may or may not include an observation of the full class period. The recommended minimum time for an informal observation is ten minutes. This type of observation will be performed by a trained observer. In an informal observation, there is no planning or reflection conference. An informal announced observation may be scheduled prior to the actual observation while an unannounced informal observation is not scheduled. The informal observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations. A classroom walkthrough, as previously used by OCPS, is not an informal observation and shall not be used for the purpose of evaluation.

The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation. It is not the summative evaluation. The recommended minimum for a formal observation is thirty minutes. This type of observation will be performed by an evaluating administrator. The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision-making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation.) The number and type of observations each teacher will receive is determined by the category in which they are placed. Listed below is the minimum number of formal and informal

observations required for each category. For any teacher new to the OCPS/Marzano evaluation system, the first informal observation may be used as a practice observation and may be used in the evaluation process at the teacher's request.

	Number of Formal Observations	Number of Informal Observations
Category 1 Teacher	2	4
Category 2A Teacher	1	2
Category 2B Teacher	2	4
Category 3 Teacher	4	10

Observation Ratings: The collection of data from observations, predetermined activities and artifacts will be reviewed and assessed based upon rubrics set forth in the Marzano Art and Science of Teaching Model. Within the Marzano Teacher Evaluation Model a 5-Level rubric is used to rate the performance and provide feedback to teachers on their use of the 60 Elements of the Art and Science of Teaching Framework. These ratings are considered formative in nature and are provided to give direction and feedback to the teacher prior to the final evaluation. Each source of evidence is rated based upon the rubrics provided by the OCPS/Marzano Evaluation Model on the scale of 0-4 as described above and added to the collection of evidence. Once the teacher has achieved the minimum number of observations/collections of evidences/he may request and be granted an additional informal observation. All teachers who exceed the minimum number of observations will automatically have their lowest informal observation score dropped prior to the final summative evaluation. It is the responsibility of the evaluator to ensure that the minimum number of observations is met. Ultimately the collection of evidence across all observable elements in the framework will result in a Status Score, which will contribute 60% to the overall evaluation for the school year.

STEP 1

Rate observable elements at each of the following levels:

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)

STEP 3

For each domain, determine the percentage of the total each level represents.

- Domain 1 = 60%,
- Domain 2 = 20%
- Domain 3 = 10%
- Domain 4 = 10%

STEP 2

Count the number of ratings at each level for each of the four domains.

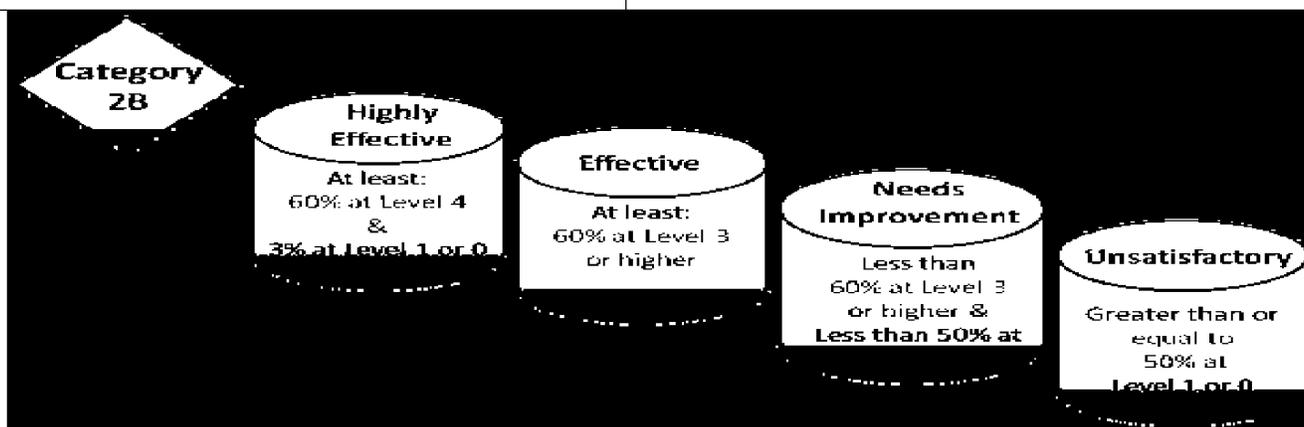
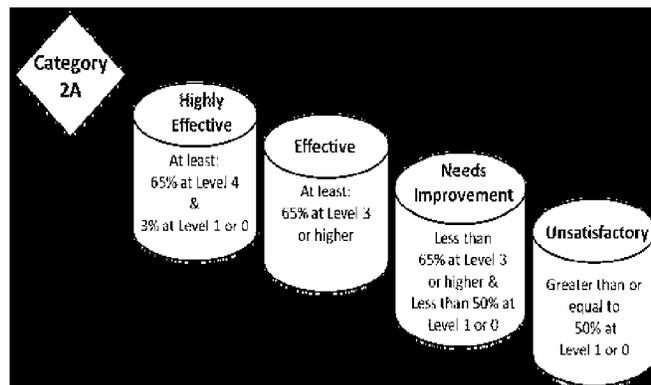
STEP 4

For each domain, apply the results from Step 3 to the description of each level on the Proficiency Scale (based upon the teacher's experience level).

- 0 – 2 yrs. experience: Category I
- 3 + yrs. Experience: Category II

This will provide a domain proficiency score and will be a number between 1 and 4.

Proficiency Scales (Step 4)



Step 5: Compute the weighted average of the four domain proficiency scores and find the resulting number on the scale.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)
Innovating	Applying	Category I- Developing Category II(a)(b)- In Need of Improvement	Not Using
3.50-4.00	2.50-3.49	1.50-2.49	1.00-1.49

DELIBERATE PRACTICE SCORE: In school year 2013-14 and beyond, the Deliberate Practice Score component will be added to the process. The teacher’s deliberate practice score reflects his/her progress with specific Elements in the four Domains of the OCPS/Marzano Art and Science of Teaching framework. In the Deliberate Practice component the teacher will continually self-assess and seek feedback on performance in a specific area. Teachers and their observers will focus on up to three “thin slices” of teaching to focus their efforts, engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement. Teachers and principals may choose to practice with the Deliberate Practice Score component in preparation for its inclusion in the overall score, but it should not be included in the evaluation until 2013-2014. The combination of the Status Score and the Deliberate Practice Score is known as the Instructional Practice Score.

FINAL EVALUATION CRITERIA: Florida Statute 1012.34 (1)(a) states: “For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory service the district superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel...” The Student Success Act signed into law on March 24, 2011 further clarified what is required. There must be four summative final evaluation ratings as specified in Florida Statute 1012.34 (2)(e). The summative

score is to be based on aggregating data from each of the two components required for evaluation: student growth and instructional practice. The statute further requires the differentiation among four levels of performance as follows:

Category 1:	1. Highly Effective 2. Effective 3. Developing 4. Unsatisfactory
Category 2A, 2B:	1. Highly Effective 2. Effective 3. Needs Improvement 4. Unsatisfactory
Category 3	Final Evaluation rating will be determined by their original Category

The training for the implementation of the Marzano Leadership Evaluation System is two-fold. The initial training is provided to the executive district leadership responsible for providing assessments to school based administrators. Training will include an overview of the research frameworks the evaluation system is based upon, as well as an overview of the alignment of the research frameworks with the Florida Principal Leadership Standards.

The executive leadership team will develop a process for the implementation of district school-based leadership evaluation that will include: (1) A consistent process of evidence gathering that includes sources of information and time tables for their collection; (2) Best practices and processes for providing timely feedback to evaluates to promote growth and achievement; (3) Processes for record keeping; (4) Processes for the guarantee of inner-rater reliability including additional training and support from Learning Sciences International and district professional development staff; and (5) Specific training on what knowledge, skills and impacts are identified as system priorities by the inclusion of indicators in the evaluation system.

(4) experience measuring student growth at the classroom level and has already implemented components of the proposed educator evaluation systems (4 points)
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Student progress is carefully tracked in OCPS in the Educational Data Warehouse (EDW) to provide easy access to a variety of stakeholders. Summative assessments are used in conjunction with formative assessments to inform and improve instructional practice. The

assessments are used for planning, evaluating and providing interventions, as well as planning for training and development. In grades K-12 reading proficiency is tracked using the FAIR assessment. Teachers are required to monitor student progress using district developed benchmark assessments in reading, mathematics, and science throughout the school year in grades 3-8. During the 2013-2014 school years quarterly diagnostic testing will begin in Science in grades 5, 8 and Biology I as well as Algebra I and Geometry. These assessments will be the first of a new generation that aim to diagnose if the student answered incorrectly due to: (1) lack of content knowledge, (2) scientific or mathematical misconceptions, or (3) reading comprehension related issues. Summative Evaluations include end of course exams and Advanced Placement Exams, in addition to the Florida Comprehensive Achievement Test. Principals are required to meet with area superintendents frequently throughout the year to share school level monitoring, and provide plans for improvement. Schools meet in high school feeder patterns to assess the strengths and weaknesses of the taught curriculum.

(5) Teacher Evaluation Systems (6 points). Proposed evaluation system (i) bases the overall evaluation rating for teacher on student growth; (ii) evaluates the practice of teachers in meeting the needs of special student populations
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The Marzano Model in Domain 2 evaluates the practice of teachers in planning and preparing for the needs of English Language Learners, students with disabilities, and students who lack support for schooling. In Domain 1, teachers are evaluated on their ability to monitor individual student progress, make the necessary instructional adjustments to meet the needs of all students, as well as communicating high expectations for all students in very specific areas.

(6) Principal Evaluation Systems (6 points). Proposed evaluation system (i) bases the overall evaluation rating on student growth; (ii) evaluates a principal's practice in: (a) Focusing every teacher, and the school community generally, on student growth (b) Establishing a collaborative school culture focused on continuous improvement (c) Supporting the academic needs of special student populations, including students with disabilities and English learners

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others. The portion of evaluation that involves

“impact on others” comes in two components: (1) Student Growth Measures: At least 50% of a school leader’s annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams); and (2) The Leadership Practice (LP): This component contributes the remaining 50% of the school leader’s evaluation. Leadership Practice combines results of the Marzano School Leadership Evaluation and an additional Metric – Deliberate Practice. The LP contribution to evaluation is based on observations/conversations of the leader’s actions and the leader’s impact on the actions and behaviors of others.

The principal evaluation system adopted by the district is based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development; and fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080). This evaluation system is designed to support three processes: (1) **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?); (2) **Feedback** from the evaluator and others on what needs improvement; and (3) **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

One of the non-negotiable requirements of the superintendent is the establishment of professional learning communities at each school to promote a culture of continuous improvement. Training for building professional learning communities has been provided at the district level, as well as through Solution Tree. Principals routinely engage teachers collaboratively in a structured, data-based planning and problem-solving process in order to modify instruction and provide interventions for accelerated student progress, and to monitor and evaluate the effectiveness of these modifications. Principals are assessed on the quality of their collaborative work in Domains 4 and 5 of the principal evaluation.

(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)

Extent to which the plan describes how the LEA will:

- (1) Use the disaggregated information generated by the proposed educator evaluation system to identify the professional development needs of individual educators and schools (8 points)

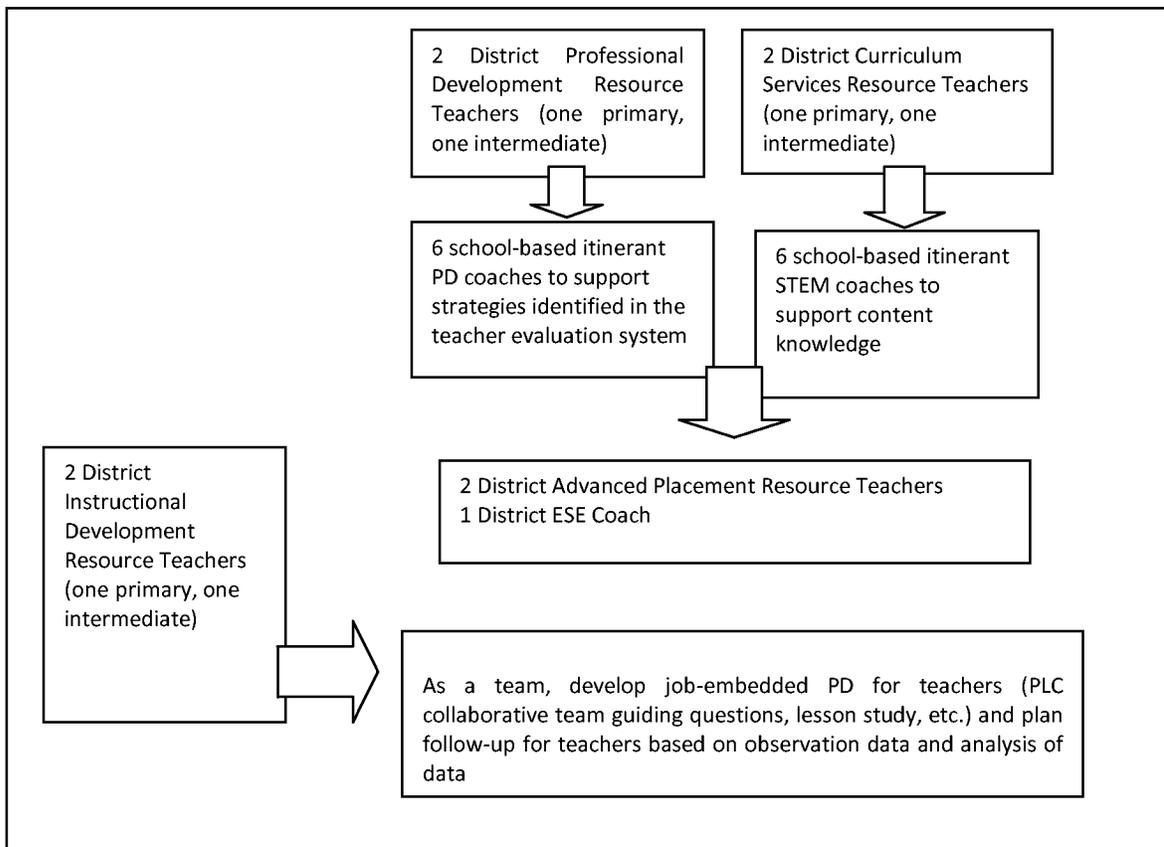
Principals and district staff monitor the progress of teachers through an electronic portfolio called iObservation. Progress is tracked quarterly to assess patterns of need for improving pedagogy and content delivery. OCPS proposes to provide a full series of Professional Development Trainings to teachers and administrators of the targeted schools in the Marzano Teacher Evaluation Model instructional strategies. There is an increasing need for teachers and administrators to have in depth knowledge about the use of research based strategies to increase their expertise in teaching. The goal is for our teachers to incrementally increase their expertise in teaching every year and, therefore, incrementally increase their ability to raise student achievement. Further support for follow-up and coaching will be provided through a district team of “Teacher Leader Coaches” who will be trained to give feedback to teachers at the targeted schools through a common language of instruction on instructional strategies. These “Teacher Leader Coaches” will also provide professional development to teachers and administrators at the targeted schools. As expectations and accountability continue to rise, school administrators require support and quality tools to increase student achievement. Administrators must provide accurate, meaningful, and timely feedback to teachers to support their learning process. Administrators at the targeted schools will receive side-by-side coaching with follow-up coaching sessions to increase inter-rater reliability of the Marzano Teacher Evaluation. The following positions will support this effort: 2 District Professional Development Resource Teachers (one primary, one intermediate); 6 school-based Itinerant PD coaches to support strategies identified in the teacher evaluation system; 2 District Advanced Placement Resource Teachers; 1 District ESE Coach; and 2 District Instructional Development Resource Teachers (one primary, one intermediate). This team will work side by side with the Curriculum Services team to develop job-embedded professional development for teachers (PLC collaborative team guiding questions, lesson study, etc.) and plan follow-up for teachers based on observation data and analysis of data.

(2) Provide professional development in a timely way (2 points)

The teacher evaluation system provides almost immediate feedback through the iObservation system. After an observation, an administrator, through a post-conference with the teacher, can recommend professional development that is in the Marzano resource library. There the teachers can find videos, model lessons and articles on the elements of the 5 Domains. Training and support are provided to principals and assistant principals monthly based upon feedback from the monitoring of the electronic systems and surveys, and observations of their evaluators. Area superintendents and principals are provided Title II funds to meet their identified needs in a timely manner.

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points)

Professional learning will be job-embedded through a structure (See Chart below) that is collaborative between the school district, school based coaches, and classroom teachers. It will support content (STEM) and pedagogy (Marzano strategies) using the expertise of practitioners. Everything they do will be implemented in the classroom and reflected upon in the structure of a collaborative team.



- (4) Provide professional development likely to improve instructional and leadership practices and is guided by the professional development needs of individual educators as identified in paragraph (c) (1) of this criterion (20 points)

In order to determine the best professional development for a teacher, there is a process that needs to take place. The first step is for the teacher to disaggregate the data of his/her students. To do this one must look at standardized test scores, ethnicity, gender, ESE status and ELL. The teacher looks for patterns of weakness and strengths. Many times areas of need are found in the details of the standardized tests. Once the data has been disaggregated, and the areas of need are identified then the question arises as to how to meet the needs of the students. The teacher determines what professional development he/she needs in order to be able to alleviate the deficiency. The teacher then plans, completes and implements the professional development. An assessment of the students skills are next, in order to determine if the implementation of the training was effective. Therefore, each individual educator's professional development is based directly on the needs of their own students. The teachers complete an Individual Professional Development Plan (IPDP) in order to document this process. Professional Development can also be implemented as a school or learning community in which everyone is taking the same training because it has been researched and found to be best practices for all teachers (for example: training on the 5 domains of the Marzano Evaluation System).

(d) Involvement of Educators (35 points)

Extent to which the application contains:

- (1) Evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be (10 points) (*Addresses Requirement 2*)

The original PBCS was vetted with teacher groups in 2010 and incorporated teacher recommendations. For 2010-2011, in preparation for performance pay, OPCS, in agreement with the CTA bargaining group abandoned the traditional step salary and adopted an "Alpha Schedule" which would include level ranges to accommodate the planned PBCS.

The TIF II grant has two teacher representatives from each of the 15 schools (67% paid union members) to make key decisions about the grant, such as what should be the threshold, target and max goals for the measures. This format will continue with the schools targeted in the TIF III grant. During

the planning year, representatives from each of the schools will form a committee who will help to make key decisions concerning the grant.

OCPS also had ten schools, three of the highest need high schools and the seven highest feeder middle schools included in the 4-Year Teacher Incentive Fund Grant I (Cohort 2). The last year for this grant was the 2011-12 school year. The set up for TIF I was very different and it was indicated in the TIF II application (Cohort 3) grant application that at the conclusion of the grant the teachers would move on the TIF II/RTTT PBCS. This was bargained with teachers at the Finance and Compensation Sub Committee and then adjustments target goals were agreed to (Any highly effective numerical value would be at the max) at the CTA Collaborative Bargaining Leadership Team, CBLT. Last year both the CTA and OESPA unions settled two-year contracts with the district. On the same ballot, the “concept” for the 2013-2014 and 2014-2015 teachers’ schedule was agreed upon.

The teachers have also been very involved with adopting the Marzano teacher evaluation system and has had input on the implementation of the Value Added model, with the assessment committee meeting frequently.

(2) Evidence that the educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points)
--

The proposed TIF III PBCS model is inclusive of RTTT and prior TIF grant initiatives. In each case the PBCS was developed in collaboration with key stakeholders, including teachers, administrators, paraprofessionals, Classroom Teachers Association (CTA) and the Orange Education Support Professionals Association (OESPA) leadership, and other personnel. Attached are agreements signed by the Collaborative Bargaining leadership teams as well as letters of support from both the CTA and OESPA Presidents (See Appendix II).

(e) **Project Management** (30 points)

Extent to which the management plan:

(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points)

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 Chief of Staff, who reports to Superintendent Barbara Jenkins. Dr. Jenkins will keep the School Board of Orange County informed about the status of the *TIF III: Accelerating Our Momentum* 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.

Donna Brown, Project Administrator, TIF Grant:

Donna Brown has been with OCPS for 28 years. She served the district as a classroom and district resource teacher before becoming an administrator. She has federal grant experience through managing the TIF I and II grants and overseeing their funds, professional development, and resources.

Extent to which the management plan:

(2) Allocates sufficient human resources to complete project tasks (5 points)

The **Project Administrator** will report to the **Project Director** and will be responsible for the day-to-day implementation of the project. An **Administrative Specialist** and an **Instructional Support Teacher** will support and report to the **Project Administrator**. 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.

Extent to which the management plan:

(3) Includes measurable project objectives and performance measures (5 points)
--

TIF III 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 includes a STEM multiplier**, that rewards educators with differentiated pay based on teacher evaluation and student achievement as documented by local and state assessments.

PERFORMANCE MEASURE: By the year 2014-2015, at least 60% of eligible teachers and administrators will earn incentive pay based on meeting or exceeding the annual target for 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.

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

PERFORMANCE MEASURE: 90 percent of the teachers will implement new teaching strategies they acquired through professional development.

PERFORMANCE MEASURE: 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: Increase student achievement in Science, Technology, Engineering, and Mathematics (STEM) and 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.

PERFORMANCE MEASURE: 50 percent of the students will demonstrate improved knowledge of STEM as measured by pre/post tests.

PERFORMANCE MEASURE: 90 percent of the teachers will report that the professional development received has helped improve their abilities in the classroom as it relates to student achievement in STEM related areas.

OBJECTIVE 4: 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.

PERFORMANCE MEASURE: 100% of the administrators will complete at least one professional development course each of the project years to impact student learning as measured by the professional development protocol and standards.

PERFORMANCE MEASURE: 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 5: Increase support for students, teachers and administrators through offering **professional development to paraprofessionals participating in TIF III** who work in the high need targeted schools as measured by teacher and administrator surveys and paraprofessional reflection logs.

PERFORMANCE MEASURE: 50% of the classroom based paraprofessionals will participate in professional development that TIF offers.

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

PERFORMANCE MEASURE: 80% of the teachers/administrators will report that paraprofessionals applied skills/strategies that were covered in the professional development.

OBJECTIVE 6: **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.

PERFORMANCE MEASURE: There will be a minimum of 8 national, state or local recruiting events per school year for the high need schools.

PERFORMANCE MEASURE: At least 90% of the high need school's vacancies will be filled by the beginning of school.

PERFORMANCE MEASURE: At least 60 percent of the teachers at the targeted schools will choose to return to their school each year.
OBJECTIVE 7: Implement a data system that links student achievement data to inform the performance-based compensation system, professional development and evaluation of teachers and administrators as measured by the reports generated by the new data system.
PERFORMANCE MEASURE: By 2014-2015 100% of the data management system's components (as appropriate, based on role) will be accessible to all users in the targeted schools.
PERFORMANCE MEASURE: As new components of the data management system are implemented, at least 80% of the target user group will report that the system facilitates classroom instruction and/or administrative decision making.
OBJECTIVE 8: Increase the number of "effective" and "highly effective" ratings teachers and principals receive on their evaluation.
PERFORMANCE MEASURE: By the year 2016-2017, at least 60% of the eligible teachers and administrators will earn incentive pay based on meeting or exceeding the annual target score for their evaluation.

(4) Includes an effective project management plan (5 points)

ACTIVITIES, TIMELINE AND RESPONSIBLE PERSONS

MAJOR TASK	TIMELINE Year One – 2012 Planning Year												RESPONSIBLE PARTY	
	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT		
Build, advertise, interview and hire grant positions	X	X												Project Director (PD)
Review grant application, expectations and develop an action plan, meet with evaluator	X	X												PD and Project Administrator (PA)
Meet with principals and area directors to discuss grant and identify the school implementation team		X	X											PD, PA, Principals and Executive Area Directors (EAD)
Contact Professional Development Providers to begin planning for training development (TIF III)			X	X										PA
Order training materials and equipment		X	X						X	X				PA and Administrative Support (AS)
Meet with ICTS team to discuss PBCS				X										PD and PA
Determine comparison schools to be utilized as a measure for progress				X										PA and External Evaluator
Begin setting student achievement measures and targets					X									PD, PA, Assessment Team and Administrators
Begin establishing Prof Development/Leadership measures and targets for the 15 participating TIF II schools					X									PD, PA, Professional Development Team and Administrators
Collect baseline comparative data on target and														PA and External

MAJOR TASK	TIMELINE Year One – 2012 Planning Year											RESPONSIBLE PARTY	
	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG		SEPT
comparative schools for measurement						X							Evaluator
Hold training for targeted schools							X						PA
Introduce and program to entire staff							X						Principals and School based team
Quarterly Monitoring Report				X				X				X	PA, Evaluator, and AS
Meet with evaluator			X				X				X		PA and AS
Midpoint Report							X						PA and AS
Program adjustments					X				X				Project Administrator
ICTS Inputs identified measures, targets,									X	X			Project Director PA, ICTS Team
Final Report												X	PD, Evaluator, PA and AS
Meet with Stakeholder and sub-committees to share data and reports and plan next year								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	X				PD, Evaluator, PA
Hold training for targeted schools	X	X	X	X	X	X	X	X	X	X	X	X	PC
Participants are provided with Potential Earnings Statement with goals identified			X	X									PC and AS
Collect baseline comparative data on target and comparative schools for measurement						X							PA and External Evaluator
Monitor school implementation	X	X	X	X	X	X	X	X	X	X	X	X	PC and Principal
Quarterly Monitoring Report				X				X				X	PC, Evaluator, and AS
Meet with evaluator			X				X				X		PC and AS
Evaluate and troubleshoot first session with focus groups from schools					X	X	X						Senior Director, PDS, Evaluator, PC, and AS
Midpoint Report							X						PC and AS
Course and program modifications...if necessary					X				X				PC
Collect teacher and administrative assessment data								X	X				PC and AS
Collect data concerning individual teachers and school student achievement								X	X				PC and AS
Determine individuals who qualify for bonus											X	X	PC and AS

MAJOR TASK	TIMELINE Year One – 2012 Planning Year												RESPONSIBLE PARTY
	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	
Final Report												X	Senior Director, PDS, Evaluator, PC and AS
Develop/publish a data-based progress report for parents and students												X	PC
Meet with Stakeholders and subcommittees to share data and reports and plan next year								x	x				PC
Continue discussions of subsequent year implementation and development of budget to support incentive pay beyond the grant									X	X			OCPS Finance Officer, Senior Director, PDS, Evaluator, PC and AS

(5) Specifies realistic and achievable timelines (i) implementing components of the HCMS, PBCS, and educator evaluation systems (8 points); (ii) successfully completing project tasks and achieving objectives (4 points)

TIF III: Accelerating Our Momentum 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 form 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	1. 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 PD 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	2. Annual online survey 3. Professional Protocol documentations

TIF III: Accelerating Our Momentum Performance Based Compensation System Program Evaluation			
Program Objective	Success Criteria	Year	Evaluation Method
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. 	<p>Year 1 for other personnel</p> <p>Years 2-5</p>	<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 III: Accelerating Our Momentum* staff will use evaluations to support program improvement and to inform professional development, compensation, promotion.

(f) Sustainability (20 points)

Extent to which the sustainability plan:
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial to support PBCS and educator evaluation systems during and after the grant period (10 points)

	Non-TIF III Resources, Financial and Non-Financial
OCPS instructional PBCS Year One	Race to the Top
OCPS instructional PBCS Outlying Years	OCPS General Fund
6 STEM Coaches	To build capacity at the schools and ensure continued PD
6 Marzano Coaches	To build capacity at the schools and ensure continued PD
Marzano PD	Title I, Title II, and Title III grant programs
District Administrators to oversee PD	OCPS General Fund
Recruiter	OCPS General Fund
AP Vertical Teaming/Instructional Dev.	OCPS General Fund

(1) Is likely to be implemented and results in a sustained PBCS and educator evaluation systems after the grant period ends (10 points)

OCPS honored the commitment to sustain the PBCS for the teachers under TIF I. These educators will be under the RTTT model, one year before the rest of the district to meet our sustainability commitment. OCPS plans to keep the momentum going with TIF III and beyond. Instructional staff (20) will be used for their expertise at school or district sites. PD for these schools will continue to be provided thru Title I and Title II. ELL teachers and paraprofessionals will receive PD through Title III.

Additionally, the district will continue to support the STEM initiatives by actively seeking additional grant funds and by building capacity through the use of staff provided through this grant.

(g) Comprehensive Approach to Improving STEM Instruction (25 points) (*Addresses Priority 3*)

OCPS intends to embed STEM into the main STREAMS of K-12 curriculum within the high need schools in the Colonial High School feeder pattern using problem, project, and performance based learning. Using a tiered roll out, curriculum materials will be aligned and community partnerships forged to allow all students access to high quality, engaging STEM curricula. Today's elementary students will likely be entering a 21st first century workplace, with fields that use technology and information that has not yet been developed.

In the words of President Obama, “We must educate our children to compete in an age where knowledge is capital and the marketplace global.”

Industry demands in global marketplace, particularly STEM fields have escalated and require a shift in pedagogy within the PK-12 curricula. Developing inquiry through problem-based learning in all content areas provides a platform for learning that is both rigorous and relevant. By embedding STEM into the main STREAMS of science, technology, reading/literacy, arts, mathematics, and social studies in our district, we can ensure equity of exposure to these vital classroom experiences for all students. Additionally, Florida DOE has been identified OCPS as a “high-needs” district in science as result of the achievement gap between subgroups (African American males, ELL, and ESE students) present in state standardized science data.

Demonstrated Need to Increase Student achievement and Teacher Capacity in STEM-Related Core Subjects

National Assessment of Educational Progress Longitudinal Results									
Assessment			Achievement Level						
Subject	Grade	Year	at or above Basic		at or above Proficient		at Advanced		
			Pct.	SE	Pct.	SE	Pct.	SE	
Mathematics	4	2011	84	(1.1)	37	(1.3)	5	(0.5)	
		2009	86	(1.2)	40	(1.5)	5	(0.8)	
		2007	86	(0.8)	40	(1.4)	6	(0.6)	
		2005	82	(0.6)	37	(1.1)	5	(0.7)	
		2003	76	(1.4)	31	(1.3)	4	(0.5)	
		1996 ¹	55	(1.7)	15	(1.1)	1	(0.2)	
		1992 ¹	52	(1.7)	13	(1.4)	1	(0.3)	
	8	2011	68	(0.9)	28	(1.0)	6	(0.5)	
		2009	70	(1.1)	29	(1.4)	6	(0.6)	
		2007	68	(1.4)	27	(1.4)	5	(0.7)	
		2005	65	(1.3)	26	(1.2)	5	(0.7)	
		2003	62	(1.8)	23	(1.5)	4	(0.6)	
		1996 ¹	54	(2.1)	17	(1.3)	2	(0.4)	
		1992 ¹	49	(1.9)	15	(1.2)	1	(0.3)	
	1990 ¹	43	(1.4)	12	(0.9)	1	(0.3)		
12	2009	59	(1.8)	19	(1.6)	1	(0.2)		
Science	4	2009	75	(1.3)	32	(1.6)	#	(†)	
		8	2011	62	(1.4)	28	(1.4)	1	(0.3)
			2009	57	(1.6)	25	(1.2)	1	(0.2)

Higher than National public

Not significantly different from National public

Lower than National public

FCAT Data Science Percent Level 3 and Above			
	Grade 5	Grade 8	Biology
State	51%	46%	35%
District	50%	45%	38%
High Schools			
Colonial			23%
Middle Schools			
Liberty		33%	
Jackson		32%	
Elementary Schools			
McCoy	52%		
Three Points	25%		
Forsyth Woods	34%		
Ventura	38%		
Englewood	17%		
Azalea Park	49%		
Pinar	26%		
Chickasaw	54%		

FCAT Data Mathematics Percent Level 3 and Above								
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Geometry
State	56	60	57	53	56	57	58	34
District	56	59	57	52	56	56	55	31
High Schools								
Colonial							25	
Middle Schools								
Liberty				41	39	39		
Jackson				38	42	39		
Elementary Schools								
McCoy	38	59	47					
Three Points	63	43	33					
Forsyth Woods	44	50	37					
Ventura	30	38	40					
Englewood	36	30	29					
Azalea Park	24	30	47					
Pinar	45	43	30					
Chickasaw	45	51	66					

Colonial High School Advanced Placement (AP) Data Level 3 and Above

Science				Mathematics			
	2011	2010	2009		2011	2010	2009
Biology	33%	22%	38%				
Chemistry	26%	N/A	N/A				
Physics C	N/A	30%	38%				
				Calculus AB	15%	30%	17%

In support of the STEM initiative a comprehensive framework will be developed with input from industry partners. The framework will ensure that all OCPS students have experiences with problem-based learning that reinforces that collaborative nature of the 21st century workplace in elementary, middle, and early high school within core curricular classes. For those students who demonstrate exceptional abilities in the areas of science, technology, engineering, and mathematics rigorous experiences will be available to extend learning in advanced placement courses, career academies and magnet programs. The OCPS Strategic Plan for STEM identifies the following priorities which will be addressed through this initiative: (1) Students in K-12 have the same minimal level of engagement with STEM subjects through Problem Based Learning in all content areas; (2) Students in K-12 have quarterly opportunity to create technology that meets the criteria and constraints of the client and is useful to the user; (3) Students in grades 3-12 can define, explain, and implement the engineering design process

within a variety of contexts; (4) Students can use informational technology to communicate their findings and work collaboratively; (5) Students in grade PK-12 will work collaboratively and communicate using grade-level identified technical and content area vocabulary; and (6) By 12th grade students will be to define what engineering is and how engineers use math, science, and technology in STEM related fields.

How is this connected with the OCPS mission and values?

-
- *STEM is defined as Science, Technology, Engineering, and Mathematics.*
 - *STREAMS are defined as Science, Technology (Informational/ Student-Created), Reading/ Literacy, Engineering Applications, Arts, Mathematics, Social Studies.*
 - *Engineering is the practical application of science to commerce and industry.*
 - *Engineers use scientific knowledge to solve practical problems and create technology that solves natural occurring and artificially created needs in today's society.*
 - *Technology includes products and processes.*
 - *Technology is any product or process that: Solves a problem, Improves upon an existing solution, Makes life easier*
 - *21st Century Thinking Skills are defined as collaboration, communication, problem-solving, innovation, and technological literacy*
-

These outcomes will be accomplished through extensive and ongoing tiered professional development for all teachers and extensive curriculum development to provide high quality STEM curricula.

The STEM initiative is closely connected and correlated with Orange County Public School's vision: ***To be the top producer of successful students in the nation.*** Through exposing students to the relevant integration and application of math and science skills within the STEM initiative we hope to be able to fulfill the OCPS mission: ***To lead our students to success with the involvement of families and the community.*** The STEM initiative focuses heavily on industry partnerships, which ground the outcome and objectives in local and national industry needs. One of the goals of OCPS is to maintain an intense focus on student achievement through the 11 Essential Outcomes. The STEM initiative aligns directly with:

- **OCPS Essential Outcome 2:** All elementary students will become fluent in all mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade.
- **OCPS Essential Outcome 3:** All students will successfully complete Algebra I prior to tenth grade.
- **OCPS Essential Outcome 5:** All schools will increase enrollment and performance in advanced programs with an emphasis on under-represented populations.
- **OCPS Essential Outcome 6:** All high schools will increase enrollment and performance in upper level math course beyond Algebra II and science courses beyond Chemistry.

Extent to which:

- (1) Financial and nonfinancial strategies and incentives, including the proposed PBCS, are adequate for attracting effective STEM educators to work in high-need schools and retaining them in these schools (4 points)

The PBCS will be in all OCPS schools in 2013-14, but only the high need schools (or critical need subject in any school) have a bonus opportunity in which the amount is dependent on individual performance. A new STEM teacher could earn 7.5% more the first year being a STEM teacher at a TIF III versus a non-TIF III school. OCPS is being conservative in the bonus amounts in light of the economy and the newness of the Marzano evaluation tool because sustainability is very important.

- (2) Proposed professional development opportunities will: (a) provide college-level STEM skills and content knowledge to STEM teachers while modeling for teachers pedagogical methods for teaching those skills and that content at the appropriate grade level (4 points); and (b) enable STEM teachers to provide students in high-need schools with increased access to rigorous and engaging STEM coursework appropriate for their grade level, including college-level material in high schools (7 points)

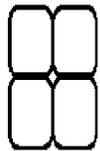
To support the development of a seamless K-12 STEM education effort, professional development will be structured to maximize the connections between grade levels and academic and technical content areas. PD for the industrial biotechnology and agribusiness programs (see graphic below of High School CTE Program career cluster choices of interest) will begin at Colonial High School in Year One with a minimum of five PD sessions – one per quarter with an initial session at the beginning of the school year. These sessions will orient guidance and instructional staff to the instructional objectives of the biotechnology and agribusiness programs, fundamentals of integrating technical and academic content and developing lesson plans connecting specific academic and technical concepts. A

culminating PD activity will be held during the summer of 2013 where the teacher teams will refine and complete the library of lesson plans for integrated biology, chemistry, algebra, industrial biotechnology and agribusiness content.

Expansion of the foundation laid in Year One will begin with a second summer of 2013 PD activity whereby Colonial teacher teams will be introduced to their feeder middle school counterparts. This PD session will orient all teachers to the continuum of STEM education that revolves around the biotechnology and agribusiness themes. Middle school teachers will be introduced to content integration, career pathways represented by the Colonial programs, and the connections to be established between Colonial and its feeder schools. As Year Two continues, middle school teachers will participate in the same five session menu of PD as their Colonial colleagues. As these sessions evolve, the dimension of high school course offerings at the middle school will be introduced accompanied by PD for effective implementation of high school content at the middle grades. By the end of Year Two, teachers from grades 6 – 12 will be engaged in presenting fully integrated academic and technical content that provides a seamless pathway for students entering postsecondary education and/or the workforce in STEM related career fields.

Year Three represents both a turning point and evolution of the PD plan for the Colonial High School STEM pathway. As was accomplished in Year Two – connecting the middle and high school teachers - so will the connection between middle school teachers and their feeder elementary school peers. Recognizing that development of STEM concepts is critical in primary years, we will provide PD and connecting activities to elementary teachers for the introduction of STEM concepts to their students. Training sessions will concentrate on implementing activities/projects in the elementary classroom that support academic concepts and present these concepts in an applied format. The practices of effectively presenting mathematics, science, physics, critical thinking, problem-solving through investigation and inquiry and managing students in a dynamic environment will be the root of PD for elementary teachers. Collaborative activities with their middle school and high school peers will be incorporated at key junctures of the training plan so that teachers will be able to envision the complete K-12 continuum.

Years Four and Five will be used for maintenance of the program, refinement and expansion of integrated lesson plans, introduction of new teachers to the STEM teams and development of a STEM culture within all the participating schools. Assessment of the effectiveness of the PD phase of the project is centered on classroom observations using the Marzano’s evaluation model. As needed, training sessions for improvement of specific instructional behaviors will be developed.

Career Cluster: Manufacturing Career Cluster Pathway: Industrial Biotechnology		High School CTE Program: Industrial Biotechnology Educational Agency: Orange County Public Schools 11-12					
 Career & Technical Education	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
	ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE OR PRACTICAL ARTS (1 cdt) PHYSICAL EDUCATION (1 cdt)	CAREER & TECHNICAL EDUCATION COURSES Major Area of Interest:	RECOMMENDED ELECTIVES
HIGH SCHOOL	Career Cluster of interest identified by students enrolled in mandatory middle school career education course that includes interest assessment through CHOICES and ePersonal Education Planner through FACTS.org.						
	9	English I	Algebra I	Biology	Global Studies or World Geography	HOPE	Fine or Practical Arts Elective Foreign Language
	10	English II	Geometry	Chemistry	World History	Fine or Practical Arts Elective	Fine or Practical Arts Elective Foreign Language
	11	English III Honors*	Algebra II Honors*	Anatomy and Physiology Honors*	American History Honors*	Biotechnology 1 (1 st Semester) Block	Biotechnology 2 (2 nd Semester) Block Fine or Practical Arts Elective*
	12	English IV Honors*	Calculus or Trig Honors*	Physics Honors*	American Govt/ Economics Honors*	Biotechnology 3 (1 st Semester) Block	Directed Studies (2 nd Semester) Block Genetics
Dual enrollment courses may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements - see the Articulation Coordinating Committee's Dual Enrollment Equivalency List and the Bright Futures Comprehensive Course Table.							
POSTSECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						
	TECHNICAL CENTER PROGRAM(S) Industrial Biotechnology	COMMUNITY COLLEGE Biotechnology AAS/AS Biomedical Engineering Technology AAS/AS Chemical Technology AAS/AS Engineering Technology AAS/AS			Computer Integrated Manufacturing Technology AAS/AS Electronics Engineering Technology AAS/AS		UNIVERSITY PROGRAM(S) Biotechnology B.S. Biomedical B.S.
CAREER	SAMPLE CAREER SPECIALTIES						
				Chemical Technician Biomedical Service Tech		Project Engineer Biomedical Engineer	
ARTICULATION AND CTE DUAL ENROLLMENT OPPORTUNITIES							
Possible Industry Certifications (Students):							
Secondary:		Biotechnical Assistant Certification					
Postsecondary:		Biotechnical Assistant Certification					

* Advanced Placement courses available online only.



The district's Curriculum Services and Advanced Studies departments within the Division of Teaching and Learning, strive to heighten teacher capacity and maximize student achievement through knowledge and pedagogical professional learning. Utilizing STEM capitalizes on this mission through intensive professional development and rigorous, relevant curriculum development.

The Curriculum Services team will heighten student achievement through the identification of existing and /or historical community problems and derive aligned engineering design challenges, and model eliciting activities, that will directly support the Common Core State Standards in Mathematics as well as the Next generation Sunshine State Standards in Science while integrating literacy through Common Core State Standards in English Language Arts.

Beginning in early childhood, students will have quarterly technology design opportunities in math and science as part of the core curriculum. As part of the extended curriculum, design opportunities will also be embedded into the special areas of: art, music, physical education and health. These opportunities will scaffold through high school where advanced placement courses, STEM career academies and STEM competitions, will provide extended learning opportunities to students who demonstrate exceptional abilities. Curriculum will be developed through a cross-curricular district STREAM team.

In order to increase student achievement in STEM According to the President's Council of Advisors on Science and Technology (PCAST), two things must occur: (1) recruit, recognize and reward STEM Master Teachers by developing a STEM Master Teacher Corp within this feeder pattern to be used as a model for recognition at the end of the grant period; and (2) increase STEM literacy and capacity among exiting STEM teachers.

