**KENTUCKY RACE TO THE TOP**

**LOCAL SCHOOL DISTRICT**

**SCOPE OF WORK AGREEMENT**

The Hardin County Public Schools (“Participating School District”) hereby provide assurance (as a requirement to access their portion of the Race to the Top federal grant funds), that the funds will be allocated for the following purposes. These assurances will be reviewed and approved at a meeting of the Hardin County Schools Board of Education on March 28, 2012. The approval will be contained in the board minutes that are available for review at the district’s central office.

* The participating school district shall implement each element of the Continuous Instructional Improvement Technology System (CIITS) as it is made available by the Kentucky Department of Education.

* The participating school district shall use Race to the Top funds to assist in providing the support necessary to implement the use of the Classroom Assessment module of the Continuous Instructional Improvement Technology System (CIITS). Support may include, but is not limited to professional development, technical assistance and other costs associated with the effective implementation of the module.
* The participating school district agrees that by the end of the grant period it will have used the CIITS system to create curriculum maps for the schools in the district.
* The participating school district shall use Race to the Top funds to assist in providing the support necessary to implement the use of the Educator Development Suite (EDS) of the Continuous Instructional Improvement Technology System (CIITS). This includes the professional development sections of the EDS. Support may include, but is not limited to professional development, technical assistance and other costs associated with the effective implementation of the module.

In addition to these assurances, the participating school district agrees to develop an action plan including budget and sustainability plans for complying with the performance measures outlined below. This action plan will specifically describe the strategies the participating school district will use to ensure each performance measure is met and how Race to the Top funds will be used support the action plan. The action plan will be reviewed to ensure it is aligned with the goals of Race to the Top.

The action plan may include a variety of activities that will support the goals of the performance measures. In most cases, those activities will include:

* Professional Learning Activities designed to increase the use of the CIITS to create lesson plans, assessment tasks and to design professional growth plans in the EDS.
* Professional learning activities for administrators on the use of the CIITS EDS to ensure improved teacher effectiveness under the new teacher and principal effectiveness system
* Coaching services for teachers and leaders who have identified professional growth needs identified through the EDS and the effectiveness system.

The action plan example below should provide a template for the kinds of activities that should make up the action plan.

Local District Scopes of Work are required to be submitted by close of business on **Monday, March 26, 2012**.

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| **(B)(3) Performance Measures** | Actual Data: Baseline (Current school year or most recent) | End of SY 2012-2013 | End of SY 2013-2014 | End of SY 2014-2015 |
| Percentage of teachers who create and publish lesson plans through the Continuous Instructional Improvement Technology System (CIITS). | 1% | 20% | 50% | 75% |

**B3 – Action Plan**

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| **Strategy** | **Key Personnel** | **Timeline** | **Object level budget with narrative** | **Sustainability Plan** |
| 1. Provide professional learning experiences for teachers on the creation and publication of lesson plans in CIITS.  2. Identify coaches (one per building) to provide on-going technical assistance on the creation of lesson plans in the CIITS. | Teachers shall participate, with training provided by technology integration specialists knowledgeable in the use of the application.  School and district administrators shall establish a cadre of 22 coaches (one per building) | Professional learning will occur at group sessions to be scheduled during designated professional learning days, as well as in the summer and after school during the year.  On-going throughout the grant period | $6,000 for Salary – Extra Duty for trainers ($500 per trainer for 12 trainings) $1,000 Supplies for materials to conduct 12 training sessions. $12,800 for stipends for teacher attendance at PD after school and during summer.  $22,000 for stipends for one coach per school ($500 per year, with additional increments, up to an additional $500 per year, based on percentage of teacher implementation). | On-going trainings provided to new teachers will be conducted on an as needed basis. Minimal cost for supplies.    Coaching services provided on an as-needed basis for new teachers and to complete the scaling of the system |

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| **(C)(3)Performance Measures** | Actual Data: Baseline (Current school year or most recent) | End of SY 2012-2013 | End of SY 2013-2014 | End of SY 2014-2015 |
| Percentage of educators who have used the Assess Admin module to create assessments | 1% | 20% | 50% | 75% |
| Percentage of educators who have used the School & District Data module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning. | 1% | 20% | 50% | 75% |

**C3 – Action Plan**

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| **Strategy** | **Key Personnel** | **Timeline** | **Object level budget with narrative** | **Sustainability Plan** |
| Continuous progress monitoring at each school, with quarterly and yearly evaluations of implementation progress.  Data will be used to determine percentage of teacher implementation in each school, each grade level, and each subject area, and adjustments made as needed. | Monitoring to be performed at the district level by a district CIITS Committee, consisting of the two technology integration specialists, the district program/data consultant, the elementary and secondary directors of instruction and curriculum, and the Associate Superintendent for Instruction. | Quarterly meetings of district CIITS Committee  Yearly evaluation of progress at each school | No budget required—part of job description (other duties as assigned) | Build capacity in each school among teachers to ensure sustainability.  Build CIITS implementation requirements and duties into job descriptions of the members of the CIITS Committee (non-negotiables). |

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| **(D)(5) Performance Measures** | Actual Data: Baseline (Current school year or most recent) | End of SY 2012-2013 | End of SY 2013-2014 | End of SY 2014-2015 |
| The percentage of educators who participated in formal on-line or face to face professional learning experiences on the use of the Continuous Instructional Improvement Technology System (CIITS) to increase their knowledge of how to implement highly effective teaching and learning in the classroom | 5% | 30% | 55% | 85% |
| Percentage of educators accessing professional learning opportunities through the professional development arm of EDS. As evidenced in the at least annual review of each teacher’s professional growth plan. | 5% | 25% | 50% | 75% |
| Percentage of teachers who were evaluated as exemplary under the common statewide evaluation system. | N/A | 5% | 10% | 20% |
| Percentage of teachers who were evaluated as accomplished or developing under the common statewide evaluation system. | N/A | 75% | 75% | 70% |
| Percentage of teachers who were evaluated as ineffective under the common statewide evaluation system. | N/A | 20% | 15% | 10% |

**D5 – Action Plan**

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| **Strategy** | **Key Personnel** | **Timeline** | **RTT3 Funds Allocated** | **Sustainability Plan** |
| *Included in the action plan must be a strategy to related to monitoring and evaluating the district’s success in meeting the performance measures in this section* |  |  |  |  |

For the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Public Schools

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Superintendent/Date