

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

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

**CFDA # 84.385A**

**PR/Award # S385A100067**

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

Closing Date: JUL 06, 2010

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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.).

<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission		
<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: * If Revision, select appropriate letter(s):		
<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation      * Other (Specify) <input type="checkbox"/> Revision		
* 3. Date Received:		4. Applicant Identifier:
6/29/2010		
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:
		84.385
<b>State Use Only:</b>		
6. Date Received by State:		7. State Application Identifier:
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: McMinnville School District 40		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
██████████		██████████
<b>d. Address:</b>		
* Street1:		1500 NE Baker
Street2:		
* City:		McMinnville
County:		Yamhill
State:		OR
Province:		
* Country:		USA
* Zip / Postal Code:		97128
<b>e. Organizational Unit:</b>		
Department Name:		Division Name:
District Office		
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:		* First Name: Jill
Middle Name:		

\* Last Name: Long

Suffix:

Title: [REDACTED]

Organizational Affiliation:

McMinnville School District

\* Telephone Number:

[REDACTED]

Fax Number:

[REDACTED]

\* Email: [REDACTED]

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

**\* 12. Funding Opportunity Number:**

OMB No.1810-0700

Title:

Teacher Incentive Fund

**13. Competition Identification Number:**

Title:

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

McMinnville, Lafayette, Yamhill County, Oregon

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

Investing in Effective Educators Project

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 1

\* b. Program/Project: 1

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 10/1/2015

**18. Estimated Funding (\$):**

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

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

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

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: \_\_\_\_\_ \* First Name: \_\_\_\_\_ Jill

Middle Name: \_\_\_\_\_

\* Last Name: \_\_\_\_\_ Long

Suffix: \_\_\_\_\_

Title: \_\_\_\_\_

\* Telephone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

\* Email: \_\_\_\_\_

\* Signature of Authorized Representative: \_\_\_\_\_ \* Date Signed: \_\_\_\_\_

**Application for Federal Assistance SF-424** Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 McMinnville School District 40

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	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3. Travel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs*	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify): Oregon Dept. of Education The Indirect Cost Rate is 3.17%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 McMinnville School District 40

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Jill Long

**Title:** District Grant Writer

**Date Submitted:** 06/29/2010

## Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: McMinnville School District Address: 1500 NE Baker City: McMinnville State: OR Zip Code + 4: 97128-3004  <b>Congressional District, if known: 01</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> U.S. Dept. of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Markee and Associates Address: 570 Liberty, Suite 220 City: Salem State: OR Zip Code + 4: 97301-	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Markee, Jim and Matt Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Jill Title: Long Applicant: McMinnville School District 40 Date: 06/29/2010	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	



## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

#### **To Whom Does This Provision Apply?**

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

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

#### **What Does This Provision Require?**

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

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

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

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

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

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

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

### **Estimated Burden Statement for GEPA Requirements**

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA Statement

File : <H:\Grants\GEPA statement.pdf>

## GEPA Statement for McMinnville High School

McMinnville High School (MHS) ensures equitable access to, and participation in, all federally-assisted programs for students, teachers, and others. Neither gender, race, national origin, color, disability, or age will impede equitable access to, or participation in, such programs. MHS has implemented structures and strategies to ensure the heterogeneity and equal representation of all population subgroups within the programs offered at our school. Programs that have, traditionally, been underrepresented among some subgroups, have been aggressively addressed by targeting subgroups and providing support to ensure equal representation. Such practices will continue at MHS to ensure all programs have full representation of the population we serve.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Mike Loretz

Address:

\* Street1: 1500 NE Baker  
Street2:  
\* City: McMinnville  
County: Yamhill  
\* State: OR \* Zip / Postal Code: 97128 \* Country: USA

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

[REDACTED] [REDACTED]

Email Address:

[REDACTED]

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #: 1

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : Human Research Policy Exemption  
File : H:\Grants\Human Research policy and exemptions.doc



# INSTRUCTIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

**1. Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

**2. Novice Applicant.** Check “Yes” or “No” only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank.**

Check “Yes” if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled “Definitions for Department of Education Supplemental Information for SF 424.” By checking “Yes” the applicant certifies that it meets these novice applicant requirements. Check “No” if you do not meet the requirements for novice applicants.

**3. Human Subjects Research.** (See I. A. “Definitions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

**If Not Human Subjects Research.** Check “No” if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

**If Human Subjects Research.** Check “Yes” if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check “Yes” even if the research is exempt from the regulations for the protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

**3a. If Human Subjects Research is Exempt from the Human Subjects Regulations.** Check “Yes” if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. “Exemptions.” In addition, follow the instructions in II. A. “Exempt Research Narrative” in the attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”

**3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations.** Check “No” if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. “Nonexempt Research Narrative” in the page entitled “Definitions for Department of Education Supplemental Information For SF 424

**3a. Human Subjects Assurance Number.** If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter “None.” In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

**Note about Institutional Review Board Approval.** ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

**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 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 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 estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Joyce I. Mays, Application Control Center, U.S. Department of Education, Potomac Center Plaza, 550 12<sup>th</sup> Street, S.W. Room 7076, Washington, D.C. 20202-4260.

# DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

## (Attachment to Instructions for Supplemental Information for SF 424)

### Definitions:

**Novice Applicant (See 34 CFR 75.225).** For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

## PROTECTION OF HUMAN SUBJECTS IN RESEARCH

### I. Definitions and Exemptions

#### A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

#### —Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

#### —Human Subject

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” (1) *If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met.* (2) *If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

#### B. Exemptions.

Research activities in which the only involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or

federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

## II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked “Yes” for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects “exempt research” or “nonexempt research” narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

### A. Exempt Research Narrative.

If you marked “Yes” for item 3 a. and designated exemption numbers(s), provide the “exempt research” narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

### B. Nonexempt Research Narrative.

If you marked “No” for item 3 a. you must provide the “nonexempt research” narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

#### (1) Human Subjects Involvement and Characteristics:

Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of

any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

*Copies of the Department of Education’s Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, D.C. 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education’s Protection of Human Subjects in Research Web Site: <http://www.ed.gov/about/offices/list/OCFO/humansub.html>*

NOTE: The State Applicant Identifier on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).



# Project Narrative

## Project Abstract

Attachment 1:

Title: **IEE Project Abstract** Pages: **1** Uploaded File: **H:\Grants\IEE Project Abstract.pdf**

## **Project Abstract**

McMinnville School District's Investing in Effective Educators (IEE) Project, being submitted to the Main TIF competition, will implement a performance-based compensation system, combined with sustained and job-embedded professional development, to improve student achievement by increasing the effectiveness of teachers and principals.

Our IEE project design includes a differentiated compensation system with four performance domains by which to evaluate educator effectiveness:

- Student achievement on statewide assessments
- Value-added methods of measuring academic growth and achievement over time
- Leadership and additional duties
- Observation-based assessment

In addition to performance-based compensation, the project provides incentive for effective teachers to continue to develop their practice by creating a career path that can lead to "Master" and "Mentor" status in which teachers take on instructional coaching and other leadership roles.

Our IEE Project is designed for sustainability, combining TIF funds with District funds to provide performance-based compensation, while investing heavily in intense and sustained professional development to create a cohort of highly effective teachers and principals. Further, the project will maximize the investment of every teacher and principal in every child's success, promote individual and shared accountability for student achievement, encourage highly effective teachers to share with, model, and coach less effective teachers, and foster a school culture and climate of collaboration and collegiality.



# Project Narrative

## Application Narrative

Attachment 1:

Title: **Investing in Effective Educators Project Narrative** Pages: **47** Uploaded File: **H:\Grants\Investing in Effective Educators Project Narrative.pdf**

**Investing in Effective Educators Project**

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**A. Need for the Project (10 points)**

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

McMinnville School District (MSD) serves students in the communities of McMinnville and Lafayette, and rural unincorporated areas of Yamhill County, Oregon. MSD’s student subgroup demographics are 57.34% Economically Disadvantaged, 66% white, 30% Hispanic Origin, 4% other ethnicities, 20% English Language Learner, and 12% Students with Disabilities. The District serves 6,600 students in six elementary, two middle schools, and two high schools (one is a small, choice school). Nine of ten District schools have free/reduced lunch rates of between 59.49% and 78.84%, or equivalent feeder school rates, and these are the schools that will be included in the Investing in Effective Educators (IEE) Project being submitted to the Main TIF competition. Our IEE Project will be implemented, district-wide; however, District General Funds will be used to implement the project in the one school that does not meet the 50% free/reduced lunch threshold of the TIF program.

Due to differing pay scales, it is a challenge for our rural, high poverty District to compete with neighboring districts to recruit highly effective teachers. The table below compares minimum/maximum salaries between MSD and neighboring districts within easy commute, illustrating that over a thirty-year career a teacher in a neighboring district could earn in excess of \$100,000 more than a teacher in MSD.

**A. Salary Comparison Chart:**

District	Minimum salary	Maximum salary
McMinnville SD	████████	████████
Salem Keizer SD	\$ ██████	████████
Beaverton SD	\$ ██████	████████
Hillsboro SD	\$ ██████	████████
Forest Grove SD	\$ ██████	████████

Additionally, it is noteworthy that the two districts in the chart that are geographically closest to MSD, Forest Grove and Salem Keizer, offer performance-based bonuses in addition to regular salary, and three of four of the districts are far more affluent than MSD and do not face the same challenges in terms of the percentage of students entering school with one or more factors that put them at risk of academic failure. As a result, teaching positions in MSD and, in particular, Special Education programs and English Language Learner programs, often do not generate effective, highly-qualified applicants and must be filled by temporary or substitute teachers. For example, a retired cooking teacher who is not bilingual has filled an English Language Development position at McMinnville High School this year. It is intolerable to have students who are at greatest risk of academic failure languishing in poorly taught and managed classrooms with teachers who have limited, if any, skill sets, but that is, indeed, the situation in which we find ourselves.