To heighten teacher capacity, we propose a paradigm shift that will focus on problem-based learning and inquiry strategies that will both prepare and inspire students for the 21st century marketplace. The professional development opportunities that will be offered as a result of this grant will be:

Tied explicitly to the curriculum taught to students, preparing teachers to use materials effectively based on other teachers' successes and to help address student questions and misconceptions				
Activities	Description	Timeline	Deliverables	Responsible Organization
Quarterly STEM trainings Grades K-12	Quarterly math and science content workshops are being hosted which focus on the use of new engineering design curriculum pieces.	Year 2-4	Sign In Sheets Teacher Reflections Classroom Observations	Curriculum Services District STEM Resource Teachers
Bridge to STEM Grades K-1	Confronting teacher and students misconceptions about physical science and associated phenomena using problem based learning.	Year 2-4	Sign In Sheets Teacher Reflections Classroom Observations PDS Online Module Postings	Curriculum Services District STEM District STEM Resource Teachers
Engineering Our Future Grades 2-5	Teachers will gain knowledge of the engineering design process and how it interfaces with the mathematical practices and scientific content. Four units of science will be addressed.	Year 2-4	Sign In Sheets Teacher Reflections Classroom Observations	Orlando Science Center
District STEM Conference K-12	Full day of professional learning centered on problem-based learning and its integration across content areas. Industry partners will share available resources and experiences	Year 2-4	Sign In Sheets Teacher Reflections Conference Program Session Descriptions	Curriculum Services District STEM Resource Teachers District STEM Coach PRISM
Common Core Black Belt Follow-Up K-12	Two Face to Face Practicum centered around use of problem-based learning as a means of achieving the spirit and rigor of the Common Core State Standards. Interdisciplinary Teams will be formed from each school and Black Belt teachers will earn stripes on their belt as their skill and knowledge of Common Core State Standards deepens.		Sign In Sheets Teacher Reflections Conference Program Session Descriptions	Curriculum Services District STEM District STEM Resource Teachers
Reflective of teacher pedagogical practices and content knowledge as teachers evaluate videos of their own teaching with a facilitator and in which teachers discuss how to evaluate and understand student progress based on assessments have been successful				
Cyber Coaching	Real time virtual bug in ear coaching on the use of instructional strategies and questioning in STEM classrooms.	Year 2-4	Coaching Logs Video Files	District STEM Resource Teachers
Focused on developing content knowledge of exiting middle school and high school STEM teachers in mathematics and science, with particular attention focused on elementary schools where teachers tend to be generalists				
Online Modules K-12	College Level Content Area Modules to help teachers develop their content knowledge and knowledge of the Common Core State Standards	Year 2-4	Online Modules Teacher Coursework	Curriculum Services District STEM Resource Teachers
National and State Conferences	Classroom teachers, STEM coaches, and Master Teachers will attend annual conferences to build content knowledge in mathematics, science, and STEM integration	Year 2-4	Agendas Reflections	All participants

<p>A road map in which we will build up the students through Pre-AP experiences so they will be successful as they are exposed to Advanced Placement and other college and career readiness courses.</p>				
<p>Advanced Placement STEM Workshops</p>	<p>Pre-AP: Strategies in Mathematics — Helping Students Learn Mathematics Through Problem Solving Two-day workshop providing strategies for designing and using meaningful investigations, writing dynamic problems, and enhancing current classroom activities so that students will develop a deeper understanding and produce more thoughtful responses. Teachers will gain an understanding of how successful students learn and how to develop those skills in others, as well as how to build relevant, informative assessments that will allow them to monitor and foster mathematical thinking without interrupting instruction.</p> <p>Pre-AP Instructional Strategies: Fostering Equity and Access As part of its mission, the College Board “strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP.” This half-day workshop gives local and district-based school leaders concrete strategies for expanding access to AP programs for underrepresented students. Participants will review the national data, examine their own challenges.</p> <p>AP Biology: Transitioning to Problem -Based Labs Problem-based labs allow students to engage in science practices that require them to think and act like scientists. This workshop will provide AP Biology teachers with a means to understand inquiry and its place in the classroom. Participants will analyze how traditional labs differ from problem-based labs and investigate a system that they can use to modify traditional, “cookbook” labs to make them problem-based. In addition, participants will have an opportunity to plan how they will transition their curricula to focus on inquiry. Participants will leave this workshop with the ability to confidently create problem-based labs that they can immediately use in their classrooms.</p>	<p>Year 2-4</p>	<p>Sign In Sheets Classroom Action Plan and Monitoring Tool</p>	<p>Advanced Studies Resource Teachers</p>

The district's plan for recruiting, recognizing, and rewarding STEM Master Teachers to support STEM pedagogy and curriculum within the Colonial High School feeder pattern is described below. Schools in this feeder patterns have historically struggled with student achievement in STEM areas of study.

STEM Master Teacher Corps

The strongest demonstrated link to student achievement is teacher quality and effectiveness. In order to increase STEM student achievement, this grant will allow OCPS to develop a corps of **STEM Master Teachers** who will be given opportunities to advance within the STEM career ladder. The current structure for support in STEM areas consists of the sporadic and inconsistent use of a Science or Mathematics coach as well as support from Curriculum Services in either Science or Mathematics. The TIF III grant would establish two levels on the career ladder not currently in existence: **STEM Coaches and STEM Apprentice Master Teachers.**

District-level STEM Apprentice Master Teachers will support STEM content integration through curriculum development and the alignment of STEM assessment K-12. They will also provide professional development to STEM coaches on content, instructional practices, data analysis, and coaching models.

These STEM Coaches would be selected from a pool of qualified applicants invited to participate based on: Content Knowledge, STEM certification, Evaluation Score, Leadership Experiences, and Administrative Recommendation. Preference will be given to individuals who currently hold a graduate degree in STEM areas and are currently in coaching and/or curriculum development positions.

Once selected the District STEM Apprentice Master Teachers would be eligible to develop their STEM integration knowledge further through the NASA Endeavor STEM Certification program. The STEM Apprentice Master Teachers, housed in Curriculum Services, would be responsible for developing STEM integration lessons and assessments for use within the feeder pattern that meet or exceed the threshold set by the standards. STEM Apprentice Master Teachers would also be responsible for collaborating assessment consultants to review sample assessment items and develop a performance

assessment system that uses problem based learning to assess STEM literacy. Each week, STEM Coaches will convene to hone STEM pedagogical and content skills through professional development planned and provided by the District STEM Apprentice Master Teachers. Finally, STEM Resource Teachers will be responsible for cyber coaching with elementary and middle school STEM teachers who demonstrate a significant need not able to be met by the STEM Coach on site. Cyber coaching will utilize a web cam and wireless bug in ear device to allow the STEM Resource Teachers to observe and give real time feedback in a specific area of concern directly to the STEM teacher. Follow-up for cyber coaching will be provided by the STEM Coach.

District-level STEM coaches will support Science, Technology, Engineering, and Mathematics by modeling problem-based and inquiry based skills K-12. They will exist in the following proportion to allow for possible scalability after the conclusion of the grant:

- Elementary School (1:4, coach to school ratio)
- Middle School (1:3, coach to school ratio)
- High School (1:2, coach to school ratio)

In the TIF II grant, the need for established STEM coaches was originally established but a lack of qualified candidates with certification in mathematics and science led to the shift to the more generic instructional coach. Unfortunately in many instances instructional coaches specialize in liberal arts and not STEM areas. In TIF III we seek to develop a systematic hiring process to ensure highly qualified STEM coaches are hired. These STEM coaches would be selected from a pool of qualified applicants invited to participate based on: Education, Content Knowledge, STEM certification, Evaluation Score, Leadership Experiences, and Administrative Recommendation. STEM Coaches will be required to submit a recorded lesson for consideration along with the application. Once selected the STEM Coaches will serve as a vital link between the district and school sites within the feeder pattern. Each STEM coach will serve geographically elementary schools, at the ratio listed above, with the feeder pattern. Elementary STEM Coaches will spend one day per week at each school they are assigned to at the elementary level. Middle school STEM Coaches will spend 1.5 days per week at each school they are

assigned to at the middle school level and one day per week at the elementary school level with an eye toward vertical articulation. High School STEM Coaches will spend three days per week at the high school level and one day per week at the middle school level with an eye toward vertical articulation. . A key reason that the STEM coach will travel between schools is to ensure that their time in each school is dedicated to coaching. Often time when coaches are assigned to a single school, they are assigned many other duties that prevent them from spending the bulk of their time coaching. STEM coaches will work closely with Marzano Teacher Evaluation Coaches while at school sites and during planning to ensure a close link between content and pedagogical practices. To ensure the professional development does not cease upon becoming a coach, weekly professional development will be provided by the District STEM Apprentice Master Teachers. Professional development will introduce and review best practices, systematic coaching models, and data analysis. The expectation will be that STEM coaches deliver a unified message to schools regarding STEM best practices while tailoring their support to individual schools based on data.

Promotion: STEM Career Ladder

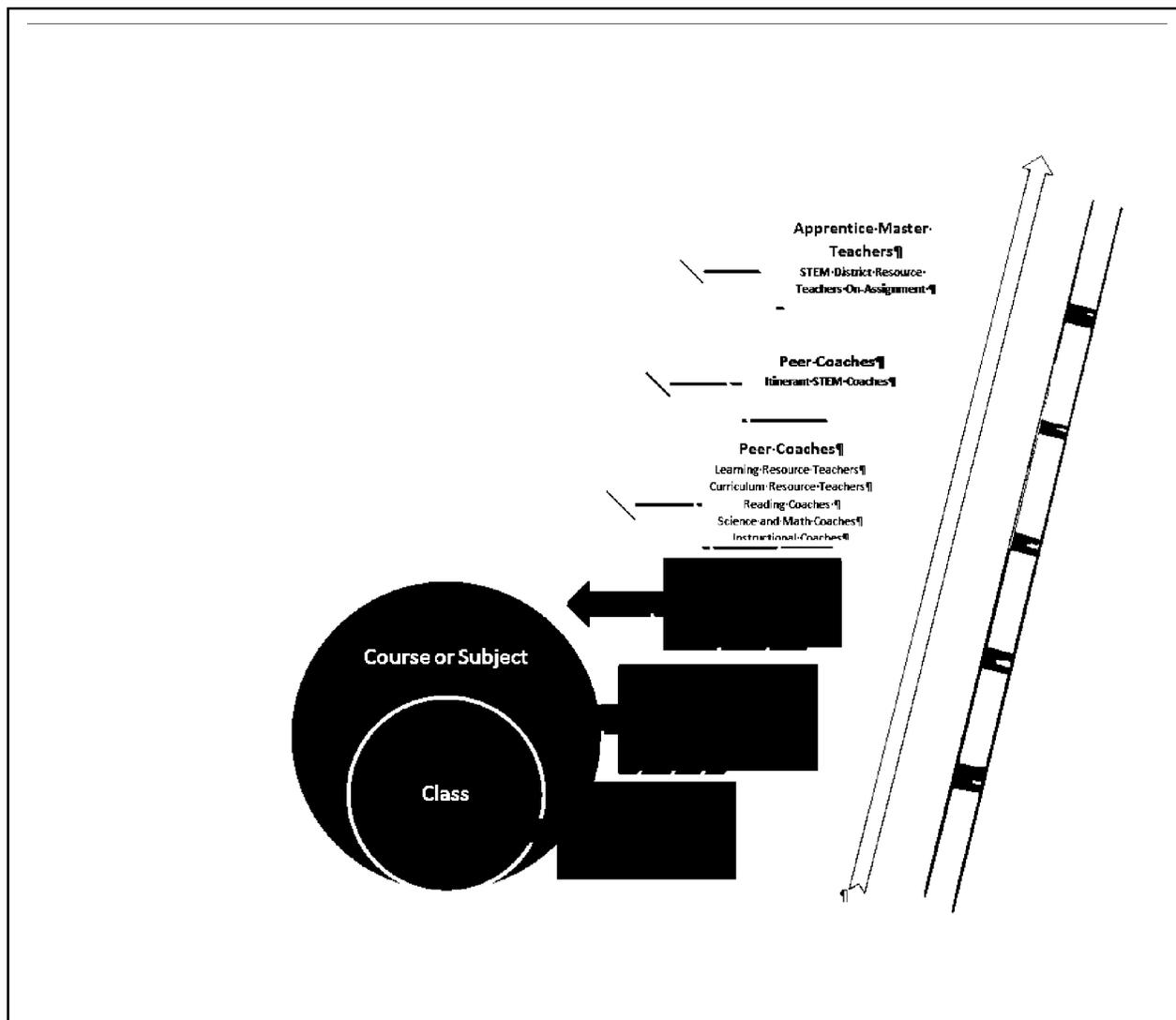
Teachers who demonstrate a high level of content and teaching expertise, as measured by their classroom observation scores and formative and summative value added scores will have the opportunity to ascend within the STEM Career Ladder. The STEM Career Ladder consists of a sequence of positions entailing increasing degrees of responsibility for the mentoring and coaching of other teachers. The STEM career ladder is replicable across content areas. Some teachers already serve in these functions across the district but a formalized career ladder has never been established or recognized. The utilization of career ladder will recognize and promote performance among instructional personnel.

These positions are:

Highly Qualified Teacher	not yet responsible for mentoring or coaching but has attained highly qualified status and professional certification.
Peer Mentor	responsible for mentoring one new teacher; this position receives a stipend
Peer Observer	responsible for mentoring, observing classroom instruction, and providing informal feedback to one or two teachers; this teacher receives a bonus and weekly release time to observe and coach mentees.
Peer STEM Coach	responsible for mentoring, observing, modeling and coaching teachers within the

	school. This is full-time position.
Apprentice Master STEM Teacher	resource teachers and coaches who demonstrate a high degree of success in improving the skills and performance of mentees will attain the designation of Master Teacher. Apprentice Master Teachers are assigned to the district to provide full-time professional development to all teachers. Apprentice Master STEM teachers provide coaching to classroom teachers in critical situations not able to be handled solely by STEM coaches. This assignment will last no longer than three years, after which the Apprentice Master Teacher returns to a school site or become a Master STEM Teacher.
Master STEM Teacher	responsible for coaching the STEM coaches on how to refine their coaching practice. These teachers will be permanent at the district office, refining curriculum document and developing professional development in conjunction with apprentice master teachers. Each year, the top-performing Peer Mentor in the district will receive the opportunity of a full scholarship to the Master of Science in the Art and Science of Education program. This Major in the Art and Science of Teaching is designed by Dr. Robert Marzano and offered by the National Institute for Professional Practice in partnership with Wilkes University. It is an online master's program designed to help teachers systematically acquire and implement a progression of necessary knowledge and skills to significantly increase their effectiveness in the classroom. Completion of this program will prepare the teacher to serve in the role of Peer Coach and Master Teacher. Master STEM Teachers will participate in the NASA Endeavour STEM certificate program. This program focuses on the integrative nature of STEM and provides nationally certification in an areas not currently provided by the Florida Department of Education. The certificate program will allow Master STEM Teachers to investigate problem-based learning and integration at the graduate level and prepare coaches and teachers to meet the demands laid out in Common Core State Standards

Each year, the top-performing Peer Mentor in the district will receive the opportunity of a full scholarship to the Master of Science in the Art and Science of Education program. This Major in the Art and Science of Teaching is designed by Dr. Robert Marzano and offered by the National Institute for Professional Practice in partnership with Wilkes University. It is an online master's program designed to help teachers systematically acquire and implement a progression of necessary knowledge and skills to significantly increase their effectiveness in the classroom. Completion of this program will prepare the teacher to serve in the role of Peer Coach and Master Teacher. Master STEM Teachers will participate in the NASA Endeavour STEM certificate program. This program focuses on the integrative nature of STEM and provides nationally certification in an areas not currently provided by the Florida Department of Education. The certificate program will allow Master STEM Teachers to investigate problem-based learning and integration at the graduate level and prepare coaches and teachers to meet the demands laid out in Common Core State Standards.



STEM-Focused Career Ladder Positions				
	Description	Timeline	Deliverables	Responsible Organization
District level STEM Resource Teachers <ul style="list-style-type: none"> • 1 Elementary STEM integration specialists (Life, Physical, Earth/Space, Engineering, Math) • 1 Secondary STEM integration specialists (Life, Physical, Earth/Space, Engineering, Math) 	Provide content knowledge PD and curriculum resources to support STEM integration PK-12	Year 2-4	NASA Endeavor certificate program coursework	NASA Endeavor program District level STEM Resource Teachers
District-level itinerant STEM coaches <ul style="list-style-type: none"> • Elementary (1:4 school ratio) • Middle (1:3school ratio) • High School (1:2 school ratio) 	Support Science, Technology, Engineering, and Mathematics by modeling problem-based and inquiry based skills. <ul style="list-style-type: none"> • Coaches will video tape modeled lessons and critique lessons with the group 	Year 2-4	Coaching Log Vertical Team Meeting Minutes Classroom Observations	District-level itinerant STEM coaches

	<ul style="list-style-type: none"> Coaches will disaggregate data and employ the coaching model to support peers. 		Data Analysis	
Elementary Science Lead Teachers	Existing full-time teacher who will serve as a site-based liaison to the STEM coach	Year 2-4	PLC Meeting Notes Elementary Science Lead Teacher Sign In Sheet	District Elementary Science Resource Teachers Principals
Elementary Mathematics Specialists	Existing full-time teacher who will serve as a site-based liaison to the STEM coach	Year 2-4	PLC Meeting Notes Math Specialist Meeting Sign In Sheet	District Elementary Mathematics Resource Teachers Principals
Middle Schools Mathematics and Science Department Chairs	Existing full-time teacher who will serve as a site-based liaison to the STEM coach	Year 2-4	PLC Meeting Notes Department Chair Sign In Sheets	Principals

Unique Competencies of STEM Teachers

There are two qualities that are suggested in the PCAST report regarding great STEM teachers, “(1) They have deep content knowledge, and (2) they have strong pedagogical training specific to STEM. These two attributes help great teachers both prepare and inspire students in STEM.”

1. **Deep content knowledge:** A unique quality of STEM educators is deep content knowledge. While needed in all educators, this quality is of particular importance to the STEM Teachers-in-Residence. A robust content knowledge inventory will be developed to contribute to the evaluation of the applications for STEM Resource Teachers. The content knowledge inventory will also be used as a formative tool in planning professional development for STEM classroom teachers.
2. **Mastery of pedagogy:** Content knowledge alone is not enough. Great STEM teachers’ must use a wide range of highly effective strategies in their classroom to facilitate the acquisition of STEM content knowledge. Of particular note in the STEM fields is the ability to know and anticipate the natural misconceptions that arise from intuition and as well as have the ability to challenge misconceptions in ways that help students relinquish them based on a concrete understandings, over rote memorization. They can guide students in scientific inquiry, the design of experiments, and

making sense of data. They also know how to motivate and excite students to learn topics in STEM. These pedagogical skills will be addresses in quarterly professional development as well as individually by the STEM coaches giving STEM teachers specific tools and approaches they can use in their classrooms. Teachers need to hone these skills and adapt them to the curriculum and their students. This requires that they have ongoing support and peers with whom they can share best practices. As such a STEM Classroom Observation Rubric will be developed based on research-based look-for(s) to provide teachers with ongoing formative collegial feedback from STEM coaches based on this specific strategy set. The broad strategy categories are use of : (1) 21st century tools of STEM industries; (2) 21st century skills; (3) problem-based, project-based, and inquiry-based curriculum; and (4) multidisciplinary lessons.

Rigorous and Engaging STEM Coursework				
Activity	Description	Timeline	Deliverables	Responsible Organization
<u>STEM Performance Based Assessment System</u>				
High quality standards and assessments are the hallmark of high quality education. Our current tool to measure students' progress in STEM areas is didactic and rigid, lacking the flexibility to assess problem-based learning authentically. The TIF III grant will allow for the development of virtual problem-based learning assessments that will assess students on real-time performance and problem-solving. Students will use simulated and multi-media scenarios to engage in real-world design problems whose solutions require the mastery of standards across mathematics and scientific disciplines. The development of such a STEM Performance Based Assessment System will allow teachers to utilize data in determining proficiency that mirrors the rigor and pedagogy required in the Common Core State Standards.				
STEM Performance Based Assessment System	<ul style="list-style-type: none"> Virtual problem-based learning assessments that will assess students on real-time performance and problem-solving in STEM courses 	Year 2-4	Sample Test Items Test Item Blueprints	District STEM Resource Teachers Assessment Dept.
<u>STEM Focused Elementary Schools</u>				
The latest news tells us the interest in STEM begins in early childhood when students are naturally inquisitive. To this end curriculum and professional development must be developed to begin to inspire students from an early age. The Orlando Science Center in partnership with OCPS has developed two unique offerings to support our TIF III schools in moving STEM into the Main STREAMS:				
<ul style="list-style-type: none"> <i>Engineering Your Future</i> - Teachers will participate in professional development using materials that make Engineering Accessible to Elementary! Teachers will receive professional learning on the integration of science into four topics in each grade level two-five. Teachers will participate in hands-on learning and receive problem-based learning lessons. <i>STEM field trip</i> - Third grade students will have the opportunity to visit the Orlando Science Center and be immersed in inspirational design activities that marry mathematical practices. <i>Interdisciplinary Wednesday's</i> – Each Wednesday elementary schools will do STEM problem-based learning activities that incorporate ELA, Math, Science, and SS standards through problem and project based learning 				
STEM Focused Elementary Schools	<ul style="list-style-type: none"> Interdisciplinary Wednesday's in elementary schools to include STEM design challenges that incorporate ELA, Math, Science, and SS standards through problem and project based learning. 	Year 2-4	Lesson Plans Permission Slips PLC Notes	Principals STEM Coaches CRT's

	<ul style="list-style-type: none"> 4 Engineering is Elementary units per year; three week each; 12 total weeks per year 3rd grade STEM field trip 			Orlando Science Center STEM Coaches STEM Resource Teachers
STEM Focused Middle Schools	<ul style="list-style-type: none"> Arts integration into STEM areas through problem-based learning Site visits to local colleges, the Multimedia Arts and Communications Academy at Jackson Middle and the National Academy Foundation Magnet program at Colonial High School for feeder schools. 	Year 2-4	Lesson Plans Student Reflections	Fine Arts Dept. Principals STEM Resource Teachers STEM Coaches
<p><u>STEM Competitions</u></p> <p>Along with preparing students for the 21st century workplace we need to inspire them to participate in the global marketplace. As such, professional learning experiences surrounding encouraging student participation in STEM competitions. Three major arteries of competition and professional learning are listed below.</p> <ul style="list-style-type: none"> Science and Engineering Fairs - At all levels students will have the ability to use inquiry and problem –based learning to investigate the natural and designed world through district competition. Real World Design Challenge X-Prizes - At all levels students and teachers will have the ability to apply STEM content knowledge to solve a local engineering problems and share solutions with peers Middle School STEAM fair - Industry partners take the stage as students, families, and teachers are involved in STEM learning with a focus on Arts integration 				
STEM Competitions	<ul style="list-style-type: none"> Science and Engineering Fairs Real World Design Challenge Middle School STEAM fair X-Prizes 	Year 2-4	Student submission Entrance Forms Website	Principals STEM Coaches Teachers STEM Resource Teacher
STEM Focused Course Pathways	<ul style="list-style-type: none"> Course alignment and progression 6-12 in mathematics and science 	Year 2-4	Course Progressions	STEM Coordinator
<p><u>STEM Vertical Teams for Advanced Placements</u></p> <p>Problem-based activities support college and career readiness. During the course of the grant period AP and Pre-AP teachers will be experiencing a shift in pedagogical style in order to expand access and equity for all students. This will first be experienced through a series of training outlined in the table below, designed to demonstrate inquiry-based activities and develop teacher skills in preparation for instruction.</p> <p>Throughout the year, school-based teams will work and meet together to ensure that the students are provided with necessary skills and strategies to ensure success in coursework. Teachers will examine at data points to differentiate instruction and identify gaps in articulation.</p>				
Vertical Articulation for College and Career Readiness	<ul style="list-style-type: none"> Pre-AP®: Setting the Cornerstones™ of the AP Vertical Team <p>This new two-day workshop offers a step-by-step action plan for administrators and teachers who are planning to build an AP Vertical Team in their schools. Participants will receive a toolkit of concrete applications, including strategies and hands-on activities that can be used to build Vertical Teams and to begin developing their district’s action plan. Guided discussions will facilitate identifying and solving</p>	Year 2-4	Sign In Sheets Vertical Team Notes Lessons Plans that Reflect Inquiry Data Tables	Advanced Studies Resource Teachers STEM Resource Teachers

	<p>potential roadblocks.</p> <ul style="list-style-type: none"> • Pre-AP Strategies: AP Vertical Teams in Mathematics This interactive workshop gives middle and high school teachers the tools to strengthen an AP Vertical Team and to align curriculum vertically across grade levels within the mathematics discipline. Members of the Vertical Team will learn how to create a curriculum that emphasizes key concepts of mathematics at all levels of instruction. Through the implementation and vertical articulation of concrete strategies, participants will gain a deeper understanding of the skills and knowledge students need at the Pre-AP level. • Pre-AP: Advanced Topics for AP Vertical Teams in Mathematics — Assessment This one-day workshop teaches middle and high school math teachers techniques of assessment designed to support instruction for students as active learners and problem solvers. Educators increasingly recognize that the purpose of classroom assessment of student achievement is to help teachers make decisions about instruction. Assessments, reliability, validity, scoring guidelines and performance appraisals are the key topics covered in this workshop. • Pre-AP Strategies: AP Vertical Teams in Science This two-day workshop is intended for middle and high school teachers who will be forming and/or strengthening an AP Vertical Team. Participants will develop research-based strategies for engaging students in science practices, aligning curriculum and creating an action plan for their AP Vertical Team. 		<p>Classroom Observations and feedback forms</p> <p>Syllabi</p>	
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(3) The applicant will significantly leverage STEM-related funds across other Federal, State, and local programs to implement a high-quality and comprehensive STEM plan (7 points)

OCPS has a Comprehensive Framework for STEM Curriculum Alignment and Development. The plan has been used to inform Goal 1: K-12 Education of Florida STEM Strategic Plan and has been shared with 10 counties as a model for STEM integration. Our STEM partnerships include Boeing, Florida Hospital, Harris Corporation, Lockheed Martin, and Northrup Grumman. With partner support, the district has been able to provide STEM projects such as those shown below:

- Bridge to STEM – involving 13 elementary schools using the engineering design process to promote physical science in early childhood

- NASA Student Spaceflight Experiment Program – involving two middle schools in collaboratively designing experiments to test the effects of microgravity on natural phenomena
- NAVAIR Material World Modules – involving Biology teachers at six high schools engaged in STEM professional learning in order to help their students explore and design biosensors
- O-STEM – involving Biology teachers at five high schools engaged in PD to embed student-produced technology and problem-based learning in classrooms through virtual projects
- SUMMIT Mathematics and Science Partnership Grant – involving five high need middle schools in STEM professional learning and STEM lesson planning
- Teacher in Residence Program – involving Purdue University to lead professional development and provide coaching on Model Eliciting Activities

Funding streams to include Title I, Title II, and Carl D. Perkins Secondary will be leveraged in continued support of STEM related initiatives.

(4) The applicant provides evidence of extensive relationships with STEM experts and resources in industry, academic institutions, or associations to effectively implement STEM plan of instruction that prepares students to be college-and-career ready (3 points)

Community Support, Resource, and Expertise Structures	
Existing Support	
Curriculum Services STREAM TEAM	Curriculum Services will form an inter-disciplinary team whose purpose is to allocate 5% of their time to cross-curricular planning including alignment of Orders of Instruction and Curriculum Documents. This team will participate in job shadowing and workplace development to ensure alignment to college and career readiness.
STEM Advisory board	The STEM advisory board will consist of members of PRSIM, the Central Florida STEM Education Council, and industry partners. The purpose of this group will be to review curriculum for authenticity to industry and provide resources and advice throughout the feeder pattern.
New Support	
STEM Partners in Education	Efforts will be led to identify STEM Partners in Education for each of the schools in the project. These partners will support mentorships, out of school programs, and resources for problem-based learning.
STEM Database	A STEM database needs to be developed to track STEM resources in existence throughout our district. This will allow the tracking of educators with STEM relevant professional development, physical resources, initiatives and partnerships.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Required Attachment

“A”

Application Reference Chart

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:

In the case of a single applicant that is an LEA, check this box.

LEA

Group Applications:

Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>Project Narrative (a) A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	6	
<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	7,	
<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to</p>	<p>(a) A Coherent and Comprehensive Human</p>	9, 13	

<p>inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>Capital Management System (HCMS)</p>		
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>9, 11</p>	
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools.</u></p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>13</p>	

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	15	
(1) The frequency of evaluations, which must be at least annually;	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	23	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	17	
(i) Two or more observations during each evaluation period;	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	24	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	19, 20, 21	
(iii) Additional factors determined by the LEA;	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	20	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	25	

(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	14
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Absolute Priority 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 3: STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant's strategies for improving instruction in STEM subjects through various components of each participating LEA's HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>	(g) Comprehensive Approach to Improving STEM Instruction	41	
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p> <p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application;</p> <p>(ii) Are selected based on criteria that are predictive of the ability to lead other</p>	STEM Master Teacher Corps	51	

<p>teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;</p>	<p>Unique Competencies</p>	<p>56</p>	
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>		<p>8</p>	
<p>(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>59</p>	
<p>(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;</p>	<p>(g) Comprehensive Approach to Improving STEM Instruction</p>	<p>9</p>	
<p>(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and</p>	<p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>57</p>	
<p>(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.</p>	<p>(g) Comprehensive Approach to Improving STEM Instruction</p>		

Competitive Preference Priority 4

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 4: New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	N/A	N/A	N/A
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).	N/A	N/A	N/A

Competitive Preference Priority 5

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable) To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for	Project Narrative (a) A Coherent and Comprehensive Human Capital Management System (HCMS)	6, 13	

both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Observation Ratings Teacher Evaluation Principal Evaluation	27, 29, 30 32 33	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and			
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	(a) A Coherent and Comprehensive Human Capital Management System (HCMS)	11	

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Project Narrative (a) A Coherent and Comprehensive Human Capital Management System (HCMS)	12, 13	
<ul style="list-style-type: none"> Design Model 1 or 2 	Project Narrative (a) A Coherent and Comprehensive Human Capital Management	7, 8, 12	

<ul style="list-style-type: none"> • PBCS Optional Features 	<p>System (HCMS) Project Narrative</p> <p>(a) A Coherent and Comprehensive Human Capital Management System (HCMS)</p>	<p>7, 8, 12</p>	
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Requirement 2				
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed	
<p>Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	(d) Involvement of Educators	33	"Alpha Schedule" Stakeholders Sign-In Sheets	
<p>(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and</p>	(b) Rigorous, Valid, and Reliable Educator Evaluation Systems	33	Collaborative Bargaining Leadership Team CTA, OESPA letters of Support	Appendix II
<p>(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.</p>				

Requirement 3

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), or priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>	Project Narrative	2, 3, 4	Attachment B
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	Project Narrative	3, 4	Attachment B
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will</i></p>	Project Narrative	3,	Attachment B

<p><i>not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i></p>	<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>	<p>Project Narrative</p>	<p>4</p>				<p>Attachment B</p>
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Required Attachment

“B”

High Need Documentation

TIF III: Accelerating Our Momentum

High-Need Documentation

Name and Location of School	Persistently Lowest Achieving School	High Poverty School (% Free or Reduced Lunch)	Priority School (School Grade D or F)
AZALEA PARK ELEMENTARY 1 CAROL AVE ORLANDO, FL 32807-1764		79.34	
CHICKASAW ELEMENTARY 6900 AUTUMNVALE DR ORLANDO, FL 32822-4680		87.55	
COLONIAL HIGH 6100 OLEANDER DR ORLANDO, FL 32807-3437		85.34	
ENGELWOOD ELEMENTARY 900 ENGEL DR ORLANDO, FL 32807-4869		90.18	✓
FORSYTH WOODS ELEMENTARY 6651 CURTIS ST ORLANDO, FL 32807-5116		88.19	
JACKSON MIDDLE 6000 STONEWALL JACKSON RD ORLANDO, FL 32807-2954		90.94	
LIBERTY MIDDLE 3405 S CHICKASAW TRL ORLANDO, FL 32829-8627		93.30	
MCCOY ELEMENTARY 5225 S SEMORAN BLVD ORLANDO, FL 32822-1732		94.19	
PINAR ELEMENTARY 3701 ANTHONY LN ORLANDO, FL 32822-7742		89.43	✓
THREE POINTS ELEMENTARY 4001 S GOLDENROD RD ORLANDO, FL 32822-5622		94.01	
VENTURA ELEMENTARY 4400 WOODGATE BLVD ORLANDO, FL 32822-3711		91.26	

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Food Services Free or Reduced Price Meal Report for Title I Schools

Site	Free	Reduced	Paid	Total	Free & Reduced	Free %	
0092	New Choices	4	0	0	4	100.00%	100%
0057	RIO GRANDE CHARTER	193	9	3	205	98.54%	94%
1331	Orange Center Elementary	258	7	6	270	97.91%	95%
1421	Ivey Lane Elementary	319	7	9	335	97.33%	95%
0641	Rock Lake Elementary	249	12	10	271	96.39%	92%
5891	Richmond Heights Elementary	269	11	11	291	96.28%	92%
1361	Wheatley Elementary	326	21	14	361	96.17%	90%
1133	Westridge Middle	966	81	42	1089	96.13%	89%
0253	West Oaks Elementary	556	35	26	617	95.79%	90%
0271	Orlo Vista Elementary	447	85	25	557	95.56%	80%
0791	Mollie Ray Elementary	573	15	29	617	95.28%	93%
0651	Lake Weston Elementary	488	19	25	532	95.27%	92%
0861	Rolling Hills Elementary	527	34	28	589	95.25%	89%
0851	Lancaster Elementary	773	38	43	854	94.96%	91%
0891	McCoy Elementary	577	27	33	637	94.82%	91%
0191	Grand Avenue Elementary	239	8	15	262	94.33%	91%
0062	Nap Ford Comm. Charter	122	11	8	141	94.33%	87%
1241	Meadowbrook Middle	894	47	57	998	94.29%	90%
1261	Sadler Elementary	655	45	43	744	94.19%	88%
0215	Three Points Elementary	634	42	42	718	94.15%	88%
0881	Hiwassee Elementary	684	35	45	764	94.11%	90%
0621	Pine Hills	685	44	48	776	93.87%	88%
0401	Pinewood Elementary	607	25	42	674	93.77%	90%
1971	Forsyth Woods Elementary	660	40	47	747	93.71%	88%
0231	Pineloch Elementary	632	64	47	743	93.61%	85%
5861	Washington Shores Elementary	449	20	33	502	93.47%	89%
1811	Acceleration Academy	288	37	23	348	93.39%	83%
0821	Lovell Elementary	601	27	45	673	93.31%	89%
0236	Eagles Nest Elementary	559	43	44	646	93.19%	87%
1841	Acceleration Academy- West	65	3	5	73	93.15%	89%
0151	Memorial Middle	578	33	45	656	93.11%	88%
0921	Robinswood Middle	1,059	85	85	1,229	93.08%	86%
1351	Hungerford Elementary	245	10	19	274	92.96%	89%
5711	Jones High	664	73	56	793	92.94%	84%
1431	Ridgewood Park Elementary	625	85	56	766	92.69%	82%
0701	Catalina Elementary	539	16	44	599	92.68%	90%
1321	Maxey Elementary	246	30	22	298	92.62%	83%
5841	Eccleston Elementary	378	61	37	476	92.29%	80%
0741	Cypress Park Elementary	231	29	22	282	92.20%	82%
0811	Tangelo Park Elementary	295	21	29	345	91.59%	86%
1171	Winegard Elementary	577	39	57	673	91.53%	86%
1041	Meadow Woods Elementary	488	63	51	602	91.53%	81%
1491	Palmetto Elementary	890	85	91	1066	91.49%	84%
1151	Walker Middle	763	81	81	925	91.24%	82%
0152	Innovations Middle School	141	11	15	167	91.02%	84%
0163	Aspire Charter Academy	34	6	4	44	90.91%	77%
0971	Ventura Elementary	731	41	78	850	90.82%	86%
1561	Magnolia School	149	9	16	174	90.80%	86%
0040	Life Skills Center (Orange)	132	3	14	149	90.60%	89%
1271	Rosemont Elementary	772	37	86	895	90.39%	86%
0611	Azalea Park Elementary	553	47	64	664	90.36%	83%
0681	Engelwood Elementary	463	32	54	549	90.20%	84%
0070	UCP Pine Hills	40	6	5	51	90.20%	78%
5871	Carver Middle	628	26	74	728	89.86%	86%

Food Services Free or Reduced Price Meal Report for Title I Schools

0711	Cheney Elementary	459	58	60	577	89.60%	80%
0461	Zellwood Elementary	462	37	58	557	89.59%	83%
0691	Oak Ridge High	1,387	137	191	1,715	88.86%	81%
0831	Chickasaw Elementary	655	63	92	810	88.64%	81%
1541	Pinar Elementary	388	48	57	493	88.44%	79%
0591	Gateway	61	0	8	69	88.41%	88%
0122	Transition Center	38	0	5	43	88.37%	88%
1553	Millenia Elementary	735	59	105	899	88.32%	82%
0392	Silver Star Center	61	4	9	74	87.84%	82%
0421	Lockhart Elementary	396	26	59	481	87.73%	82%
1111	Jackson Middle	1,071	101	169	1,341	87.40%	80%
0241	Lake Gem Elementary	699	84	116	899	87.10%	78%
1501	Oak Hill Elementary	409	34	67	510	86.86%	80%
0841	Spring Lake Elementary	410	57	71	538	86.80%	76%
0212	Oakshire Elementary	547	84	105	736	85.73%	74%
0911	Union Park Middle	758	93	144	995	85.53%	76%
1551	Liberty Middle	818	130	163	1,111	85.33%	74%
1141	Little River Elementary	323	56	66	445	85.17%	73%
0311	Killarney Elementary	342	25	64	431	85.15%	79%
0721	Lockhart Middle	579	67	113	759	85.11%	76%
0671	Evans High	1,526	108	293	1,927	84.80%	79%
0361	Tildenville Elementary	375	44	77	496	84.48%	76%
1251	Riverside Elementary	494	33	101	628	83.92%	79%
0951	Colonial 9th	653	81	141	875	83.89%	75%
1381	Meadow Woods Middle	790	158	188	1,136	83.45%	70%
0411	Pine Castle Elementary	212	27	48	287	83.28%	74%
0764	Excel High	347	29	78	454	82.82%	76%
1611	Frangus Elementary	452	72	114	638	82.13%	71%
0431	Union Park Elementary	440	60	112	612	81.70%	72%
0181	Fern Creek Elementary	272	11	64	347	81.56%	78%
0781	Dover Shores Elementary	461	47	123	631	80.51%	73%
0581	Lee Middle	620	61	169	850	80.12%	73%
1941	Wetherbee Elementary	434	86	130	650	80.00%	67%
0261	Riverdale Elementary	485	49	145	679	78.65%	71%
0245	Freedom Middle	753	128	240	1,121	78.59%	67%
0213	Lawton Chiles Elementary	539	72	167	778	78.53%	69%
0551	Conway Elementary	459	44	140	643	78.23%	71%
1051	Waterbridge Elementary	709	117	233	1,059	78.00%	67%
0661	Colonial High	1,553	226	510	2,289	77.72%	68%
0131	Howard Middle	452	53	150	655	77.10%	69%
1282	Apopka Elementary	494	64	170	728	76.65%	68%
0801	Durrance Elementary	283	55	104	442	76.47%	64%
1741	Wyndham Lakes Elementary	571	86	211	868	75.69%	66%
1703	South Creek Middle	643	140	255	1,038	75.43%	62%
0053	Passport MS	118	13	43	174	75.29%	68%
		50,255	4,847	7,679	62,781	87.77%	80%

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Orange County Public Schools

2005 - 2012
School Performance Grades

SCHOOL	2005 GRADE	2006 GRADE	2007 GRADE	2008 GRADE	2009 GRADE	2010 GRADE	2011 GRADE	2012 GRADE
ELEMENTARY								
Aloma Elementary	A	A	A	A	B	C	A	A
Andover Elementary		A	A	A	A	A	A	A
Apopka Elementary	C	C	A	B	B	C	C	D
Arbor Ridge School (K-8)	A	A	A	A	A	A	A	A
Audubon Park Elementary	A	A	A	A	A	A	A	A
Avalon Elementary	A	A	A	A	A	A	A	A
Azalea Park Elementary	A	A	B	B	A	A	A	B
Bay Meadows Elementary	A	A	A	A	A	A	A	A
Blankner Elementary	A	A	A	A	A	A	A	A
Bonneville Elementary	A	A	A	A	A	A	B	B
Brookshire Elementary	A	A	B	A	A	A	A	A
Camelot Elementary	A	A	A	A	A	B	A	A
Castle Creek Elementary			A	A	A	A	A	A
Catalina Elementary	D	B	C	C	D	B	D	D
Cheney Elementary	A	A	B	B	B	A	C	C
Chickasaw Elementary	B	A	A	A	A	A	A	A
Citrus Elementary	A	B	A	B	A	A	B	B
Clarcona Elementary	A	B	B	A	A	B	A	A
Clay Springs Elementary	A	A	A	A	A	B	B	B
Columbia Elementary	A	A	A	A	A	A	A	A
Conway Elementary	A	B	A	B	A	B	B	C
Cypress Park Elementary	A	B	C	D	B	C	C	D
Cypress Springs Elementary	A	A	A	A	A	A	A	A
Deerwood Elementary	A	A	A	A	A	A	A	A
Dillard Street Elementary	A	A	A	A	B	A	B	B
Dommerich Elementary	A	A	A	A	A	A	A	I
Dover Shores Elementary	A	A	A	A	A	A	B	A
Dr. Phillips Elementary	A	A	A	A	A	A	A	A
Dream Lake Elementary	A	A	A	A	A	A	A	A
Durrance Elementary	B	A	A	A	A	A	B	A
Eagle's Nest Elementary	C	B	B	A	C	C	A	B
East Lake Elementary		A	A	A	A	A	A	A
Eccleston Elementary	C	C	A	C	A	B	C	A
Endeavor Elementary	A	A	A	B	A	A	A	A
Engelwood Elementary	B	C	C	D	C	C	C	D
Fern Creek Elementary	A	A	A	B	A	A	A	B
Forsyth Woods Elementary								C

SCHOOL	2005 GRADE	2006 GRADE	2007 GRADE	2008 GRADE	2009 GRADE	2010 GRADE	2011 GRADE	2012 GRADE
Frangus Elementary	A	A	A	A	A	B	B	C
Grand Avenue Elementary	F	D	No Grade					
Hiawassee Elementary	D	C	C	D	B	C	C	A
Hidden Oaks Elementary	A	B	A	B	A	C	B	A
Hillcrest Elementary	A	A	A	A	A	A	B	A
Hungerford Elementary	D	F	C	C	A	A	A	B
Hunter's Creek Elementary	A	A	A	A	A	A	A	A
Ivey Lane Elementary	F	C	B	C	D	C	C	B
John Young Elementary	A	A	A	A	A	A	A	A
Kaley Elementary	B	C	C	C	A	C	F	B
Keenes Crossing Elementary						A	B	A
Killarney Elementary	A	C	A	A	A	A	A	B
Lake Como Elementary	A	C	C	B	A	A	A	B
Lake Gem Elementary	A	A	A	A	A	A	A	B
Lake George Elementary	A	A	A	A	A	A	A	A
Lake Silver Elementary	D	C	A	A	A	A	B	A
Lake Sybelia Elementary	A	A	A	A	A	A	A	B
Lake Weston Elementary	C	B	D	C	B	B	A	B
Lake Whitney Elementary	A	B	A	A	A	A	A	A
Lakemont Elementary	A	A	A	A	A	A	A	A
Lakeville Elementary	A	B	A	B	B	A	A	B
Lancaster Elementary	B	A	A	C	A	A	B	C
Lawton Chiles Elementary	A	B	A	A	A	A	A	B
Little River Elementary	B	C	B	B	C	B	A	B
Lockhart Elementary	A	A	C	A	A	C	A	B
Lovell Elementary	C	C	A	B	B	C	B	B
Maxey Elementary	B	A	C	C	A	B	A	B
McCoy Elementary	A	B	C	C	A	A	A	A
Meadow Woods Elementary	A	C	A	B	A	A	A	A
MetroWest Elementary	A	A	A	A	A	A	A	A
Millennia Elementary				B	A	A	B	A
Mollie Ray Elementary	A	B	D	F	A	B	C	D
Moss Park Elementary				A	A	A	A	A
NorthLake Park Community	A	A	A	A	A	A	A	A
Oak Hill Elementary	C	B	B	B	B	B	B	A
Oakshire Elementary	A	B	A	A	A	A	A	A
Ocoee Elementary	A	A	A	A	A	A	A	B
Orange Center Elementary	D	D	F	A	A	C	C	B
Orlo Vista Elementary	B	B	A	C	B	A	B	B
Palm Lake Elementary	A	A	A	A	A	A	A	A
Palmetto Elementary	C	C	C	C	C	D	C	D
Pershing Elementary	A	A	A	B	A	A	A	B
Pinar Elementary	B	B	A	B	B	C	C	D
Pine Castle Elementary	B	A	A	B	A	A	A	B
Pine Hills Elementary	D	C	C	C	C	C	C	D

SCHOOL	2005 GRADE	2006 GRADE	2007 GRADE	2008 GRADE	2009 GRADE	2010 GRADE	2011 GRADE	2012 GRADE
Pineloch Elementary	C	A	C	A	A	B	B	C
Pinewood Elementary	C	C	C	B	C	B	B	C
Princeton Elementary	A	A	A	A	A	A	A	A
Richmond Heights Elementary	D	C	F	B	A	C	D	I
Ridgewood Park Elementary	B	B	C	C	A	C	D	B
Riverdale Elementary	A	A	A	A	B	A	A	A
Riverside Elementary	A	A	A	B	B	B	C	B
Rock Lake Elementary	A	C	A	A	A	C	C	D
Rock Springs Elementary	A	A	C	A	A	A	A	B
Rolling Hills Elementary	C	C	B	C	C	A	C	D
Rosemont Elementary	B	B	D	C	C	D	A	B
Sadler Elementary	C	A	A	C	A	C	C	D
Sand Lake Elementary			A	A	A	B	A	A
Shenandoah Elementary	A	A	A	A	A	A	B	A
Shingle Creek Elementary	C	C	B	B	A	C	C	C
Southwood Elementary	A	A	A	A	A	A	A	A
Spring Lake Elementary	B	B	A	B	A	A	A	A
Stone Lakes Elementary			A	A	A	A	A	A
Sunrise Elementary	A	A	A	A	A	A	A	A
Sunset Park Elementary				A	A	A	A	A
Tangelo Park Elementary	C	A	B	A	A	A	A	A
Thornebrooke Elementary	A	A	A	A	A	A	A	A
Three Points Elementary	A	B	A	C	A	B	C	C
Tildenville Elementary	C	A	B	A	A	A	A	A
Timber Lakes Elementary					A	A	A	A
Union Park Elementary	A	B	A	A	A	A	A	B
Ventura Elementary	A	B	A	C	A	B	A	B
Vista Lakes Elementary			A	A	A	A	A	A
Washington Shores Elem	D	C	C	C	A	A	D	D
Waterbridge Elementary	C	B	A	A	A	B	A	A
Waterford Elementary	A	A	A	A	A	A	A	A
West Creek Elementary	A	A	A	A	A	A	A	A
West Oaks Elementary	D	C	C	C	B	A	A	B
Westbrooke Elementary					A	A	A	A
Wetherbee Elementary								A
Wheatley Elementary	C	C	D	D	D	B	D	F
Whispering Oak Elementary		A	A	A	A	A	A	A
Windermere Elementary	A	A	A	A	A	A	A	A
Windy Ridge School (K-8)	A	A	A	A	A	A	A	A
Winegard Elementary	A	A	A	A	A	A	B	C
Wolf Lake Elementary			A	A	A	B	A	A
Wyndham Lakes Elementary			C	C	A	B	C	A
Zellwood Elementary	B	C	B	C	B	B	B	C
MIDDLE								
Apopka Middle	B	A	A	A	B	A	C	B

SCHOOL	2005 GRADE	2006 GRADE	2007 GRADE	2008 GRADE	2009 GRADE	2010 GRADE	2011 GRADE	2012 GRADE
Avalon Middle			A	A	A	A	A	A
Bridgewater Middle				A	A	A	A	A
Carver Middle	C	C	D	C	C	C	D	D
Chain of Lakes Middle	A	A	A	A	A	A	A	A
Conway Middle	A	A	A	A	A	A	A	A
Corner Lake Middle	A	A	A	A	A	A	A	A
Discovery Middle	A	A	A	A	A	A	A	A
Freedom Middle		A	A	A	A	A	A	A
Glenridge Middle	A	A	A	A	A	A	A	A
Gotha Middle	A	A	A	A	A	A	A	A
Howard Middle	B	B	B	A	A	A	B	B
Hunter's Creek Middle	A	A	A	A	A	A	A	A
Jackson Middle	C	B	C	B	B	B	C	C
Lake Nona Middle						A	A	A
Lakeview Middle	A	A	A	A	A	A	A	A
Lee Middle	B	B	C	A	C	B	B	C
Legacy Middle		A	A	A	A	A	A	A
Liberty Middle	B	C	C	A	C	A	C	C
Lockhart Middle	B	A	C	B	C	C	C	C
Maitland Middle	A	A	A	A	A	A	A	A
Meadow Woods Middle	B	A	B	B	C	B	C	B
Meadowbrook Middle	C	B	C	B	B	B	C	D
Memorial Middle	C	C	D	D	D	C	C	C
Ocoee Middle	A	A	A	A	B	A	B	B
Odyssey Middle	A	A	A	A	A	A	A	A
Orange County Virtual								I
Piedmont Lakes Middle	A	A	A	A	A	A	B	A
Robinswood Middle	B	A	C	C	C	C	C	C
South Creek Middle			A	A	A	A	A	B
Southwest Middle	A	A	A	A	A	A	A	A
Union Park Middle	B	B	C	C	C	B	B	C
Walker Middle	B	A	C	B	C	B	C	C
Westridge Middle	C	C	C	C	C	C	C	C
Wolf Lake Middle			C	B	B	A	B	C
HIGH								
Apopka High	C	C	D	B	C	B	B	pending
Boone High	B	B	B	A	A	B	B	pending
Colonial High	C	C	C	C	C	B	B	pending
Cypress Creek High	C	C	D	D	B	B	B	pending
Dr. Phillips High	B	B	B	A	B	B	B	pending
East River High						D	B	I
Edgewater High	C	C	C	C	D	B	A	pending
Evans High	D	F	F	D	D	D	C	pending
Freedom High	C	C	D	D	B	A	B	pending
Jones High	F	F	D	D	D	B	C	pending

SCHOOL	2005 GRADE	2006 GRADE	2007 GRADE	2008 GRADE	2009 GRADE	2010 GRADE	2011 GRADE	2012 GRADE
Lake Nona High						C	B	pending
Oak Ridge High	F	D	F	D	D	D	C	pending
Ocoee High		C	C	C	D	C	B	pending
Olympia High	B	B	B	A	B	A	A	pending
Timber Creek High	B	B	C	B	C	A	B	pending
University High	B	C	C	D	B	B	A	I
Wekiva High				C	C	D	B	pending
West Orange High	B	C	D	C	B	C	B	pending
Winter Park High	A	B	B	A	A	B	A	pending
CHARTER								
Aloma High Charter						No grade assigned	No grade assigned	No grade assigned
Central Florida Leadership							C	C
Chancery High Charter						F	No grade assigned	No grade assigned
Cornerstone K-8							B	A
Cornerstone High							No grade assigned	pending
Hope Charter	A	B	A	A	A	A	A	A
Imani							No grade assigned	closed
Innovations							I	F
Lake Eola Charter	A	A	A	A	A	A	A	A
Legacy High Charter			A	C	A	A	No grade assigned	pending
Life Skills Charter						No grade assigned	No grade assigned	pending
Magnolia								pending
Northstar High Charter	D	C	F	B	D	D	No grade assigned	I
Nap Ford Charter	No grade assigned	A	B	No grade assigned	No grade assigned	No grade assigned	F	A
Oakland Ave Charter	D	A	A	A	A	A	A	A
Orlando Science Charter					B	A	A	A
Passport Charter	C	B	B	A	A	A	B	B
Pinecrest Prep Charter							No grade assigned	B
Princeton House Charter	No grade assigned	pending						
Rio Grande Charter	No grade assigned	No grade assigned	No grade assigned	C	B	D	F	F
Sheeler High Charter						I	No grade assigned	pending
Summit Charter	No grade assigned	closed						

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All Free or Reduced Price Meal Report

Customer Totals

Site: All

Customer Group: All (Active)

Sort By: Report Default

Site	Active Students				Free & Reduced	Adult	Denied	Direct Certified
	Free	Redc.	Paid	Total				
CWare Chemical Warehouse	0	0	1	1	0.00%	0	0	0
1811 Acceleration Academy	288	37	23	348	93.39%	2	7	191
1841 Acceleration Academy- West	65	3	5	73	93.15%	0	1	48
1401 Aloma Elementary	270	26	183	479	61.80%	34	12	196
0321 Andover Elementary	275	85	303	663	54.30%	76	21	177
1282 Apopka Elementary	494	64	170	728	76.65%	62	28	349
1521 Apopka High	1,270	205	1,259	2,734	53.95%	41	58	749
0282 Apopka Middle	654	99	284	1,037	72.61%	51	14	404
0981 Arbor Ridge Elementary	281	52	424	757	43.99%	52	24	187
0163 Aspire Charter Academy	34	6	4	44	90.91%	0	0	24
0531 Audubon Park Elementary	423	48	674	1,145	41.14%	110	11	299
0222 Avalon Elementary	193	36	647	876	26.14%	44	9	110
1763 Avalon Middle	536	124	904	1,564	42.20%	20	32	302
0611 Azalea Park Elementary	553	47	64	664	90.36%	50	9	408
1071 Bay Meadows Elementary	172	15	401	588	31.80%	22	15	126
0042 BETA	97	2	93	192	51.56%	0	0	89
0631 Blankner	310	40	658	1,008	34.72%	33	8	210
0871 Bonneville Elementary	367	41	142	550	74.18%	62	54	262
0111 Boone High School	1,001	159	1,619	2,779	41.74%	40	35	618
1762 Bridgewater Middle	396	58	1,008	1,462	31.05%	96	18	230
0751 Brookshire Elementary	167	20	346	533	35.08%	27	6	114
0217 Camelot Elementary	268	29	301	598	49.57%	27	24	188
5871 Carver Middle	517	11	200	728	72.53%	8	6	447
1612 Castle Creek Elementary	480	68	242	790	69.37%	68	23	323
0701 Catalina Elementary	420	2	174	596	70.81%	43	1	380
0149 Central Florida Leadership Aca	39	17	65	121	46.28%	0	7	31
1291 Chain of Lakes Middle	781	105	484	1,370	64.67%	105	27	458
0711 Cheney Elementary	458	58	60	576	89.58%	50	15	320
0142 Cherokee	61	6	34	101	66.34%	14	3	42
0831 Chickasaw Elementary	655	63	92	810	88.64%	68	32	459
0216 Citrus Elementary	451	61	276	788	64.97%	79	9	264
0941 Clarcona Elementary	585	64	324	973	66.70%	71	48	377
0091 Clay Springs Elementary	429	43	310	782	60.36%	69	27	305
0951 Colonial 9th	654	80	141	875	83.89%	7	18	444
0661 Colonial High	1,556	225	509	2,290	77.77%	28	70	1,003
1451 Columbia Elementary	531	68	522	1,121	53.43%	87	27	397
0551 Conway Elementary	469	44	140	643	78.23%	41	18	322
1391 Conway Middle	622	84	416	1,122	62.92%	29	27	402
1281 Corner Lake Middle	648	123	511	1,282	60.14%	25	24	427
1651 Cypress Creek High	1,713	341	1,050	3,104	66.17%	17	118	880
0741 Cypress Park Elementary	231	29	22	282	92.20%	23	10	166
0156 Cypress Springs Elementary	264	63	406	733	44.61%	61	32	155
1601 Deerwood Elementary	230	30	269	529	49.15%	77	16	162
0511 Dillard Street Elementary	497	42	239	778	69.28%	48	30	382
1121 Discovery Middle	273	69	555	897	38.13%	12	17	157
1181 Dommerich Elementary	142	14	455	611	25.53%	30	1	110
0781 Dover Shores Elementary	461	47	123	631	80.51%	30	34	346
1591 Dr Phillips Elementary	175	25	480	680	29.41%	69	8	119
0931 Dr Phillips High	1,530	191	1,784	3,505	49.10%	7	46	866
0541 Dream Lake Elementary	454	55	298	807	63.07%	73	6	292

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Site: All

Customer Group: All (Active)

Sort By: Report Default

Site	Active Students				Free & Reduced	Adult	Denied	Direct Certified	
	Free	Redc.	Paid	Total					
0801	Durrance Elementary	283	55	104	442	76.47%	34	16	191
0236	Eagles Nest Elementary	560	43	44	647	93.20%	72	5	392
0259	East Lake Elementary	257	46	352	655	46.26%	56	12	180
1801	East River High	855	171	742	1,768	58.03%	23	42	488
5841	Eccleston Elementary	353	8	116	477	75.68%	36	4	325
0121	Edgewater High School	785	111	685	1,581	56.67%	46	33	523
0214	Endeavor Elementary	363	73	342	778	56.04%	53	25	213
0681	Engelwood Elementary	404	13	132	549	75.96%	60	3	359
0032	Esteem Academy	0	0	0	0	0.00%	26	0	0
0671	Evans High	1,520	108	290	1,918	84.88%	2	43	991
0764	Excel High	344	29	79	452	82.52%	1	10	244
0181	Fern Creek Elementary	274	11	65	350	81.43%	49	3	223
1971	Forsyth Woods Elementary	660	40	47	747	93.71%	38	13	471
1611	Frangus Elementary	452	72	114	638	82.13%	31	19	279
1662	Freedom High School	1,470	308	1,217	2,995	59.37%	16	130	693
0245	Freedom Middle	751	128	240	1,119	78.55%	31	43	392
0591	Gateway	59	0	9	68	86.76%	2	1	32
0571	Glenridge Middle	608	77	692	1,377	49.75%	4	25	412
1681	Gotha Middle School	535	74	600	1,209	50.37%	51	30	319
0191	Grand Avenue Elementary	193	1	68	262	74.05%	9	0	183
0881	Hiawassee Elementary	685	34	44	763	94.23%	70	7	464
1461	Hidden Oaks Elementary	267	52	227	546	58.42%	42	33	158
0201	Hillcrest Elementary	145	20	296	461	35.79%	33	15	105
0011	Hospital Homebound	22	3	34	59	42.37%	0	1	19
0131	Howard Middle	452	53	151	656	76.98%	1	15	323
1351	Hungerford Elementary	227	7	40	274	85.40%	24	3	206
1191	Hunters Creek Elementary	309	72	434	815	46.75%	109	26	186
0381	Hunters Creek Middle	387	128	613	1,128	45.66%	25	49	195
0152	Innovations Middle School	141	11	15	167	91.02%	0	3	104
1421	Ivey Lane Elementary	276	7	48	331	85.50%	63	0	259
1111	Jackson Middle	1,065	100	160	1,325	87.92%	138	41	707
1081	John Young Elementary	470	69	196	735	73.33%	65	45	287
5711	Jones High	664	73	56	793	92.94%	2	22	424
0211	Kaley Elementary	158	15	63	236	73.31%	38	14	120
1791	Keenes Crossing Elementary	181	32	576	789	27.00%	56	18	118
0311	Killarney Elementary	340	25	64	429	85.08%	66	20	278
0221	Lake Como Elementary	171	12	84	267	68.54%	43	9	119
0241	Lake Gem Elementary	699	84	116	899	87.10%	80	63	477
0301	Lake George Elementary	351	52	187	590	68.31%	62	19	246
1951	Lake Nona High	721	166	831	1,718	51.63%	10	47	403
1931	Lake Nona Middle	456	117	612	1,185	48.35%	10	38	250
0521	Lake Silver Elementary	364	36	250	650	61.54%	62	12	245
1221	Lake Sybelia Elementary	315	35	301	651	53.76%	19	11	211
0651	Lake Weston Elementary	377	12	136	525	74.10%	29	3	339
1571	Lake Whitney Elementary	79	14	541	634	14.67%	26	2	61
0561	Lakemont Elementary	321	43	385	749	48.60%	69	12	236
0352	Lakeview Middle	577	101	671	1,349	50.26%	56	25	363
0141	Lakeville Elementary	533	68	277	878	68.45%	86	26	352
0851	Lancaster Elementary	773	38	43	854	94.96%	36	6	549
0213	Lawton Chiles Elementary	539	72	168	779	78.43%	61	58	344

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Site: All

Customer Group: All (Active)

Sort By: Report Default

Site	Active Students				Free & Reduced	Adult	Denied	Direct Certified	
	Free	Redc.	Paid	Total					
0581	Lee Middle	618	61	169	848	80.07%	26	10	427
0242	Legacy Middle	519	93	261	873	70.10%	15	52	310
1551	Liberty Middle	817	130	163	1,110	85.32%	31	16	521
0040	Life Skills Center (Orange)	131	3	15	149	89.93%	0	1	83
1141	Little River Elementary	322	56	66	444	85.14%	99	24	205
0421	Lockhart Elementary	396	26	59	481	67.73%	15	14	266
0721	Lockhart Middle	579	67	113	759	85.11%	21	15	415
0821	Lovell Elementary	601	27	45	673	93.31%	45	14	469
1561	Magnolia School	149	9	16	174	90.80%	63	3	104
0731	Maitland Middle	364	48	609	1,021	40.35%	16	16	245
1321	Maxey Elementary	246	30	22	298	92.62%	16	8	163
0891	McCoy Elementary	577	27	33	637	94.82%	59	11	410
1041	Meadow Woods Elementary	485	63	51	599	91.49%	41	36	274
1381	Meadow Woods Middle	780	158	188	1,135	83.44%	17	35	433
1241	Meadowbrook Middle	892	47	58	997	94.18%	52	9	586
0151	Memorial Middle	441	12	203	656	69.05%	18	1	377
1021	Metro West Elementary	893	128	491	1,512	67.53%	42	82	539
0161	Migrant Education	12	0	42	54	22.22%	0	0	12
1553	Millenia Elementary	728	59	104	891	88.33%	53	16	428
0791	Mollie Ray Elementary	522	4	91	617	85.25%	24	1	494
1582	Moss Park Elementary	276	66	707	1,049	32.50%	41	22	175
0062	Nap Ford Comm. Charter	122	11	8	141	94.33%	0	2	86
0092	New Choices	4	0	0	4	100.00%	0	0	3
0771	North Lake Park Elementary	349	75	649	1,073	39.52%	109	51	221
1501	Oak Hill Elementary	408	34	67	509	86.84%	38	7	272
0691	Oak Ridge High	1,385	137	191	1,713	88.85%	8	38	772
0212	Oakshire Elementary	547	84	104	735	85.85%	39	24	343
1531	Ocoee Elementary	544	71	211	826	74.46%	48	34	388
0252	Ocoee High	1,222	183	872	2,277	61.70%	41	52	708
0342	Ocoee Middle	898	126	522	1,546	66.24%	80	39	580
1682	Odyssey Middle	471	121	327	919	64.42%	29	33	249
1632	Olympia High	897	159	1,735	2,791	37.84%	24	37	533
1331	Orange Center Elementary	218	2	48	268	82.09%	49	0	209
0089	Orlando Science Middle School	156	29	288	473	39.11%	0	21	102
0271	Orlo Vista Elementary	350	2	195	557	64.99%	55	3	316
1691	Pace	30	3	14	47	70.21%	0	0	29
0961	Palm Lake Elementary	196	22	397	615	35.45%	50	12	155
1491	Palmello Elementary	565	4	394	1,063	62.94%	66	8	582
0053	Passport MS	118	13	43	174	75.29%	0	29	87
0901	Pershing Elementary	203	12	168	381	56.43%	26	9	142
1671	Piedmont Lakes Middle	750	106	310	1,166	73.41%	54	19	486
1541	Pinar Elementary	386	48	57	491	88.39%	28	8	269
0411	Pine Castle Elementary	212	27	48	287	83.28%	11	6	138
0621	Pine Hills	530	7	239	776	69.20%	100	2	479
0155	Pinecrest Preparatory Academy	70	4	61	135	54.81%	0	1	58
0162	Pinecrest Preparatory Academy2	1	0	3	4	25.00%	0	0	1
0231	Pineloch Elementary	460	8	275	743	62.99%	53	0	412
0401	Pinewood Elementary	606	25	42	673	93.75%	46	11	416
0251	Princeton Elementary	135	21	258	414	37.68%	55	8	96
0038	Princeton House Charter- ES	37	6	106	149	28.86%	0	4	27

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Customer Totals

Site: All

Customer Group: All (Active)

Sort By: Report Default

Site	Active Students				Free & Reduced	Adult	Denied	Direct Certified	
	Free	Redc.	Paid	Total					
0113	Project Compass	19	0	9	28	67.86%	0	0	16
5891	Richmond Heights Elementary	236	3	51	290	82.41%	33	1	220
1431	Ridgewood Park Elementary	558	12	193	763	74.71%	83	7	503
0057	RIO GRANDE CHARTER	193	9	3	205	98.54%	0	0	141
0261	Riverdale Elementary	485	49	145	679	78.65%	26	11	332
1251	Riverside Elementary	493	33	101	627	83.89%	25	6	378
0921	Robinswood Middle	1,058	85	85	1,228	93.08%	29	17	662
0641	Rock Lake Elementary	210	4	57	271	78.97%	9	1	193
1011	Rock Springs Elementary	367	40	331	738	55.15%	97	16	237
0861	Rolling Hills Elementary	527	34	28	589	95.25%	52	8	377
1271	Rosemont Elementary	772	37	86	895	90.39%	60	14	603
1261	Sadler Elementary	570	26	148	744	80.11%	33	9	437
1731	Sand Lake Elementary	171	29	267	467	42.83%	88	5	110
1441	Shenandoah Elementary	281	41	251	573	56.20%	28	12	196
1621	Shingle Creek Elementary	708	14	407	1,129	63.95%	55	2	613
0392	Silver Star Center	64	4	10	78	87.18%	0	3	48
1703	South Creek Middle	641	140	254	1,035	75.46%	46	109	319
1031	Southwest Middle	535	65	609	1,209	49.63%	9	15	354
1341	Southwood Elementary	374	76	262	712	63.20%	67	27	208
0841	Spring Lake Elementary	409	57	71	537	86.78%	60	52	293
1771	Stone Lakes Elementary	168	48	568	784	27.55%	59	7	101
1371	Sunrise Elementary	88	19	426	533	20.08%	45	7	53
1776	Sunset Park Elementary	345	48	562	955	41.15%	84	29	203
0811	Tangelo Park Elementary	295	21	29	345	91.59%	28	3	219
0235	Thornebrooke Elementary	152	17	587	756	22.35%	27	2	108
0215	Three Points Elementary	633	42	42	717	94.14%	63	23	474
0361	Tildenville Elementary	375	44	77	496	84.48%	50	37	228
1631	Timber Creek High	780	180	2,018	2,978	32.24%	43	50	433
1991	Timber Lakes Elementary	266	55	452	773	41.53%	43	20	174
0122	Transition Center	36	0	6	42	85.71%	0	1	23
0090	UCP East Orange	50	13	118	181	34.81%	0	5	39
0065	UCP Holloway	73	9	62	144	56.94%	0	7	40
0070	UCP Pine Hills	40	6	5	51	90.20%	0	1	29
0034	UCP Transitional Learning	8	2	7	17	58.82%	0	0	6
0431	Union Park Elementary	441	60	111	612	81.86%	22	29	311
0911	Union Park Middle	756	93	144	993	85.50%	13	26	482
0043	University Behavioral Elementa	5	0	17	22	22.73%	0	1	3
1001	University High	1,237	297	1,176	2,710	56.61%	14	85	733
0971	Ventura Elementary	731	41	78	850	90.82%	93	31	538
1752	Vista Lakes Elementary	455	91	486	1,032	52.91%	53	36	274
1151	Walker Middle	760	81	81	922	91.21%	36	21	476
5861	Washington Shores Elementary	425	9	68	502	86.45%	48	2	385
1051	Waterbridge Elementary	709	116	233	1,058	77.98%	48	66	402
1091	Waterford Elementary	257	52	428	737	41.93%	50	22	194
1542	Wekiva High School	1,075	180	801	2,056	61.04%	32	48	663
0232	West Creek Elementary	215	82	428	725	40.97%	56	19	125
0253	West Oaks Elementary	548	34	25	607	95.88%	49	13	364
1512	West Orange 9th	0	0	0	0	0.00%	1	0	0
1511	West Orange High	1,093	191	1,943	3,227	39.79%	105	54	623
1562	Westbrooke Elementary	201	35	388	624	37.82%	22	15	144

Site: All

Customer Group: All (Active)

Sort By: Report Default

Site	Active Students				Free & Reduced	Adult	Denied	Direct Certified
	Free	Redc.	Paid	Total				
1133 Westridge Middle	650	24	414	1,088	61.95%	10	12	487
1941 Wetherbee Elementary	434	86	130	650	80.00%	25	67	256
1361 Wheatley Elementary	305	8	48	361	86.70%	23	0	282
0322 Whispering Oak Elementary	568	109	745	1,422	47.61%	117	24	371
1231 Windermere Elementary	118	10	768	896	14.29%	87	4	89
1061 Windy Ridge Elementary	474	73	611	1,158	47.24%	73	22	319
1171 Winegard Elementary	569	39	57	665	91.43%	46	9	358
0302 Winter Park 9th	282	38	492	812	39.41%	4	7	186
1411 Winter Park Senior	693	136	1,565	2,394	34.63%	24	29	426
1751 Wolf Lake Elementary	451	86	594	1,131	47.48%	94	18	307
1702 Wolf Lake Middle	604	103	447	1,154	61.27%	51	27	385
1741 Wyndham Lakes Elementary	571	86	211	868	75.69%	77	47	323
0461 Zellwood Elementary	462	37	58	557	89.59%	87	5	332
Total:	95,627	12,056	65,261	172,944	62.26%	8,414	4,278	63,678

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Title I Federal Programs
2012/2013 School List

	School	F&R	Pov. %
1	Acceleration Academy East	328	92.92%
2	Acceleration Academy West ****	70	93.33%
3	Apopka Elementary****	539	76.13%
4	Aspire Charter Academy	46	90.20%
5	Azalea Park Elementary	560	90.18%
6	Bonneville Elementary	396	74.44%
7	Carver Middle	717	89.18%
8	Catalina Elementary	503	90.63%
9	Cheney Elementary	510	90.11%
10	Cherokee School	100	98.04%
11	Chickasaw Elementary	681	88.90%
12	Colonial High****	2,534	79.34%
13	Conway Elementary	480	78.18%
14	Cypress Park Elementary	250	91.58%
15	Dover Shores Elementary	500	80.39%
16	Eagles Nest Elementary	547	92.55%
17	Eccleston Elementary	397	93.19%
18	Engelwood Elementary	472	90.94%
19	Evans High	1,604	83.32%
20	Excel High	259	82.75%
21	Fern Creek Elementary	263	81.93%
22	Forsyth Woods Elementary	682	93.30%
23	Frangus Elementary	501	82.13%
24	Freedom Middle****	883	78.28%
25	Gateway	58	90.63%
26	Grand Avenue	187	98.42%
27	Hiwassee Elementary	681	96.19%
28	Howard Middle	504	76.95%
29	Hungerford Elementary	214	93.86%
30	Innovations Middle School	171	90.00%
31	Ivey Lane Elementary	262	97.40%
32	Jackson Middle	1,174	87.55%
33	Jones High	758	92.89%
34	Kaley Elementary	164	78.47%
35	Killarney Elementary	358	84.83%
36	Lake Gem Elementary	739	87.56%
37	Lake Weston Elementary	501	94.35%
38	Lancaster Elementary	778	94.76%
39	Lawton Chiles Elementary	576	78.58%
40	Lee Middle	708	80.09%
41	Liberty Middle	955	85.34%
42	Life Skills Center ****	145	75.13%
43	Little River Elementary	352	84.62%
44	Lockhart Elementary	417	86.51%
45	Lockhart Middle	652	85.12%
46	Lovell Elementary	614	92.89%
47	Magnolia School	145	90.63%
48	Maxey Elementary	254	92.03%
49	McCoy Elementary	600	94.19%
50	Meadow Woods Elementary	499	91.06%
51	Meadow Woods Middle	942	83.22%

	School	F&R	Pov. %
52	Meadowbrook Middle	960	95.05%
53	Memorial Middle	636	90.73%
54	Millennia Elementary	734	89.73%
55	Mollie Ray Elementary	475	94.43%
56	Nap Ford Comm. Charter	118	94.40%
57	New Choices	1	100.00%
58	Oak Hill Elementary	407	87.72%
59	Oak Ridge High	1,521	87.31%
60	Oakshire Elementary	620	85.64%
61	Ocoee Elementary****	600	75.85%
62	Orange Center Elementary	274	97.86%
63	Orlo Vista Elementary	528	94.79%
64	Palmetto Elementary	966	91.65%
65	Passport Charter****	136	75.98%
66	Pinar Elementary	423	89.43%
67	Pine Castle Elementary	227	85.98%
68	Pine Hills Elementary	677	94.03%
69	Pineloch Elementary	621	92.83%
70	Pinewood Elementary	625	93.98%
71	Richmond Heights Elementary	308	95.36%
72	Ridgewood Park Elementary	684	92.18%
73	Riverdale Elementary	512	78.89%
74	Riverside Elementary	531	84.69%
75	Robinswood Middle	1,136	93.04%
76	Rock Lake Elementary	234	95.51%
77	Rolling Hills Elementary	541	95.75%
78	Rosemont Elementary	776	93.16%
79	Sadler Elementary	637	92.72%
80	Shingle Creek Elementary	1,003	94.89%
81	Silver Star Center	64	84.21%
82	South Creek Middle****	784	75.46%
83	Spring Lake Elementary	468	86.83%
84	Tangelo Park Elementary	276	87.07%
85	Three Points Elementary	659	94.01%
86	Tildenville Elementary	409	84.50%
87	Transition Center	30	93.75%
88	UCP Holloway****	23	82.14%
89	UCP Pine Hills	15	100.00%
90	Union Park Elementary	490	81.94%
91	Union Park Middle	839	85.79%
92	Ventura Elementary	731	91.26%
93	Walker Middle	841	91.02%
94	Washington Shores Elementary	424	92.17%
95	Waterbridge Elementary	807	77.60%
96	West Oaks Elementary	566	95.45%
97	Westridge Middle	998	94.60%
98	Wetherbee Elementary	503	80.61%
99	Wheatley Elementary	377	96.67%
100	Winegard Elementary	601	93.03%
101	Wyndham Lakes Elementary	646	75.73%
102	Zeilwood Elementary	492	89.29%

63.62% District Poverty for 2012/2013 School Year - 55,377 Students Served

****Indicates 9 Schools New to Title I

**Indicates Grandfathered

PR/Award # S374B120010

Title I Federal Programs

2012/2013 School List

	School	F&R	Pov. %
1	New Choices	1	100.00%
2	UCP Pine Hills	15	100.00%
3	Grand Avenue	187	98.42%
4	Cherokee School	100	98.04%
5	Orange Center Elementary	274	97.86%
6	Ivey Lane Elementary	262	97.40%
7	Wheatley Elementary	377	96.67%
8	Hiwassee Elementary	681	96.19%
9	Rolling Hills Elementary	541	95.75%
10	Rock Lake Elementary	234	95.51%
11	West Oaks Elementary	566	95.45%
12	Richmond Heights Elementary	308	95.36%
13	Meadowbrook Middle	960	95.05%
14	Shingle Creek Elementary	1,003	94.89%
15	Orlo Vista Elementary	528	94.79%
16	Lancaster Elementary	778	94.76%
17	Westridge Middle	998	94.60%
18	Mollie Ray Elementary	475	94.43%
19	Nap Ford Comm. Charter	118	94.40%
20	Lake Weston Elementary	501	94.35%
21	McCoy Elementary	600	94.19%
22	Pine Hills Elementary	677	94.03%
23	Three Points Elementary	659	94.01%
24	Pinewood Elementary	625	93.98%
25	Hungerford Elementary	214	93.86%
26	Transition Center	30	93.75%
27	Acceleration Academy West ****	70	93.33%
28	Forsyth Woods Elementary	682	93.30%
29	Eccleston Elementary	397	93.19%
30	Rosemont Elementary	776	93.16%
31	Robinswood Middle	1,136	93.04%
32	Winegard Elementary	601	93.03%
33	Acceleration Academy East	328	92.92%
34	Jones High	758	92.89%
35	Lovell Elementary	614	92.89%
36	Pineloch Elementary	621	92.83%
37	Sadler Elementary	637	92.72%
38	Eagles Nest Elementary	547	92.55%
39	Ridgewood Park Elementary	684	92.18%
40	Washington Shores Elementary	424	92.17%
41	Maxey Elementary	254	92.03%
42	Palmetto Elementary	966	91.65%
43	Cypress Park Elementary	250	91.58%
44	Ventura Elementary	731	91.26%
45	Meadow Woods Elementary	499	91.06%
46	Walker Middle	841	91.02%
47	Engelwood Elementary	472	90.94%
48	Memorial Middle	636	90.73%
49	Catalina Elementary	503	90.63%
50	Gateway	58	90.63%
51	Magnolia School	145	90.63%

	School	F&R	Pov. %
52	Aspire Charter Academy	46	90.20%
53	Azalea Park Elementary	560	90.18%
54	Cheney Elementary	510	90.11%
55	Innovations Middle School	171	90.00%
56	Millennia Elementary	734	89.73%
57	Pinar Elementary	423	89.43%
58	Zellwood Elementary	492	89.29%
59	Carver Middle	717	89.18%
60	Chickasaw Elementary	681	88.90%
61	Oak Hill Elementary	407	87.72%
62	Lake Gem Elementary	739	87.56%
63	Jackson Middle	1,174	87.55%
64	Oak Ridge High	1,521	87.31%
65	Tangelo Park Elementary	276	87.07%
66	Spring Lake Elementary	468	86.83%
67	Lockhart Elementary	417	86.51%
68	Pine Castle Elementary	227	85.98%
69	Union Park Middle	839	85.79%
70	Oakshire Elementary	620	85.64%
71	Liberty Middle	955	85.34%
72	Lockhart Middle	652	85.12%
73	Killarney Elementary	358	84.83%
74	Riverside Elementary	531	84.69%
75	Little River Elementary	352	84.62%
76	Tildenville Elementary	409	84.50%
77	Silver Star Center	64	84.21%
78	Evans High	1,604	83.32%
79	Meadow Woods Middle	942	83.22%
80	Excel High	259	82.75%
81	UCP Holloway****	23	82.14%
82	Frangus Elementary	501	82.13%
83	Union Park Elementary	490	81.94%
84	Fern Creek Elementary	263	81.93%
85	Wetherbee Elementary	503	80.61%
86	Dover Shores Elementary	500	80.39%
87	Lee Middle	708	80.09%
88	Colonial High****	2,534	79.34%
89	Riverdale Elementary	512	78.89%
90	Lawton Chiles Elementary	576	78.58%
91	Kaley Elementary	164	78.47%
92	Freedom Middle****	883	78.28%
93	Conway Elementary	480	78.18%
94	Waterbridge Elementary	807	77.60%
95	Howard Middle	504	76.95%
96	Apopka Elementary****	539	76.13%
97	Passport Charter****	136	75.98%
98	Ocoee Elementary****	600	75.85%
99	Wyndham Lakes Elementary	646	75.73%
100	South Creek Middle****	784	75.46%
101	Life Skills Center****	145	75.13%
102	Bonneville Elementary	396	74.44%

63.62% District Poverty for 2012/2013 School Year - 55,377 Students Served

****Indicates 9 Schools New to Title I

67 Elementary Schools		
	School	Pov. %
1	Apopka ES****	76.13%
2	Azalea Park ES	90.18%
3	Bonneville ES**	74.44%
4	Catalina ES	90.63%
5	Cheney ES	90.11%
6	Chickasaw ES	88.90%
7	Conway ES	78.18%
8	Cypress Park ES	91.58%
9	Dover Shores ES	80.39%
10	Eagles Nest ES	92.55%
11	Eccleston ES	93.19%
12	Engelwood ES	90.94%
13	Fern Creek ES	81.93%
14	Forsyth Woods ES	93.30%
15	Frangus ES	82.13%
16	Grand Avenue	98.42%
17	Hiawassee ES	96.19%
18	Hungerford ES	93.86%
19	Ivey Lane ES	97.40%
20	Kaley ES	78.47%
21	Killarney ES	84.83%
22	Lake Gem ES	87.56%
23	Lake Weston ES	94.35%
24	Lancaster ES	94.76%
25	Lawton Chiles ES	78.58%
26	Little River ES	84.62%
27	Lockhart ES	86.51%
28	Lovell ES	92.89%
29	Maxey ES	92.03%
30	McCoy ES	94.19%
31	Meadow Woods ES	91.06%
32	Millennia ES	89.73%
33	Mollie Ray ES	94.43%
34	Oak Hill ES	87.72%
35	Oakshire ES	85.64%
36	Ocoee ES****	75.85%
37	Orange Center ES	97.86%
38	Orlo Vista ES	94.79%
39	Palmetto ES	91.65%
40	Pinar ES	89.43%
41	Pine Castle ES	85.98%
42	Pine Hills ES	94.03%
43	Pinetoch ES	92.83%
44	Pinewood ES	93.98%
45	Richmond Heights ES	95.36%
46	Ridgewood Park ES	92.18%
47	Riverdale ES	78.89%
48	Riverside ES	84.69%
49	Rock Lake ES	95.51%
50	Rolling Hills ES	95.75%
51	Rosemont ES	93.16%
52	Sadler ES	92.72%
53	Shingle Creek ES	94.89%
54	Spring Lake ES	86.83%
55	Tangelo Park ES	87.07%
56	Three Points ES	94.01%

Elementary Cont.		
	School	Pov. %
57	Tildenville ES	84.50%
58	Union Park ES	81.94%
59	Ventura ES	91.26%
60	Washington Shores ES	92.17%
61	Waterbridge ES	77.60%
62	West Oaks ES	95.45%
63	Wetherbee ES	80.61%
64	Wheatley ES	96.67%
65	Winegard ES	93.03%
66	Wyndham Lakes ES	75.73%
67	Zellwood ES	89.29%

15 Middle Schools		
68	Carver MS	89.18%
69	Freedom MS****	78.28%
70	Howard MS	76.95%
71	Jackson MS	87.55%
72	Lee MS	80.09%
73	Liberty MS	85.34%
74	Lockhart MS	85.12%
75	Meadow Woods MS	83.22%
76	Meadowbrook MS	95.05%
77	Memorial MS	90.73%
78	Robinswood MS	93.04%
79	South Creek MS****	75.46%
80	Union Park MS	85.79%
81	Walker MS	91.02%
82	Westridge MS	94.60%

4 High Schools		
83	Colonial High****	79.34%
84	Evans High	83.32%
85	Jones High	92.89%
86	Oak Ridge High	87.31%

7 Charter Schools		
87	Aspire Charter	90.20%
88	Innovations Middle School	90.00%
89	Life Skills Center****	75.13%
90	Nap Ford Comm. Charter	94.40%
91	Passport Charter****	75.98%
92	UCP Holloway****	82.14%
93	UCP Pine Hills	100.00%

5 Alternative Education Centers		
94	Acceleration Academy - East	92.92%
95	Acceleration Academy - West****	93.33%
96	Excel HS	82.75%
97	New Choices	100.00%
98	Transition Center	93.75%

4 Exceptional Education Centers		
99	Cherokee	98.04%
100	Gateway	90.63%
101	Magnolia	90.63%
102	Silver Star	84.21%

63.62% District Poverty Average for the 2012/2013 School Year - 55,377 Students Served

****Principals 9/5/2011 to Title I

**Indicates Gendered

North	Southeast	Southwest	East	West
<i>Dr. William Gordon - AS</i>	<i>Dr. James Lawson - AS</i>	<i>Dr. Cathy Pope - AS</i>	<i>Maria Vazquez - AS</i>	<i>Shirley Cowans- AS</i>
<i>Patricia Fritzier - EAD</i>	<i>John Rudzik - EAD</i>	<i>Deborah Brown- EAD</i>	<i>John Wright - EAD</i>	<i>Gregory Moody - EAD</i>
<i>407-532-7970</i>	<i>407-317-3745</i>	<i>407-318-3111</i>	<i>407-737-1490</i>	<i>407-905-3200</i>
20 Title I Schools	20 Title I Schools	19 Title I Schools	11 Title I Schools	16 Title I Schools
APOPKA ES****	Andover ES	Bay Meadows ES	Aloma ES	Citrus ES
Clarcona ES	CONWAY ES	CATALINA ES	Audubon Park ES	Dillard Street ES
Clay Springs ES	CYPRESS PARK ES	DOVER SHORES ES	Avalon ES	FRANGUS ES
Dream Lake ES	Durrance ES	Dr. Phillips ES	AZALEA PARK ES	HIAWASSEE ES
FERN CREEK ES	Hidden Oaks ES	EAGLE'S NEST ES	BONNEVILLE ES**	IVEY LANE ES
HUNGERFORD ES	Lake George ES	ECCLESTON ES	Brookshire ES	Keene's Crossing ES
KILLARNEY ES	LANCASTER ES	Endeavor ES	Camelot ES	Lake Whitney ES
LAKE GEM ES	MCCOY ES	GRAND AVENUE ES	Castle Creek ES	MAXEY ES
Lake Silver ES	MEADOW WOODS ES	Hillcrest ES	CHENEY ES	MetroWest ES
Lake Sybelia ES	Moss Park ES	Hunter's Creek ES	CHICKASAW ES	MOLLIE RAY ES
LAKE WESTON ES	NorthLake Park	John Young ES	Columbia ES	OAK HILL ES
Lakeville ES	OAKSHIRE ES	KALEY ES	Cypress Springs ES	OCOEE ES****
LOCKHART ES	Pershing ES	Lake Como ES	Deerwood ES	ORANGE CENTER ES
LOVELL ES	PINAR ES	MILLENNIA ES	Dommerich ES	ORLO VISTA ES
PINEWOOD ES	PINE CASTLE ES	Palm Lake ES	East Lake ES	PINE HILLS ES
Princeton ES	Shenandoah ES	PALMETTO ES	ENGELWOOD ES	ROCK LAKE ES
RIDGEWOOD PARK ES	Southwood ES	PINELOCH ES	FORSYTH WOODS ES	Thornebrooke ES
RIVERSIDE ES	THREE POINTS ES	RICHMOND HEIGHTS ES	Lakemont ES	TILDENVILLE ES
Rock Springs ES	VENTURA ES	SADLER ES	LAWTON CHILES ES	WASHINGTON SHORES ES
ROLLING HILLS ES	Vista Lakes ES	Sand Lake ES	LITTLE RIVER ES	WEST OAKS ES
ROSEMONT ES	WETHERBEE ES	SHINGLE CREEK ES	RIVERDALE ES	Westbrooke ES
SPRING LAKE ES	WINEGARD ES	Sunset Park ES	Stone Lakes ES	Whispering Oak ES
WHEATLEY ES	WYNDHAM LAKES ES	TANGELO PARK ES	Sunrise ES	Windermere ES
Wolf Lake ES		WATERBRIDGE ES	Timber Lakes ES	
ZELLWOOD ES		West Creek ES	UNION PARK ES	
			Waterford ES	
		Blankner K-8		Windy Ridge K-8
			Arbor Ridge K-8	
Apopka MS	Conway MS	Chain of Lakes MS		Bridgewater MS
LEE MS	JACKSON MS	FREEDOM MS****	Avalon MS	CARVER MS
LOCKHART MS	Lake Nona MS	HOWARD MS	Corner Lake MS	Gotha MS
MEADOWBROOK MS	LIBERTY MS	Hunter's Creek MS	Discovery MS	Lakeview MS
Piedmont Lakes MS	MEADOW WOODS MS	MEMORIAL MS	Glenridge MS	Ocoee MS
Wolf Lake MS	Odyssey MS	Southwest MS	Legacy MS	ROBINWOOD MS
	SOUTH CREEK MS****	WESTRIDGE MS	Maitland MS	
	WALKER MS		UNION PARK MS	
Apopka HS	COLONIAL HS****	Boone HS	East River HS	Ocoee HS
Edgewater HS	Cypress Creek HS	Dr. Phillips HS	Timber Creek HS	Olympia HS
EVANS HS	Lake Nona HS	Freedom HS	University HS	West Orange HS
Wekiva HS	OAK RIDGE HS	JONES HS	Winter Park HS	
Other Centers Served by Title I (16 Schools)				
ACCELERATION ACADEMY-EAST	EXCEL HS	LIFE SKILLS CENTER****	NEW CHOICES ACADEMY	TRANSITION CENTER
ACCELERATION ACADEMY-WEST****	GATEWAY	MAGNOLIA	PASSPORT CHARTER****	UCP HOLLOWAY****
ASPIRE CHARTER	INNOVATIONS MS	NAP FORD CHARTER	SILVER STAR CENTER	UCP PINE HILLS
CHEROKEE				
63.62% District Poverty for 2012/2013 School Year - 55,377 Students Served				
Title I Schools are Capital and Bold - **** Indicates 9 New Title I Schools for 2012-2013				
** Indicates Grandfathered				
www.ocps.net/cs/services/support/titlei				

	School	Pov. %
1	Acceleration Academy East	92.92%
2	Acceleration Academy West ****	93.33%
3	Aloma Elementary	64.44%
4	Andover Elementary	53.53%
5	Apopka Elementary****	76.13%
6	Apopka High	53.42%
7	Apopka Middle	73.01%
8	Arbor Ridge K-8	43.98%
9	Aspire Charter Academy	90.20%
10	Audubon Elementary	40.11%
11	Avalon Elementary	25.48%
12	Avalon Middle	42.13%
13	Azataua Park Elementary	90.18%
14	Bay Meadows Elementary	32.94%
15	Blankner K-8	34.91%
16	Bonnieville Elementary**	74.44%
17	Boone High	41.64%
18	Bridgewater Middle	30.70%
19	Brookshire Elementary	36.20%
20	Camelot Elementary	50.00%
21	Carver Middle	89.18%
22	Castle Creek Elementary	71.28%
23	Catalina Elementary	90.63%
24	Central Florida Leadership Academy	47.54%
25	Chain of Lakes Middle	63.99%
26	Cheney Elementary	90.11%
27	Cherokee School	98.04%
28	Chickasaw Elementary	88.90%
29	Citrus Elementary	53.88%
30	Clarcona Elementary	66.02%
31	Clay Springs Elementary	60.05%
32	Colonial High****	79.34%
33	Columbia Elementary	53.53%
34	Conway Elementary	78.18%
35	Conway Middle	62.50%
36	Corner Lake Middle	60.31%
37	Cypress Creek High	65.62%
38	Cypress Park Elementary	91.58%
39	Cypress Springs Elementary	44.57%
40	Deerwood Elementary	48.53%
41	Dillard Street Elementary	70.51%
42	Discovery Middle	38.33%
43	Donnerich Elementary	25.61%
44	Dover Shores Elementary	80.39%
45	Dr. Phillips Elementary	29.98%
46	Dr. Phillips High	48.48%
47	Dream Lake Elementary	64.86%
48	Durrance Elementary	74.81%
49	Eagles Nest Elementary	92.55%
50	East Lake Elementary	46.13%
51	East River High	57.72%
52	Eccleston Elementary	93.19%
53	Edgewater High	57.14%
54	Endeavor Elementary	56.01%
55	Engelwood Elementary	90.94%
56	Esleem Academy	0.00%
57	Evans High	83.32%
58	Excel High	82.75%
59	Fern Creek Elementary	81.93%
60	Forsyth Woods Elementary	93.30%
61	Frangus Elementary	82.13%
62	Freedom High	59.18%
63	Freedom Middle****	78.28%
64	Gateway School	90.63%
65	Glennigo Middle	49.46%
66	Gotha Middle	50.08%
67	Grand Avenue	98.42%
68	Hiwassee Elementary	96.19%
69	Hidden Oaks Elementary	56.56%
70	Hilcrest Elementary	35.59%