Compounding the problem of recruiting highly effective teachers is the attrition rate at which MSD loses teachers, as evidenced in the following chart. The attrition rate is particularly high in English Language Learner and Special Education programs, especially at the secondary level, with very few teachers remaining in the District more than one to three years.

Additionally, we recently lost two of ten principals after only one year of service, and one of those principals was awarded Oregon Principal of the Year for the year she worked in the District.

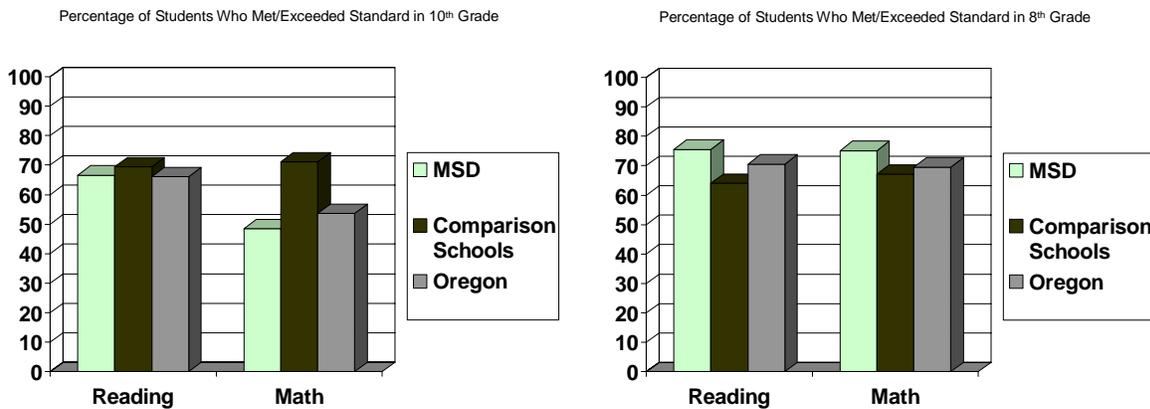
**B. Attrition Chart:**

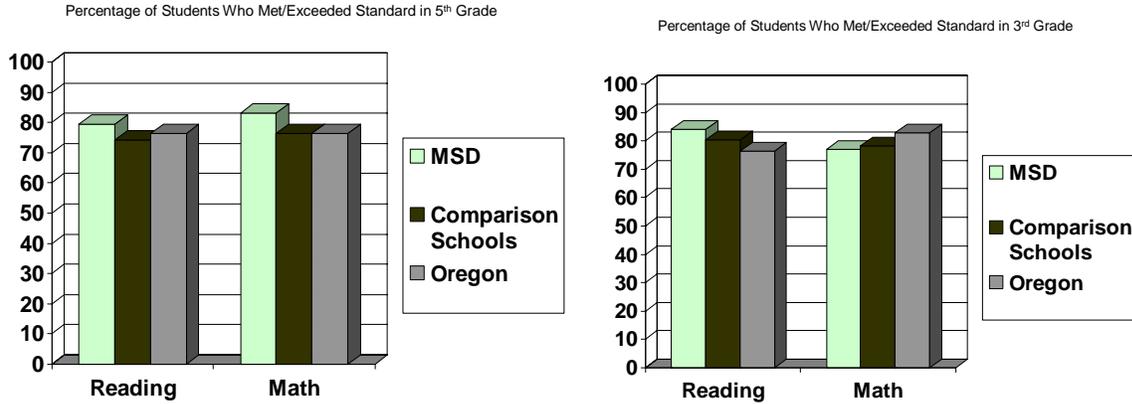
% of Teachers Who Leave after 1-3 years	% of Teachers Who Leave after 4-7 years	% of Teachers Who Leave after 8-10 years
19%	8%	4%

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

The socio-economic-status ranking of MSD is 175<sup>th</sup> out of 205 districts, placing us in the 85<sup>th</sup> percentile of high poverty districts in Oregon. The following graphs compare MSD student achievement in reading and math, as measured by 2008/09 statewide assessments, to that of comparison schools. MSD and Comparison School data only includes schools with 50% or more free/reduced lunch enrollment.