	School	Pov. %
71	Hospital Homebound	38.46%
72	Howard Middle	76.95%
73	Hungerford Elementary	93.86%
74	Hunters Creek Elementary	47.67%
75	Hunters Creek Middle	45.09%
76	Innovations Middle School	90.00%
77	Ivey Lane Elementary	97.40%
78	Jackson Middle	87.55%
79	John Young Elementary	73.03%
80	Jones High	92.89%
81	Kaley Elementary	78.47%
82	Keenes Crossing Elementary	27.45%
83	Killarney Elementary	84.83%
84	Lake Como Elementary	69.70%
85	Lake Gem Elementary	87.56%
86	Lake George Elementary	67.01%
87	Lake Nona High	50.87%
88	Lake Nona Middle	47.98%
89	Lake Silver Elementary	62.56%
90	Lake Sybelia Elementary	51.85%
91	Lake Weston Elementary	94.35%
92	Lake Whitney Elementary	13.05%
93	Lakemont Elementary	49.33%
94	Lakeview Middle	50.00%
95	Lakeville Elementary	68.04%
96	Lancaster Elementary	94.76%
97	Lawton Chiles Elementary	78.58%
98	Lee Middle	80.09%
99	Legacy Middle	70.03%
100	Liberty Middle	85.34%
101	Life Skills Center****	75.13%
102	Little River Elementary	84.62%
103	Lockhart Elementary	86.51%
104	Lockhart Middle	85.12%
105	Lovell Elementary	92.89%
106	Magnolia School	90.63%
107	Maitland Middle	99.98%
108	Marcy Elementary	92.03%
109	McCoy Elementary	94.19%
110	Meadow Woods Elementary	91.06%
111	Meadow Woods Middle	83.22%
112	Meadowbrook Middle	95.06%
113	Memorial Middle	90.73%
114	Melrose Elementary	67.92%
115	Migrant Education	0.00%
116	Millennia Elementary	89.73%
117	Mollie Ray Elementary	94.43%
118	Moss Park Elementary	31.92%
119	Nap Ford Comm. Charter	94.40%
120	New Choices	100.00%
121	North Lake Park Elementary	39.80%
122	Oak Hill Elementary	87.72%
123	Oak Ridge High	87.31%
124	Oakshire Elementary	85.64%
125	Ocoee Elementary****	75.86%
126	Ocoee High	61.65%
127	Ocoee Middle	65.96%
128	Odyssey Middle	63.90%
129	Olympia High	37.93%
130	Orange Center Elementary	97.86%
131	Orlando Science Middle School	38.72%
132	Orlo Vista Elementary	94.79%
133	Pace	68.89%
134	Palm Lake Elementary	34.79%
135	Palmetto Elementary	91.65%
136	Passport MS****	75.98%
137	Pershing Elementary	56.01%
138	Piedmont Lakes Middle	72.85%
139	Pinar Elementary	89.43%

	School	Pov. %
139	Pine Castle Elementary	85.98%
140	Pine Hills Elementary	94.03%
141	Pinecrest Preparatory Academy	51.11%
142	Pinecrest Preparatory Academy2	20.00%
143	Pineloch Elementary	92.83%
144	Pinewood Elementary	93.98%
145	Princeton Elementary	37.08%
146	Princeton House Charter - ES	27.27%
147	Project Compass	71.43%
148	Richmond Heights Elementary	95.36%
149	Ridgewood Park Elementary	92.18%
150	Riverdale Elementary	78.89%
151	Riverside Elementary	84.69%
152	Robinswood Middle	93.04%
153	Rock Lake Elementary	95.51%
154	Rock Springs Elementary	51.67%
155	Rolling Hills Elementary	95.75%
156	Rosemont Elementary	93.16%
157	Sadler Elementary	92.72%
158	Sand Lake Elementary	44.42%
159	Shenandoah Elementary	55.34%
160	Shingle Creek Elementary	94.89%
161	Silver Star Center	84.21%
162	South Creek Middle****	75.46%
163	Southwest Middle	49.33%
164	Soulwood Elementary	62.66%
165	Spring Lake Elementary	86.83%
166	Stone Lakes Elementary	26.01%
167	Sunrise Elementary	19.28%
168	Sunset Park Elementary	41.38%
169	Tanglo Park Elementary	87.07%
170	Thornbrooke Elementary	21.90%
171	Three Points Elementary	94.01%
172	Tildenville Elementary	84.50%
173	Timber Creek High	31.43%
174	Timber Lakes Elementary	40.68%
175	Transition Center	93.75%
176	UCP East Orange	33.98%
177	UCP Holloway****	82.14%
178	UCP Pine Hills	100.00%
179	UCP Transitional Learning	58.82%
180	Union Park Elementary	81.94%
181	Union Park Middle	85.79%
182	University Behavioral Elementary	20.00%
183	University High	56.33%
184	Ventura Elementary	91.26%
185	Vista Lakes Elementary	53.92%
186	Walker Middle	91.02%
187	Washington Shores Elementary	92.17%
188	Waterbridge Elementary	77.60%
189	Waterford Elementary	42.32%
190	Wckiva High	60.19%
191	West Creek Elementary	40.40%
192	West Oaks Elementary	95.45%
193	West Orange High	39.83%
194	Westbrooke Elementary	37.06%
195	Westridge Middle	94.60%
196	Wetherbee Elementary	80.61%
197	Wheatley Elementary	96.67%
198	Whispering Oak Elementary	47.86%
199	Windermere Elementary	14.15%
200	Windy Ridge K-8	46.17%
201	Winegard Elementary	93.03%
202	Winter Park 9th	39.86%
203	Winter Park High	34.75%
204	Wolf Lake Elementary	44.50%
205	Wolf Lake Middle	60.87%
206	Wyndham Lakes Elementary	75.73%
207	Zellwood Elementary	89.29%

102 Title I Schools in Red - ****Indicates Schools New to Title I

**Indicates Grandfathered

63.62% District Poverty Average 55,977 Students Served

(Intentionally
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Title 1 AVID Enrollment for 2011-2012

Jones- Evans- Oak Ridge- Colonial AVID Feeder Pattern

School	2011-2012 # of Sections	2011-2012 # of Students	Total # of Seniors	Total # of Juniors	Total # of Sophomores	Total # of Freshmen	Total # of 8th	Total # of 7th	Total # of 6th
High School Data									
Colonial High	7	164	25	21	21	97	NA	NA	NA
Evans High	16	389	50	74	123	128	NA	NA	NA
Jones high	5	90	16	23	22	33	NA	NA	NA
Oak Ridge High	15	289	49	66	91	82	NA	NA	NA
Middle School Data									
Carver Middle	Not an AVID Site								
Howard Middle	9	142	NA	NA	NA	NA	44	45	55
Lee Middle	Not an AVID Site								
Liberty Middle	3	63	NA	NA	NA	NA	22	24	19
Meadowbrook Middle	6	101	NA	NA	NA	NA	70	31	0
Memorial Middle	3	59	NA	NA	NA	NA	22	15	20
Robinswood Middle	9	199	NA	NA	NA	NA	67	127	138
Stonewall Jackson Midd	12	238	NA	NA	NA	NA	73	73	61
Union Park Middle	11	214	NA	NA	NA	NA	79	78	88
Walker Middle	6	143	NA	NA	NA	NA	49	50	44
Westridge Middle	11	222	NA	NA	NA	NA	85	65	77
SCHOOL TOTALS:	113	2313	140	184	257	340	511	508	502

*Each grade level is reported at the beginning of the year and as changes are made we update internally so the "2011-1012 # of students" is the most accurate number for total enrollment

Required Attachment

“C”

Commitment Letters, Surveys, or other Evidence



Orange Education Support Professionals Association

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

July 23, 2012

Dr. Barbara M. Jenkins
Superintendent
Orange County Public Schools
445 W. Amelia St.
Orlando, FL 32801-1129

Dear Dr. Jenkins:

On behalf of the Orange Education Support Professionals Association (OESPA), I endorse the grant proposal called *TIF III: Accelerating our Momentum* 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, we will contribute to its full planning year and implementation.

OESPA supports the OCPS plans under the TIF grant program to emphasize STEM for targeted high need schools. We understand that this program will include a planning year with key stakeholder involvement, including the input of paraprofessional classifications. 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, and to create some STEM-focused support positions to expand the efforts of vertical integration. 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 *TIF III: Accelerating our Momentum* initiative by:

- Informing paraprofessionals about opportunities to participate in the development of a STEM- emphasized PBCS during the planning year.
- Providing representation on the OCPS *TIF III: Accelerating our Momentum* Advisory Council over the five-year grant period.
- Sharing information with OESPA membership on the annual results of paraprofessional participation in the OCPS *TIF III: Accelerating our Momentum* 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.bumphreys@houlihan.com. Thank you for this opportunity to collaborate in support of our Orange County paraprofessionals and students.

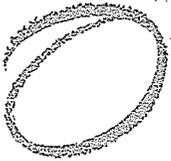
Sincerely,

(b)(6)

William Bumphreys
President

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

PR/Award # S374B120010



**ORLANDO
SCIENCE
CENTER**

777 East Princeton Street, Orlando, FL 32803 • Phone 407.514.2000 • Fax 407.514.2277 • www.osc.org

Orange County Public Schools (OCPS)
Attn: Curriculum Services
445 W. Amelia Street
Orlando, FL 32801

July 24, 2012

Dear Ms. Milano,

It is my pleasure to offer this letter of support of the proposed TIF III: *Accelerating our Momentum*.

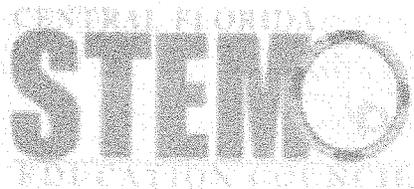
The Science Center views this grant proposal as an opportunity to extend the STEM initiatives that we've partnered with OCPS on over the past 2 years. The Central Florida Community seeks to increase its stake in industries that have a positive impact on the world, and the Science Center plays an important role in meeting these needs for our Central Florida families. For parents, they need a place where they can enjoy quality time with their children and reinforce good educational habits. For youth, OSC provides camps, workshops, scout programs, overnights, youth volunteerism, and other out-of-school programs that foster critical thinking skills and inquiry-based learning that compliment formal education. For schools, we offer teacher support and training, guided field trips, experimental labs and offsite programming that not only support Florida's Sunshine State Standards (SSS) in Math and Science, but also help teachers prepare students for the Florida Comprehensive Assessment Test (FCAT).

We believe that the "Engineering Our Future" initiative and the STEM fieldtrips will not only compliment the project being proposed, but it will also lay the foundation for tomorrow's STEM workforce. Since its inception, these STEM initiatives have grown such that OSC has considered STEM Education as an "academic pillar" within its educational and exhibit offerings.

Mariel, thank you for your invitation to participate in the *Accelerating Our Momentum* project, and we look forward to continuing the great STEM work ahead of us.

Sincerely,


(b)(6)

CENTRAL FLORIDA STEM EDUCATION COUNCIL

From: Mr. Bruce Furino, President, Central Florida STEM Education Council (CFSEC)
To: Mariel Milano, P-SELL and STEM Coordinator, OCPS
Date: 7/25/12
Subj: Letter of Support

On behalf of the Central Florida STEM Education Council (CFSEC), we support the efforts of OCPS to advance STEM education in Central Florida. CFSEC is committed to "Advocating, Communicating and Coordinating on behalf of STEM Education in Central Florida" and works through its member organizations in support of educational learning that strengthens workforce needs. We work closely with our Educator Advisory Committee that consists of STEM coordinators from local school districts (to include OCPS) to better understand their STEM education resource needs while conveying to them changing workforce requirements. Further, we continue to explore how to integrate the formal STEM curriculum with the informal STEM programs offered by CFSEC members in support of our mission.

(b)(6)

BRUCE FURINO
President, CFSEC, Inc.

Required Attachment

“D”

Indirect Cost Rate Agreement

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair
ROBERTO MARTÍNEZ, Vice Chair

Members

SALLY BRADSHAW

GARY CHARTRAND

DR. AKSHAY DESAI

BARBARA S. FEINGOLD

JOHN R. PADGET

Gerard Robinson
Commissioner of Education



March 21, 2012

Mr. Richard Collins
Orange County School District
445 West Amelia Street
Orlando, 32801-1129

Your indirect cost proposal for fiscal year 2012-2013 has been reviewed and the restricted rate of 2.21% and unrestricted rate of 13.87% is approved with an effective date of July 1, 2012 through June 30, 2013.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

(b)(6)

Norman Holley

NORMAN V. HOLLEY
ASSISTANT DEPUTY COMMISSIONER, BUREAU OF THE COMPTROLLER

325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • (850) 245-0401 • FAX (850) 245-9220
www.fdoe.org

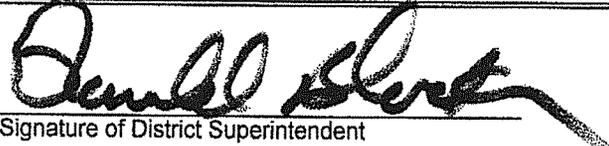
**DISTRICT SCHOOL BOARD OF ORANGE COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN B**

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 <u>2.21%</u>	Federal Programs - Unrestricted with Carry Forward <u>13.87%</u>
---	--

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 2010-2011, 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 of District Superintendent Date Signed <u>2/17/12</u>	(b)(6) Signature of Finance Officer Date Signed <u>2/17/12</u>
--	--

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward <u>2.21%</u>	Federal Programs - Unrestricted with Carry Forward <u>13.87%</u>
---	--

These rates become effective **July 1, 2012, and remain in effect until June 30, 2013**, and will apply to all eligible federally assisted programs as

(b)(6) Signature of Comptroller, Florida Department of Education	Date Signed <u>3/21/12</u>
---	----------------------------

SCHOOL CONTROLLER'S OFFICE
11/20/11 11:41 AM

Required Attachment

“E”

Resumes

Barbara Jenkins
Superintendent
Orange County Public Schools
445 West Amelia Street
Orlando, FL 32801
407-317-3265

Dr. Barbara Jenkins is the superintendent for Orange County Public Schools in Orlando, Florida. As the former deputy superintendent she served as the superintendent's designee and oversaw five area superintendents and the division of Teaching and Learning. Previously as Chief of Staff she oversaw Human Resources, Public Relations, Labor Relations, Strategic Planning and served as the chief negotiator for the district. As the superintendent's designee she also coordinated executive functions for the district and provided support to the school board.

From 1998 through 2005 she was the Assistant Superintendent of Human Resources for the 120,000 student district, Charlotte-Mecklenburg Schools (Charlotte, North Carolina), where she was responsible for Employee Relations, Licensure, Benefits, Information Systems, Compensation and Employment. During her time in Charlotte, she was recognized for innovative strategies to increase equity among schools, including accelerated staffing strategies, teacher incentives, and use of a balanced scorecard.

She previously served as Senior Director for Elementary Education in Orange County, supervising principals and schools. Dr. Jenkins has been a classroom teacher, staff developer and principal. Her undergraduate and doctor of education degrees were received from the University of Central Florida. She is a fellow of the nationally recognized Broad Urban Superintendents Academy.

SUZANNE F. VENDENA, CCP

(b)(6)

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.

- Designed Performance Based Compensation System for the Race to the Top and Teacher Incentive Fund Grants. Serves as Project Director covering \$34 Mil DOE TIF grant. Conduct presentations throughout the state regarding teacher merit pay implementation strategies.
- Responsible for administering the Unemployment Compensation Program; developed on-line training and increased the district's win-rate to 83%. 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

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 Technical Consultant

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 01/04 – 10-06

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

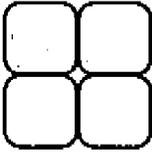
Certified Compensation Professional through WorldatWork (formally ACA)
Skilled in Word, Excel, PowerPoint, PeopleSoft and SAP
Past President of the Central Florida Compensation and Benefits Association
WorldatWork Certification Course Coordinator for Central Florida since 1995

References and salary history available upon request

Required Attachment

“F”

Intergovernmental Review (Executive Order 12372)



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

July 26, 2012

Lauren P. Milligan
Florida State Clearinghouse
Florida Department of Environmental Protection
3900 Commonwealth Blvd., Mail Station 47
Tallahassee, Florida 32399-3000

Dear Ms. Milligan:

Transmitted herein is a copy of this district's 2012 Teacher Incentive Fund (TIF) III Program Grant Application entitled *Accelerating Our Momentum*. Orange County Public Schools is submitting this grant proposal online to the US Department of Education via Grants.gov. This grant proposal is subject to Intergovernmental Review of Federal Programs/Executive Order 1237 and is being sent to you for your review.

You may contact me at 407-317-3200 ext. 2326 or via email at Frenchie.Porter@ocps.net if you have need for further information. Thank you.

Sincerely,

(b)(6)

Frenchie Porter
Senior Manager, Grant Services

Appendix

I

TIF III – Stakeholder Meeting Sign-In Sheets and Agendas

Teacher Incentive Fund III
 Key Stakeholder Meeting
 6-27-12

Name	Title	Phone #
(b)(6)	Ex. Dir	722950756
	Exec. Dir. RTTT	x2373
	Grant Services	x2326
	CTA / science teacher	321 230 8835
	Principals on Assignment	317-3436
	Sr. Ad. ESE	317-3437
	Sr. Dir. Compensation	2156
	teacher / CTA	407-616-4652
	OSPA President	407-299-3313
	TIF Recruiter	2564
	TIF Sr Admin	2513
	CTA / OSPA	923.2941827
	Director	x2672
	EAD	SECC x5900
	Director	x2994
	Area Supt. N/A	N/A
	Director MSES	x4083
	SSD	2589
TITLE I	2855	
General Student Support	2921	
Sr. Exec. Dir. HR	2353	
EAD		
HR H	2714	
En. Director	2703	

(b)(6)

SN Admin

23/7

James [unclear]

D. [unclear]

X [unclear]

3/11 [unclear]

[unclear]

2011-2012

3/11

TIF III

6/27/12 Key Stakeholder Mtg.

Pg. 2

Name

Title

Phone #

(b)(6)

Director, Grant Services

x2325

Labor Relations

x2313

Teacher Incentive Fund III (US DOE Cohort 4)

Participants will:

- *Become familiar with the 2012 Teacher Incentive Fund (TIF) grant opportunity and what the grant can fund.*
- *Develop awareness of how the new proposal can align with Race to the Top and current TIF grants (TIF I and II).*
- *Consider how TIF III can support the district's strategic plan, performance-based compensation system (PBCS), professional development and other priorities within the district.*

AGENDA

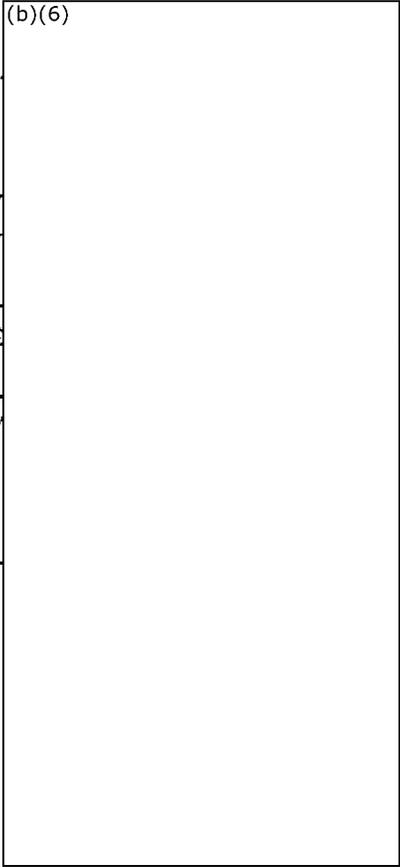
3:00 PM	Welcome	Scott Fritz Senior Executive Director, School Support Services
3:10 PM	Overview – TIF III Grant Guidelines and Timeline	Jeannie Floyd Director, Grant Services
3:20 PM	What is a Performance-Based Compensation System (PBCS)?	Suzanne Vendena Senior Director, Compensation Fund Manager, TIF Grants
3:40 PM	Lessons Learned from TIF I and TIF II	Donna Brown, Project Director, TIF Grants
3:50 PM	How TIF III Can Align with Race to the Top and TIF II?	Merewyn “Libba” Lyons Executive Director, Race to the Top
4:00 PM	Key Stakeholder Input Target Population Proposal ideas	Jeannie Floyd
4:20 PM	Homework	Frenchie Porter Senior Manager, Grant Services Kim Gilbert Senior Manager, Grant Services
4:30 PM	Close of Meeting	Scott Fritz

Please Sign In
 Key Stakeholder Meeting
 7-12-12

Name

Title / Dept / School

Phone #



Title I	2855
EAD, North	407 532-7970
Advanced Studies	3347
TIF (Recruitment)	2564
Compensation	x 2156
RR Mattes	2576
Senior Admin/PDS	x 2534
Grant Specialist	X 2326
CTA	407-298-0756 x20
OESPA	407-299-3313 x 204
Grants	
Administrative	x 275

**Teacher Incentive Fund III
(US DOE Cohort 4)
July 12, 2012
ELC 7B**

Participants will:

- *Discuss input from key stakeholders.*
- *Come to consensus on what we will recommend to Dr. Jenkins.*
- *Commit to providing detailed content to relative to the full grant proposal to Frenchie Porter by Thursday, July 19. Include data that is driving your decision-making regarding PD and a research base for your strategies. Describe how your proposed activities link to the district's performance based compensation system.*
- *Schedule a meeting to be held next week with Kim Gilbert to provide budget detail for your proposed activities*
- *For STEM related activities, obtain letters of commitment from business and industry representatives who will agree to collaborate in the TIF III-STEM initiative. These signed letters are due to Frenchie Porter by Monday, July 23.*

AGENDA

3:00 PM	Welcome	Frenchie Porter Senior Manager, Grant Services
	Review Key Stakeholder Input Chart	Key stakeholders cover their proposed activities
	Consensus Activity	Frenchie Porter
	Identify Content Leaders	
	Budget Meetings	Kim Gilbert Senior Manager, Grant Services
	Letters of Commitment	
	Timeline	
	Questions	
5:00 PM	Close of Meeting	Frenchie Porter

Appendix

II

Union as Exclusive Representative:

- Contract Between The School Board of Orange County, Florida and The Orange Education Support Professionals Association 2011-2012 (selected pages)
- Contract Between The School Board of Orange County, Florida and The Orange County Classroom Teachers Association (selected pages)



Contract between
The School Board of Orange County, Florida
and
The Orange County
Classroom Teachers Association



Ratified April 10, 2012

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ARTICLE I
RECOGNITION

- A. The Board hereby recognizes and acknowledges the Orange County Classroom Teachers Association, Inc., as the exclusive bargaining agent and agrees to negotiate with the Association's designated representative pursuant to the provisions of Chapter 447, Florida Statutes, for all certified non-administrative personnel as defined herein including employees on Board-approved leave of absence.
- B. The Association acknowledges and recognizes the School Board of Orange County, Florida, as the duly elected representative of the people of Orange County, Florida, and agrees to negotiate with the Chief Executive Officer or his representative pursuant to the provisions of Chapter 447, Florida Statutes.
- C. The bargaining unit shall be defined as set forth by the Public Employees Relations Commission in Case Number 8H-RC-754-1039, by the Florida Public Employees Relations Commission on the twenty-first day of May, 1975, and as mutually agreed to by the parties to wit:
 - 1. INCLUDED: All certified non-administrative personnel including the following: teachers, teachers-countywide, teachers-exceptional, teachers-gifted, speech therapists, teachers-specific learning disabilities, teachers-adult full-time, guidance personnel, occupational specialists, teachers-adult basic education, librarians/media specialists, deans, department chairpersons and compensatory education teachers, registered nurses and adjuncts/technical adult.
 - 2. EXCLUDED: All other positions of the Orange County Public Schools are excluded.
 - 3. The parties shall set forth in a memorandum of understanding to what extent the provisions of this Contract shall apply to registered nurses and adjuncts/technical adult.
 - 4. This definition shall be subject to PERC clarification of job titles and new job titles within the bargaining unit.
- D. Unless otherwise specified, terms used in this Contract shall be as defined in the Glossary of Terms which is incorporated into, and hereby made a part of this Contract.

**Contract between
The School Board of Orange County, Florida
and
The Orange Education
Support Professionals Association
2011-2012**



Ratified February 27, 2012

July 1, 2012 – June 30, 2016
<https://www.ocps.net/es/legislative/laborrelations>
<http://www.oespa.org>



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Article I

Recognition

- A. The Board acknowledges and recognizes the Orange Education Support Professionals Association (OESPA, FEA, and its national affiliates), hereinafter referred to as the Union, as the exclusive bargaining representative for classified employees, whether on active duty or Board approved leave of absence, and agrees to negotiate with the Union's designated representative pursuant to the provisions of Part II, Chapter 447, Florida Statutes.

- B. The Union acknowledges and recognizes the School Board of Orange County, Florida, hereinafter referred to as the Board, as the duly elected representative of the people of Orange County, Florida, and agrees to negotiate with the Board's Chief Executive Officer or his representative pursuant to the provisions of Part II, Chapter 447, Florida Statutes.

- C. The Bargaining unit shall be defined as set forth by the Public Employees Relations Commission (PERC) (Case Number RC 92-008, Certificate Number 700, as amended, CERTIFICATION OF REPRESENTATION FOLLOWING ELECTION AND ORDER TO NEGOTIATE issued by the Florida Public Employees Relations Commission on the thirtieth day of July, 1992).
 - 1. INCLUDED: All full-time and regular part-time classified personnel employed by the Board as defined by PERC.

 - 2. EXCLUDED: Classified positions employed in the following offices are excluded from the bargaining unit: Superintendent, Chief of Staff, School Board Services, General Counsel, Labor and Legislative Relations, Employee Relations and Budget Specialists in the Office of Management and Budget.

 - 3. This definition may be subject to PERC clarification of job titles and new job titles within the bargaining unit. The parties agree to review periodically positions in the unit and mutually petition PERC for unit clarification. It is recognized the parties may petition, either mutually or independently, PERC for unit clarification at any time subject to the laws of the State of Florida.

- D. The provisions set forth herein for wages, hours, and terms and conditions of employment shall be applied consistently for all employees covered by this Contract. Unless otherwise specified, terms used in this Contract shall be as defined in the Glossary of Terms which is incorporated into and hereby made a part of this Contract.

- E. Any official notice between the Union and the Board required under this Contract shall be made by U.S. mail, by facsimile, or by hand delivery to a designated representative of the party.

Appendix



Florida's Race To The Top Memorandum of Understanding for Phase 2

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

T. WILLARD FAIR, *Chairman*

Members

DR. AKSHAY DESAI

MARK KAPLAN

ROBERTO MARTÍNEZ

JOHN R. PADGET

KATHLEEN SHANAHAN

SUSAN STORY

Dr. Eric J. Smith
Commissioner of Education



MEMORANDUM

TO: District School Superintendents

FROM: Commissioner Eric Smith

DATE: May 3, 2010

SUBJECT: FLORIDA'S RACE TO THE TOP MEMORANDUM OF UNDERSTANDING FOR PHASE 2

Please find attached Florida's Race to the Top Phase 2 Memorandum of Understanding (MOU). There are two compelling reasons why I am confident that our application for Phase 2 funding in the federal Race to the Top competition will be successful. First is Florida's demonstrated reform history and nationally acclaimed progress which helped drive our high score and positive reception of our Phase 1 Race to the Top application (fourth out of 41 applicants). Second is the dedication of those who came together as the Governor's Working Group on April 28 with a charge to develop consensus around Florida's MOU. This group was well-rounded with representation from our superintendents, board members, and unions representing teachers, as well as teachers, parents, and the business community. The positive discussions reinforced the shared belief that collaboration is critical for district ownership and implementation. Therefore, we approach Phase 2 with a stronger MOU and the united spirit necessary to earn the highest amount of funding available for our students.

The signed MOU is due back to the Department of Education May 25, 2010. Please e-mail a signed copy to Holly.Edenfield@fldoe.org by May 25, and mail the original in hard copy to:

Holly Edenfield
325 West Gaines Street
Suite 1502
Tallahassee, FL 32399-0400

The Phase 2 MOU process gives me high expectations that we can work together to develop strong district plans if Florida receives a Phase 2 award. Thank you in advance for the work required on your part to take this important next step.

EJS/hre

cc: Governor Crist
State Board of Education Members

PARTICIPATING LOCAL EDUCATION AGENCY (LEA)
MEMORANDUM OF UNDERSTANDING (MOU)

- I. PURPOSE AND SCOPE OF WORK:** An award of Race to the Top grant funds would position Florida to weave a common core of rigorous standards and assessments into a pioneering data system that will serve as a foundation to attract, retain, and support top notch teachers and school leaders who will, in turn, improve student achievement in Florida's schools. By entering into this "Memorandum of Understanding" ("MOU"), Local Education Agencies ("LEAs") will indicate their commitment to these principles and their ability to ensure that these principles are implemented through their LEA plan.

This MOU is entered into by and between the Florida Department of Education ("Department") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the Department in its implementation of an approved Race to the Top grant application. Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement should the State's application be approved by the United States Department of Education ("ED").

In order to participate, the LEA must agree to implement all applicable portions of the State Plan and return the executed MOU on or before May 25, 2010, to Holly.Edenfield@fldoe.org.

Nothing herein should be construed to obviate the responsibility of an LEA to comply with class size requirements.

II. PROJECT ADMINISTRATION:

A. PARTICIPATING LEA RESPONSIBILITIES: The Participating LEA will assist the Department in implementing the tasks and activities described in the State's Race to the Top application, should the State's application be approved by the U.S. Department of Education and if the LEA is approved for a subgrant by the Department. Approval of the subgrant will be based upon the scope and quality of the LEA's proposed work plans and its capacity to implement the plans. To this end, the Participating LEA sub grantee will:

- 1) Implement the LEA plan as identified in Exhibit I of this agreement.
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the Department or by ED.
- 3) Post to any website specified by the Department or ED, in a timely manner, all non-proprietary products and lessons developed using funds associated with the Race to the Top grant.

- 4) Participate, as requested, in evaluations of this grant conducted by the Department or ED.
- 5) Be responsive to Department or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Department to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. DEPARTMENT RESPONSIBILITIES: In assisting the Participating LEA in implementing its tasks and activities described in the State's Race to the Top application, the Department grantee will:

- 1) Work collaboratively with and support the Participating LEA in carrying out the LEA Plan as identified in Exhibit I of this agreement.
- 2) Timely distribute the Participating LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan.
- 3) Provide feedback on the Participating LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES:

- 1) The Department and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the Department and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) Department and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) Department and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. COLLECTIVE BARGAINING RESPONSIBILITIES: The parties to any applicable collective bargaining agreement will use their best efforts to negotiate any terms and conditions

in the agreement necessary for the full implementation of the State Plan. The parties understand that the failure to negotiate any term or condition in a collective bargaining agreement necessary for full implementation of the State Plan will result in termination of the grant.

Only the elements of this MOU which are contained in existing law are subject to the provisions of section 447.403, Florida Statutes.

E. DEPARTMENT RECOURSE FOR LEA NON-PERFORMANCE: If the Department determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Department grantee will take appropriate enforcement action, which could include a collaborative process between the Department and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES: The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU.
- 2) Is familiar with the State's Race to the Top grant application and is supportive of the goals and plans for implementation and is committed to working on all applicable portions of the State Plan.
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded.
- 4) Will provide a Final Scope of Work in a format provided by the Department. The Final Scope of Work will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan. The Final Scope of Work is due and must be submitted no later than 90 days after the grant is awarded to the State of Florida, should the State be awarded the grant.
- 5) Will propose a comprehensive, interconnected plan that will drive continuous improvement of students, teachers, and principals based upon specific goals and benchmarks. This comprehensive LEA plan will align all federal, state, and local resources and support systems, as appropriate, to maximize the LEA's capacity to implement the plan.
- 6) Will comply with all of the terms of the Grant, the Department's sub grant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. DEFINITIONS: The definitions found in the Race to the Top Application for Initial Funding apply to this MOU. In addition:

- 1) "High-minority school" means a school with a minority population that is within the top quartile of minority student membership in the state.
- 2) "High-poverty school" means a school in the top quartile as measured by the percentage of students receiving free and reduced lunch.

V. MODIFICATIONS: This MOU may be amended only by written agreement signed by each of the parties to the MOU, and in consultation with FID.

VI. DURATION/TERMINATION: This Memorandum of Understanding shall be effective beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. INABILITY TO IMPLEMENT: The parties acknowledge that certain LEA undertakings in the MOU are subject to school board consideration and action at a duly noticed public meeting in accordance with Section 120.525, Florida Statutes. The parties further agree that if the LEA is unable to implement any of the mandatory terms of the MOU despite its good faith efforts to do so, resulting in termination of this MOU, such termination shall be without prejudice to the LEA. The LEA has not received the full State Plan, which is not yet complete. In executing this MOU and making the representations and warranties herein contained, the LEA is relying on the materials and representations provided to date by the Department with the understanding that the State Plan, once complete, will not be materially inconsistent with such materials and representations.

VIII. GOVERNOR'S TASK FORCE: The parties hereby recommend to the Governor, the creation of a task force to monitor the implementation of the grant and the Memorandum of Understanding. Such a task force should be made up of similar stakeholders represented in Florida's Race to the Top Working Group, established by Executive Order 10-94, and should hold its initial meeting thirty days after Florida receives notification that it has been awarded its grant. The parties recommend such task force operate as an advisory body regarding assessments and make advisory recommendations to the Governor, the local education agencies, and the State Board of Education relating to implementing the Race to the Top Grant. Additionally, the task force could make recommendations for legislation. The parties further recommend the task force be required to issue its first report by January 1, 2011, and submit quarterly reports thereafter to the Governor, the State Board of Education, the President of the Senate and the Speaker of the House of Representatives.

IX. SIGNATURES

Superintendent for the LEA:

Signature/Date

Print Name/Title

Chair of School Board for the LEA:

Signature/Date

Print Name/Title

Authorized Representative of Local Teachers' Union:

Signature/Date

Print Name/Title

Commissioner of Education:

Signature/Date

Print Name/Title

EXHIBIT I – PRELIMINARY SCOPE OF WORK

The LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	Comments from LEA (optional)
<p>Through Race to the Top, the Department is poised to weave a common core of rigorous standards and assessments into a pioneering data system that will serve as a foundation to attract, retain, and support top notch teachers and school leaders who will, in turn, improve student achievement in our schools.</p>	
<p>B. Standards and Assessments</p>	
<p><u>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</u></p> <ul style="list-style-type: none"> • Persistently lowest-achieving schools (schools in the lowest 5%) must modify the school schedules to accommodate lesson study. The LEA may modify school schedules for other schools to allow for common planning time by grade level (elementary) or subject area (secondary). Such planning time may be dedicated to lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. Where lesson study is implemented, the LEA will devote a minimum of one lesson study per month for each grade level or subject area. • The LEA will ensure that professional development programs in all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of lesson study. • The LEA will implement a system to evaluate the 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>fidelity of lesson study and formative assessment implementation that is tied to interim and summative student assessments.</p> <ul style="list-style-type: none"> • The LEA will implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering, and/or math (STEM). The LEA will pay, or secure payment for the industry certification examination for graduates of such programs. These programs must lead to a high-wage, high-skill career for a majority of graduates that supports one of the eight targeted sectors identified by Enterprise Florida and result in an industry certification. The LEA will ensure that these programs will include at least one Career and Technical Education course that has significant integration of math or science that will satisfy core credit requirements with the passing of the course and related end-of-course exam. • The LEA will increase the number of STEM-related accelerated courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification. • The LEA will ensure that each school possesses the technology, including hardware, connectivity, and other necessary infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and computer-based assessment. 	
<p>C. Data Systems to Support Instruction</p>	
<p><u>(C)(2) Accessing and using State data</u></p> <ul style="list-style-type: none"> • The LEA will assist in the design, testing, and 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>implementation of initiatives to improve customer-friendly access and information to district leaders, teachers, principals, parents, students, community members, unions, researchers, and policymakers to effectively use state data systems. Examples of areas where the LEA will be required to assist the Department include providing assistance on defining state-level educational data that can be used to augment local data systems, implementing a single sign-on to access state resources, providing data to the Department, and testing other mechanisms that will enhance the usability of existing state-level applications to improve instruction and student learning.</p> <ul style="list-style-type: none"> The LEA will use state-level data that is published for use, along with local instructional improvement systems, to improve instruction. 	
<p><u>(C)(3) Using data to improve instruction:</u> <u>(i) Use of local instructional improvement systems</u></p> <ul style="list-style-type: none"> The LEA will use customer-friendly front end systems that are easy for students, teachers, parents, and principals to use and that show growth of students, teachers, schools, and districts disaggregated by subject and demographics. An LEA that has an instructional improvement system will ensure that the system is being fully utilized; an LEA that does not have an instructional improvement system will acquire one. 	
<p><u>(ii) Professional development on use of data</u></p> <ul style="list-style-type: none"> The LEA will provide effective professional development to teachers and administrators on 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>the use of its instructional improvement system.</p> <ul style="list-style-type: none"> The LEA will provide effective professional development to teachers and administrators on the use of state level data systems developed during the term of the grant. 	
<p><u>(iii) Availability and accessibility of data to researchers</u></p> <ul style="list-style-type: none"> The LEA will provide requested data from local instructional improvement and longitudinal data systems to the Department to support the Department's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for educating different types of students and to help drive educational decisions and policies. 	
<u>D. Great Teachers and Leaders</u>	
<u>(D)(1) Providing high-quality pathways for aspiring teachers and principals</u>	
<p><u>(ii) Alternative routes to certification that are in use</u></p> <ul style="list-style-type: none"> The LEA will coordinate with institution preparation programs to provide effective district personnel to supervise pre-service teacher and educational leadership candidates. Such district supervising personnel will be highly effective teachers. The LEA will use data from student performance and other continued approval standards in Rule 6A-5.066, F.A.C., to annually review and improve its alternative certification program and will deliver any professional development associated with the program in accordance with the state's 	

Elements of State Reform Plans	Comments from LEA (optional)
protocol standards for professional development.	
<u>(D)(2) Improving teacher and principal effectiveness based on performance</u>	
<p><u>(i) Measure student growth</u></p> <p>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.</p> <p>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.</p>	
<p><u>(ii) Design and implement evaluation systems</u></p> <ul style="list-style-type: none"> • The LEA will design and implement a teacher evaluation system with teacher and principal involvement that: <ul style="list-style-type: none"> 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. <p>Student achievement or growth data as defined in the grant must account for at least 50% of the teacher's evaluation as follows:</p>	

Elements of State Reform Plans	Comments from LEA (optional)
<p>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).</p> <p>The 2010-11 school year will be considered a development year for the evaluation systems.</p> <p>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.</p> <p>2. Includes the core of effective practices, developed in collaboration with stakeholders, that have been strongly linked to increased student achievement for the observation</p>	

Elements of State Reform Plans	Comments from LEA (optional)
<p>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.</p> <ol style="list-style-type: none"> 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.” <ul style="list-style-type: none"> • The LEA will design and implement a principal evaluation system with teacher and principal involvement that: <ol style="list-style-type: none"> 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. <p>Student achievement or growth data as defined in the grant must account for at least 50% of the principal’s evaluation as follows:</p> <p>By the end of the grant, the LEA shall include</p> 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>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).</p> <p>The 2010-11 school year will be considered a development year for the evaluation systems.</p> <ol style="list-style-type: none"> 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.” <ul style="list-style-type: none"> • The LEA will submit teacher and principal evaluation systems to the Department for review and approval. • The LEA will utilize student performance data on statewide assessments as a significant factor in the 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>annual evaluations of district-level staff with supervisory responsibilities over principals, curriculum, instruction, or any other position directly related to student learning.</p> <ul style="list-style-type: none"> The LEA will report the results of evaluations of each teacher, principal, and district-level supervisor [as described in (D)(2)(ii)] to the Department during Survey 5. 	
<p><u>(iii) Conduct annual evaluations</u></p> <p>For Teachers:</p> <ul style="list-style-type: none"> The LEA will conduct multiple evaluations for each first-year teacher that are integrated with the district’s beginning teacher support program and include observations on the core effective practices described in (D)(2)(ii)2. and reviews of student performance data. The LEA will conduct “multi-metric” evaluations as described in (D)(2)(ii) for teachers who are in the year prior to a milestone career event, such as being awarded a multi-year contract, a promotion, or a significant increase in salary. The LEA plan will include a definition of milestone career event. The LEA will conduct evaluations as described in (D)(2)(ii)1, 2, and 4. for all other teachers at least once per year. <p>For Principals:</p> <ul style="list-style-type: none"> The LEA will conduct evaluations as described in (D)(2)(ii) for principals at least once per year. 	
<p><u>(iv)(a) Use evaluations to inform professional</u></p>	

Elements of State Reform Plans	Comments from LEA (optional)
<p><u>development.</u></p> <p>The LEA will use results from teacher and principal evaluations as described in (D)(2)(ii) in its professional development system as follows:</p> <p>For Teachers:</p> <ul style="list-style-type: none"> • 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. <p>For Principals:</p> <ul style="list-style-type: none"> • 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. 	
<p><u>(iv)(b) Use evaluations to inform compensation, promotion, and retention</u></p> <ul style="list-style-type: none"> • The LEA will implement a compensation system for teachers that: <ol style="list-style-type: none"> 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 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>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).</p> <p>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.</p> <ul style="list-style-type: none"> • The LEA will implement a compensation system for principals that: <ol style="list-style-type: none"> 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, and level of job performance difficulties (including working in high-poverty, high-minority, or persistently lowest-achieving schools). • The LEA may scale up the compensation system 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>beginning with a cohort of schools, such as those that are considered persistently low-performing (the lowest 5% of schools in the state), as long as by the end of the grant, the compensation system applies district-wide.</p> <ul style="list-style-type: none"> The LEA will provide annually to the Department its salary schedule indicating how this requirement has been met. 	
<p><u>(iv)(c) Use evaluations to inform tenure and/or full certification</u></p> <ul style="list-style-type: none"> The LEA will base decisions to award employment contracts to teachers and principals on effectiveness as demonstrated through annual evaluations as described in (D)(2)(ii). 	
<p><u>(iv)(d) Use evaluations to inform removal</u></p> <ul style="list-style-type: none"> The LEA will base decisions surrounding reductions in staff, including teachers and principals holding employment contracts, on their level of effectiveness demonstrated on annual evaluations as described in (D)(2)(ii). When this factor yields equal results, seniority and other factors may be used in decisions. The LEA will hold principals, their supervisors, and all LEA staff who have a responsibility in the dismissal process accountable for utilizing the process and timeline in statute (ss. 1012.33 and 1012.34, F.S.) to remove ineffective teachers from the classroom. The LEA will report annually to the Department through Survey 5 the teachers and principals who were dismissed for ineffective performance as 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>demonstrated through the district’s evaluation system.</p> <ul style="list-style-type: none"> • The LEA will report annually to the Department through Survey 5 the highly effective teachers and principals who have resigned or who are no longer employed by the District. 	
<p><u>(D)(3) Ensuring equitable distribution of effective teachers and principals:</u></p>	
<p><u>(i) High-poverty and/or high-minority schools</u></p> <ul style="list-style-type: none"> • The LEA will develop a plan, with timetables and goals, that uses effectiveness data from annual evaluations as described in (D)(2)(ii) to attract and retain highly effective teachers and principals to schools that are high-poverty, high-minority, and persistently lowest-achieving. The LEA plan may also be designed to attract and retain new teachers from high performing teacher preparation programs as defined by the Department in the grant to these schools. • The LEA will implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for encouraging effective teachers and principals to work in these schools. • The LEA will present a plan that includes strategies in addition to compensation to staff these schools with a team of highly effective teachers led by a highly effective principal, including how the success of these individuals will be supported by the district. • The LEA will report the effectiveness data of all teachers and principals annually during Survey 5. 	

Elements of State Reform Plans	Comments from LEA (optional)
<p><u>(ii) Hard-to-staff subjects and specialty areas</u></p> <ul style="list-style-type: none"> • The LEA will implement a compensation system as described in (D)(2)(iv)(b) to provide incentives for the recruitment of effective teachers in these subjects and areas. • The LEA will implement recruitment and professional development strategies to increase the pool of teachers available in the district in these subject areas. 	
<p><u>(D)(5) Providing effective support to teachers and principals:</u></p>	
<p><u>(i) Quality professional development</u></p> <ul style="list-style-type: none"> • The LEA will implement a district professional development system that utilizes the state’s protocol standards for effective professional development as follows: <p>For Teachers:</p> <ul style="list-style-type: none"> • Persistently lowest-achieving schools (schools in the lowest 5%) must modify the school schedules to accommodate lesson study. The LEA may modify school schedules for other schools to allow for common planning time by grade level (elementary) or subject area (secondary). Such planning time may be dedicated to lesson study focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction. Where lesson study is implemented, the LEA will devote a minimum 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>of one lesson study per month for each grade level or subject area.</p> <ul style="list-style-type: none"> • The LEA will ensure that professional development programs in all schools focus on the new common core standards, including assisting students with learning challenges to meet those standards (such as through accommodations and assistive technology). Such professional development will employ formative assessment and the principles of lesson study. • The LEA will implement IPDPs for teachers based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii). • The LEA will implement a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction; builds in time for observation of effective teachers; includes collaboration with colleges of education, as appropriate; and defines a clear process for selecting and training coaches/mentors. <p>For Principals:</p> <ul style="list-style-type: none"> • The LEA will implement professional development programs at all schools that focus on the new common standards, including assisting students with learning challenges to meet those standards. • The LEA will implement professional 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>development based on the principles of lesson study and formative assessment as described by the Department in this grant and the process needed to implement lesson study in a school.</p> <ul style="list-style-type: none"> The LEA will implement ILDPs for principals based on analysis of student performance data and results of prior evaluations as described in (D)(2)(ii). 	
<p><u>(ii) Measure effectiveness of professional development</u></p> <ul style="list-style-type: none"> The LEA will evaluate professional development based on student results and changes in classroom/leadership practice (as appropriate for the teacher/principal). 	
<p><u>Toward the absolute priority of comprehensive education reform:</u></p> <ul style="list-style-type: none"> The LEA will document the use of Title II A funds specifically to supplement and enhance the initiatives implemented in this grant, including documentation in the district's budget for the first year and each subsequent year of the grant. 	
<p><u>E. Turning Around the Lowest-Achieving Schools</u></p>	
<p><u>(E)(2) Turning around the lowest-achieving schools</u></p> <ul style="list-style-type: none"> The LEA will select and implement one of the four school intervention models described in the grant application in all persistently lowest-achieving schools located in the district (see Appendix A to the MOU). The Department will identify the schools based upon the school categories devised for school accountability under 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>s. 1008.33, F.S., and set forth in proposed Rule 6A-1.099811, F.A.C. (see Appendices B and C to the MOU).</p> <ul style="list-style-type: none"> • An LEA with more than nine persistently lowest-achieving schools will not select the transformational option for more than one-half of the schools. • All actions undertaken by the LEA under this element of the grant will be in accordance with the requirements of s. 1008.33, F.S. (Differentiated Accountability). • The LEA will submit a plan for the Department’s approval that implements one or more of the following programs in each persistently lowest-achieving school and within the feeder pattern of each persistently lowest-achieving high school: <ol style="list-style-type: none"> 1. In Intervene schools, the LEA will implement a schedule that provides increased learning time beyond the minimum 180 days and/or implement an extended school day, beyond the current hours of instruction. 2. The LEA will offer prekindergarten on a full day basis using the Department’s Title I Full Day PreK model, for children residing in the attendance zone of such schools. 3. The LEA will expand opportunities for students to attend career and professional academies, especially STEM academies, under s. 1003.493, F.S. 4. The LEA will expand or introduce proven programs to encourage advanced classes, 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>positive behavior support systems, mentoring, and curriculum that provide high-need students with college-ready, career-ready, or other postsecondary skills.</p> <p>5. The Department may approve other programs that demonstrate a strong record of improving student achievement in these district schools.</p> <ul style="list-style-type: none"> • The LEA will use effectiveness data from annual evaluations to determine incentives for the most effective teachers to work in the district's elementary, middle, and high schools that are the persistently lowest-achieving. • The LEA will only assign new teachers (those in their first and second year) in the district's schools that are the persistently lowest-achieving if these teachers have completed or are participating in a high-performing teacher preparation program, as defined in the grant application. The LEA will ensure that such teachers are provided additional support by staffing a mix of new and proven teachers across all content areas and grade levels in the school. 	
<u>F. General</u>	
<p><u>(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools</u></p> <ul style="list-style-type: none"> • The LEA will offer charter schools located within their district the opportunity to participate in the grant on the same terms as any other district school. • Consistent with federal requirements, the LEA will ensure that participating charter schools 	

Elements of State Reform Plans	Comments from LEA (optional)
<p>receive a commensurate share of any grant funds and services funded by the grant.</p> <p>The LEA will provide data and reports necessary for the evaluation of the grant conducted by the Department's evaluation team and will require charter schools to provide the LEA with the data necessary for such evaluations.</p>	

For the Participating LEA

For the Florida Department of Education

Authorized LEA Signature/Date

Authorized State Signature/Date

Print Name/Title

Print Name/Title

APPENDIX A – SCHOOL INTERVENTION MODELS

(Appendix C in the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; and in the Notice Inviting Applications)

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below.

- (a) **Turnaround model.** (1) A turnaround model is one in which an LEA must--
- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
 - (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
 - (vi) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;
 - (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (ix) Provide appropriate social-emotional and community-oriented services and supports for students.
- (2) A turnaround model may also implement other strategies such as—
- (i) Any of the required and permissible activities under the transformation model; or
 - (ii) A new school model (e.g., themed, dual language academy).

(b) **Restart model.** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (*e.g.*, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (B) Implementing a schoolwide “response-to-intervention” model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
 - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- (3) Increasing learning time and creating community-oriented schools.
 - (i) Required activities. The LEA must--
 - (A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - (B) Provide ongoing mechanisms for family and community engagement.
 - (ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--
 - (A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;
 - (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- (4) Providing operational flexibility and sustained support.
 - (i) Required activities. The LEA must -
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

APPENDIX B – LOWEST 5% OF TITLE I SCHOOLS (51)

District Name	School Name	DA 2008	DA 2009
ALACHUA	CHARLES W. DUVAL ELEMENTARY SCHOOL	PREVENT I	CORRECT II
ALACHUA	MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL	CORRECT I	CORRECT II
BROWARD	COCONUT CREEK HIGH SCHOOL*	CORRECT II	CORRECT II
BROWARD	LARKDALE ELEMENTARY SCHOOL	INTERVENE	INTERVENE
BROWARD	SUNLAND PARK ELEMENTARY SCHOOL	CORRECT II	CORRECT II
COLLIER	EDEN PARK ELEMENTARY SCHOOL*	NA	CORRECT II
COLLIER	IMMOKALEE HIGH SCHOOL	CORRECT II	CORRECT II
DADE	BOOKER T. WASHINGTON SENIOR HIGH	CORRECT II	CORRECT II
DADE	CHARLES R. DREW MIDDLE SCHOOL	CORRECT II	CORRECT II
DADE	DR. HENRY W. MACK/WEST LITTLE RIVER ELEMENTARY SCHOOL	CORRECT I	CORRECT II
DADE	FREDERICK R. DOUGLASS ELEMENTARY	CORRECT II	CORRECT II
DADE	HOLMES ELEMENTARY SCHOOL	INTERVENE	INTERVENE
DADE	HOMESTEAD SENIOR HIGH SCHOOL	CORRECT II	CORRECT II
DADE	LITTLE RIVER ELEMENTARY SCHOOL	CORRECT II	CORRECT II
DADE	MIAMI CAROL CITY SENIOR HIGH	CORRECT II	CORRECT II
DADE	MIAMI CENTRAL SENIOR HIGH SCHOOL	INTERVENE	INTERVENE
DADE	MIAMI EDISON MIDDLE SCHOOL	CORRECT II	CORRECT II
DADE	MIAMI EDISON SENIOR HIGH SCHOOL	INTERVENE	INTERVENE
DADE	MIAMI JACKSON SENIOR HIGH SCHOOL	CORRECT II	CORRECT II
DADE	MIAMI NORLAND SENIOR HIGH SCHOOL*	CORRECT II	CORRECT II
DADE	MIAMI NORTHWESTERN SENIOR HIGH	PREVENT II	CORRECT II
DADE	MIAMI SOUTHRIDGE SENIOR HIGH*	PREVENT II	CORRECT II
DADE	NORTH COUNTY ELEMENTARY SCHOOL	CORRECT II	CORRECT II
DADE	NORTH MIAMI MIDDLE SCHOOL	CORRECT II	CORRECT II
DADE	NORTH MIAMI SENIOR HIGH SCHOOL*	CORRECT II	CORRECT II

District Name	School Name	DA 2008	DA 2009
DADE	PINE VILLA ELEMENTARY SCHOOL	CORRECT II	INTERVENE
DUVAL	A. PHILIP RANDOLPH ACADEMIES*	PREVENT II	CORRECT II
DUVAL	ANDREW JACKSON HIGH SCHOOL*	CORRECT II	INTERVENE
DUVAL	EDWARD H. WHITE HIGH SCHOOL*	CORRECT II	CORRECT II
DUVAL	JEAN RIBAUTL HIGH SCHOOL*	PREVENT II	INTERVENE
DUVAL	LONG BRANCH ELEMENTARY SCHOOL	CORRECT II	CORRECT II
DUVAL	NATHAN B. FORREST HIGH SCHOOL*	CORRECT II	CORRECT II
DUVAL	NORTH SHORE K-8	CORRECT II	INTERVENE
DUVAL	NORTHWESTERN MIDDLE SCHOOL	CORRECT II	CORRECT II
DUVAL	PAXON MIDDLE SCHOOL	CORRECT II	CORRECT II
DUVAL	SMART POPE LIVINGSTON ELEMENTARY	CORRECT II	CORRECT II
DUVAL	WILLIAM M. RAINES HIGH SCHOOL*	CORRECT II	INTERVENE
ESCAMBIA	WARRINGTON MIDDLE SCHOOL	INTERVENE	INTERVENE
GADSDEN	EAST GADSDEN HIGH SCHOOL	CORRECT II	CORRECT II
GADSDEN	WEST GADSDEN HIGH SCHOOL	CORRECT II	CORRECT II
HAMILTON	CENTRAL HAMILTON ELEMENTARY SCHOOL	CORRECT II	CORRECT II
HILLSBOROUGH	FRANKLIN MIDDLE MAGNET SCHOOL	INTERVENE	INTERVENE
HILLSBOROUGH	MIDDLETON HIGH SCHOOL	INTERVENE	INTERVENE
JEFFERSON	JEFFERSON COUNTY MIDDLE/HIGH SCHOOL	PREVENT II	INTERVENE
LEON	AMOS P. GODBY HIGH SCHOOL*	NA	CORRECT II
MADISON	MADISON COUNTY HIGH SCHOOL*	PREVENT II	CORRECT II
ORANGE	MEMORIAL MIDDLE SCHOOL	CORRECT II	CORRECT II
PALM BEACH	GLADES CENTRAL HIGH SCHOOL	CORRECT II	CORRECT II
PALM BEACH	LAKE WORTH HIGH SCHOOL*	NA	INTERVENE
PALM BEACH	ROSENWALD ELEMENTARY SCHOOL	CORRECT II	CORRECT II
POLK	OSCAR J. POPE ELEMENTARY SCHOOL	PREVENT II	CORRECT II

*Newly funded Title I schools for two years or less (not currently in need of improvement)

APPENDIX C – LOWEST 5% OF TITLE I-ELIGIBLE SCHOOLS (19)

District Name	School Name	DA 2008	DA 2009
ALACHUA	HAWTHORNE MIDDLE/HIGH SCHOOL	NA	CORRECT II
COLUMBIA	COLUMBIA HIGH SCHOOL	PREVENT II	CORRECT II
HAMILTON	HAMILTON COUNTY HIGH SCHOOL	PREVENT II	CORRECT II
HARDEE	HARDEE SENIOR HIGH SCHOOL	PREVENT II	CORRECT II
HENDRY	CLEWISTON HIGH SCHOOL	NA	CORRECT II
HERNANDO	HERNANDO HIGH SCHOOL	PREVENT II	CORRECT II
HERNANDO	CENTRAL HIGH SCHOOL	PREVENT II	CORRECT II
LAKE	LEESBURG HIGH SCHOOL	PREVENT II	CORRECT II
LEVY	WILLISTON HIGH SCHOOL	NA	CORRECT II
ORANGE	EVANS HIGH SCHOOL	PREVENT II	CORRECT II
ORANGE	OAK RIDGE HIGH SCHOOL	PREVENT II	CORRECT II
OSCEOLA	GATEWAY HIGH SCHOOL	PREVENT II	CORRECT II
OSCEOLA	CELEBRATION HIGH SCHOOL	PREVENT II	CORRECT II
OSCEOLA	POINCIANA HIGH SCHOOL	PREVENT II	CORRECT II
PASCO	RIDGEWOOD HIGH SCHOOL	PREVENT II	CORRECT II
PINELLAS	BOCA CIEGA HIGH SCHOOL	PREVENT II	CORRECT II
PINELLAS	DIXIE M. HOLLINS HIGH SCHOOL	PREVENT II	CORRECT II
PINELLAS	LAKESWOOD HIGH SCHOOL	PREVENT II	CORRECT II
PINELLAS	GIBBS HIGH SCHOOL	PREVENT II	CORRECT II
ST. JOHNS	ST. JOHNS TECHNICAL HIGH SCHOOL	NA	CORRECT II

Appendix

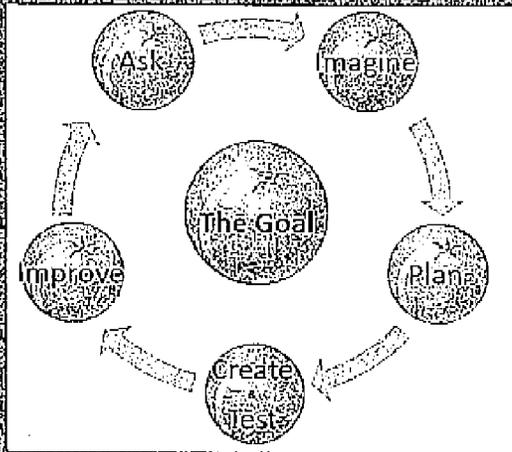
IV

OCPS STEM K-8

- Moving STEM into the Main Streams
- OCPS STEM classroom feedback rubric
- OCPS STEM Design Process for 21st century Learning
 - STEM and CCSS
 - STEM Pedagogical Correlation
- Engineering is Elementary Curriculum by Grade Level
- Curriculum Services – Moving STEM into the Main Streams – Elementary School Continuum
 - Developing 21st Century Skills through STEM Integration
 - Embedding Common Core State Standards
- Engineering Education For Excellence: Improving Science and Math Achievement of Elementary School Students
 - Building Math
- The 3rd Grad STEM Fieldtrip Experience (Presented by The Orlando Science Center)

CURRICULUM SERVICES

MOVING STEM INTO THE MAIN STREAMS



What STEM is?	What STEM isn't?
<ul style="list-style-type: none"> • Scientific inquiry, student produced Technology, Engineering Design, and Mathematical modeling and applications • <i>Engineering-infused</i> curriculum through challenging problem based learning for <u>all</u> students • Mathematics, Science, and Engineering clubs and competitions • Student-led hands-on research projects utilizing educational, instructional, and informational technology • Industry involvement in education through: <i>speakers, field trips, internships, job-shadowing, curriculum, competitions, summer programs and mentorships</i> • Equal attention to Science, Mathematics, and Engineering • Students working collaboratively to design products and processes addressing local, national, and global issues • Early emphasis on STEM in 	<ul style="list-style-type: none"> • Just for high performing students and honors classes • Only for electives • Just for students who excel in science or Mathematics • Students using computers only for word processing and presentations • Teachers using technology only for notes or lectures • Students using multimedia games for test preparation • Typical science experiments and word problems with data analysis • Subjects in isolation or superficial connections to other areas

Committee Work

- National Next Generation Science Standards
- State Florida STEM Strategic Planning Committee
- Regional Central Florida STEM Education Council
- Promoting Regional Improvement in Science and Mathematics (PRISM)

STEM Partnerships

(Specific schools involved)

STEM Job Shadowing

- Boeing
- Florida Hospital
- Harris Corporation
- Lockheed Martin
- Northrup Grumman

STEM Field Trips

- Kennedy Space Center
- Legoland
- Orlando Science Center
- Tech Path
- Wet n Wild
- Workforce Central Florida

In-School STEM Experiences

- DeVry University
- Disney Engineering the Magic
- IBM
- Lockheed Martin
- Orlando Science Center

STEM Curriculum Support

- Central Florida STEM Education Council
- NAVAIR
- Purdue University
- PRISM
- TEQ Games
- Valencia State College

OCPS Anticipated STEM Outcomes

- Students in PK-12 have the same minimal level of engagement with STEM through *Problem Based Learning in all content areas.*
- Students in PK-12 have *quarterly opportunities to create technology* that meets the criteria and constraints of the client and is useful to the user.
 - Technology is dependent on the needs of people and cultures.
- Students in grades 3-12 can *define, explain, and implement the Engineering Design Process* within a variety of contexts.
- Students can *use informational technology to communicate* their findings and work collaboratively.
- Students in grade PK-12 will work collaboratively and *communicate using grade-level identified technical and content area vocabulary.*
- By 12th grade students will be to *define what Engineering is and how engineers use Mathematics, Science, and Technology.*

MARIEL MILANO

K-12 District STEM Resource Teacher

CURRICULUM SERVICES MOVING STEM INTO THE MAIN STREAMS

Accomplishments

- ✓ The Comprehensive Framework for STEM Curriculum Alignment and Development was used to inform Goal 1- K-12 Education of Florida STEM Strategic Plan
- ✓ The planning, alignment and implementation of the Curriculum Services STEM plan is featured as a case study in the NSTA Press book, What is STEM?
- ✓ The Bridge to STEM pilot program is being shared as a model for elementary STEM education at the Florida Department of Education Differentiated Accountability STEM Conference
- ✓ OCPS Engineering Design Challenges have been shared throughout the state via CPALMS as a model for best practices in STEM education
- ✓ The Central Florida STEM Education Council has shared the Curriculum Services STEM plan with 10 counties as a model for STEM integration
- ✓ Curriculum Services will present their STEM plan at the National Science Teachers Association National Conference with district

Current STEM Projects

Bridge to STEM- Thirteen elementary schools developed STEM teacher leaders through professional development using the engineering design process to promote physical science in early childhood. Students engaged in a series of design challenges to build complete structures testing the properties of motion. Teachers piloted lessons and developed curriculum to be scaled across the district.
(Aloma, Lakemont, Wolf Lake, Zellwood, Dr. Phillips, Little River, Metrowest, Chickasaw, Dillard Street, Dream Lake, Fern Creek, Vista Lakes, Palm Lake)

NASA Student Spaceflight Experiment Program- Two middle schools engaged their students in collaboratively designing experiments to test the effects of microgravity on natural phenomena. Students competed to launch their research into space. Upon conclusion of the project students worked with the University of Central Florida to analyze data and publish findings.
(Glenridge and Maitland)

NAVAIR Material World Modules- Biology teachers at six high schools engage in STEM professional learning in order to help their students explore and design biosensors. Each school has mentor scientists and engineers who visit the school to help deliver the unit.
(East River, Timber Creek, University, West Orange, Ocoee, Olympia)

O-STEM- Biology teacher at five high schools engaged in professional development and collaborative planning to embed student-produced technology and problem-based learning in their classrooms through virtual projects.
(Colonial, University, Freedom, Apopka, Boone)

SUMMIT Mathematics and Science Partnership Grant- Science and Mathematics teachers at 5 high needs middle schools participate in STEM professional learning and collaborative STEM lesson planning. Teachers engage in lesson study to establish the effective qualities of a STEM lesson.
(Howard, Westridge, Walker, Meadowbrook, Robinswood)

Teacher in Residence Program- Purdue University provides three educators who lead professional development and provide coaching on Model Eliciting Activities.
(East Lake, Winegard, Corner Lake)

Moving STEM into the Main STREAMS Comprehensive Framework for STEM Curriculum Alignment and Development	
Year 1	<i>Problem-Based Learning in Early Childhood and Elementary School</i>
	<ul style="list-style-type: none"> • Interdisciplinary Quarterly Science Based Design Challenges • Interdisciplinary Quarterly Mathematics Based Design Challenges (PK-2)
	<ul style="list-style-type: none"> • Interdisciplinary Quarterly Model Eliciting Activities (3-5) • Bi-Annual Design Units in Art and Music • Annual STEM Fair
Year 2	<i>Problem-Based Learning in Middle School</i>
	<ul style="list-style-type: none"> • Interdisciplinary Quarterly Science Based Design Challenges • Interdisciplinary Quarterly Model Eliciting Activities • Bi-Annual Design Units in Art and Wellness • Increased participation in Science Fair • OCPS "Design Squad" Themed Environmental Engineering Competition • 8th grade job shadowing opportunities for students and teachers • Increase interest in STEM magnet program development
Year 3	<i>Problem-Based Learning in High School</i>
	<ul style="list-style-type: none"> • 'Physics First' Science course progression to increase access to STEM programs • Interdisciplinary Quarterly Science Based Design Challenges in Biology, Chemistry, and Physical Science • Interdisciplinary Quarterly Model Eliciting Activities in Geometry Algebra, and Algebra II • 9th grade introduction to design for all students through Physical Science • 9th grade job shadowing opportunities for students and teachers

MARIEL MILANO

K-12 District STEM Resource Teacher

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OCPS STEM Classroom Feedback Rubric

The curriculum is problem-based, project-based, and inquiry-based.			
Not Evident	Developing	Applying	Innovative
<ul style="list-style-type: none"> The class is teacher-centered with very little student inquiry/investigation. 	<ul style="list-style-type: none"> The class has had several projects/problem-based assignments but students are not engaged as a learning community and many ideas for the class originate from the teacher. Tasks that require high cognitive response rarely occur. 	<ul style="list-style-type: none"> Project/problem based learning, student collaboration, and rigorous and relevant assignments are the norm. Students use inquiry and open-ended investigations of problems and are usually asked to justify their investigative analyses with consistent data. Tasks that require high cognitive responses occur regularly. Product/investigative design or improvement occurs often. 	<ul style="list-style-type: none"> Project/problem based learning, student collaboration, and rigorous and relevant assignments are the norm. Students seek and value alternative modes of investigation of problem solving. Mathematics/science is portrayed as a dynamic body of knowledge continually enriched by conjecture, investigation analysis, and/or proof/justification. The class incorporates tasks, roles, and interactions consistent with investigative mathematics/science and students are regularly asked to design, create, optimize, or improve products. The focus and direction of the class is often determined by ideas originating with students. They make predictions, estimations, and/or hypotheses and devise means for testing them. Student exploration often precedes formal presentation. The teacher acts as a resource person, working to support and enhance student investigations.
<p>ARTIFACTS FOR EXEMPLARY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Products are often in draft form with numerous revisions. 			
<p style="text-align: center;">EVIDENCE FOR EXEMPLARY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class structure is often “messy” with students engaged in a variety of simultaneous tasks. <input type="checkbox"/> It is often difficult to find the teacher because she/he is facilitating 			

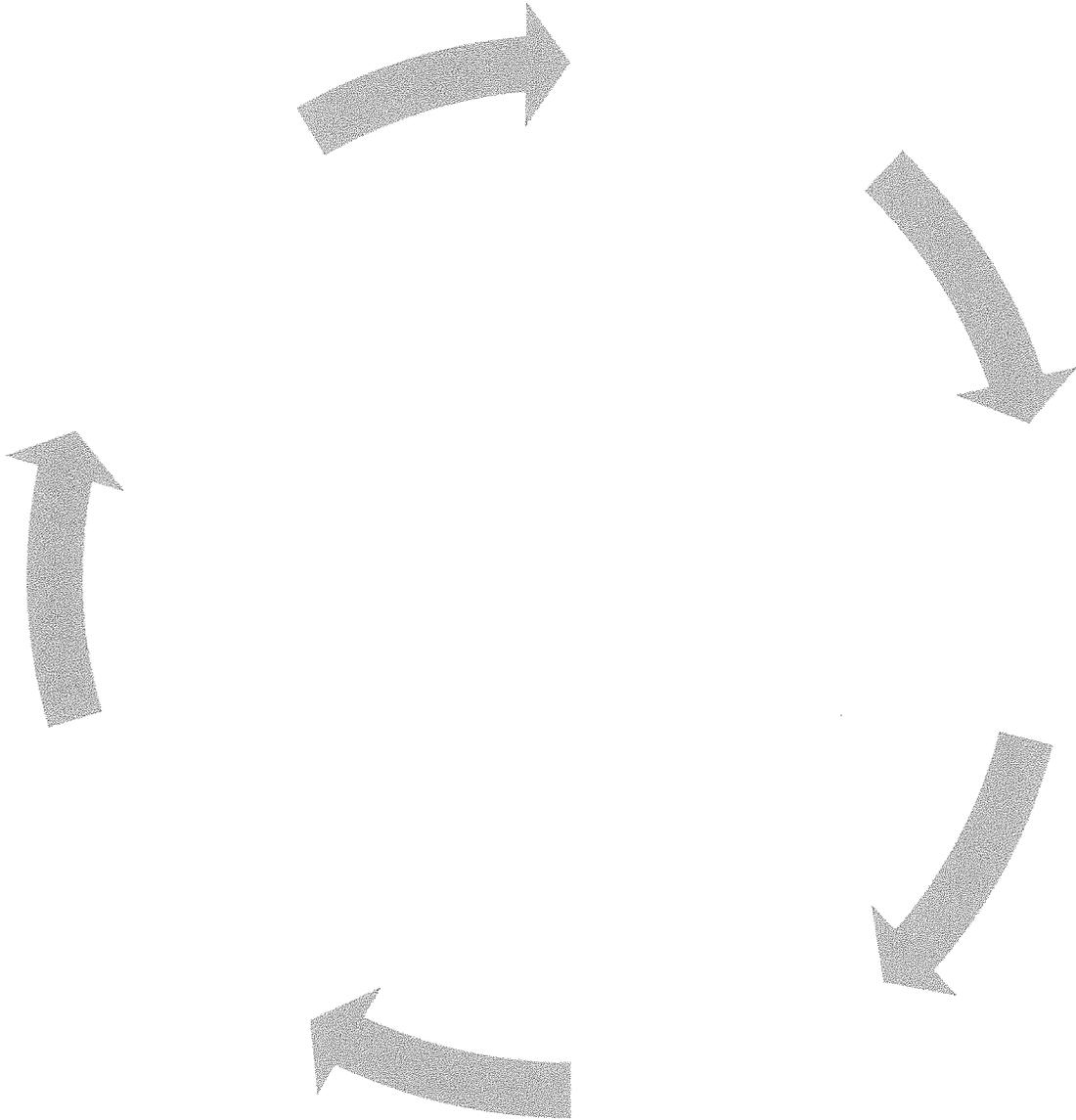
OCPS STEM Classroom Feedback Rubric

	<p>student teams/groups.</p> <p><input type="checkbox"/> Students collaborate with peers regarding projects/problems.</p>
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Classroom is multidisciplinary.			
Not Evident	Developing	Applying	Innovative
<ul style="list-style-type: none"> • Classroom activities, labs, projects, and/or investigations are rarely if ever integrated in multidisciplinary instruction. 	<ul style="list-style-type: none"> • Classroom activities, labs, projects, and/or investigations include standards from more than one of the following areas: ELA, math, science, CTE standards occasionally. 	<ul style="list-style-type: none"> • Classroom activities, labs, projects, and/or investigations include standards from more than one of the following areas: ELA, math, science, CTE standards on a REGULAR basis. 	<ul style="list-style-type: none"> • Classroom activities, labs, projects, and/or investigations include standards from more than one of the following areas: ELA, math, science, CTE standards on a DAILY basis.
<p>ARTIFACTS FOR EXEMPLARY</p> <p>Lesson plans reflect daily integration.</p>			
<p>EVIDENCE FOR EXEMPLARY</p> <p><input type="checkbox"/> Students use vocabulary from the math, science, ELA, and CTE standards during class.</p>			

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OCPS STEM Design Process for 21st Century Learning



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STEM and CCSS

OCPS Design Process for 21st Century Learning

1. Make sense of problems and perseverance in solving them.

1. Make sense of problems and perseverance in solving them.

2. Construct viable arguments and critique the reasoning of others

Text Types and Purposes

Write arguments to support claim in an analysis of substantive topics or texts using valid reasoning and reasoning and sufficient evidence.

2. Construct viable arguments and critique the reasoning of others

Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and the analysis of content

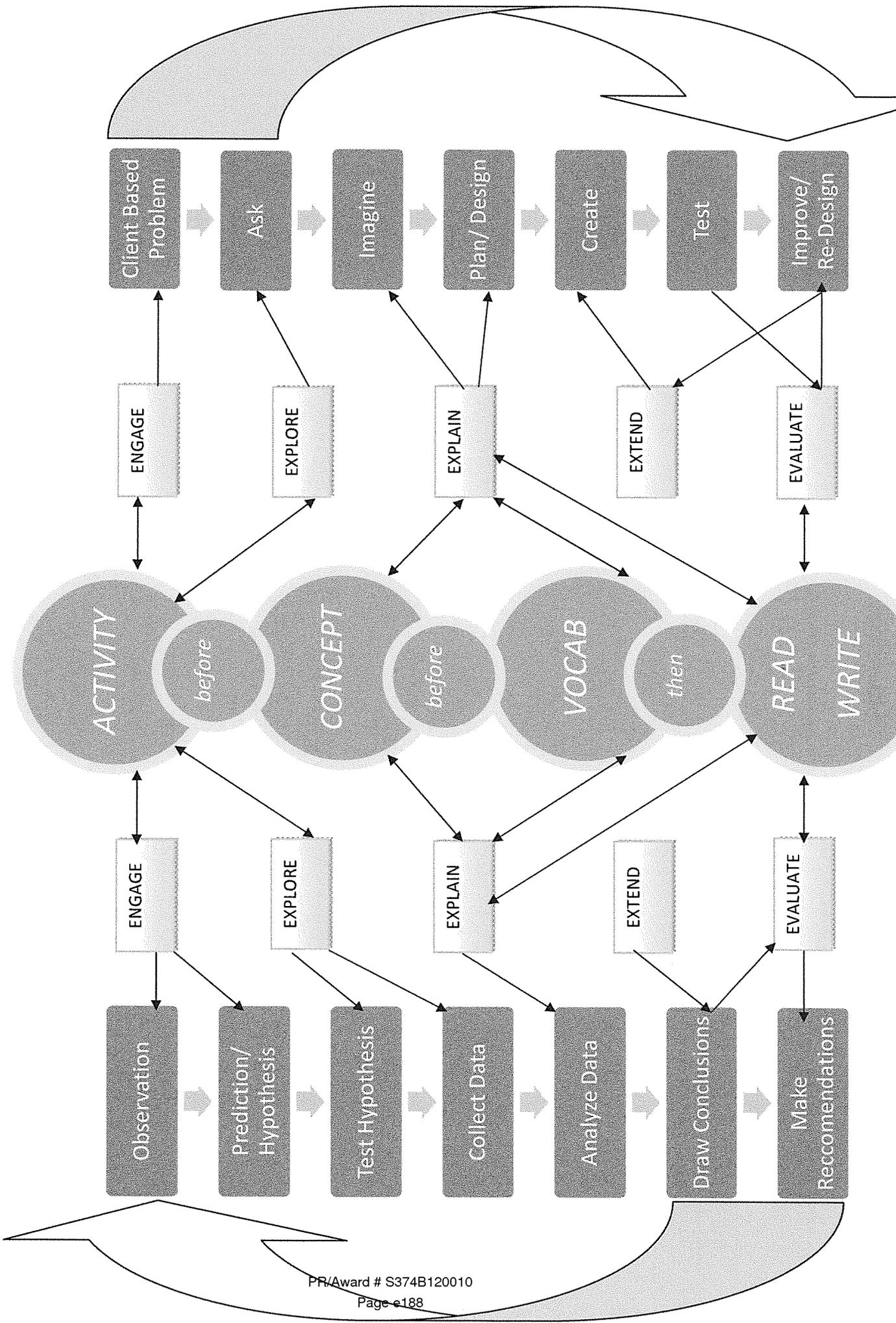
3. Model with Mathematics

ELA

Mathematics

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STEM Pedagogical Correlation



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Engineering is Elementary Curriculum By Grade Level

Grade Level	NGSSS Science	Engineering is Elementary Unit
1st Grade	<p>Properties of Matter SC.1.P.8.1 Sort observable properties, such as size, shape, color, temperature, weight, texture, and whether or not objects sink or float.</p> <p>Motion of Objects SC.1.P.12.1. Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back and forth,, round and round, fast and slow.</p> <p>Forces and Changes in Motion SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull.</p>	<ul style="list-style-type: none"> • <i>To Get to the Other Side: Designing Bridges</i>
2nd Grade	<p>Heredity and Reproduction SC.2.L.16.1: Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>Earth Structures SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p> <p>SC.2.E.6.3 Classify soil types based on color, texture, the ability to retain water, and the ability to support the growth of plants.</p> <p>Earths Systems and Patterns SC.2. E.7.4 Investigate that air is all around us and that moving air is wind.</p> <p>Forces and Changes in Motion SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects.</p> <p>SC. 2.P.13.4 Demonstrate that the greater the force applied to an object, the greater the change in motion of the object.</p> <p>Properties of Matter SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, and temperature, and weight, texture, sinking or floating in water, and attraction and repulsion of magnets.</p> <p>SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas</p> <p>SC. 2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container</p> <p>SC.2.P.8.6 Measure and compare the volume of liquids</p>	<ul style="list-style-type: none"> • <i>The Best of Bugs: Designing Hand Pollinators</i> • <i>A Sticky Situation: Designing Walls</i> • <i>Leif Catches the Wind: Designing Windmills</i> • <i>A Work in Process: Designing a Play Dough Process</i>

Engineering is Elementary Curriculum By Grade Level

	<p>using containers of various shapes and sizes.</p> <p>Changes in Matter SC.2.P.9.1 Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.</p>	
3rd Grade	<p>Earth's Structures SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.</p> <p>Properties of Matter SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.</p> <p>Energy Transfer and Transformations SC.3.P.11.1 Investigate, observe, and explain that things that give off light often also give off heat.</p>	<ul style="list-style-type: none"> • <i>Now You're Cooking: Designing Solar Ovens</i>
	<p>Earth in Space and Time SC. 3. E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.</p> <p>Forms of Energy SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.</p>	<ul style="list-style-type: none"> • <i>A Long Way Down: Designing Parachutes</i>
	<p>Organization and Development of Living Organisms SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.</p> <p>SC.3. L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grown downward in response to gravity.</p>	<ul style="list-style-type: none"> • <i>Thinking Inside the Box: Designing Plant Packages</i>
	<p>Forms of Energy SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical. SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another. SC.3.P.10.4 Demonstrate that light can be reflected refracted, and absorbed.</p>	<ul style="list-style-type: none"> • <i>Lighten Up: Designing Lighting Systems</i>

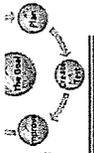
Engineering is Elementary Curriculum By Grade Level

4th Grade	<p>Properties of Matter SC.4.P.8.4 Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.</p>	<ul style="list-style-type: none"> • <i>The Attraction is Obvious: Designing Maglev Machines</i>
	<p>Earth Structures SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.</p> <p>SC.4.P.8.2 Identify properties and common uses of water in each of its states.</p>	<ul style="list-style-type: none"> • <i>Water, Water Everywhere: Designing Water Filters</i>
	<p>Earth Structures SC.4.E.6.1 Identify the three categories of rocks: igneous, sedimentary, and metamorphic.</p> <p>SC.4.E.6.2 Identify the physical properties of common earth forming minerals including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.</p>	<ul style="list-style-type: none"> • <i>Solid as a Rock: Replicating an Artifact</i>
	<p>Interdependence SC. L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through producers to consumers.</p> <p>SC.4.L.17.4 Recognizes ways plants and animals, including human, can impact the environment.</p>	<ul style="list-style-type: none"> • <i>A Slick Solution: Cleaning an Oil Spill</i>
5th Grade	<p>Properties of Matter SC.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases such as mass, volume, color, texture, and temperature.</p> <p>Earth Systems and Patterns SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of the Earth's reservoirs via evaporation and precipitation processes.</p>	<ul style="list-style-type: none"> • <i>Taking the Plunge Designing Submersibles</i>
	<p>Organization and Development of Living Organisms SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans.</p> <p>Interdependence SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycle variations, animal behaviors and physical characteristics.</p>	<ul style="list-style-type: none"> • <i>Just Passing Through: Designing Model Membranes</i>

Engineering is Elementary Curriculum By Grade Level

	<p>Energy Transfer and Transformations SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit.</p> <p>SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not.</p>	<ul style="list-style-type: none">• <i>An Alarming Idea: Designing Alarm Circuits</i>
	<p>Organization and Development of Living Organisms SC.5.L.14.1 Identify the organs in the human body and describe their functions including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles, skeleton, reproductive organs, kidneys, bladder, and sensory organs.</p>	<ul style="list-style-type: none">• <i>No Bones About It: Designing Knee Braces</i>

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Curriculum Services - Moving STEM into the Main STREAMS- Elementary School Continuum

Orange County Public Schools intends to embed STEM into the main STREAMS of K-12 curriculum using problem, project, and performance based learning. Our elementary students will be entering a 21st first century workplace, with fields not yet created, which will use technology not yet developed, and information not yet discovered. Industry demands in these fields have escalated which requires a shift in pedagogy within the PK-12 curricula.

Moving STEM into the main STREAMS represents the use of engineering design processes to develop and test and communicate technological solutions to real world problems using concepts from science, mathematics, language arts, social studies, and fine arts.

Design-based learning can and should exist across content areas.

The framework will ensure that all OCPS students have experiences problem, project, and performance based learning that reinforces the collaborative nature of the 21st century workplace in elementary, middle, and early high school.