**C. Student Performance Comparison Charts:**





MSD student achievement in the early grades is competitive with comparison schools and state average, but by the time students reach high school, our performance lags significantly behind, especially in math. The following chart compares student achievement in 10<sup>th</sup> grade between MSD and Forest Grove School District (FGSD), a district that is nearly identical to our own in terms of size, grade level, socio-economic status, and student subgroup (English language learners, Hispanic, and students with disabilities) representation. FGSD’s 10<sup>th</sup> graders outperformed MSD’s by 8.1% in reading and by a startling 32.8% in math.

**D. School-alike Comparison Chart:**

District	Enrollment	Free and Reduced	Met/Exceeded Reading	Met/Exceeded Math
MSD	6,600	57.5%	66.6%	48.4%
FGSD	6,200	57.34%	74.7%	80.9%

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

The schools used for student achievement data comparison are ones of similar size, grade levels, socio-economic status, and student subgroup representation. They have geographic proximity to MSD and free/reduced lunch rates above 50%.

**B. Project Design (60 Points)**

*(1) Is part of a proposed LEA strategy for improving the process by which the LEA rewards teachers and principals in high-need schools based upon their effectiveness as determined in significant part by student growth. i) The methodology proposes to use in its PBCS to determine the effectiveness of a school’s teachers and principals includes valid and reliable measures of student growth.*

To meet **Priority 1 (absolute) – Differentiated Levels of Compensation for Effective Teachers and Principals**, McMinnville School District will use valid and reliable measures of student performance, value-added methods of measuring student performance and growth over two or more points in time, observation-based assessment, and other evidence of leadership roles. Student achievement indicators and project performance targets that will be used as a significant factor in evaluating teacher and principal effectiveness include:

**E. Achievement Indicators and Performance Targets Chart:**

<b>Achievement/Growth Indicator</b>	<b>Project Performance Target</b>
Oregon Assessment of Knowledge and Skills in reading and math (grades 3 <sup>rd</sup> thru 11 <sup>th</sup> )	Achieve meet/exceed standard targets and student subgroup academic growth targets that are above State average
Oregon Assessment of Knowledge and Skills in writing (grades 4 <sup>th</sup> , 7 <sup>th</sup> , and 11 <sup>th</sup> )	Achieve meet/exceed standard targets and student subgroup academic growth targets that are above State average
Oregon Assessment of Knowledge and Skills in science (grades 5 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> )	Achieve meet/exceed standard targets and student subgroup academic growth targets that are above State average

<b>Achievement/Growth Indicator</b>	<b>Project Performance Target</b>
Value-added methods using content-based Common Formative Assessments (grades 6 <sup>th</sup> thru 12 <sup>th</sup> )	Students meet/exceed "expected score," as forecasted by test score history and pre assessment, on post/end of year assessment
Developmental Reading Assessment (grades K thru 2 <sup>nd</sup> )	Students perform at or above proficiency by the time they exit the grade and/or meet/exceed value-added "expected score."
National Occupational Competency Testing Institute Assessments of Career Technical Education (grades 10 <sup>th</sup> thru 12 <sup>th</sup> in Career Technical Education classes)	Students perform at or above proficiency by the time they exit the grade and/or meet/exceed value-added "expected score."
Graduation Rate (grades 9 <sup>th</sup> thru 12 <sup>th</sup> )	Graduation rates above State average and above baseline (2009/10) data
Dual High School/College Credits (grades 9 <sup>th</sup> thru 12 <sup>th</sup> in Dual Credit Classes)	Achieve total college credit hours earned that is above baseline (2009/10) data
Advanced Placement enrollment and pass rates (grades 10 <sup>th</sup> thru 12 <sup>th</sup> in AP classes)	Achieve AP enrollment and pass rates that are above baseline (2009/10) data
Postsecondary enrollment and persistence rates	Achieve college enrollment rates above baseline (2009/10) data and Oregon University System persistence rates that are above State average

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

Differentiated performance bonus awards, of sufficient amounts to recruit and retain effective teachers and principals, will be determined based on the four domains of achievement indicators:

- School-wide meet/exceed standard rates and student subgroup growth rates
- Value-added methods
- Leadership and additional duties
- Observation-based assessment

The bonus amount awarded, if any, will be based on the score a teacher/principal earns in each domain, with \$2,500 (net) being the maximum possible bonus if a teacher/principal exceeds standard in all four domains. Establishing a tiered and differentiated PBCS with a maximum net award of \$2,500, rather than creating an award fund and basing the amount of an award on the number of teachers/principals who perform in an effective range that makes them eligible for the fund, will ensure teachers/principals compete with their own performance rather than competing with other teachers/principals. This means that one teacher/principal will not receive a larger bonus because another teacher/principal performs poorly, thus ensuring bonus amounts are directly tied to individual teacher/principal performance. Such a system maximizes the investment of every teacher/principal in every child's success, promotes collective accountability for student achievement, encourages highly effective teachers to share with, model, and coach less effective teachers, and fosters a school culture and climate of collaboration and collegiality.