	Culturally Embedded	Intentionally Structured	In name only
<p style="text-align: center;">Critical Element</p> <p>PR/Award # S374B120010</p>	<p><i>Evidence that all members of the school community are steadfast in this belief. All are willing to do what is necessary to meet high standards. There is active implementation, follow-up, and feedback.</i></p> <p><i>There is a sense of commitment.</i></p> <p><i>What evidence does our school have to support...</i></p>	<p><i>Leaders clearly support the constructs of the concepts by providing the formalized structures required. The work is thought of as an obligation to be met. There is evidence of follow-up and feedback.</i></p> <p><i>There is a sense of compliance.</i></p> <p><i>What evidence does our school have to support...</i></p>	<p><i>Concepts are talked about. Concepts are thought of as "another thing to do." Leaders tend to make broad-based decisions with no follow-up or feedback.</i></p> <p><i>There is a limited sense of accountability.</i></p> <p><i>What evidence does our school have to support...</i></p>

Curriculum Services -Moving STEM into the Main STREAMS- Elementary School Continuum

<p style="text-align: center;">Frequency and Quality of STEM Content Integration</p> <ul style="list-style-type: none"> Over 75%of teachers use rigorous, integrated curricula that make meaningful connections with STEM across core subjects, requiring students to synthesize knowledge across disciplines STEM is viewed as design-based learning and is actively infused into all content areas Content clearly reflects high expectations for all participants Content is clearly and explicitly aligned with standards Program focuses on real-world applications of STEM. Program prompts participants to apply STEM content in new or unexpected situations. Consistent use of district STEM lessons or development of school-specific STEM integration lesson that make use of the engineering design process across content areas. <p>Evidence: Documentation includes the following: Lesson Plans and CWT data, student work, state and district assessment data</p>	<ul style="list-style-type: none"> 26-75% of teachers make explicit efforts to integrate STEM across core subjects, requiring students to synthesize knowledge across disciplines STEM is taught as math and science integration with sporadic inclusion of student produced technology through engineering design Content acknowledges the need for high expectations for participants but does not clearly spell out what those expectations are. Content states that it is aligned with standards and school activities but does not clearly demonstrate the strength of that alignment Content makes an effort to relate STEM learning to real-world applications, but those applications are not always clear, they are forced, or they undermine the rigor of the STEM content. Content offers opportunities to apply content, but they are artificial or inconsistent. Limited or inconsistent use of district STEM lessons for core content areas <p>Evidence: Documentation includes the following: Lesson Plans and CWT data, student work, state and district assessment data</p>	<ul style="list-style-type: none"> Up to 25% of teachers make explicit efforts to integrate STEM across core subjects, requiring students to synthesize knowledge across disciplines STEM is viewed as something done in isolation in math or science STEM is viewed as only using technology with students with no mention of engineering design or student produced technology Content emphasizes only lower level skills. Content pays no attention to standards and exist as stand-alone enrichment activities Lessons do not attempt to link content to real-world STEM applications No knowledge of district STEM lessons for core content areas <p>Evidence: Documentation includes the following: Lesson Plans and CWT data, student work, state and district assessment data</p>
<p style="text-align: center;">Frequency of PBL</p> <ul style="list-style-type: none"> Project-based learning is used regularly across multiple subjects at all grade levels, so that a majority of learning experiences have high potential for student engagement (e.g. using technology tools to solve problems, participating in issues or community-based activities, and completing performance based assessments that address real-world problems) <p>Evidence: Documentation includes the following: CWT data indicates student engagement</p>	<ul style="list-style-type: none"> Project-based learning is used At least quarterly in more than 2 STEM subjects/grade levels, providing some learning experiences have high potential for student engagement (e.g. using technology tools to solve problems, participating in issues or community-based activities, completing performance based assessments that address real-world problems) <p>Evidence: Documentation includes the following: CWT data indicates inconsistent student engagement</p>	<ul style="list-style-type: none"> Project-based learning is used rarely in 1-2 subject(s)/grade level(s), providing few learning experiences that have high potential for student engagement (e.g. using technology tools to solve problems, participating in issues- or community-based activities, and completing performance based assessments that address real-world problems) <p>Evidence: Documentation includes the following: CWT data indicates lack of student engagement</p>

Curriculum Services - Moving STEM into the Main STREAMS- Elementary School Continuum

STEM Student Collaboration	<ul style="list-style-type: none"> On a daily basis students work and learn in teams with clearly defined individual and team expectations to frame problems and test solutions <p>Evidence: Documentation includes the following: CWT data indicates collaborative grouping; lesson plans</p>	<ul style="list-style-type: none"> Students are seated in collaborative groups but only occasionally work and learn in teams with clearly defined individual and team expectations to frame problems and test solutions <p>Evidence: Documentation includes the following: CWT data indicates inconsistent collaborative grouping; lesson plans</p>	<ul style="list-style-type: none"> Students are not seated in collaborative groups Students rarely work and learn in teams to frame problems and test solutions <p>Evidence: Documentation includes the following: CWT data indicates lack of collaborative grouping; lesson plans</p>
STEM PLC	<ul style="list-style-type: none"> The school has both content specific and cross-curricular PLC's The school have a STREAM team which comprises of at least one member from each department met quarterly to plan problem based learning experiences that cross all curriculum at a particular grade level and focus on students using the design process to solve a real world problem using knowledge from each content area. <p>Evidence: Documentation includes the following: PLC agenda and meeting notes; common lesson plans</p>	<ul style="list-style-type: none"> The school has both content specific and cross-curricular PLC's. During cross-curricular STEM PLC's math and science teachers share ways their content connects to support students achievement <p>Evidence: Documentation includes the following: PLC agenda and meeting notes; common lesson plans</p>	<ul style="list-style-type: none"> The school has a PLC in Science and/or Math No STEM cross-curricular PLC exists to focus on integration of content <p>Evidence: Documentation includes the following: PLC agenda and meeting notes; common lesson plans</p>
Under-represented Students and STEM Professionals	<ul style="list-style-type: none"> Direct experiences with STEM professionals and STEM learning environments both during and outside school are available continuously throughout the year <ul style="list-style-type: none"> (including opportunities such as field trips, job shadowing, internships, and summer/after school/weekend programs) Multiple in-school and out-of-school programs introduce, inspire and inform under-represented and struggling students about careers in STEM fields <p>Evidence: Documentation includes the following: SIP, permission slips, flyers, agendas</p>	<ul style="list-style-type: none"> Direct experiences with STEM professionals and STEM learning environments both during and outside school are available 1-3 times throughout the year <ul style="list-style-type: none"> (including opportunities such as field trips, job shadowing, internships, and summer/after school/weekend programs) 2 or more in-school programs and 1-2 out-of-school programs introduce, inspire and inform under-represented and struggling students about careers in STEM fields <p>Evidence: Documentation includes the following: SIP, permission slips, flyers, agendas</p>	<ul style="list-style-type: none"> Leaders are creating plans to provide opportunities for students to meet STEM professionals and to participate in STEM learning environments outside school <ul style="list-style-type: none"> (including opportunities such as field trips, job shadowing, internships, and summer/after school/weekend programs) 1-2 in-school programs introduce, inspire and inform under-represented and struggling students about careers in STEM fields <p>Evidence: Documentation includes the following: SIP, SAC agenda</p>

Curriculum Services - Moving STEM into the Main STREAMS- Elementary School Continuum

<p style="text-align: center;">Integrated Technology</p>	<ul style="list-style-type: none"> Virtual, computer-based, mobile, and other technology tools are integrated seamlessly into teaching and learning. <ul style="list-style-type: none"> including web-based lessons on standards-based STEM, projects requiring students to use computer applications, probe ware, and online communication between and among teachers and students, etc. to design solutions to problems <p>Evidence: Documentation includes the following: CWT and lesson plans</p>	<ul style="list-style-type: none"> Virtual, computer-based, mobile, and other technology tools are used occasionally to support teaching and learning through STEM activities such as web based lessons, projects requiring students to use computer applications, probe ware and other online learning activities to solve design problems <p>Evidence: Documentation includes the following: CWT and lesson plans</p>	<ul style="list-style-type: none"> A few virtual, computer-based, mobile, and other technology tools are used infrequently to support teaching and learning <p>Evidence: Documentation includes the following: CWT and lesson plans</p>
<p style="text-align: center;">STEM Clubs and Competitions</p>	<ul style="list-style-type: none"> Regular participation in state, regional, and local STEM competitions and fairs with access to all students through collaborative departmental teams Existence of STEM Clubs Active recruitment and Incentives for students to participate Adequate resources allocated to the development and sustainability of STEM clubs Equal recognition of awards or accomplishments in comparison to arts and athletics. <p>Evidence: Documentation includes the following: SIP plan, Budget, Website, Newsletter</p>	<ul style="list-style-type: none"> Sporadic participation in state, regional, or local STEM competitions and fairs. Existence of STEM Clubs Some incentives for students to participate Limited resources allocated to the development and sustainability of STEM clubs Broadening recognition of awards or accomplishments in comparison to arts and athletics. <p>Evidence: Documentation includes the following: SIP plan, Budget, Website, Newsletter</p>	<ul style="list-style-type: none"> Little participation in state, regional, or local STEM competitions and fairs. Students who participate do so as extra credit or independently Existence of one or more math or science clubs. Few incentives for students to participate in clubs Limited recognition of awards or accomplishments in comparison to arts and athletics. <p>Evidence: Documentation includes the following: SIP plan, Budget, Website, Newsletter</p>

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Moving STEM into the MainSTREAMS

Developing 21st Century Skills through STEM Integration

Grade	Science Focus	English/Language Arts Focus	Social Studies Focused	Math Focus	Visual Arts Focus	Dance Focus	Music Focus	PE Focus
	STrEams	sTrEams	sTrEamS	sTrEaMs	sTrEAmS	sTrEAmS	sTrEAmS	STrEams
Kindergarten	<i>First Quarter</i>							
	<i>Second Quarter</i>	Bridge to STEM						
	<i>Third Quarter</i>	Bridge to STEM		Designing a Car	Designing a President's Day Pop-Up Card			
	<i>Fourth Quarter</i>	Bridge to STEM		Designing a Visual Representation of Length				
First Grade	<i>First Quarter</i>	Designing a Teddy Bear Barge		Designing an Open House Invitation				
	<i>Second Quarter</i>	Designing a Shade Structure		Designing a Symbol				
	<i>Third Quarter</i>	Designing a Terrarium		Designing Jewellery	Designing a Candy Package			
	<i>Fourth Quarter</i>	Designing a Garden		Designing a Community Structure				

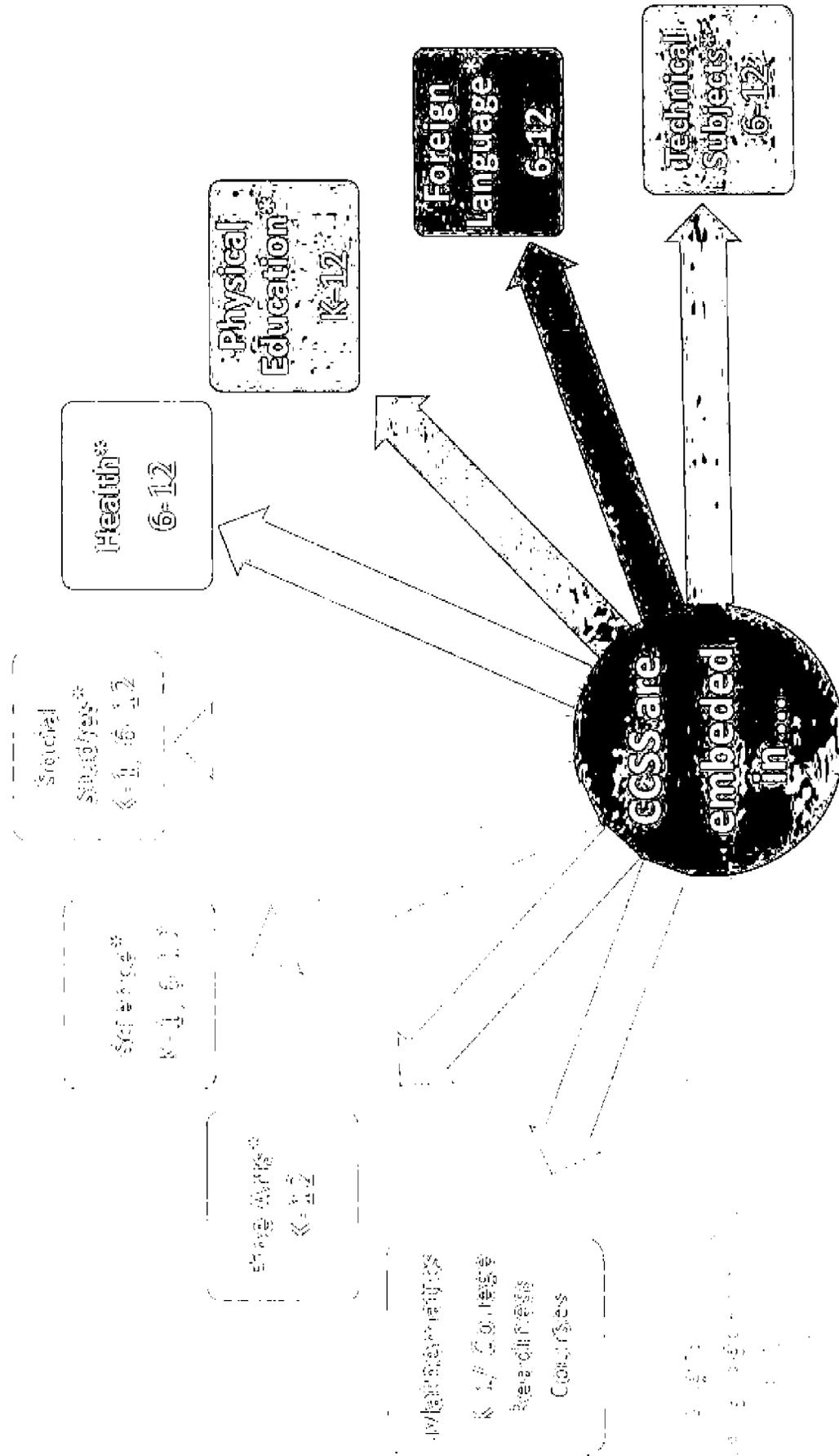
Moving STEM into the MainSTREAMS

Developing 21st Century Skills through STEM Integration

Second Grade		Third Grade		Fourth Grade	
<i>First Quarter</i>	Designing a House for the Three Pigs	Designing a Bird House	Designing a Cookie		
<i>Second Quarter</i>	Designing a Play Dough Recipe Designing a Toy		Designing a Box		
<i>Third Quarter</i>	Designing a Parachute		Designing a Bank	Designing a Cereal Bar Container	
<i>Fourth Quarter</i>	Designing a Helmet		Designing a Place Value Creation		
<i>First Quarter</i>	Designing a Snack Box	Designing a Card			
<i>Second Quarter</i>	Designing a Solar Cooker				
<i>Third Quarter</i>	Designing a Plant Growth Chamber		Designing a Perimeter Playground	Designing a Textile	
<i>Fourth Quarter</i>	Designing an Alien Zoo	Model Eliciting Activity	Gardener's Dilemma		
<i>First Quarter</i>	Designing a Windmill Designing a Magnetic Transportation System	HM: Theme 4: Designing a 3D Model II: Designing a Riverbank Reinforcement			
<i>Second Quarter</i>	Designing a Coastal Erosion Barrier	Model Eliciting Activity			

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Orange County Public Schools- Embedding Common Core State Standards



Beginning in August 2012 the Common Core State Standards (CCSS) are embedded in the following course descriptions and codes.

Courses marked with an * will continue to utilize the NGSSS but have selected Common Core State Standards in English language Arts for Science, Social Studies and Technical subjects and/or the Common Core State Standards in Mathematics embedded and codes.

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ENGINEERING EDUCATION FOR EXCELLENCE: IMPROVING SCIENCE AND MATH ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS

PI: Dr. Johannes Strobel, Purdue University; **LEA Partners:** Orange County Public Schools (FL); Arlington Independent School District (TX); and Rochester City School District (NY); **Funding Partner:** S.D. Bechtel Jr. Foundation, Martinson Family Trust & others (TPD)

SUMMARY

Proposal to conduct a cluster-randomized trial study to test the effectiveness of engineering curricula (EIE, MEA and story form) and if engineering activities are increasing the success of underrepresented elementary/middle school student populations in academically rigorous courses and programs (math, science and English). This would be the first large scale effort to prove the impact of engineering in elementary school.

PARTNERS

- INSPIRE, Institute for P-12 Engineering Research and Learning including researchers from Colleges of Technology, Education and Engineering at Purdue University (including technology education researchers, engineering education researchers, large scale research methodologists, science education researchers, mathematics education researchers and language arts education researchers).
- Orange County Public Schools, Orlando, FL—10th largest school district in US and 4th largest in Florida; 47.27% of students on free/reduced lunch; District demographics: 44% White, 20% Hispanic, 28% Black, 1% Native American/Alaskan Native, 4% Asian, and 3% Multicultural; Project impact: 15 elementary schools, 5 middle schools, 932 teachers/classrooms, 6,000 elementary school students and 5,000 middle school students.
- Arlington Independent School District, Arlington, TX—59th largest school district in US and 8th largest in Texas; 54.45% of students on free/reduced lunch; District demographics: 30% White, 39% Hispanic, 23.5% Black, 0.5% Native American, and 7% Asian; Project impact: 12 elementary schools, 48 teachers/classrooms and 1,056 elementary school students.
- Rochester City School District, Rochester, NY—3rd largest school district in New York; highest poverty rate among NYS Big 5 districts; 79% of students on free/reduced lunch; District demographics: 11% White, 22% Hispanic, 64% Black, and 11% Asian/Native American/East Indian/Other; Project impact: 15-20 elementary schools, 4-5 middle schools, 800 teachers/classrooms, 7,500 elementary school students and 1,500 middle school students.

"The experiences of our teachers with INSPIRE has demonstrated to us the promise of introducing student to engineering and technology during the elementary years as a means of strengthening their understanding of mathematics and science... We believe that this approach will provide for our students a strong conceptual foundation and mastery of essential skills for 21st century careers."

**-Ronald Blocker
DCPS Superintendent**



DETAILS

In the U.S., there is a growing inequality of access to challenging science and math courses as well as to higher education prerequisites. INSPIRE, a research center at Purdue University dedicated to promoting engineering education among P-12 students, hypothesizes that utilizing engineering as an applied context with innovative teacher support structures will increase elementary and middle school students' achievement in math and science and foster early interest in related careers. This innovative, large-scale project will make a priority of increasing the success of under-represented student populations in academically rigorous courses and programs. We will examine our hypothesis with a cluster randomized trial study with two objectives: (i) Evaluating the effect on students' core academic achievement in math and science when an engineering context is applied through Engineering is Elementary (EIE), model-eliciting activities (MEAs) and children's literature curricula; and (ii) Improving and developing existing/field-tested curriculum and support for teachers.

Elementary school is the critical juncture for maintaining student interest in science and a point where girls, in particular, "turn off" to science and mathematics.[1- 4] Girls are turning away from science/math as early as third and fourth grade for different reasons and, for the ones persisting in STEM, the current climate within the STEM curricula produces a high level of anxiety and low self-efficacy.[5, 6] Studies indicate that elementary and intermediate school teachers (defined as grades 1-6 and 3-6, respectively) continue to teach science and mathematics in isolation, and grapple with barriers of insufficient content knowledge to better integrate disciplines, inadequate instructional time, and limited access to or awareness of curriculum resources that blend disciplines.[1, 7] Strengthening STEM education is critical to increasing the success of under-represented minority students throughout their careers. Focusing on mathematics and science learning in elementary-age with innovative engineering-based curricula will provide the necessary foundation for students to consider science and math to be accessible, appealing and ultimately a viable future career path. While there is a promising and growing body of empirical research validating the use of engineering design at the late middle and high school levels, such efforts are large-scale tested for the elementary and early middle school classroom; a more solid and validated research base is necessary.

Our team hypothesizes that utilizing engineering as an applied integrative context with an innovative teacher support structure will increase the achievement of elementary and middle school students in math and science, as well as foster their early interest in science, technology, engineering and math careers. We anticipate that utilizing engineering as an applied integrative context will have a highly beneficial impact on students' critical thinking skills, problem-solving abilities, their academic achievement in math and science, and prepare them for an increasingly technical workplace. Core subjects taught in the applied context of the engineering design process will provide students with an interdisciplinary learning experience,

promote students' 21st Century skills, and improve standardized test scores. The specific instructional approach of the proposed project (with its interdisciplinary aim, the participatory involvement of teachers, and the emphasis of authentic design activities for students) already targets the situated and contextual development of students.

Our team's overall goal is to test the effect of an integrated engineering curriculum, codesigned by teachers and curriculum experts, through a large-scale cluster randomized control trial. We hypothesize that utilizing engineering as an applied context will increase the achievement of elementary and middle school students (particularly URM students) in math and science and interest in science, technology, engineering and math careers. See Figure 1 for a Logic Map of the project. Toward this end, we will achieve the following objectives and aims:

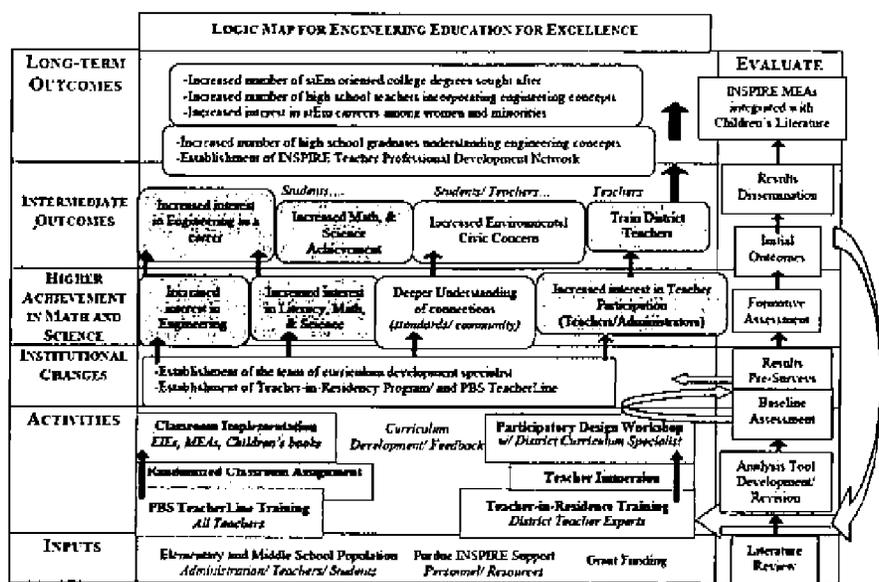


Figure 1. Logic Map of Evaluation and Implementation

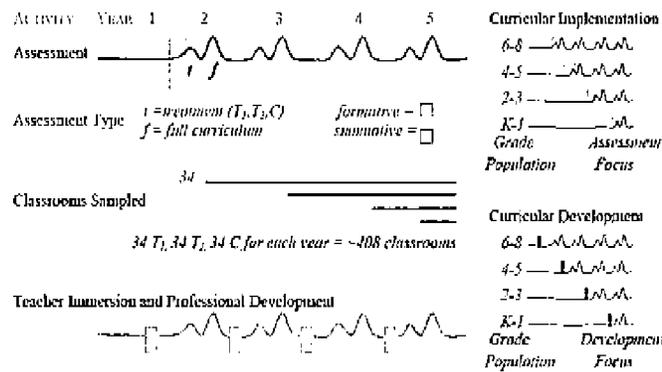
Objective 1: Through a cluster randomized control study, test the effect on students' core academic areas of achievement when an Engineering is Elementary (EIE) curriculum base, an extended Model Eliciting Activity (MEA) curriculum and narratives with an engineering context are applied. Aim1A: Establish research framework and baseline data (Year 1): The framework of the program will include: development of children's literature and curriculum guides with a STEM-context; development of mathematical model-eliciting activities (MEAs) to accompany select Engineering is Elementary (EIE) lessons; a professional development initiative (including a teacher-in-residence program and teacher-in-residence training detailed in Objective 2); and the establishment of a cluster randomized control trial (RCT) study to evaluate the programs' impact. Aim 1B: Implement cluster randomized control trial: Random assignment will occur at the classroom level within each of the three school districts. Classrooms will be randomly assigned to Treatment Group 1





(EIE + MEAs), Treatment Group 2 (EIE + MEAs + narrative), and a Control Group. A cluster randomized control trial (RCT) will be used to address evaluation questions regarding the impact of the intervention. In a cluster randomized trial, social units or naturally organized clusters (i.e., classrooms in this study), rather than individuals (i.e., the unit of analysis in this study) will be allocated to one of the conditions to examine the impact of the intervention. We chose this design because it is difficult to randomly assign students into one of the conditions due to the practicality and ethical reasons (the teacher must teach the whole class the same materials at the same time). Assignment to a cluster is feasible and controls (to some extent) the impact of preexisting difference in clusters on the intervention effect. We acknowledge the clustering effects within a condition may impact the interpretation of the results. However, randomization at cluster level will increase the generalizability of the findings to different classroom settings, which is often the unit where new reform or intervention will be implemented. Multilevel modeling (MLM) will be used to analyze the data in order to take into effect the contextual variables within each classroom. Qualitative data will be used to help explain difference in the effectiveness of the intervention across clusters and districts.

Objective 2: Improvement/Development of existing/field-tested curriculum and support for teachers. Our team will combine INSPIRE's strengths into one solid project design with the improvement of existing and development of new curriculum as part of a participatory two-tier process that includes the following components: (i) improvement of engineering based integrative curriculum (*through both MEAs and narratives for children*) and a supplemental teacher guide based on National Standards in math, science, and literacy; and (ii) the creation of a supportive teacher support structure comprised of (a) online professional development through a partnership with PBS TeacherLine, and (b) on-location and on-demand implementation support provided by teachers-in-residence located in the participating schools. See Figure 2 for a timeline of the project.



INSPIRE's vision is to research engineering thinking and learning at the P-12 level and to inspire diverse students to pursue engineering and science for the benefit of humanity and the advancement of society. With this support, INSPIRE has been able to develop and maintain strong partnerships with

Figure 2. Evaluation and Testing Timeline

educational constituents to build a vital and consistent platform for research and translation of results into formal classroom implementation. To ensure impact and evidence-based policy on a broad scale, INSPIRE is initiating and leading an advocacy effort at state and national levels that will increase the U.S. commitment to sound P-12 engineering education. Examples of these efforts include advising roles of its faculty members to the National Academy of Engineering, the National Research Council, Indiana State Department of Education's science standards committee and reviewers for engineering-content for national K-12 textbook publishers.

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- [7] McBride, J.W. & Silverman, F.L. 1991. Integrating elementary/middle school science and mathematics. *School Science and Mathematics*. **91**(7): p. 285-292.

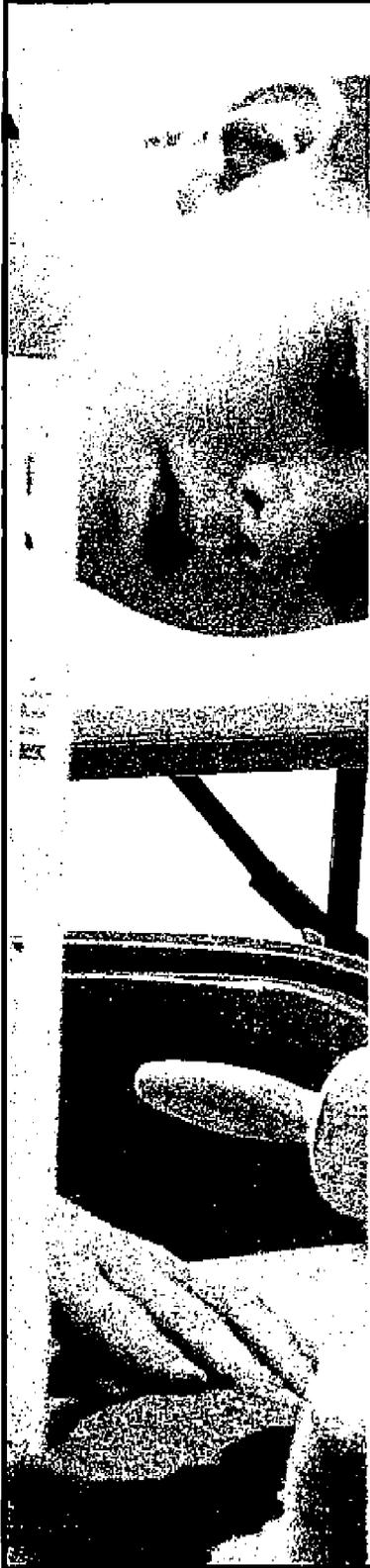
UPDATES

We have a firm commitment from our three participating school districts, where STEM activities that use engineering as the integrative context continue to become established in the elementary and middle school curriculum effecting local learning and partnerships.

In the first school district for example, Orange County Public Schools (OCPS) in Florida, community partners are coming forward to support and sponsor components of the educational program, such as NASA Education Resource Center, NASA and Disney engineers, and local groups. In addition, local schools that are participating in INSPIRE's teacher-in-residence (TiR) program, in which a small number of teachers are trained to serve as resource experts for other teachers to implement engineering curricula in elementary classrooms, has also shown successful results for students' knowledge gains. For example, from the 2008-09 to the 2009-10 school year, In Chickasaw Elementary (total number of students = 368) and East Lake Elementary (total number of students = 369), which



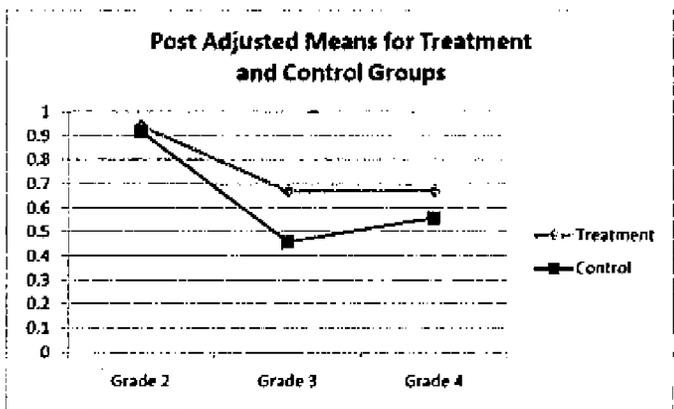
"...engineering thinking...will benefit students by: participating in hands-on interdisciplinary lessons aimed to improve achievement...; providing the opportunity for real-world application of core subject knowledge and skills; engaging in collaborative learning strategies that reach all types of learners; igniting interest in an economically and socially significant part of the workforce."
**-Jerry McCullough,
AISD Superintendent**



are INSPIRE TiR schools, there were increases in the percentage of students meeting high standards in reading and writing. Similarly, Aloma Elementary, where INSPIRE TiR held an afterschool engineering workshop, showed increases in the percentage of students meeting high standards in reading, math, writing, and science (total number of students = 205). Finally, in another school with a Teacher that participated in our summer academy, Lancaster Elementary (total number of students = 350), showed increases in the percentage of students meeting high standards in writing.

Within our second district, since our submission, we have been able to conduct an end of the year analysis to assess the impact of INSPIRE's year-long teacher professional development (TPD) program, which was aimed at preparing teachers to integrate engineering into their classrooms using an Engineering in Elementary (EiE) unit supplemented with our model eliciting activities (MEAS). For the assessment, we administered a knowledge test during the 2008-09 school year to a total of 386 students in grades 2-4 who either participated in engineering curricula/activities as part of the TPD program or as a group of control students at the same grade level and school district whose teachers did not participate in the TPD program or implement an engineering curriculum. The student knowledge test was administered at the beginning and the end of the school year and was organized into three domains of knowledge: science related content, engineering design process, and the work of an engineer.

We found statistically significant effects ($p < .05$) of students who received an engineering treatment on 3rd and 4th grade students' total knowledge scores. More specifically, for 3rd grade knowledge test scores, students who were in the treatment group achieved increased scores (mean = 0.67) as compared with students in the control group (mean = 0.46). For 4th grade knowledge test scores, students who were in the treatment group achieved increased scores (mean = 0.67) as compared with students in the control group (mean = 0.56), as measured on the post student knowledge test. The following Figure shows the post overall knowledge scores for the treatment and control groups for each grade level.



Note: The scale is from 0 to 1.

During this time frame we also assessed students using an instrument called the Engineering Identity Scale (EIDS). The EIDS consists of four subscales measuring various facets of engineering identity: Academic, School, Occupational, and Engineering Aspirations.

Looking at whether students showed significant differences from pre to post EIDS score for each subscale showed that students in the treatment group developed a greater understanding of what engineers actually do (e.g., work in teams, use science) as evidenced by significantly increased pre/post scores on the Occupational subscale of the EIDS. There were no significant pre to post differences on any subscale for the control group students. These results were the same for all three grade levels.

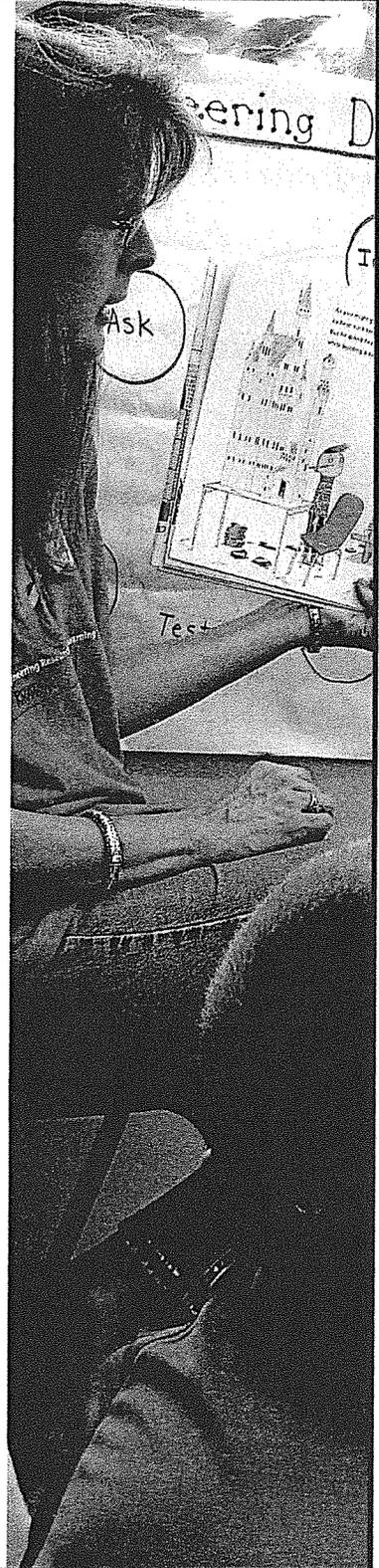
2nd grade: We conducted an analysis on the EIDS post mean score to see if there were any effects with regards to treatment vs. control group, gender, ethnicity, and Title 1 status. Results showed significant effects of treatment group, where students who were in the treatment group achieved increased scores (adjusted mean = 2.59) on the EIDS items as compared with students in the control group (adjusted mean = 2.43).

Additionally, there were significant effects of Title 1 status, which showed that students who were in a Title 1 school achieved increased scores (adjusted mean = 2.60) on the EIDS items as compared with students who were not in a Title 1 school (adjusted mean = 2.43).

There was one significant interaction between treatment group and ethnicity, indicating that students in a treatment or control group performed significantly different on the post knowledge test depending on their ethnicity. Students who were in the control group scored lower if they were Caucasian than students who were in a control group but were non Caucasian. Students who were in the treatment group scored lower if they were non Caucasian than if they were Caucasian in the treatment group.

3^d grade: We conducted an analysis on the EIDS post mean score to see if there were any effects with regards to treatment vs. control group, gender, ethnicity, and Title 1 status. Results showed significant effects of treatment group, where students who were in the treatment group achieved increased scores (adjusted mean = 2.61) on the EIDS items as compared with students in the control group (adjusted mean = 2.37).

4th grade: We conducted an analysis on the EIDS post mean score to see if there were any effects with regards to treatment vs. control group, gender, ethnicity, and Title 1 status. Results showed significant effects of treatment group, where students who were in the treatment group achieved increased scores (adjusted mean = 2.66)



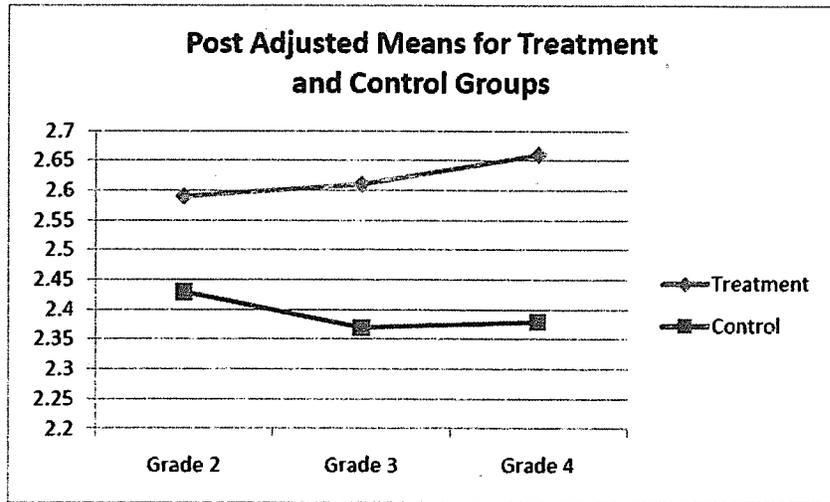
"This partnership supports the aims of RCSD to increase students' knowledge in core subject areas through a real-world context, to expose students to career opportunities that are in high demand such as those in the STEM fields, and to provide a quality education that ensures Rochester students graduate with the skills to be successful in the global economy."
 - Jean-Claude Brizard,
 RCSD Superintendent



on the EIDS items as compared with students in the control group (adjusted mean = 2.38).

Additionally, after adjusting for pretest scores, there were significant effects of ethnicity, indicating that nonwhite students achieved increased scores (adjusted mean = 2.61) on the EIDS items as compared with Caucasian students (adjusted mean = 2.43).

The following Figure shows the post overall EIDS score for the treatment and control groups for each grade level.



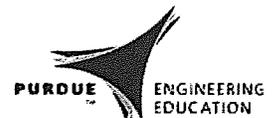
Note: The scale is from 1 to 3.

Furthermore, INSPIRE is currently developing partnerships with experts in statistical methodology, achievement gap research, and in math curriculum and research.

CONTACT INFORMATION

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Building Math

Challenge students to explore and apply important mathematics concepts in the context of engineering design and adventure!

- Uses hands-on math to solve problems in exciting real-world settings
- Guides students through simulations of climbing Mt. Everest, being stranded on an island in the South Pacific, and navigating the Amazon
- Gives students the opportunity to conduct mathematics investigations and use the engineering design process to solve problems they encounter along the way
- Addresses NCTM standards and ITEA standards for technological literacy
- Developed through a partnership between the Boston Museum of Science and Tufts University, and piloted in Boston-area middle schools
- Includes a poster illustrating the engineering design process and a DVD with classroom implementation samples

Building Math: Amazon Mission

Using a limited set of resources and teamwork to prevail, students survive a shipwreck, help a native village deal with malaria, and confront the environmental hazards of gold mining.

Reproducible Teacher Book, DVD, 196 pp. 064170-955 \$39.99

Building Math: Everest Trek

Overcoming the challenges of extreme weather and dangerous trail conditions along the way, student teams successfully "climb" Mt. Everest.

Reproducible Teacher Book, DVD, 176 pp. 064156-955 \$39.99

Building Math: Stranded!

Finding themselves "stranded" on a stormy island in the Pacific, students learn how to survive by working with the Maori people to safely load and provision small canoes.

Reproducible Teacher Book, DVD, 196 pp. 064163-955 \$39.99



National Center for
Technological Literacy
Museum of Science, Boston

GRADES 6-8

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The 3rd Grade STEM Fieldtrip Experience

Presented by the Orlando Science Center (OSC)

OSC recognizes the need to enhance education and public understanding of the role that science and technology plays in our everyday lives. The Central Florida Community seeks to increase its stake in industries that have a positive impact on the world we live in, which are fueled by a strong educational system that emphasizes Science, Technology, Engineering & Math (STEM) Education. There is a national crisis regarding the production of future knowledge workers, and one solution is to create interest in these careers among children at a young age.

OSC plays an important role in meeting the needs of our Central Florida Community. For parents, there is a need for a place where they can enjoy quality time with their children and reinforce good educational habits. For youth, OSC provides camps, workshops, scout programs, overnights, youth volunteerism, and out-of-school programs that foster critical thinking skills and inquiry-based learning that compliment formal education. For schools, we offer guided field trips, experimental labs and offsite programming that not only support Florida's Sunshine State Standards (SSS) in Math and Science, but also help teachers prepare students for the Florida Comprehensive Assessment Test (FCAT).

As we set out to inspire tomorrow's leaders and problem solvers, teaching the value of Engineering is an essential tool for solving the world's problems. With that being said, OSC can be the informal educating arm that reaches into the various communities it serves, encouraging proactive efforts on teaching engineering principles that create tomorrow's much needed workforce. With Siemens' mission supporting forward-looking technology and solutions that respond to the most challenging questions of our time in the Energy and Healthcare sectors, this fieldtrip experience will prepare these young minds to answer that call.



OSC STEM Challenge Floor Exhibits – (60 minutes)

Pinewood Derby

Isolate variables to create the fastest Pinewood car

Students will choose wheel size, axel placement, and weight distribution in order to construct the fastest car. Because cars must be designed under a weight limit, students must analyze the variables to achieve the best result.

Ball Wall

Engineering design challenge

Students create their own ramp design to get a ball from the top of the wall into a target cup. Students can also use challenge cards that include parameters that their design must incorporate to hit a specific target.

Wind Tubes

Creative design challenge

Students use various recycled materials to construct and test their own designs in the wind tubes. The manipulable materials change through use and provide open-ended opportunities for interaction and engagement.

Dino Investigation Lab

Investigate the dinosaur mystery

Students will explore several activity areas use using the tools and methods of investigative science to reconstruct dinosaurs and their ancient environment. Using skills such as investigation, identification, classification, hypothesizing, testing, and reconstructing students will collectively work to solve the mystery.

Earthquake Challenge

Creative design challenge

Students will design and build structures to withstand the forces of an earthquake.

OSC recognizes that many individual organizations advocate for education. We believe that joining forces with other organizations focused on STEM Education allows the broadest reach. Partnerships have the power of constructing educational and social platforms necessary to impact the greatest number of students and families possible. Whether it's time or resources, the chance to inspire the next scientist or engineer lies within the next presentation or experiment.



We're energized about the positive impact that the OSC STEM Fieldtrip Experience will have on the educational communities and families served. When our children aspire to become the aforementioned professionals, the collaborative efforts to promote positive change throughout our communities will support the core of their success. Please join in OSC's quest to help our children live out their dreams in a world fueled by STEM Education.

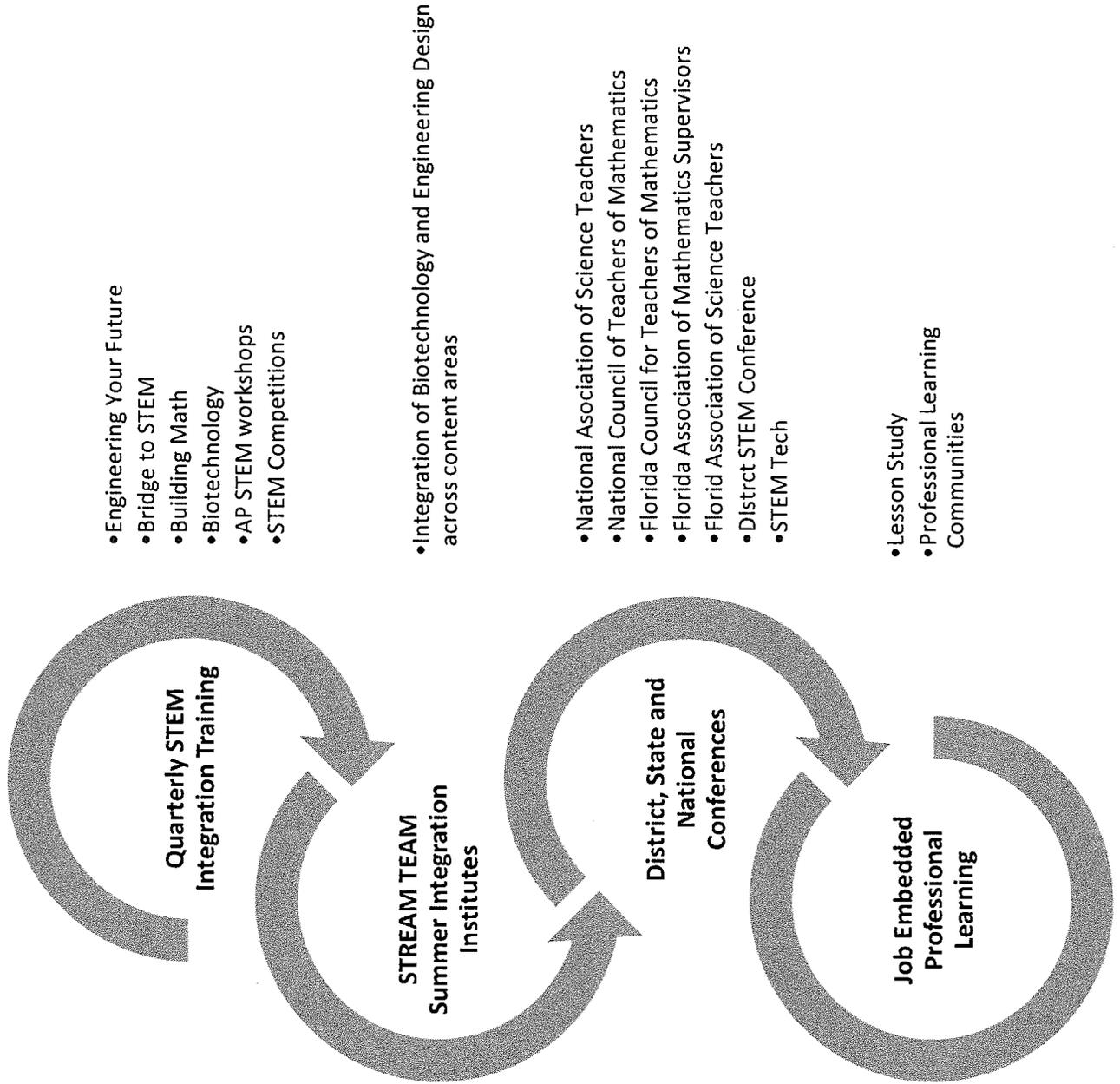
Appendix

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OCPS STEM Secondary

- STEM Professional Development Model
 - Secondary Science Course Progression
- Secondary Mathematics Course Progression
- Industrial Biotechnology (Colonial High School)

STEM Professional Development Model



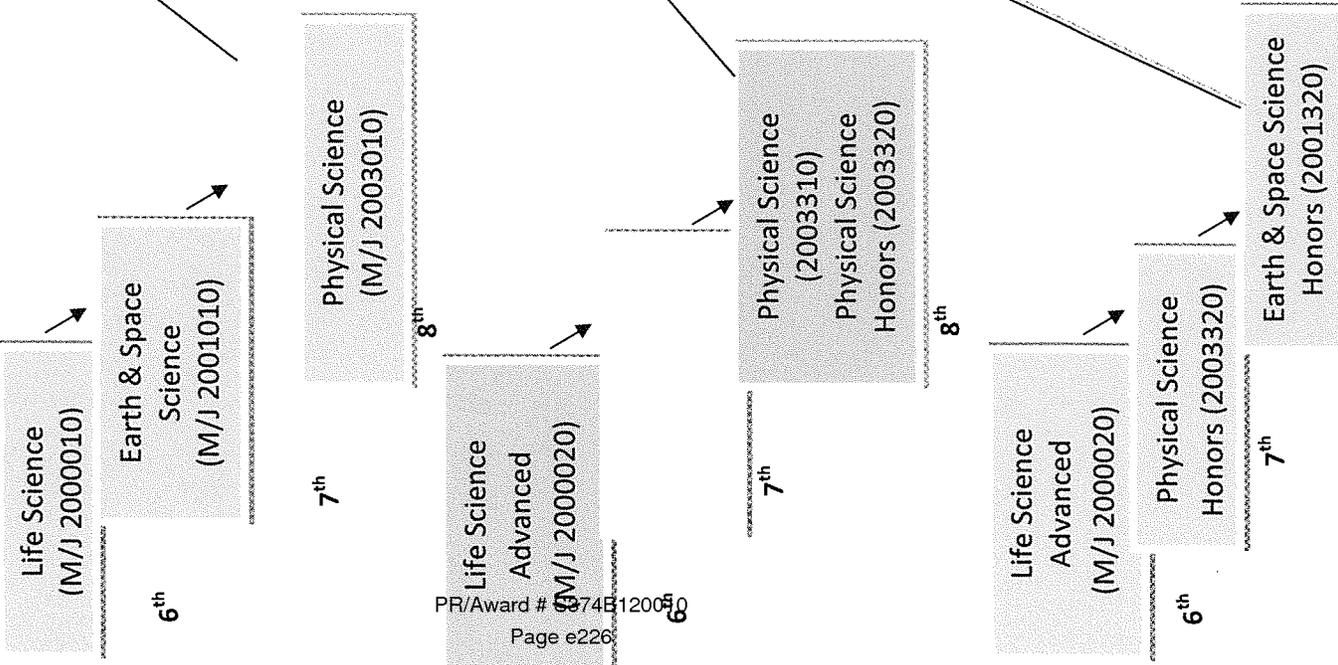
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Orange County Public Schools

Secondary Science Course Progression

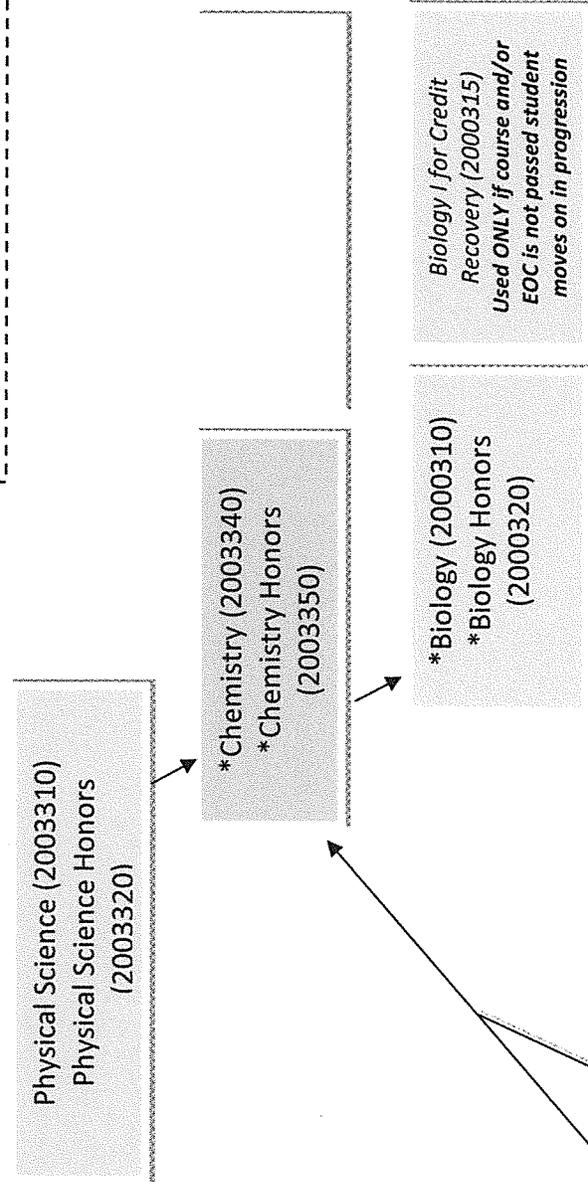
Middle School Progression

Middle School pathways adjusted based on yearly data



High School Progression

Beginning 2013-2014



Equivalent Courses

- Principles of Technology I (2003600) + Principles of Technology II (2003610) = One Physics Credit
- Biology Technology (2000430) = One Biology Credit
- *Intensive Science (2000300)**
 - Can be used in **conjunction** with core science classes in grades 9-12, for elective credit to provide additional exposure to content

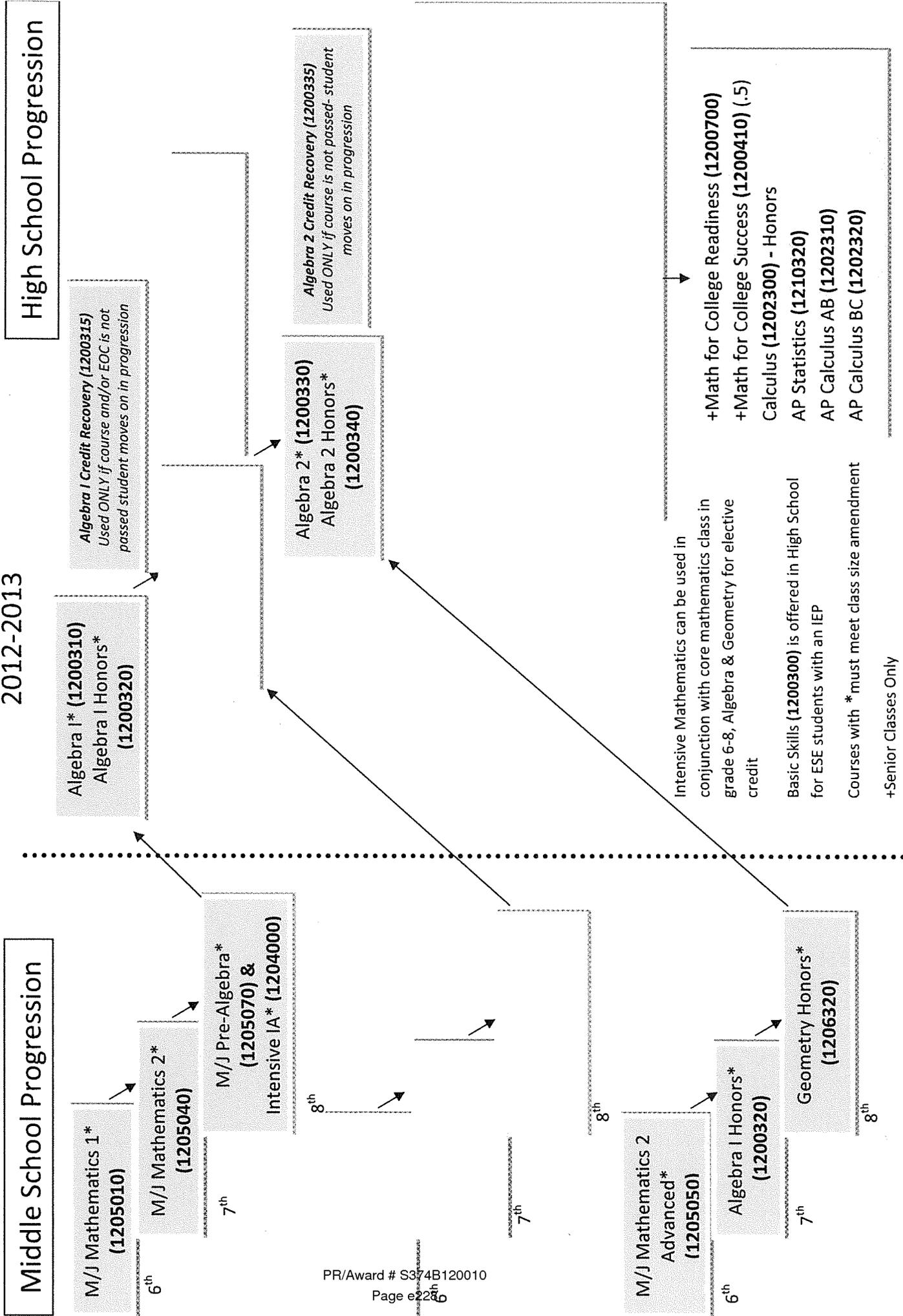
Class Size Amendment

- Courses with * must meet class size amendment

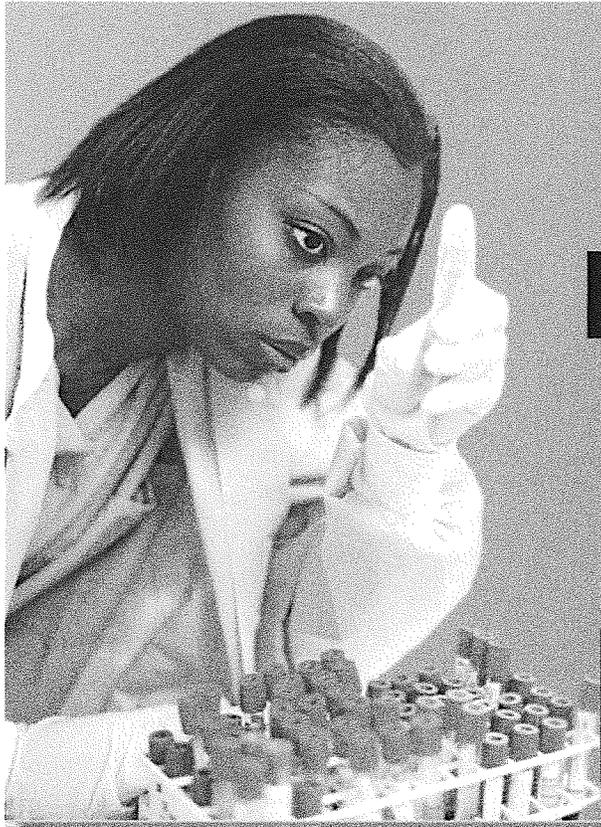
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Orange County Public Schools Secondary Mathematics Course Progression

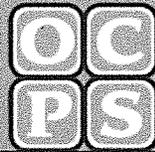
2012-2013



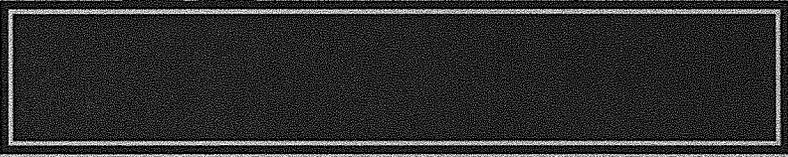
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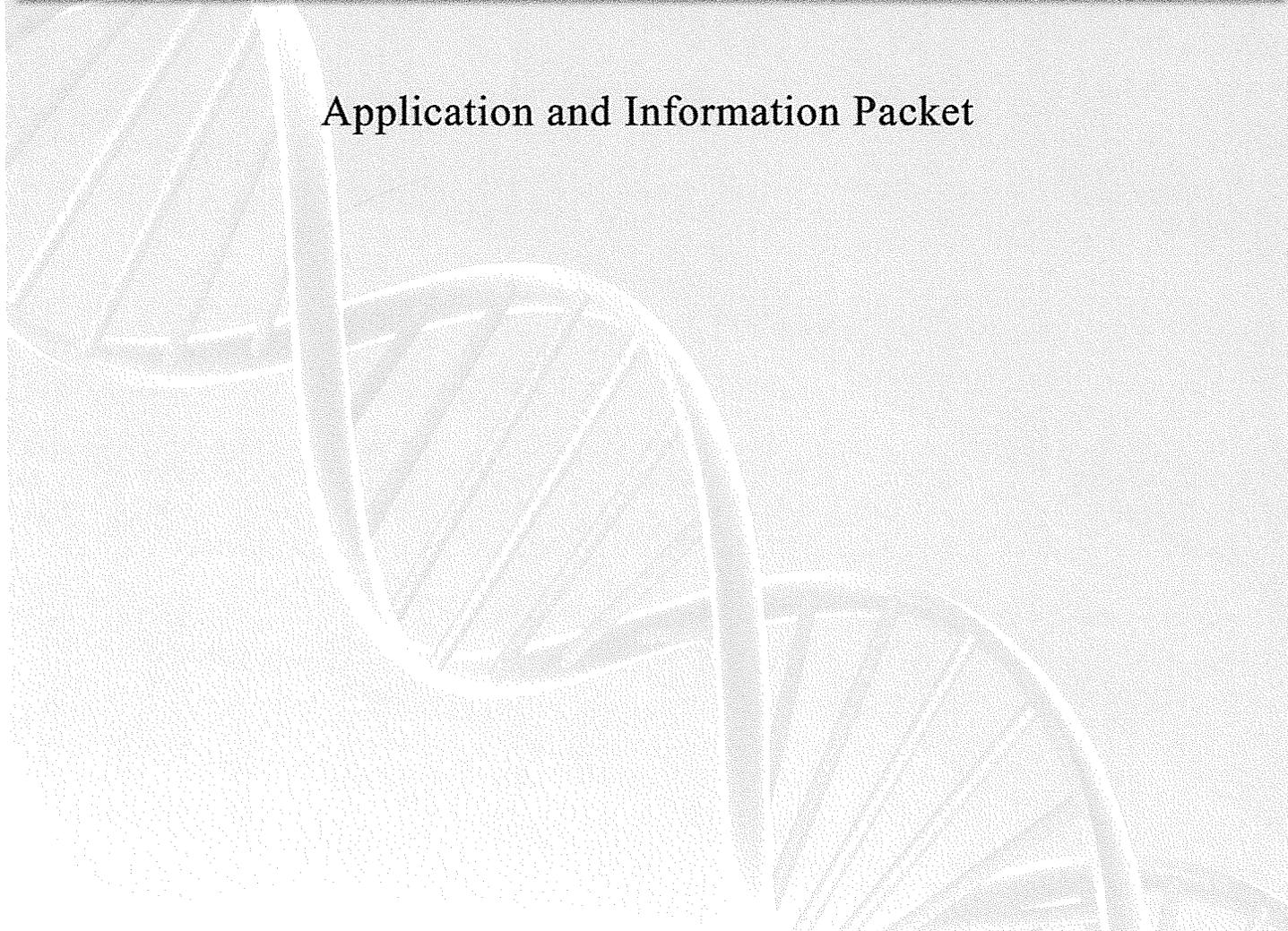
INDUSTRIAL BIOTECHNOLOGY



Colonial High
School



Application and Information Packet



Career and Technical Education Industrial Biotechnology



Thank you for your interest in the Industrial Biotechnology Program at Winter Park Tech's Avalon Campus. This program will offer high school juniors and seniors the opportunity to begin their training in an up-and-coming industry—Industrial Biotechnology. In addition to classroom work, students will have the chance to do actual hands-on work in a lab setting with state-of-the-art equipment.

Upon successful completion of the two year program, students are prepared to continue their education at a college/university with a goal of a career in such areas as medical research, plant cloning, and biofuel production just to name a few.

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

CTE Concept

To be the top producer of a highly qualified global workforce

CTE Purpose

To lead our students to success through relevant technical and academic education

QCPS EEO Non-Discrimination Statement

The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information or any other reason prohibited by law. The Equal Employment Opportunity Supervisor responsible for compliance is Carianne Reggie; the Section 504 Supervisor responsible for compliance is Harriet Brown, Esq., and the Title IX Supervisor responsible for compliance is Kevin Demer. Each may be contacted at the Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801 (407.317.3200).

Why Choose This Program



Industrial Biotechnology is a two year Science, Technology, Engineering and Math (STEM) Academy at Colonial High School for 11th and 12th grade students in Orange County Public Schools.

Students will be prepared for entry-level manufacturing technician positions as assistant biotechnicians or for university lab experiences.

Lessons include skills and materials of biotechnology, study and isolation of DNA and proteins, plant cloning and breeding, biotechnology in agriculture and medicine, as well as an independent research capstone.

Complete this application today to be one of the first to enroll in this dynamic program.

Honors Level Areas of Research

- ❖ Plant cloning and breeding
- ❖ Study and isolation of DNA and proteins
- ❖ Tissue culture analysis and growth
- ❖ Antigen/antibody testing
- ❖ Biotechnology in agriculture and medicine
- ❖ Skills and materials of biotechnology
- ❖ Independent research capstone

Career Pathways

- ❖ Medicine and Medical Research
- ❖ Pharmaceuticals
- ❖ Biotechnology
- ❖ Agriculture
- ❖ Environmental Sciences
- ❖ Forensic Sciences

Academics

- ❖ Integrates biotechnological concepts with applied learning
- ❖ Hands-on labs conducted weekly
- ❖ Earn Gold-Seal credit
- ❖ Aligned with Sunshine State and Performance Standards

Enrollment Requirements

- ❖ Age 16
- ❖ Finish 10th or 11th grade prior to starting
- ❖ Grade point average (GPA) of 2.5 (unweighted)
- ❖ Complete an application for enrollment with Winter Park Tech

Prerequisites (to be completed by the end of 10th grade)

- ❖ Pass the FCAT
- ❖ High school level biology or higher (chemistry also preferred).
- ❖ High school level algebra I and geometry, or higher





Career &
Technical
Education

Orange County Public Schools
Department of Career and Technical Education
Industrial Biotechnology
Application
School Year 2013-2014

OFFICIAL USE ONLY
Received:

No faxed or emailed applications. Incomplete applications will NOT be processed.

Type or print this form in blue or black ink. Complete all information requested. Completion of this application does not guarantee admission. Falsification of information on this application could lead to ineligibility for the Academy. For more information, please contact Winter Park Tech-Avalon Campus at 407-281-5100. This form may be filled-in on a computer prior to printing and signing.

Student Information

First Name	Middle	Last			
Ethnicity	<input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> NOT Hispanic or Latino	Student's Preferred Language		
Race	<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black/African American	<input type="checkbox"/> Native Hawaiian/Pacific Islander	<input type="checkbox"/> White
Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	Date of Birth mm/dd/yyyy	Current Grade	(Must be a current sophomore)
Student Number	Current School				
Home Address	City		State	Zip	
Mailing Address <small>If different from home address</small>	City		State	Zip	
Home Phone	Cell Phone	Email Address			

Parent/Guardian Information

First Name	Last			
Home Phone	Cell Phone	Email Address		

Academic and Extracurricular Information

1. List any clubs, organizations, sports teams, or extracurricular activities you've been involved with in the past two years.

2. Write 1-2 paragraphs about yourself as your favorite teacher would describe you.

3. What school subject(s) do you like most?

4. What interests you about the Industrial Biotechnology Academy?

Affirmations

	Parent/Guardian Initials	Student Initials
The student must have a 2.5 grade point average and pass the FCAT to be considered.	_____	_____
The student must be in the 11 th or 12 th grade next year.	_____	_____
Transportation to and from Winter Park Tech-Avalon Campus is the student's responsibility.	_____	_____
I understand that ONLY ONE (1) application may be submitted per student and NO CHANGES will be allowed once the application is submitted. Address changes MUST be submitted in writing.	_____	_____
My signature below verifies, that I declare, under penalties of perjury, pursuant to Florida Statute, Section 92.525, that I have read this application and the information stated in this application is true and correct.		

Student Signature _____

Date _____

Parent/Guardian Signature _____

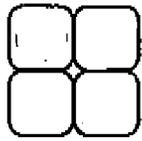
Date _____

Submission Checklist

- Completed application signed and initialed by student and parent/guardian (required).
- Counselor/Administrator recommendation (required).
- Mail or drop-off completed application with original signatures to:

Winter Park Tech-Avalon Campus
Industrial Biotechnology Program
2201 S. Crown Hill Blvd
Orlando, FL 32828

Refer all questions to
David Robitaille
407-317-3200 ext. 2724



Career &
Technical
Education

Orange County Public Schools
Department of Career and Technical Education
**Industrial Biotechnology
Counselor and Administrator
Recommendation**
School Year 2013-2014

OFFICIAL USE ONLY
Received:

No faxed or emailed applications. Incomplete applications will NOT be processed.

Type or print this form in blue or black ink. Complete all information requested. Completion of this application does not guarantee admission. Falsification of information on this application could lead to ineligibility for the Academy. For more information, please contact Winter Park Tech-Avalon Campus at 407-281-5100. This form may be filled-in on a computer prior to printing and signing.

Admissions Procedures and Criteria

Admission is based on the following criteria:

- Industrial Biotechnology Career interest
- Satisfactory standardized test scores
- At least a 2.5 grade point average in core courses middle and high school

*Note that copies of school discipline records may be requested by the Academy administrators.

At the end of the school year, the above criteria will be reviewed and admission may be revoked if all are not satisfactory. Students who meet admittance criteria will be admitted to the lottery pool. Once a lottery pool has been established from the applications that meet the initial criteria, the lottery will be conducted. Selections from the qualified applicants are random. Students included in the lottery pool but not selected in the initial lottery will remain in the pool that will be used to fill additional spots as openings occur.

Parent/Guardian and Student Commitment

We understand that the curriculum of the Industrial Biotechnology Academy is designed for students interested in pursuing a career in science, math, technology or engineering. We understand that if accepted, satisfactory behavior, conduct, attendance and academic progress are mandatory for continued enrollment. We realize that administrators may view discipline records as part of the application process.

Due to outside contact with biotechnology professionals, future employers, and the general public, a high standard of appearance is expected for all students. We understand that the administration and faculty will advise students on the responsibility of maintaining a mature and professional appearance, including length, coloring, and styles of hair grooming as well as appropriate dress and footwear.

We agree to abide by all OCPS policies including discipline, regular and punctual attendance, good conduct, and passing grades.

Because computer and Internet access are an important component of the curriculum, we agree to ethical practices regarding computer security and communication networks. We agree to follow OCPS policies regarding computer and Internet use.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Counselor and Teacher Recommendation

Counselor Signature _____ Date _____

Science Teacher Signature _____ Date _____

Submission Checklist

- Completed application signed and initialed by student and parent/guardian (required).
- Counselor/Administrator recommendation (required).
- Mail or drop-off completed application with original signatures to:

Colonial High School
Industrial Biotechnology Program
2201 S. Crown Hill Blvd
Orlando, FL 32828

Refer all questions to
Mark Hunt
407-317-3200 ext. 2708

Appendix

VI

Performance Based Compensation

- System for Former TIF Schools (Bearing Signatures)

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~~Bonuses for Differentiated Accountability (DA) Model Plus Schools~~
Performance Based Compensation System for Former TIF I Schools

- A. The Teacher Incentive Fund Grant I shall end at the close of school year 2011-2012. Teachers at these ten schools (Evans High, Jones High, Oak Ridge High, Memorial Middle, Carver Middle, Meadowbrook Middle, Robinswood Middle, Howard Middle, Walker Middle and Westridge Middle) will be moved for the school year 2012-13 to the Performance Based Compensation System (PBCS) which is in place for the TIF II Elementary schools. Teachers in these schools shall have the option to participate in the PBCS. Teachers shall inform the District of their decision to participate by the 10th duty day of school year 2012-2013.
- B. In addition to the varying advancement on the Level Schedule based on teacher evaluation and learning gains, the teachers at Carver Middle, Meadowbrook Middle, Robinswood Middle, Howard Middle, Walker Middle and Westridge Middle shall be eligible for the same bonus opportunity as the TIF II schools. Teachers who opt out of the PBCS are not eligible for this bonus opportunity. The bonus is based on the following criteria:
1. \$1,000 bonus will be paid to all teachers who are in a paid, active status on the last day of the teacher's work year provided they do not receive an Unsatisfactory status score on their evaluation. Teachers with consecutive Needs Improvements status score will not receive the bonus in the second year of the program. Category I teachers who receive a Developing status score are eligible for the bonus.
 2. If a teacher attains at least 2.5 on their status score, and 50% of their students show gains, the bonus shall double to \$2,000. (Target Score)
 3. This bonus can increase to \$2,500 if the teacher attains at least 3.5 and 60% of their students show gains. (Max Score)
 4. Bonus amounts can vary from \$1,000 to \$2,500 depending upon achievement.
 5. The bonuses shall be processed through Payroll as soon as the teachers' status scores are finalized.
- C. The remaining four TIF I schools, three of which are SIG (School Improvement Grant) schools, shall have a higher base bonus opportunity. SIG schools are the lowest 5% as designated by the US Department of Education and the Florida Department of Education. Classroom teachers at the Juvenile Justice Centers are included in this plan as well. Teachers who do not participate in the PBCS are not eligible for this bonus opportunity. The bonus is based on the following criteria:

1. \$1,250 bonus will be paid to all teachers who are in a paid, active status on the last day of the teacher's work year provided they do not receive an Unsatisfactory status score on their evaluation. Teachers with consecutive Needs Improvement status score will not receive the bonus in the second year of the program. Category I teachers who receive a Developing status score on their evaluation are eligible for the bonus.
2. If a teacher attains at least 2.5 on their status score, and 50% of their students show gains, the bonus shall double to \$2,500. (Target Score)
3. This bonus can increase to \$4,500 if the teacher attains at least a 3.5 and 60% of their students show gains. (Max Score)
4. Bonus amounts can vary from \$1,250 to \$4,500 depending upon achievement.
5. The bonuses shall be processed through Payroll as soon as the teachers' status scores are finalized.

D. Critical Needs Subject Component: (includes all former TIF I Schools)

1. Instructional personnel (including Instructional Coaches) in STEM or ESE, ESOL, Reading/Language Arts subjects and who are in a paid, active status on the last day of the teacher's work year will receive a \$500 bonus provided they do not receive an Unsatisfactory status score on their evaluation. Teachers with consecutive Needs Improvement status score will not receive the bonus in the second year of the program. Category I teachers who receive a Developing status score on their evaluation are eligible for the bonus.
2. This amount can increase to \$600 if the teacher attains Target Score.
3. This amount shall increase to \$750 if teacher attains Max Score.
4. The Critical Need Subjects could vary from year to year depending on criticality. Emphasis has been place on STEM, ESE and Reading related subjects.
5. The bonuses shall be processed through Payroll as soon as teachers' status scores are finalized.

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
3.50 - 4.00	2.50 - 3.49	1.50 - 2.49	1.00 - 1.49

Appendix

VII

MOU, Value Added Model for the Student
Growth Portion of the Instructional Evaluation

Memorandum of Understanding

New Evaluation Procedure for the Race to the Top Grant and

The "Student Success Act" (SB 736) signed into law on March 24, 2011

Re: Value Added Model for the Student Growth Portion of the Instructional Evaluation

For School Year 2011-2012

The Florida Department of Education convened a committee of stakeholders (Student Growth Implementation Committee, or SGIC) to identify the type of model and the factors that should be accounted for in Florida's value-added model. After exploring eight different types of value-added models, the SGIC recommended a model from the class of *covariate adjustment models*. The Department then advised Districts to establish cut scores and criteria for the student growth scores.

The Collaborative Bargaining Leadership Team (CBLT) agrees to the concept and framework of the model for the student growth portion of the teacher evaluation model outlined in the proposal being submitted to the Florida Department of Education (FLDOE) on September 30, 2011. The parties agree as data is available to OCPS, both from the VAM components throughout the school year and final FCAT results, to review the data in each of the decision points of our plan and make adjustments to reflect the anticipated outcomes in the agreed upon model. The cut scores shall be applied based on historical data and shall not be construed as a set number for each rating.

Friday, September 23, 2011

Barry Melamed
Chief Negotiator, CTA
Interim Executive Director Orange UniServ

Scott Howat
Chief Negotiator, OCPS
Senior Director, Labor & Legislative Relations

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Jim Matrille
Lead Negotiator, CTA
Director, Orange UniServ

Krista Russell
Lead Negotiator, OCPS
Senior Administrator, Labor & Legislative Relations

(b)(6)

(b)(6)

Members of the CBLT:

(b)(6)

<p>1. Percentage of VAM to use FCAT Teachers & Non FCAT teachers with FCAT Students: 40% with less than 3 years of data Other School Based Instructional Personnel & District-level Personnel: Treat the same as FCAT & Non-FCAT Teachers</p>
--

<p>2. Cut scores For FCAT Teachers & Non-FCAT Teachers who have students taking the FCAT</p>	<p><i>Statistical Modeling</i></p>
Unsatisfactory	-2.391 standard deviations, cut score of -.7554 and lower (1.6%)
Highly Effective	+1.177 standard deviations, cut score of .4042 and higher (5.2%)
Needs Improvement/Developing	-2.390 to -1.034 standard deviations, cut score between -.7553 and -.3200 (4.7%)
Effective	-1.033 to +1.776 standard deviations, cut score between -.3199 and .4041 (88.6%)

<p>3. Models for use of scores for each instructional category</p>	<p>Pre-K to 3: The option that gives the best results at their school, either an aggregate of math, or reading or both</p> <p>11-12th & Instruct Personnel w/out student assignment: The option that gives the best results at their school, either an aggregate of math, or reading or both</p> <p><i>District Resource Instructors assigned to schools:</i> 75% from schools, 25% from district average of the student achievement portion. Hybrid aggregate of school-wide effect for schools to which they are assigned and district average, for a blend similar to the way these teachers work for OCPS</p> <p>District Resource Instructors not assigned to schools: (Includes Alt Ed and CTE teachers who instruct Pre K - 12 students) Aggregate of all schools for a district effect number</p>
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<p>4. Cell size-Non FCAT teachers w/ FCAT students</p>	<p>Elementary 8 students min</p> <p>Middle 22 students min</p> <p>High 25 students min</p> <p>ESE 8 students min</p>
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<p>5. Inclusion in Overall Evaluation Rating</p>	<p>Needs Improvement/Developing Scale of 1.50 to 2.49: use 2.49</p> <p>Effective Scale of 2.50 to 3.49: use 3.49</p> <p>Highly Effective Scale of 3.50 to 4.00: use 4.00</p>
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Appendix

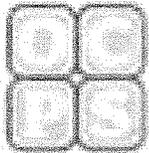
VIII

Instructional Personnel Evaluation System Procedures Manual

~~DRAFT~~

Latest revision: 4/10/11

ONE VISION



ONE VOICE

INSTRUCTIONAL
PERSONNEL
EVALUATION SYSTEM

Procedures Manual

2011-2012

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CBIT
CTA CCPS

Appendix

IX

Signed Salary Contract

TA # 4
2/10/12

(b)(6)
ARTICLE XVI
SALARY

Salaries shall be as set forth in Appendix A, which is incorporated into, and hereby made a part of this Contract and shall be retroactive to the beginning of the current school year.

B. Step Level increases shall be subject to the following:

1. If anticipated revenue increases will be sufficient to provide at least double the cost of the level increase, the level shall be paid.
2. If anticipated revenue will be less than that required above, the parties may mutually agree to suspend level increases and negotiate them along with general increases. If anticipated revenue increases will not be sufficient to pay at least 1.25 times the level, the parties shall suspend the level increase and negotiate to apply any available funds to the salary schedule in a more equitable manner.
3. It is understood that the term "anticipated revenue increases" as used herein refers to general fund revenue increases not required to be spent for other purposes, and is calculated based upon per student increases in weighted FTE funding.
4. Nothing herein shall preclude the parties from negotiating adjustments in the incremental differences between levels or in the amounts of the levels.

C. Differential Pay

1. Credit for Advanced Degrees

- a. The employee must provide an official college transcript of record showing the award of the earned degree to the Employment Services Department.
- b. If the transcript does not indicate the date on which the degree was awarded, the employee must provide additional confirmation of the degree by submitting an updated transcript showing the date of the award, a copy of an official letter from the institution indicating the date the degree was awarded, or a copy of an official diploma from the institution indicating the date the advanced degree was awarded.

(b)(6)

- c. It is understood that the advanced degree shall have been granted by a standard institution or shall have been properly validated as described in the State Board of Education Rules.
 - d. The advanced degree must be held in the teacher's area of certification for teachers hired on or after July 1, 2011.
 - e. ~~Teachers shall be paid on the salary schedule for persons with a bachelor's degree or its equivalent until such time the supplement as once the an advanced degree is verified, at which time the Board shall adjust the teacher's salary according to his/her degree or its equivalent. Any payment of back salary shall be made at the end of the next payroll period. Any salary adjustment~~ The supplement for advanced degrees shall be retroactive to the date the degree was awarded or the beginning of the teacher's primary contract school year, whichever is later.
 - f. The advanced degree differential shall be at least the same percentage as applied to the salary schedule.
2. Re-employment of Retired Teachers from the Florida Retirement System (FRS) or any other educational retirement system. This includes employees retiring under either the Defined Benefit plan or the Defined Contribution or both in FRS.
 - a. Salary Placement:
 1. As of July 1, 2011, initial placement of re-employed retired teachers shall be at Level J, and shall advance to the next level in subsequent years.
 2. Effective July 1, 2010, current re-employed retired teachers who were at Step 10 during the 2009-2010 school year will be placed on Level K, and shall advance to the next level in subsequent years in accordance with the movement of other bargaining unit members which is contingent upon negotiated contractual provisions.
 3. Retired teachers rehired in the 2010-2011 school year will remain at Step 10 for 2010-2011, but shall advance to Level K at the beginning of the 2011-2012 school year and shall advance to the next level in subsequent years.

- b. Any retired teacher who returns to work at a Correct II D or F school shall be paid at Level O while they work at these schools during the time the schools are designated Correct II D or F.
 1. If in subsequent years, the school remains a Correct D or F school, the teachers shall advance to the next level.
 2. If in the subsequent years, the school does not remain a Correct II D or F school, the teachers shall remain at the Correct II D or F level for one year and if the school maintains the higher grade, the teacher will revert back to the number of levels above "K" that they were above Level P.
 3. Re-employed retired teachers who were at Step 10 during the 2009-2010 school year and advanced to Step 15 during the 2010-2011 school year will be placed on Level P and shall advance to the next level in subsequent years subject to (2) above.
 4. Retired teachers hired in the 2010-2011 school year will remain at Step 15 for 2010-2011, but will advance to Level P at the beginning of the 2011-2012 school year, subject to (2) above.
- c. Any retired teacher who returns to work with less than ten (10) years of experience (or 15 years of experience for Correct II D or F schools) shall receive credit for each year of full-time public school teaching for which the employee received a satisfactory performance.
- d. Advancement for re-employed retirees shall be in accordance with the movement of other bargaining unit member which is contingent upon negotiated contractual provisions.
3. Differential pay/Supplemental activities shall be compensated as set forth in Appendices A-1 through A-4 which is incorporated into, and hereby made a part of, this Contract.
4. Supplement Handbook
 - a. The Board shall publish and post a Supplement Handbook on the CBLT websites: www.ocps.net/es/laborrelations and www.orangecta.org/Bargaining.htm

- b. The Supplement Handbook will provide information regarding the use of supplements, requirements of the supplement receiver, number of each supplement, and related information.

5. Additional Period Pay

- a. The parties recognize that in some ~~high schools and middle schools~~ K-12 schools, teachers may volunteer to teach more than the required number of teaching periods. Teachers who accept these extended teaching assignments may not be scheduled with the same amounts of planning time, student contact time, or other duty assignments as other teachers. If more teachers volunteer than are needed, teachers shall be selected according to seniority from among those qualified to hold a position.
- b. For teaching each additional instructional period during, before or after the regular student day, the amount of the supplement the teacher receives for teaching the additional period should be based on the hourly rate of pay for a year zero teacher based on the previous year's salary schedule. Calculations will be as follows: the annual salary of zero year teacher based on the previous year's salary schedule/196 days in a teacher's contract year/7.5 hours in a teacher's workday x 180 instructional days of instruction in a year, rounded to the nearest one hundred dollars. This amount may be prorated by semester based on the school's academic needs.

For teachers with the additional instructional period before or after the regular student day, the normal teacher load must be completed during the regular student day.

- c. This shall not preclude a teacher whose primary assignment is non-classroom teaching from receiving the supplement in C. 1. above upon approval of the Superintendent's designee.

6. Irregular Schedule Pay

Employees, who are assigned irregular schedules in accordance with Article XIV Section P, shall be compensated as follows:

- a. Teachers assigned a split shift on a regular basis for a 37.5 hour week including meal breaks shall be paid an additional \$2,520 per year. A split shift shall be defined as a shift that is not continuous.

- b. Teachers in post secondary schools who are given an additional hour of assigned instructional responsibility per day beyond the normal six hours shall be paid an additional \$3,000 per year.
 - c. Teachers selected for these supplements who have not had a break in service since 1996-97, shall be assured of the applicable amount as set forth above or the amount received in 1996-97, whichever is greater.
- D. The fiscal year for 10 and 11 month teachers begins with the first day of their primary contract. The number of duty days in a teacher's primary contract is specified in Article XV.A. The daily rate of pay for teachers shall be determined by dividing their annual salary for their primary contract of employment by the number of duty days specified therein.
- E. In-service training for a non-duty day will be compensated at a minimum of \$50 per day provided the funding is available. Non-monetary consideration in lieu of the above may be agreed to between the administrator and the employee.
- F. Summer session employment shall be paid at the teacher's rate of pay per their primary contract for the school year just completed.
- G. Method of Payment
- 1. Employees shall be paid biweekly beginning on the third week of their work year. The number of payments to be issued will correspond to the length of time from the first to the last duty day in the school year. Two payments per year will be for eight days each and will occur during pay periods where there are no insurance deductions. The remaining payments will be for equal amounts of nine days each.
 - 2. If requested on or before the last day of preplanning, ten-month teachers shall be placed on deferred pay status. These employees shall receive their regular salary in biweekly installments, and their remaining salary shall be paid at the time of the employee's final payment of the year.
 - 3. To the extent permitted by law, and provided employees will not be paid in advance of time worked, payments shall be issued biweekly. When a payday falls on a bank holiday, the payment will be made on the business day prior to the bank holiday.
 - 4. The parties agree to mandatory direct deposit effective for all employees by December 31, 2006. Upon request of an employee, the Board shall provide direct deposit of each of his/her payment to the financial institution of the employee's choice, subject to regulations relating to direct deposit.

5. The Board shall issue payments to employees employed in summer school in equal installments on a biweekly schedule, insofar as possible.
 6. Under normal circumstances, supplements will be included in the employee's regular payment.
 - a. Payment for high school winter sports will begin in November and for spring sports in February.
 - b. Payment for middle school sports will begin the month following the beginning of each sport season.
 - c. Up to \$100 of the agribusiness and/or FFA supplements may be held until after completion of all required activities during the month of June.
 7. Payments shall be generated in a manner that guarantees privacy.
 8. Any payment which must be rewritten due to an employee's absence(s) near or at the end of the work year shall be reissued within one week following his/her last duty day.
 9. It is understood that the last payment in the fiscal year may not be distributed until after the final duty day, in which case employees will be expected to make arrangements for either mailing or pick-up of their last check.
- H. If active service is terminated by death, all salary owed at the time of death shall be paid to the employee's designated beneficiary or estate if no beneficiary has been designated.
- I. Employees shall be paid for zero years of experience until such time as verification for experience is received by the Board. Upon verification of experience any adjustment of salary shall be made by the end of the next payroll period. Any salary adjustment for experience credit shall be retroactive to the first duty day of the employee's primary contract, in the fiscal year in which the verification is received.

~~One day more than the number of days constituting one-half year of another state's, district's regular school year shall be considered as one year of credit. Ninety-nine days of teaching in any one regular school year in Florida shall be considered as one year of credit.~~

~~A teacher shall be paid on the salary schedule, based upon degree or its equivalent, or work experience and years of experience, subject to the following criteria.~~

1. Teaching experience:

- a. In-state public school teaching experience: ~~Additional years of experience credit: Per F.S. 1012.33 (3)(f) 4(g), effective January 7, 2003, for instructional personnel hired after June 30, 2001, Credit shall be given for each year of full-time public school teaching service earned in the state of Florida and for which the employee received a satisfactory performance evaluation. Re-employed retirees are exempt from this provision. Experience credit shall be given up to the maximum of the salary schedule as shown in Appendix A.~~
- b. Out of state public school teaching experience: Instructional personnel hired from outside of the state of Florida shall receive credit for each year of full-time public school teaching for which they receive a satisfactory performance evaluation. Experience credit shall be given up to the maximum of the salary schedule as shown in Appendix A.
- c. Up to, but no more than 15 years credit (Level O) of experience shall be given for private school (or school systems, including college) teaching experience and may be added to all prior public school experience credit, dependent upon satisfactory performance evaluations. Experience credit shall be given up to the maximum of the salary schedule as shown in Appendix A.
- d. Paid holidays shall be counted in computations which apply to credit for teaching.
- e. Half Time: Effective July 1, 2011, half-time teaching shall be combined counted year for year for salary credit. Half-time teaching prior to July 1, 2011 will continue to be combined so two one-half years equals one year of experience. Half-time experience shall continue to count as one-half of full-time experience for the purpose of calculating seniority.
- f. Half Year: Work less than the number of days constituting one-half year of another district's regular school year. Teachers may combine ~~i.e., two one-half years or two half time years equals one year of experience~~ for a full year of teaching credit. One-half year of teaching shall be defined as at least ~~50~~ 26% ~~to 50% of the total number of days but less than 99 days, 50~~ 26% of which must be continuous duty days, in any regular school year.
- f.g. Teaching experience credit shall apply to equivalent school employment, such as guidance counselor, media specialist, and curriculum resource teacher. Working in the position of a four-year degreed permanent substitute in the District shall count as equivalent school employment.

- g.h. No salary credit shall be given for substitute teaching, graduate assistantships, private nursery school pre-k or kindergarten teaching, unless pre-k kindergarten teaching was a part of an elementary school or school district.
- h.i. Teachers shall receive no salary credit for teaching for any time prior to being awarded a four-year degree.

2. Work Experience

- a. Up to a maximum of 15 years of work related experience, excluding those years required for certification, shall be granted for salary purposes to those positions requiring work experience for certification and to social workers audiologists, and speech therapists.
- b. Upon initial employment, teachers who fill positions for which work experience may be used or is required for certification, shall be granted either work experience credit (above that used toward certification) or teaching credit, for salary purposes.
- c. Work experience may be combined for salary credit in the same manner as such combinations apply to certification based on work experience.
- d. If a teacher transfers into a position for which work experience may be used or is required for certification, the teacher may apply work experience (above that which would have been used for certification) in lieu of teaching experience for salary purposes. Such adjustment shall be retroactive to the first day of employment of the fiscal year in which the teacher applies for the adjustment.
- e. In no case shall both work experience and teaching experience, as used in conjunction with one another above, be granted for salary purposes if earned during the same calendar year.
- f. Teachers who are certifiable in the critical needs areas of mathematics, science and exceptional education may be granted, upon initial employment, work experience credit. Work experience must be directly related to the position for which the teacher is hired, and documentation must be provided by the teacher for review and approval by Employment Services. Up to five years of work experience credit will be granted upon initial employment. Once the teacher ~~attains professional services contract status~~ reaches their fourth year

of service with the District, any applicable additional credit, up to a maximum of 15 years, shall be applied in addition to the immediately preceding credit earned ~~as an annual contract teacher~~ with the District.

- g. Military Experience - If honorably discharged, including a general discharge under honorable conditions, credit for pay purposes shall be granted for up to four years of active military duty in the armed forces of the United States of America. This credit will be granted upon receipt of the employee's DD 214 by Employment Services.

3. JROTC

- a. It is understood the JROTC instructor will have retired from active military duty.
- b. The following procedures shall apply to initial placement on the salary schedule:
 - (1) The difference between the active duty pay and the retirement pay will be calculated.
 - (2) If that amount falls between two levels on the salary schedule, placement will be at the higher level.
 - (3) If that amount falls below level D, placement will be at level D.
 - (4) If that amount falls above level O, the employee shall be paid the difference between the active duty pay and the retirement pay and frozen at level O until such time as level O meets or exceeds that amount.
- c. Any movement on the salary schedule in subsequent years shall be in accordance with the movement of other bargaining unit members, which is contingent upon negotiated contractual provisions.
- d. The parties recognize that should any of the above provisions be held to be contrary to law, Article II.E. shall apply.

4. Former employees who are re-hired after retiring under any Orange County Public Schools retirement incentive shall be placed on the salary schedule at level A.

- J. Salary adjustments for administrative mistakes in granting salary credit shall be retroactive. The retroactive period for back pay shall include the current year and up to a

maximum of five previous years. The district will correct an error involving wages or other means of compensation up to two years from the date the error was identified per F.S. 95.11. The employee shall receive back pay, once s/he has brought the matter to the attention of the Employment Services Department, at the end of the next payroll period. If an employee has been overpaid, an adjustment shall be made at the end of the next payroll period, and arrangements shall be made whereby the employee may take a period of time, up to the end of that school year, to reimburse the Board for such an overpayment. In extreme cases, the time may be extended. Except in cases where an employee knew or should have known of the overpayment, the total amount due for an overpayment on the salary schedule shall only be retroactive to the beginning of the school year in which the over payment was discovered.

- K. An employee shall be responsible for providing documentation of academic degrees and experience for salary, differential pay and supplement purposes to the Employment Services Department.
- L. A PSC/CC teacher's salary may be frozen if identifiable less than satisfactory performance exists. The following procedures shall be used:
 1. The administrator shall notify the teacher in writing of the less than satisfactory performance, including specific examples. Notification shall occur prior to the beginning of the second semester.
 2. A conference shall be held between the administrator and the teacher within ten duty days to review the matter. A specific written plan, including reasonable timelines, shall be developed by the administrator to assist the teacher in improving performance.
 3. Within ten duty days of the development of this plan, the teacher may request an independent review of the matter by the applicable associate superintendent.
 4. Failure to demonstrate significant improvement prior to one month before the end of the teacher's work year may result in a recommendation by the administrator for retention of the teacher on the salary schedule.
 5. The Superintendent shall make a decision for retention on the salary schedule prior to the end of the teacher's work year and shall so notify the teacher in writing, with a copy to the Association
 6. The teacher shall be entitled to Association representation throughout this procedure.