An open-ended performance pay plan, such as that described above, however, is more

challenging to adequately budget for than a "tournament style" performance pay plan in which only the most effective teachers/principals receive bonuses and the percentage of teachers/principals who qualify as effective is capped. In fact, according to a 2006 report by the Center for Educator Compensation Reform (CECR), districts implementing an open-ended plan often had to reduce the size of the bonus amount or raise the performance requirements so that fewer teachers and administrators qualified because they did not adequately project budget costs. To avoid such an outcome, we have followed CECR recommendation and have used historical performance/growth on statewide assessments to rigorously project the percentage of teachers/principals who are likely to perform in the effective range, while also projecting that performance will improve over the five-year duration of the project as teachers and principals receive sustained professional development. Based on historical performance on statewide assessments, we project that in year-two of the project, the first year for which performance bonuses will be awarded, 20% of teachers/principals will perform in the "Does Not Meet Standard," range earning no bonus, 20% will perform in the "Nearly Meets Standard" range, earning 1/3 maximum bonus, 50% will perform in the "Meets Standard" range, earning 2/3 maximum bonus, and 10% will perform in the "Exceeds Standard" range, earning the full bonus. The projections for higher levels of effectiveness increase over time, so that in year-five we project that 5% of teachers will perform in the "Does Not Meet Standard" range, 15% will perform in the "Nearly Meets Standard" range, 60% will perform in the "Meets Standard" range, and 20% will perform in the "Exceeds Standard" range. Our IEE Project budget has been developed based on these projections. However, because there are so many factors (value-added growth, leadership duties, observation-based assessment) for which we have little, if any, historical data on which to base performance projections, should our PBCS budget be

inadequately funded, rather than reduce the award amount or raise the performance criteria, two remediation methods the CECR strongly urges districts avoid, we will award bonuses to the most effective teachers/principals allowable within the budgeted amount. So, for example, teachers/principals performing in the "Exceeds Standard" and "Meets Standard" ranges would receive bonuses before those in the "Nearly Meets" range. In effect, we have built a budget, based on rigorous projections, that supports an open-ended PBCS plan in which all teachers who perform in the award range should receive a performance bonus, but we have built in a tournament-style safeguard that will prevent the lowering of bonus award amounts or performance standards should performance exceed projections. We believe this approach will maintain teacher confidence in the PBCS while also maintaining fiscal responsibility and sustainability. Further, we have adequately budgeted for fringe benefits and taxes, so that these "hidden" costs are known and planned for.

After a review of the research regarding teacher incentive programs in several states, including Arizona, Colorado, Florida, North Carolina, Ohio, and Tennessee, the award amount of \$2,500 maximum (net) was selected, as it represents the middle of the range among the districts researched and is an amount large enough to provide incentive while also being reasonable enough to be sustainable beyond a TIF award.

To meet **Priority 2 (Absolute) -- Fiscal Sustainability of the Performance-Based Compensation system**, the District will use General Funds, and other Federal and State funding sources, to fund an increasing percentage of performance bonus awards over the 5-year project duration, as well as to support other costs associated with the development and implementation of the PBCS. To sustain the PBCS beyond the TIF funding period, the District will use the five strategies recommended by the Center for Educator Compensation Reform: 1) Redeploy current

state, district, and school resources; 2) Redirect future resources; 3) Repackage state and federal categorical aid programs; 4) Seek additional public funding; and, 5) Seek philanthropic and corporate support.

*(iii) The applicant provides a clear explanation of how teachers and principals are determined to be "effective" for the purposes of the proposed PBCS.*

Teacher and principal effectiveness will be determined within each of the four domains of achievement indicators, utilizing the following scoring rubric:

- Did Not Meet Standard (no bonus award)
- Nearly Meets Standard (1/3 of maximum bonus award);
- Meets Standard (2/3 of maximum bonus award)
- Exceeds Standard (maximum bonus award).

Where a variety (statewide assessment, value-added methods, graduation rates, etc.) of indicators are used to assess effectiveness, within a given domain, each achievement indicator will be scored using the above rubric and the cumulative score will be averaged. Using school-wide performance targets, classroom-based performance targets that are value-added to predict expected student growth between two points in time, additional school leadership roles, and observation-based assessment, will ensure a clear and transparent evaluation process, district-wide, wherein teachers and principals can demonstrate effectiveness and professional growth no matter their assignment or the high needs of the populations with whom they work. As such, our project design meets **Priority 3 (Absolute) – Comprehensive Approaches to PBCS**. The following chart details the evaluation matrix and weighted performance domains that will be used, based on educator assignment within the district.

**F. Evaluation Matrix and Weighted Performance Domain Chart:**

	<b>School-Wide OAKS in reading and math</b>	<b>Value-Added Methods</b>	<b>Leadership and Additional Responsibilities</b>	<b>Observation- based assessment</b>
K-5 Classroom Teachers	20%	30% (reading and math)	20%	30%
ALL K-5 Specialists	30%	30% (reading and writing or math, based on curriculum area)	10%	30%
ALL Principals	40%	0%	20%	40%
6 <sup>th</sup> -11 <sup>th</sup> Language Arts teachers	20%	30% (reading and writing)	20%	30%
6 <sup>th</sup> -11 <sup>th</sup> Math	20%	30% (math)		
6 <sup>th</sup> -11 <sup>th</sup> Science teachers	20%	30% (science)	20%	30%
All other 6 <sup>th</sup> -8 <sup>th</sup> grade	20%	30% (content-	20%	30%

teachers		based)		
	<b>School-Wide OAKS in reading and math</b>	<b>Value-Added Methods</b>	<b>Leadership and Additional Responsibilities</b>	<b>Observation- based assessment</b>
6 <sup>th</sup> -8 <sup>th</sup> grade specialists and counselors	40%	0%	20%	40%
9 <sup>th</sup> -12 <sup>th</sup> Social studies, electives, Career Technical Education teachers	20%	30% (content- based Common Formative Assessments)	20%	30%
9 <sup>th</sup> -12 <sup>th</sup> Advanced Placement and Dual High School/College Credit teachers	20%	30% (content- based and exit exam pass rates)		
9 <sup>th</sup> -12 <sup>th</sup> Counselors	20%	30% (Graduation rate and postsecondary	20%	30%

		enrollment rates)		
	<b>School-Wide OAKS in reading and math</b>	<b>Value-Added Methods</b>	<b>Leadership and Additional Responsibilities</b>	<b>Observation- based assessment</b>
K-12 <sup>th</sup> Teachers on Special Assignment	40%		20%	40%

The rationale for our PBCS design includes the following:

- Using school-wide student achievement/growth on Statewide assessments as a measure of effectiveness for all teachers/principals will foster shared accountability for teaching reading and writing across the curriculum, whether a teacher's content area is Language Arts or Culinary Arts.
- Using classroom-based value-added methods of measuring student growth between two points in time, as a measure of effectiveness, will create individual accountability.
- Using leadership and additional responsibilities as a measure of effectiveness for all teachers/principals will foster a school culture and climate in which teachers and principals are expected to work effectively with colleagues, share best practices, provide coaching and modeling to support all teachers to become effective, and take on additional roles to support student learning.

- Using observation-based assessment will better enable us to strengthen the educator workforce, including the use of data, observation, and evaluation to develop targeted professional development and to inform retention and tenure decisions.

The Value-Added methodology that is featured in the second performance domain is a statistical model designed to measure a teacher's contribution to learning, while controlling for confounding factors such as socio-economic status. Based on test score history and pre-assessment, each student receives an "expected score" at the beginning of the school year. The teacher receives credit based on how much better than expected the student performs on the post-assessment and how well the student compares to peers. This component of our project design meets **Priority 4 (Competitive Preference) – Use of Value-Added Measures of Student Achievement (up to 5 points)**. Value-added methods will be content-based, using Common Formative Assessments, and statewide assessments for content/grade level-appropriate teaching assignments, and performance will be tracked using the District's robust data system, Mastery in Motion. For content areas for which students have no test score history, such as the first year of foreign language, for example, pre/post assessments will use one year's growth as the standard. During the one-year planning period of our IEE Project, Common Formative Assessments will be developed for the few remaining content areas in which they have not already been developed. MSD currently uses Common Formative Assessments in all core content areas, so the practice is well understood by our teachers. To illustrate how the performance bonus award would be calculated for a given teacher, the following chart provides a sample of the scoring rubric, weight, and award amount for each performance domain for a fictitious 5<sup>th</sup> grade classroom teacher. In this example, the underlined dollar amounts represent the score the teacher received in that particular domain, which add up to the total bonus awarded.

**G. Sample Award Chart:**

	<b>Did Not Meet Standard</b>	<b>Nearly Meets Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>School-wide meet/exceed and subgroup growth targets (20% weight)</b>	\$0	\$165	<u>\$325</u>	\$500
<b>Student growth targets (30% weight)</b>	\$0	\$250	<u>\$500</u>	\$750
<b>Leadership and additional duties (20% weight)</b>	\$0	<u>\$165</u>	\$325	\$500
<b>Observation-based assessment (30% weight)</b>	\$0	\$250	\$500	<u>\$750</u>
<b>Total Award</b>				<b>\$1,740</b>