7. Such freezing of a teacher's salary shall not be used two years in a row, unless the provisions of Article XII Section C, have been initiated.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
PERSONNEL (SALARIES AND INCENTIVE PAY))						
TIF III Project Administrator (50% dedication yr 1-3 and 100% yr 4-5)	\$34,651.50	\$35,690.55	\$35,947.00	\$75,664.83	\$77,934.95	\$259,888.83
In Year 1-3- time would be split between current TIF grant and new grant to ensure continuity and fidelity of implementation of new grant - expansion of current grant to include high need elementary feeder schools. Responsible for implementation of all components of TIF II keeping the Senior Director, Compensation Services apprised of the status of implementation and progress toward desired outcomes, interim and final reporting, liaison to all collaborating partners, hiring and oversight of instructional support staff, and administrative assistant paid from the grant. 3% Increase in subsequent years.						
Manager to work directly with schools in collecting of data for PBCS, professional development and overseeing the budget expenditures.	\$21,000.00	\$42,630.00	\$44,538.90	\$45,894.17	\$47,271.83	\$201,334.89
Administrative Assistant/Specialist to the Project Administrator (50% dedication yr 1-3 and 100% yr 4-5) To assist Project Administrator in implementing project, process purchase orders, salary payouts, coordinate professional development and handle daily clerical functions.	\$14,121.00	\$14,544.63	\$14,763.18	\$30,411.78	\$31,324.36	\$105,164.95
Recruiter - (50% dedication year 1-3 - 100% yr 4-5) This positions will be split between current TIF II fund and new fund to actively recruit highly qualified in the hard to staff subject areas and bilingual teachers for the large numbers of students who are ELL.	\$30,727.00	\$30,800.00	\$30,950.00	\$62,000.00	\$62,500.00	\$216,977.00
Secretary - Clerical support for all professional development staff and activities. (Marzano and STEM experts, Inst Supp teachers)	\$16,000.00	\$32,960.00	\$33,948.80	\$34,967.47	\$36,016.01	\$153,892.28
Program Coordinator - Data Base Manager - to oversee data from education data warehouse in collobartion with PBCS payout packets.	\$17,500.00	\$35,900.00	\$36,977.00	\$38,086.31	\$39,228.58	\$167,691.89
Instructional Support Teacher (50% dedication yr 1-3 and 100% yr 4-5) - to coordinate and implement all aspects of professional development for school para professionals for PBCS - 11 Months		\$23,670.43	\$24,380.10	\$48,860.00	\$50,119.80	\$147,030.33
Program Asst. - Provide assistance and support to students and teachers for STEM related classes - 2 HS, 2 MS		\$120,000.00	\$120,000.00	\$120,000.00	\$120,000.00	\$480,000.00
Alternative to Certification Program Teachers (ACP) - to be hired in hard to staff subject areas (Chemistry, Biology, Physics, AP Calculus, Geometry) as content experts- they will co teach in a 2 year cohort with master teacher in subject area - HS only 3 per year x 2 cohorts		\$112,500.00	\$112,500.00	\$112,500.00	\$112,500.00	\$450,000.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Marzano Expert - Inst. Support itinerant teachers to provide training, mentoring, and modeling for classroom teachers and paras. 4 Elem., 2 Secondary- 11 months		\$325,680.00	\$335,448.00	\$345,510.00	\$351,078.00	\$1,357,716.00
District Marzano Expert in Residence - District Based - to provide master level Marzano training to school based experts, teachers and administrators. 1 Elem./1 Secondary - 11 months	\$46,000.00	\$108,560.00	\$111,816.00	\$115,170.00	\$117,026.00	\$498,572.00
2 Instructional Development Resource Teachers - to serve as TIF III coaches to build capacity at the school level working with teacher leaders in the areas of unwrapping the standards, formative assessment, common assessment and other identified topics that will deepen and further sustain job-embedded professional learning, facilitating lesson studies and working directly with professional learning communities. 1 Elem/1 Secondary - 11 months	\$52,600.00	\$108,560.00	\$111,816.00	\$115,170.00	\$117,026.00	\$505,172.00
2 Instructional Support Teacher -to oversee Vertical Training, Pre-AP and AP across the grade levels of participating schools. 11 months	\$46,000.00	\$108,560.00	\$111,816.00	\$115,170.00	\$117,026.00	\$498,572.00
6 Peer STEM Coaches - School based to provide content based to support Science, Technology, Engineering and Mathematics by modeling problem-based and inquiry based skills. They will be responsible for mentoring, observing and coaching teachers in the STEM content area within their assigned schools. - 2 for every 4 elementaries (2), 1 for MS and 1 for HS (11 month position)		\$325,680.00	\$335,448.00	\$345,510.00	\$351,078.00	\$1,357,716.00
1 ESE Peer STEM Coach - to support needs of Students With Disabilities and their teachers. Position will be responsible for mentoring, observing, modeling and coaching the ESE teachers within the 11 participating schools. -11 months		\$47,380.00	\$48,801.40	\$50,265.03	\$51,772.95	\$198,219.38
2 Apprentice Master STEM teacher in Residence - District based - Two year assignment to provide content knowledge PD and curriculum resources to support STEM integration Pk-12. These teachers will provide coaching to classroom teachers in critical situations not able to be handled solely by Peer STEM coaches. 1 Elementary Apprentice master STEM integration specialist and 1 Secondary Apprentice STEM Integration specialist - 11 months	\$52,600.00	\$108,560.00	\$111,816.00	\$115,170.00	\$117,026.00	\$505,172.00
Marzano Professional Development To effectively train teachers on a myriad of topics and subject areas simultaneously.		\$81,600.00	\$102,000.00	\$122,400.00	\$122,400.00	\$428,400.00
Para professionals Professional development after hours on trainings such as classroom management skills, content specific strategies, Marzano strategies ect. to ensure the most highly qualified staff are in the 10 targeted elementary schools. 4 trainings X 6 hrs X 13.50/hr X 110 paras		\$35,640.00	\$35,640.00	\$35,640.00	\$35,640.00	\$142,560.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Teacher Leader Coaches - training to give feedback to teachers at the targeted schools through a common language of instruction on instructional strateies. They will provide PD to teachers at targeted schools - 6 X \$500/year		\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$12,000.00
Stipend for Online Modules - Online modules in each content area based on CCSS and NGSS - one class per year \$650/teacher x 400		\$260,000.00	\$260,000.00	\$260,000.00	\$260,000.00	\$1,040,000.00
CSA - Mentor Bonus -\$1,000 per year for co teacher in ACP classrooms		\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$12,000.00
Peer Mentor Stipend - \$220 yearly stipend for mentoring 1st year teacher - 6/elementary school X 8, 6/middle school X 2 and 10 for the HS.		\$15,400.00	\$15,400.00	\$15,400.00	\$15,400.00	\$61,600.00
Peer Observer Stipend - up to \$500 per year for mentoring, observing classroom instruction, and providing informal feedback for 2 teachers - Schools will provide release time to observe and coach mentees. 400 teachers X \$500 per year		\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00	\$800,000.00
Saturday/Afterschool Marzano Training - 600 staff X 2 days X 7 hrs/day X \$17/hr	\$142,800.00	\$142,800.00	\$142,800.00	\$142,800.00	\$142,800.00	\$714,000.00
Introducing BioTechnology across the Curriculum -						
Year 1 - High School Biology/Chemistry/CTE and Algebra teachers - 15						
12 staff attending X 5 days X 6.5 hrs X \$17/hour	\$6,630.00					\$6,630.00
3 CTE staff presenting 5 days X 7 hrs X \$30/hour	\$3,150.00					\$3,150.00
Year 2 - Middle School Life and Physical Science, CTE and Algebra teachers						
20 staff attending X 5 days X 6.5 hrs X \$17/hour		\$11,050.00				\$11,050.00
3 CTE staff presenting 5 days X 7 hrs X \$30/hour		\$3,150.00				\$3,150.00
Year 3 - Elementary Grades 3-5 and CTE staff						
110 staff attending X 5 days X 6.5 hrs X \$17/hour			\$60,775.00			\$60,775.00
3 CTE staff presenting 5 days X 7 hrs X \$30/hour			\$3,150.00			\$3,150.00
Summer Quarterly STEM Wrapup PD session						
150 teachers X 6.5 hrs X \$17/hr		\$16,575.00	\$16,575.00	\$16,575.00	\$16,575.00	\$66,300.00
TEACHER PERFORMANCE AND INCENTIVE PAY						
PBCS incentive funds will be paid beginning in 2013-14 from Race to the Top funds and from the district in the outlying years. Thus this grant is being requested to pay for critical need subject area and multiplier funds.						

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Incentive funds for 110 paraprofessionals in 8 elementary schls and 3 Secondary schools X \$500 each -	\$0.00	\$49,500.00	\$49,500.00	\$49,500.00	\$49,500.00	\$198,000.00
STEM Multiplier funds for 79 Secondary math and science teachers and 6 STEM resource teachers at \$3250.	\$0.00	\$276,250.00	\$276,250.00	\$276,250.00	\$276,250.00	\$1,105,000.00
Critical Need Bonus - English Language Learner Teachers - \$750 X 70			\$52,500.00	\$52,500.00	\$52,500.00	\$157,500.00
Critical Need Bonus - Math and Science - \$750 X 79 Math/Science teachers, 6 STEM resource teachers and 2 District STEM resource teachers			\$65,250.00	\$65,250.00	\$65,250.00	\$195,750.00
TOTAL SALARY	\$483,779.50	\$2,679,640.61	\$2,906,806.38	\$3,012,664.59	\$3,041,243.48	\$12,124,134.54
FRINGE BENEFITS						
Project Administrator Fringe Benefits						
Retirement @ .0518	\$1,794.95	\$1,848.77	\$1,862.05	\$3,919.44	\$4,037.03	\$13,462.24
FICA @ .0765	\$2,650.84	\$2,730.33	\$2,749.95	\$5,788.36	\$5,962.02	\$19,881.50
Worker's Compensation @ .003354	\$116.22	\$119.71	\$120.57	\$253.78	\$261.39	\$871.67
Health Insurance @ \$6,810 each	\$3,405.00	\$3,405.00	\$3,405.00	\$6,810.00	\$6,810.00	\$23,835.00
Life Insurance @ .00090	\$31.19	\$32.12	\$32.35	\$68.10	\$70.14	\$233.90
Unemployment Compensation @ .00202	\$70.00	\$72.09	\$72.61	\$152.84	\$157.43	\$524.98
Additional employee benefits @ .0305	\$1,056.87	\$1,088.56	\$1,096.38	\$2,307.78	\$2,377.02	\$7,926.61
Manager Fringe Benefits						
Retirement @ .0518	\$1,087.80	\$2,208.23	\$2,307.12	\$2,377.32	\$2,448.68	\$10,429.15
FICA @ .0765	\$1,606.50	\$3,261.20	\$3,407.23	\$3,510.90	\$3,616.29	\$15,402.12
Worker's Compensation @ .003354	\$70.43	\$142.98	\$149.38	\$153.93	\$158.55	\$675.28
Health Insurance @ \$6,810 each	\$3,405.00	\$6,810.00	\$6,810.00	\$6,810.00	\$6,810.00	\$30,645.00
Life Insurance @ .00090	\$18.90	\$38.37	\$40.09	\$41.30	\$42.54	\$181.20
Unemployment Compensation @ .00202	\$42.42	\$86.11	\$89.97	\$92.71	\$95.49	\$406.70
Additional employee benefits @ .0305	\$640.50	\$1,300.22	\$1,358.44	\$1,399.77	\$1,441.79	\$6,140.71
Administrative Assistant Fringe Benefits						
Retirement @ .0518	\$731.47	\$753.41	\$764.73	\$1,575.33	\$1,622.60	\$5,447.54
FICA @ .0765	\$1,080.26	\$1,112.66	\$1,129.38	\$2,326.50	\$2,396.31	\$8,045.12
Worker's Compensation @ .003354	\$47.36	\$48.78	\$49.52	\$102.00	\$105.06	\$352.72
Health Insurance @ \$6,810 each	\$3,405.00	\$3,405.00	\$3,405.00	\$6,810.00	\$6,810.00	\$23,835.00
Life Insurance @ .00090	\$12.71	\$13.09	\$13.29	\$27.37	\$28.19	\$94.65
Unemployment Compensation @ .00202	\$28.52	\$29.38	\$29.82	\$61.43	\$63.28	\$212.43
Additional employee benefits @ .0305	\$430.69	\$443.61	\$450.28	\$927.56	\$955.39	\$3,207.53

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Recruiter Fringe Benefits						
Retirement @ .0518	\$1,591.66	\$1,595.44	\$1,603.21	\$3,211.60	\$3,237.50	\$11,239.41
FICA @ .0765	\$2,350.62	\$2,356.20	\$2,367.68	\$4,743.00	\$4,781.25	\$16,598.74
Worker's Compensation @ .003354	\$103.06	\$103.30	\$103.81	\$207.95	\$209.63	\$727.74
Health Insurance @ \$6,810 each	\$3,405.00	\$3,405.00	\$3,405.00	\$6,810.00	\$6,810.00	\$23,835.00
Life Insurance @ .00090	\$27.65	\$27.72	\$27.86	\$55.80	\$56.25	\$195.28
Unemployment Compensation @ .00202	\$62.07	\$62.22	\$62.52	\$125.24	\$126.25	\$438.29
Additional employee benefits @ .0305	\$937.17	\$939.40	\$943.98	\$1,891.00	\$1,906.25	\$6,617.80
Secretary Fringe Benefits						
Retirement @ .0518	\$828.80	\$1,707.33	\$1,758.55	\$1,811.31	\$1,865.63	\$7,971.62
FICA @ .0765	\$1,224.00	\$2,521.44	\$2,597.08	\$2,675.01	\$2,755.22	\$11,772.76
Worker's Compensation @ .003354	\$53.66	\$110.55	\$113.86	\$117.28	\$120.80	\$516.15
Health Insurance @ \$6,810 each	\$3,405.00	\$6,810.00	\$6,810.00	\$6,810.00	\$6,810.00	\$30,645.00
Life Insurance @ .00090	\$27.65	\$29.66	\$30.55	\$31.47	\$32.41	\$151.76
Unemployment Compensation @ .00202	\$62.07	\$66.58	\$68.58	\$70.63	\$72.75	\$340.61
Additional employee benefits @ .0305	\$937.17	\$1,005.28	\$1,035.44	\$1,066.51	\$1,098.49	\$5,142.89
Program Coord. Data Base Manager Fringe Benefits						
Retirement @ .0518		\$1,859.62	\$1,915.41	\$1,972.87	\$2,032.04	\$7,779.94
FICA @ .0765		\$2,746.35	\$2,828.74	\$2,913.60	\$3,000.99	\$11,489.68
Worker's Compensation @ .003354		\$120.41	\$124.02	\$127.74	\$131.57	\$503.74
Health Insurance @ \$6,810 each		\$6,810.00	\$6,810.00	\$6,810.00	\$6,810.00	\$27,240.00
Life Insurance @ .00090		\$32.31	\$33.28	\$34.28	\$35.31	\$135.17
Unemployment Compensation @ .00202		\$72.52	\$74.69	\$76.93	\$79.24	\$303.39
Additional employee benefits @ .0305		\$1,094.95	\$1,127.80	\$1,161.63	\$1,196.47	\$4,580.85
Instructional Supp. Tchr Fringe Benefits						
Retirement @ .0518		\$1,226.13	\$1,262.89	\$2,530.95	\$2,596.21	\$7,616.17
FICA @ .0765		\$1,810.79	\$1,865.08	\$3,737.79	\$3,834.16	\$11,247.82
Worker's Compensation @ .003354		\$79.39	\$81.77	\$163.88	\$168.10	\$493.14
Health Insurance @ \$6,810 each		\$3,405.00	\$3,405.00	\$6,810.00	\$6,810.00	\$20,430.00
Life Insurance @ .00090		\$21.30	\$21.94	\$43.97	\$45.11	\$132.33
Unemployment Compensation @ .00202		\$47.81	\$49.25	\$98.70	\$101.24	\$297.00
Additional employee benefits @ .0305		\$721.95	\$743.59	\$1,490.23	\$1,528.65	\$4,484.43
4-Program Assistants- STEM Fringe Benefits						
Retirement @ .0518		\$6,216.00	\$6,216.00	\$6,216.00	\$6,216.00	\$24,864.00
FICA @ .0765		\$9,180.00	\$9,180.00	\$9,180.00	\$9,180.00	\$36,720.00
Worker's Compensation @ .003354		\$402.48	\$402.48	\$402.48	\$402.48	\$1,609.92
Health Insurance @ \$6,810 each		\$27,240.00	\$27,240.00	\$27,240.00	\$27,240.00	\$108,960.00
Life Insurance @ .00090		\$108.00	\$108.00	\$108.00	\$108.00	\$432.00
Unemployment Compensation @ .00202		\$242.40	\$242.40	\$242.40	\$242.40	\$969.60
Additional employee benefits @ .0305		\$3,660.00	\$3,660.00	\$3,660.00	\$3,660.00	\$14,640.00
3 Alternative to Certification Program Teachers (ACP) Fringe Benefits						
Retirement @ .0518		\$5,827.50	\$5,827.50	\$5,827.50	\$5,827.50	\$23,310.00
FICA @ .0765		\$8,606.25	\$8,606.25	\$8,606.25	\$8,606.25	\$34,425.00
Worker's Compensation @ .003354		\$377.33	\$377.33	\$377.33	\$377.33	\$1,509.30
Health Insurance @ \$6,810 each		\$20,430.00	\$20,430.00	\$20,430.00	\$20,430.00	\$81,720.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Life Insurance @ .00090		\$101.25	\$101.25	\$101.25	\$101.25	\$405.00
Unemployment Compensation @ .00202		\$227.25	\$227.25	\$227.25	\$227.25	\$909.00
Additional employee benefits @ .0305		\$3,431.25	\$3,431.25	\$3,431.25	\$3,431.25	\$13,725.00
6 -Marzano Experts - Fringe Benefits						
Retirement @ .0518		\$16,870.22	\$17,376.21	\$17,897.42	\$18,185.84	\$70,329.69
FICA @ .0765		\$24,914.52	\$25,661.77	\$26,431.52	\$26,857.47	\$103,865.27
Worker's Compensation @ .003354		\$1,092.33	\$1,125.09	\$1,158.84	\$1,177.52	\$4,553.78
Health Insurance @ \$6,810 each		\$40,860.00	\$40,860.00	\$40,860.00	\$40,860.00	\$163,440.00
Life Insurance @ .00090		\$293.11	\$301.90	\$310.96	\$315.97	\$1,221.94
Unemployment Compensation @ .00202		\$657.87	\$677.60	\$697.93	\$709.18	\$2,742.59
Additional employee benefits @ .0305		\$9,933.24	\$10,231.16	\$10,538.06	\$10,707.88	\$41,410.34
2 Marzano Experts in Residence - Fringe Benefits						
Retirement @ .0518	\$2,382.80	\$5,623.41	\$5,792.07	\$5,965.81	\$6,061.95	\$25,826.03
FICA @ .0765	\$3,519.00	\$8,304.84	\$8,553.92	\$8,810.51	\$8,952.49	\$38,140.76
Worker's Compensation @ .003354	\$154.28	\$364.11	\$375.03	\$386.28	\$392.51	\$1,672.21
Health Insurance @ \$6,810 each	\$6,810.00	\$13,620.00	\$13,620.00	\$13,620.00	\$13,620.00	\$61,290.00
Life Insurance @ .00090	\$41.40	\$97.70	\$100.63	\$103.65	\$105.32	\$448.71
Unemployment Compensation @ .00202	\$92.92	\$219.29	\$225.87	\$232.64	\$236.39	\$1,007.12
Additional employee benefits @ .0305	\$1,403.00	\$3,311.08	\$3,410.39	\$3,512.69	\$3,569.29	\$15,206.45
2 - Inst. Development Resource Teachers - Fringe Benefits						
Retirement @ .0518	\$2,724.68	\$5,623.41	\$5,792.07	\$5,965.81	\$6,061.95	\$26,167.91
FICA @ .0765	\$4,023.90	\$8,304.84	\$8,553.92	\$8,810.51	\$8,952.49	\$38,645.66
Worker's Compensation @ .003354	\$176.42	\$364.11	\$375.03	\$386.28	\$392.51	\$1,694.35
Health Insurance @ \$6,810 each	\$6,810.00	\$13,620.00	\$13,620.00	\$13,620.00	\$13,620.00	\$61,290.00
Life Insurance @ .00090	\$47.34	\$97.70	\$100.63	\$103.65	\$105.32	\$454.65
Unemployment Compensation @ .00202	\$106.25	\$219.29	\$225.87	\$232.64	\$236.39	\$1,020.45
Additional employee benefits @ .0305	\$1,604.30	\$3,311.08	\$3,410.39	\$3,512.69	\$3,569.29	\$15,407.75
2 - Inst. Support Tchr Vertical Teaming- Fringe Benefits						
Retirement @ .0518	\$2,382.80	\$5,623.41	\$5,792.07	\$5,965.81	\$6,061.95	\$25,826.03
FICA @ .0765	\$3,519.00	\$8,304.84	\$8,553.92	\$8,810.51	\$8,952.49	\$38,140.76
Worker's Compensation @ .003354	\$154.28	\$364.11	\$375.03	\$386.28	\$392.51	\$1,672.21
Health Insurance @ \$6,810 each	\$6,810.00	\$6,810.00	\$6,810.00	\$6,810.00	\$6,810.00	\$34,050.00
Life Insurance @ .00090	\$41.40	\$97.70	\$100.63	\$103.65	\$105.32	\$448.71
Unemployment Compensation @ .00202	\$92.92	\$219.29	\$225.87	\$232.64	\$236.39	\$1,007.12
Additional employee benefits @ .0305	\$1,403.00	\$3,311.08	\$3,410.39	\$3,512.69	\$3,569.29	\$15,206.45
6 -Peer STEM coaches - Fringe Benefits						
Retirement @ .0518		\$16,870.22	\$17,376.21	\$17,897.42	\$18,185.84	\$70,329.69
FICA @ .0765		\$24,914.52	\$25,661.77	\$26,431.52	\$26,857.47	\$103,865.27
Worker's Compensation @ .003354		\$1,092.33	\$1,125.09	\$1,158.84	\$1,177.52	\$4,553.78
Health Insurance @ \$6,810 each		\$40,860.00	\$40,860.00	\$40,860.00	\$40,860.00	\$163,440.00
Life Insurance @ .00090		\$293.11	\$301.90	\$310.96	\$315.97	\$1,221.94
Unemployment Compensation @ .00202		\$657.87	\$677.60	\$697.93	\$709.18	\$2,742.59
Additional employee benefits @ .0305		\$9,933.24	\$10,231.16	\$10,538.06	\$10,707.88	\$41,410.34

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Peer ESE STEM coache - Fringe Benefits						
Retirement @ .0518		\$2,454.28	\$2,527.91	\$2,603.73	\$2,681.84	\$10,267.76
FICA @ .0765		\$3,624.57	\$3,733.31	\$3,845.27	\$3,960.63	\$15,163.78
Worker's Compensation @ .003354		\$158.91	\$163.68	\$168.59	\$173.65	\$664.83
Health Insurance @ \$6,810 each		\$6,810.00	\$6,810.00	\$6,810.00	\$6,810.00	\$27,240.00
Life Insurance @ .00090		\$42.64	\$43.92	\$45.24	\$46.60	\$178.40
Unemployment Compensation @ .00202		\$95.71	\$98.58	\$101.54	\$104.58	\$400.40
Additional employee benefits @ .0305		\$1,445.09	\$1,488.44	\$1,533.08	\$1,579.07	\$6,045.69
2 -Apprentice Master STEM teacher in residence - Fringe Benefits						
Retirement @ .0518	\$2,724.68	\$5,623.41	\$5,792.07	\$5,965.81	\$6,061.95	\$26,167.91
FICA @ .0765	\$4,023.90	\$8,304.84	\$8,553.92	\$8,810.51	\$8,952.49	\$38,645.66
Worker's Compensation @ .003354	\$176.42	\$364.11	\$375.03	\$386.28	\$392.51	\$1,694.35
Health Insurance @ \$6,810 each	\$6,810.00	\$13,620.00	\$13,620.00	\$13,620.00	\$13,620.00	\$61,290.00
Life Insurance @ .00090	\$47.34	\$97.70	\$100.63	\$103.65	\$105.32	\$454.65
Unemployment Compensation @ .00202	\$106.25	\$219.29	\$225.87	\$232.64	\$236.39	\$1,020.45
Additional employee benefits @ .0305	\$1,604.30	\$3,311.08	\$3,410.39	\$3,512.69	\$3,569.29	\$15,407.75
Marzano Professional development						
FICA @ .0765		\$6,242.40	\$7,803.00	\$9,363.60	\$9,363.60	\$32,772.60
Worker's Compensation @ .003354		\$273.69	\$342.11	\$410.53	\$410.53	\$32,772.60
Para Professional -staff development training						
FICA @ 7.65%		\$2,726.46	\$2,726.46	\$2,726.46	\$2,726.46	\$10,905.84
Worker's Compensation @ .003354		\$119.54	\$119.54	\$119.54	\$119.54	\$10,905.84
Teacher Leader Coaches						
Retirement @ .0518		\$155.40	\$155.40	\$155.40	\$155.40	\$621.60
FICA @ .0765		\$229.50	\$229.50	\$229.50	\$229.50	\$918.00
Worker's Compensation @ .003354		\$10.06	\$10.06	\$10.06	\$10.06	\$1,539.60
Stipend for Online Modules						
FICA @ .0765		\$19,890.00	\$19,890.00	\$19,890.00	\$19,890.00	\$79,560.00
Worker's Compensation @ .003354	\$0.00	\$872.04	\$872.04	\$872.04	\$872.04	\$0.00
CSA Mentor Bonus						
FICA @ .0765		\$229.50	\$229.50	\$229.50	\$229.50	\$918.00
Worker's Compensation @ .003354	\$0.00	\$10.06	\$10.06	\$10.06	\$10.06	\$40.25
Peer Mentors						
Retirement @ .0518		\$797.72	\$797.72	\$797.72	\$797.72	\$3,190.88
FICA @ .0765		\$1,178.10	\$1,178.10	\$1,178.10	\$1,178.10	\$4,712.40
Worker's Compensation @ .003354		\$51.65	\$51.65	\$51.65	\$51.65	\$7,903.28
Peer Observer						
Retirement @ .0518		\$10,360.00	\$10,360.00	\$10,360.00	\$10,360.00	\$41,440.00
FICA @ .0765		\$15,300.00	\$15,300.00	\$15,300.00	\$15,300.00	\$61,200.00
Worker's Compensation @ .003354		\$670.80	\$670.80	\$670.80	\$670.80	\$102,640.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Marzano Training Saturday/AfterSchool						
FICA @ .0765	\$10,924.20	\$10,924.20	\$10,924.20	\$10,924.20	\$10,924.20	\$43,696.80
Worker's Compensation @ .003354	\$478.95	\$478.95	\$478.95	\$478.95	\$478.95	\$2,394.76
Summer - Introduction to Biotechnology Across the Curriculum						
Retirement @ .0518	\$506.60	\$735.56	\$3,311.32			\$4,046.88
FICA @ .0765	\$748.17	\$1,086.30	\$4,890.26			\$5,976.56
Worker's Compensation @ .003354	\$34.24	\$49.71	\$223.80			\$10,023.44
Summer Quarterly Stem Wrap Up Session						
FICA @ .0765	\$0.00	\$1,267.99	\$1,267.99	\$1,267.99	\$1,267.99	\$5,071.95
Worker's Compensation @ .003354	\$0.00	\$55.59	\$55.59	\$55.59	\$55.59	\$222.37
Teacher Incentive Pay Fringe Benefits						
Paraprofessional Incentive Pay Fringe Benefits						
FICA @ .0765		\$3,786.75	\$3,786.75	\$3,786.75	\$3,786.75	\$15,147.00
Worker's Compensation @ .003354		\$166.02	\$166.02	\$166.02	\$166.02	\$664.09
Math/Science STEM Multiplier						
FICA @ .0765		\$21,133.13	\$21,133.13	\$21,133.13	\$21,133.13	\$84,532.50
Worker's Compensation @ .003354		\$926.54	\$926.54	\$926.54	\$926.54	\$3,706.17
Critical Need - ELL						
FICA @ .0765		\$0.00	\$4,016.25	\$4,016.25	\$4,016.25	\$12,048.75
Worker's Compensation @ .003354		\$0.00	\$176.09	\$176.09	\$176.09	\$528.26
Critical Need -Math/Science						
FICA @ .0765		\$0.00	\$4,991.63	\$4,991.63	\$4,991.63	\$14,974.88
Worker's Compensation @ .003354		\$0.00	\$218.85	\$218.85	\$218.85	\$656.55
TOTAL FRINGE BENEFITS	\$109,232.97	\$578,741.18	\$602,812.70	\$634,295.63	\$639,013.26	\$2,564,095.75
TRAVEL						
In County Travel						
Travel to participating schools and district offices Project Administrator, Coordinator, Manager, Marzano and STEM Res. Tchrs. (250 miles/mo. X 11 X 12 mo X.555.)						
		\$18,315.00	\$18,315.00	\$18,315.00	\$18,315.00	\$73,260.00
Travel - Marzano and STEM Experts to attend Wed. PD - \$50/month X 12X 12 months						
		\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$28,800.00
Annual Marzano Conference for Marzano Experts - 8 X \$500/per person						
	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$20,000.00
Annual Marzano Conference - Team of 5 per school						
	\$27,500.00	\$27,500.00	\$27,500.00	\$27,500.00	\$27,500.00	\$137,500.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Florida Association of Science Supervisors - 6 School Based STEM Inst Support Teachers, 2 District STEM Resident Teachers and District based STEM Program Coordinator-- Mileage @.555 X 100 miles X 2 cars		\$111.00	\$111.00	\$111.00	\$111.00	\$444.00
Florida Association of Science Teachers - 6 School Based STEM teachers, 8 Elem. Science Leads school based, 10 science teachers Secondary schools-- 7 cars X 200 miles round trip X .555/mile		\$777.00	\$777.00	\$777.00	\$777.00	\$3,108.00
Leads school based and 10 math teachers Secondary Level - 20 staff X \$300 pp airfare - \$6,000 20 staff X \$49/day per diem X 3 days - \$2,940 10 hotel rooms X \$150/night X 4 nights - \$6,000 20 X \$30 per person parking/airport transfers - \$600		\$15,540.00		\$15,540.00		\$31,080.00
Science Leads school based and 10 science teachers Secondary Level - 20 staff X \$300 pp airfare - \$6,000 20 staff X \$49/day per diem X 3 days - \$2,940 10 hotel rooms X \$150/night X 4 nights - \$6,000 20 X \$30 per person parking/airport transfers - \$600			\$15,540.00		\$15,540.00	\$31,080.00
Florida Council Teaching Mathematics - 6 School Based Stem Teachers 9 Elementary Math Leads school based, 10 Math teachers Secondary Schools - 7 cars X 200 miles round trip X .555/mile		\$777.00	\$777.00	\$777.00	\$777.00	\$3,108.00
NSTA STEM conference 8 staff X \$300 pp airfare - \$2,400 8 staff X \$49/day per diem X 3 days - \$1,176 4 hotel rooms X \$150/night X 4 nights - \$2,400 4 X \$30 per person parking/airport transfers - \$120		\$6,096.00		\$6,096.00		\$12,192.00
STEM Tech conference - 2 District STEM teachers, 6 school based STEM resource teachers, 10 science/math teachers Secondary Level 18 staff X \$300 pp airfare - \$5,400 18 staff X \$49/day per diem X 3 days - \$2,646 9 hotel rooms X \$150/night X 4 nights - \$5,400 18 X \$30 per person parking/airport transfers - \$540			\$13,986.00		\$13,986.00	\$27,972.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
College Board AP summer institute		\$1,801.00	\$1,801.00	\$1,801.00	\$1,801.00	\$5,403.00
2 staff X \$49/day per diem X 5 days - \$490						
2 hotel rooms X \$150/night X 4 nights - \$1,200						
Mileage @.555/mile X 200 miles = \$111						
PLC Conference - Out of State		\$2,154.00		\$2,154.00		\$4,308.00
2 staff X \$300 pp airfare - \$600						
2 staff X \$49/day per diem X 3 days - \$294						
2 hotel rooms X \$150/night X 4 nights - \$1,200						
2 X \$30 per person parking/airport transfers - \$60						
<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 \$10/day X 3 days)	\$180.00	\$180.00	\$180.00	\$180.00	\$180.00	\$900.00
Airfare, round trip (\$350 X 3 travelers)	\$2,100.00	\$2,100.00	\$2,100.00	\$2,100.00	\$2,100.00	\$10,500.00
Hotel (\$160 per night X 2 nights X 3 travelers)	\$1,920.00	\$1,920.00	\$1,920.00	\$1,920.00	\$1,920.00	\$9,600.00
Per diem (3 days X \$39/day X 3 travelers)	\$702.00	\$702.00	\$702.00	\$702.00	\$702.00	\$3,510.00
TOTAL TRAVEL	\$36,402.00	\$89,173.00	\$94,909.00	\$89,173.00	\$94,909.00	\$404,566.00
EQUIPMENT						
Office Equipment for Grant-Funded Personnel						
Manager, Secretary, Prog. Coord., Dist Res Tchr, (8)						
11 desktop/notebook computers @ \$1500 each	\$16,500.00					\$16,500.00
11 printers @ \$400 each	\$2,000.00					\$2,000.00
IPADS - for classroom walkthroughs, mentoring, PD						\$0.00
School and District based IPADS - 20 total	\$10,000.00					\$10,000.00
IPADS - 5/classroom all elementary classes and MS Math and Science for...	\$40,000.00					\$40,000.00
Webcams and wireless headsets for cyber coaching - All elementary classes and MS Math and Science - \$200/classroom X 200 classes	\$40,000.00					\$40,000.00
TOTAL EQUIPMENT	\$108,500.00		\$0.00	\$0.00	\$0.00	\$108,500.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
SUPPLIES						
Office supplies and air cards for grant funded personnel All staff supplies \$300/person X35	\$5,000.00	\$10,500.00	\$10,500.00	\$10,500.00	\$10,500.00	\$47,000.00
Marzano Training Supplies - \$5000/school X 11	\$27,500.00	\$55,000.00	\$55,000.00	\$33,000.00	\$27,500.00	\$198,000.00
Professional Books For teachers, administrators and paraprofessionals who attend training. \$200/teacher X 691 teachers/year x yr 2-5		\$138,200.00	\$138,200.00	\$138,200.00	\$138,200.00	\$552,800.00
\$100/para X 110/year x yrs 2-5		\$11,000.00	\$11,000.00	\$11,000.00	\$11,000.00	\$44,000.00
\$150/administrator X 22/year X yrs 2-5		\$3,300.00	\$3,300.00	\$3,300.00	\$3,300.00	\$13,200.00
Probeware - All MS math and science classes - \$800/class	\$32,000.00		\$16,000.00	\$8,000.00	\$8,000.00	\$64,000.00
Setup of 2 STEM elementary schools as prototype school.	\$50,000.00	\$20,000.00	\$20,000.00	\$10,000.00	\$10,000.00	\$110,000.00
Setup of 1 STEM MS as prototype school.	\$5,000.00	\$2,500.00	\$2,500.00	\$2,000.00	\$1,000.00	\$13,000.00
Setup of Biotechnology prototype school	\$100,000.00					\$100,000.00
Quarterly STEM and Interdisciplinary Wednesday training supplies - project based learning -		\$50,000.00	\$50,000.00	\$40,000.00	\$30,000.00	\$170,000.00
Instructional Development - materials for PLC's, lesson studies, PD for unwrapping the standards - professional development supplies \$100/teacher X 691 yr2-5	\$34,550.00	\$69,100.00	\$69,100.00	\$69,100.00	\$69,100.00	\$310,950.00
Verticle Teaming/AP materials and supplies - \$500/school X 11 schools		\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$22,000.00
Common Core professional development across the content area - \$20/teacher X 10 per school X 11 schools		\$2,200.00	\$2,200.00	\$2,200.00	\$2,200.00	\$8,800.00
TOTAL SUPPLIES	\$254,050.00	\$367,300.00	\$383,300.00	\$332,800.00	\$316,300.00	\$1,653,750.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
CONTRACTUAL						
<i>Online Teaching Modules</i>		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$100,000.00
Expand PD for teacher by providing access to online modules--						
Foundations of the Art and Science of teaching						
Establishing Learning Goals to Support Learning & Inst. Design						
Learn; Teaching to Standards with New Technologies 1; Teaching to						
Monitoring and Measuring Student Progress						
Extending Student Learning						
Designing Instructin for Student Engagement						
Developing Relationships and High Expectations for Student Learning						
Other online modules will continued to developed and offered for the						
during of the project.						
Marzano Training - Admin/Tchr Leader Training - 7 days						
\$35,000 x 11 schools - Yr2-5 one training for new teachers/leaders		\$385,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$490,000.00
Inter-Rater Reliability coach training -						
\$30,000 X 11 Schools		\$330,000.00	\$330,000.00	\$330,000.00	\$330,000.00	\$1,320,000.00
Teacher Leader Coach training 7 days	\$35,000.00					\$35,000.00
Engineering your Future Professional Development for elementary schools -						
Coaching/Mentoring /Training for Teacher Leader Coaches and Admin.		\$25,000.00		\$25,000.00		\$50,000.00
College Board - Vertical Team/AP professional development	\$60,000.00	\$60,000.00	\$60,000.00	\$60,000.00		\$240,000.00
GIZMO license - for PD one per school \$500 each		\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$22,000.00
Bridge to STEM - KDG curriculum and PD		\$50,000.00		\$50,000.00		\$100,000.00
External Evaluator -.... 3% of grant total	\$34,428.00	\$181,000.00	\$181,000.00	\$181,000.00	\$181,000.00	\$758,428.00
Implement Performance Assessment Software to be used by teachers, students						
and administrators.	\$0.00	\$90,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$210,000.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Collaborative Online Assessment Development and Distribution platform (CoADD) The purpose of the Collaborative Online Assessment Development and Delivery (COADD) is to create assessments that truly help teachers become better at teaching. It is intended also to empower teachers through their direct and collaborative involvement in the development of test items. Year 5 the district will begin to cover the cost of this platform		\$800,000.00	\$800,000.00	\$800,000.00		\$2,400,000.00
TOTAL CONTRACTUAL	\$129,428.00	\$1,951,500.00	\$1,476,500.00	\$1,551,500.00	\$616,500.00	\$5,725,428.00
CONSTRUCTION						
OTHER						
<i>Substitutes</i>						
OCPS contracts with Kelley Services to provide substitute teachers. In high need schools, the average cost is \$130 per day per substitute.						
<i>Substitutes for Teachers attending PD</i>						
(6 days \$130 X 400 teachers)		\$312,000.00	\$312,000.00	\$312,000.00	\$312,000.00	\$1,248,000.00
Vertical Teaming/AP professional development (300 days of substitutes X \$130/day)		\$39,000.00	\$39,000.00	\$39,000.00	\$39,000.00	\$156,000.00
Quarterly STEM trainings - 21 X 3 days X \$130 X 4 times/year		\$32,760.00	\$32,760.00	\$32,760.00	\$32,760.00	\$131,040.00
Bridge to STEM training - KDG 30 X \$130 x 1 day		\$3,900.00		\$3,900.00		\$7,800.00
Common Core trainings for teachers across the content areas - 4 days per school X 10 team members X 11 schools X \$130/day		\$57,200.00	\$57,200.00	\$57,200.00	\$57,200.00	\$228,800.00
Master of Science in the Art and Science of Education Degree, Each year, the top-performing Peer Mentor in the district will receive the opportunity of a full scholarship to the Master of Science in the Art and Science of Education program. This Major in the Art and Science of Teaching is designed by Dr. Robert Marzano and offered by the National Institute for Professional Practice in partnership with Wilkes University. It is an online master's program designed to help teachers systematically acquire and implement a progression of necessary knowledge and skills to significantly increase their effectiveness in the classroom. Completion of this program will prepare the teacher to serve in the career ladder role of Master Teacher. \$15,000 X 1 per Elementary/Middle School and 2 at the HS for a total of 12		\$180,000.00		\$180,000.00		\$360,000.00
STEM Endeavor Certificate Program from NASA - 2 District STEM, 1 ESE STEM and District STEM Program Coordinator - \$15,000 per person includes tuition and books		\$60,000.00				\$60,000.00
Printing Costs						
Printing- \$7000/School		\$77,000.00	\$77,000.00	\$77,000.00	\$77,000.00	\$308,000.00

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Printing of data collection materials from teachers - \$3,000/year		\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$12,000.00
Printing of common core materials \$500/school X 11		\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$22,000.00
Printing for Verticle Teaming/AP trainings \$500/school x 11		\$5,500.00	\$5,500.00	\$5,500.00	\$5,500.00	\$22,000.00
Registration Fees - Professional Development						
Marzano Training yearly - District 8 X \$1000	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$40,000.00
Marzano Training - school teams 11 schools X 5 staff X \$1000	\$55,000.00	\$55,000.00	\$55,000.00	\$55,000.00	\$55,000.00	\$275,000.00
3rd Grade STEM Field Trips		\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$48,000.00
Rental of Site/Location for Marzano and District STEM trainings \$150/day X 20 days		\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$12,000.00
ACP - PD fee to prepare, mentor and help ACP teachers get certified.		\$3,000.00		\$3,000.00		\$6,000.00
FASS - Registration Fee \$50 per person X 9		\$450.00	\$450.00	\$450.00	\$450.00	\$1,800.00
FAST - Registration Fee \$60 per person X 24		\$1,440.00	\$1,440.00	\$1,440.00	\$1,440.00	\$5,760.00
NCTM - Registration Fee - \$365 X 20 staff members		\$7,300.00		\$7,300.00		\$14,600.00
NSTA - Registration Fee - \$250 X 20 staff memebers			\$5,000.00		\$5,000.00	\$10,000.00
FCTM - Registration Fee - \$65 per person X 24		\$1,560.00	\$1,560.00	\$1,560.00	\$1,560.00	\$6,240.00
NSTA STEM - Registration Fee - \$250 X 8		\$2,000.00		\$2,000.00		\$4,000.00
STEM Tech Conf. - Registration Fee - \$650 X 10			\$6,500.00		\$6,500.00	\$13,000.00
AVID Summer Institute - Local - 2 Res. Tchrs x \$700 Registration		\$1,400.00	\$1,400.00	\$1,400.00	\$1,400.00	\$5,600.00
College Board AP summer institute - \$500 per person X 2 Res. Tchr		\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$4,000.00
PLC conference - \$700 per person		\$1,400.00		\$1,400.00		\$2,800.00
TOTAL OTHER	\$63,000.00	\$873,410.00	\$627,310.00	\$813,410.00	\$627,310.00	\$3,004,440.00
TOTAL DIRECT COSTS	\$1,184,392.47	\$6,539,764.79	\$6,091,638.08	\$6,433,843.22	\$5,335,275.74	\$25,584,914.29
INDIRECT COSTS @ .0221	\$23,777.22	\$144,528.80	\$134,625.20	\$142,187.94	\$117,909.59	\$563,028.76
TRAINING STIPENDS - OCPS Pays Teacher Hourly Pay (See Personnel) plus fringe benefits in grant-funded projects for teachers working beyond regular hours.						
TOTAL COSTS -	\$1,208,169.70	\$6,684,293.59	\$6,226,263.28	\$6,576,031.15	\$5,453,185.33	\$26,147,943.05

Teacher Incentive Fund III						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
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
OCPS/Race to the Top Matching Funds						
Senior Director, Compensation Services IN KIND (75) 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.	\$10,287.00	\$10,287.00	\$10,287.00	\$10,287.00	\$10,287.00	\$51,435.00
Senior Administrator, Advanced Placement IN KIND (75) dedicated to the project)						
To oversee and support vertical teaming and AP initiatives	\$7,924.00	\$7,924.00	\$7,924.00	\$7,924.00	\$7,924.00	\$39,620.00
Principal on Assignment - Professional Development IN KIND (75) dedicated to the project)						
To oversee and provide PD in the Marzano Evaluation system.	\$11,845.00	\$11,845.00	\$11,845.00	\$11,845.00	\$11,845.00	\$59,225.00
Principal of 11 Participating Schools IN KIND (75) dedicated to the project) Averaged Salaries and took (75)%	\$104,126.00	\$104,126.00	\$104,126.00	\$104,126.00	\$104,126.00	\$520,630.00
PBCS - paid by RT3 in 2013-14 and District wide in years 3-5						
Instructional Staff up to (75)% of potential increase or \$(75) per person		114,896.00	114,896.00	114,896.00	114,896.00	459,584.00
Retention Bonus - up to \$2500 per person		1,376,000.00	1,376,000.00	1,376,000.00	1,376,000.00	5,504,000.00
Administrator - Retention bonus up to \$3,750 -		71,500.00	71,500.00	71,500.00	71,500.00	286,000.00
TOTAL COSTS -	\$134,182.00	\$1,696,578.00	\$1,696,578.00	\$1,696,578.00	\$1,696,578.00	\$6,920,494.00

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	School Board of Orange County, Florida
Applicant's DUNS Name:	1904143590000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

School Board of Orange County, Florida

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	483,780.00	2,679,641.00	2,906,806.00	3,012,665.00	3,041,243.00	12,124,135.00
2. Fringe Benefits	109,233.00	578,741.00	602,813.00	634,296.00	639,013.00	2,564,096.00
3. Travel	36,402.00	89,173.00	94,909.00	89,173.00	94,909.00	404,566.00
4. Equipment	108,500.00	0.00	0.00	0.00	0.00	108,500.00
5. Supplies	254,050.00	367,300.00	383,300.00	332,800.00	316,300.00	1,653,750.00
6. Contractual	129,428.00	1,951,500.00	1,476,500.00	1,551,500.00	616,500.00	5,725,428.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	63,000.00	873,410.00	627,310.00	813,410.00	627,310.00	3,004,440.00
9. Total Direct Costs (lines 1-8)	1,184,393.00	6,539,765.00	6,091,638.00	6,433,844.00	5,335,275.00	25,584,915.00
10. Indirect Costs*	23,777.00	144,529.00	134,625.00	142,188.00	117,910.00	563,029.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,208,170.00	6,684,294.00	6,226,263.00	6,576,032.00	5,453,185.00	26,147,944.00

***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: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 2.21 %.

(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 %.

Name of Institution/Organization School Board of Orange County, Florida	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.	
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**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	(b)(4)					
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)						

SECTION C - BUDGET NARRATIVE (see instructions)