In addition to performance bonuses, which will provide incentive for the recruitment and retention of effective teachers, our project features a teacher advancement component that will encourage teachers to develop new skills and take on added responsibilities through a career path that can lead to "mentor" and "master" teacher status, in which teachers receive an additional

monthly stipend for instructional coaching and other leadership roles. Further, the District will pursue, in collaboration with the teacher's union, McMinnville Education Association (MEA), using General Fund dollars to provide a "signing bonus" of \$5,000, for teachers who agree to work in the District for five years, to attract effective teachers to hard-to-staff special education and English Language Learner positions. Evidence of the challenge in staffing special education and English Language Learner positions is articulated in the Needs section of this proposal and includes both the inability to staff these positions with qualified permanent staff and the high attrition rate of teachers in these programs, especially at the secondary level. The effectiveness of potential applicants to hard-to-staff positions will be determined through the interview process, including an extensive lesson demonstration, and a review of qualifications, educational background, previous teaching experience, and professional references. A team that includes the principal, a highly effective master teacher, and teachers in the same content area as the position needing to be filled, will conduct candidate interviews.

The performance-based bonus for effective teachers and principals, the teacher advancement component that increases pay based on leadership roles, and a potential signing bonus in hard-to-staff positions ensure our IEE project meets **Priority 5 (Competitive Preference) – Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools.** Hard-to-staff positions will be identified based on the number of qualified applicants that apply within a given timeframe for an open/posted position. The hard-to-staff positions in our nine high-needs schools, for which a potential signing bonus would qualify, will be communicated/posted on the District website Human Resources page, under Licensed Employment Opportunities.

*(2) Has the involvement and support of teachers and principals, including input from teachers and principals, and the involvement and support of unions for the purpose of collective bargaining that is needed to carry out the grant.*

The Investing in Effective Educators Project Design Team that developed this proposal included teachers, building principals, and District administrators. Our Project design includes a one-year planning period in which to seek broader staff involvement and to collaborate with teachers, principals, and the teacher's union, MEA, to further develop evaluation tools and assessments and articulate performance domains, criteria, and award formulas and how those will be included in the Licensed Contract. The IEE Project Implementation Design Team, including the stakeholders referenced above, will meet one day per month, as a whole group, and biweekly, in small groups designated with specific tasks. The implementation plan will be fully articulated by February, and staff development regarding the specific measures of teacher and principal effectiveness included in the PBCS, and the evaluation matrix that will determine the performance bonus award amount, will begin in early March. Staff development about the PBCS will occur in biweekly staff meetings and biweekly embedded staff development. Evening and weekend sessions to communicate the core components of the PBCS will also be offered to staff, stakeholders, parents, and community members. Additionally, District and school websites will feature an IEE Project page with FAQs, fast facts, a powerpoint of key design features, and contact details for more information, and an article about the project and the PBCS will be featured in the McMinnville News Register, our local newspaper. We believe a planning period is critical in that this is McMinnville School District's first application to the TIF program, meeting **Priority 6 (Competitive Preference) – New Applicant to the Teacher Incentive Fund (2 points)**. The District will also continue and expand professional

development about the Data Team process, so that teachers and principals are able to use student performance data to increase their effectiveness. Performance bonuses will not be awarded during the one-year planning period.

By the end of the planning period, MSD will have clearly communicated and fully implemented the two of five core elements of a PBCS that are not yet fully developed, as defined in the Request For Proposals: (b) The involvement and support of teachers and principals and the involvement and support of the union; and (e) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve practice. All other core elements are already developed and in place.

A letter of support from District principals is included as an attachment to this proposal. The Co-President of MEA participated in the TIF technical assistance webinar, along with the project design team, and in several follow up meetings and discussions. The MEA Co-President responded very positively and supportively to the project proposal; however, MEA did not feel there was adequate time between the release of the TIF Request For Proposals and the submission deadline of July 6, 2010 to inform its membership of the details of the competition and MSD's proposal, in order to seek member approval for a letter of support. MEA did communicate to the project design team, however, its interest in collaborating during the one-year planning period and serving on the Implementation Design Team.

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

As illustrated in chart G. Sample Award, the rigorous, transparent, and fair evaluation system that will be utilized includes four performance domains of various weights, depending on the educator's assignment within the District, with clear targets that differentiate levels of effectiveness and bonus awards and includes student growth as a significant factor:

- School-wide achievement on Oregon Assessments of Knowledge and Skills in reading and math. Performance in this domain will be assessed based on academic achievement targets (meet/exceed rates) and academic growth targets by student subgroup, with performance targets above state average and identified in School Improvement Plans.
- Student growth over two or more points in times, as measured by value-added, content-based Common Formative Assessments. Student growth targets will be rigorous, with high expectations held for all students and teachers, and will be determined by test score history and pre-assessment "Expected Scores," with performance/growth measured on post-assessments.
- Leadership and additional duties will be evaluated based on a criteria and rubric developed, collaboratively, during the one-year planning period, with instructional leadership positions given the greatest weight. Teachers and principals will be rewarded for taking on additional leadership duties including, but not limited to, team leaders, instructional coaches, teacher-mentors, student-mentors, Professional Learning Community Facilitators, Data Team Leaders, and on various committees such as Positive Behavior and Intervention System (school culture and climate and classroom management) and Building Leadership Teams.
- Observation-based assessments conducted three times per year, including scheduled and unscheduled observation. The Classroom Observation Protocol to be used assesses both

teacher and student behaviors in the three domains of high-quality learning environments: rigor, relevance, and relationships. The protocol is based on evidence that daily interactions between teachers and students are the primary mechanism through which student learning occurs, so it is important for classroom observation to distill the value added from teacher-student interactions through a standardized, reliable, validated evaluation instrument that measures the three domains. The protocol formulates, on each classroom observed, a quantitative composite measure of multiple aspects of lesson design and implementation, content taught, and classroom culture, allowing for a more rigorous statistical comparison. The protocol also incorporates a qualitative assessment of teaching and learning. Reliability will be addressed through the collection of low-inference measures of teacher behavior as a predictor of student achievement and high-inference measures as a predictor of student attitude, evaluating both process and product. Objectivity will concurrently be assured by using low-inference measures with well-specified performance levels associated with the observation rubric. A team of teachers and administrators in each school will be trained and certified in the observation-based assessment tool each year. During the one-year planning period, the IEE Implementation Design Team will develop observation-based/job shadow assessment tools for principals, counselors, and non-teaching TOSAs, building on current tools in use in the District, and the protocol will include structured interviews of colleagues and stakeholders greatest impacted by the particular position/role.

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

Student achievement data on Oregon Assessment of Knowledge and Skills, Value-added, content-based Common Formative Assessments, Developmental Reading Assessments, Career Technical Education Assessments, and other indicators will be linked to teacher and principal payroll systems using the web-based data-management system, Mastery in Motion, that the District has used for several years. MSD uses student performance data at the teacher and classroom level, as well as the school and District level, to measure progress toward and performance on a variety of District initiatives. All teachers in the District use Mastery in Motion on a regular basis to track student growth, and grade-level and content-based Data Teams meet regularly to assess student performance, identify best practices in teaching and learning, and develop individualized, targeted learner interventions. Postsecondary enrollment and persistence data will be tracked through a national database and the Oregon University System. Additionally, for students not in those databases, the District employs a classified person to follow up on post-graduation outcomes.

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

High-quality professional development is essential to teacher and principal effectiveness, and our IEE Project design features job-embedded, targeted professional development, a research-based best practice. Professional development will be:

- Based on assessed needs
- Focused both on content knowledge and pedagogy
- Targeted to individual teachers' and principals' needs as identified in the observation and evaluation process, with more intensive and sustained focus on teachers/principals who

do not perform in the meet/exceed standard range on any of the four domains of performance.

- Intensive and sustained professional development for ineffective educators to become effective and for effective educators to continue effective practices and assume additional leadership roles
- Support teachers and principals to better understand and use the measures of effectiveness to improve practice and student achievement
- Include a process of follow-up observation and online teacher surveys for regularly assessing the effectiveness of professional development in improving teacher and leadership practice to increase student achievement

Using the concept of professional development and professional learning interchangeably, the No Child Left Behind Act provides the following definition of high-quality professional development: "Professional learning needs to give teachers and school leaders the skills to support students' mastery of state academic standards; enhance the content knowledge of teachers in their teaching subjects; be integrated into overall school and district improvement plans; be research based; aligned with state standards; and be sustained, intensive, and focused on classroom practice." In fact, the legislation explicitly specifies, "one-day or short-term workshops do not qualify as effective professional development" (U.S. Department of Education, 2002, p.13). This definition is closely aligned with the professional development standards developed by the National Staff Development Council (NSDC, 2001), which will be employed in our project.

Synthesizing the current research on effective professional development, NSDC concluded that effective professional development for teachers is teacher driven, ongoing and

sustained, school-based and job-embedded, content-focused, focused on student needs, and uses appropriate adult learning strategies. Our IEE Project will utilize instructional coaches who are master teachers, as identified based on IEE performance indicators, to provide classroom-based coaching and modeling. Coaches will be both grade-level and content specific. The District will also implement a weekly, two-hour late start to facilitate school-wide professional development.

Job-embedded professional development and coaching will focus on research-based best strategies and practices, to include:

1) Common Formative Assessments and Data Teams – Periodic, formative and interim assessments, collaboratively designed by grade-level or content-area teams of teachers, designed as matching pre and post assessments to ensure same-assessment to same-assessment comparison of student growth. Common Formative Assessments are similar in design and format to other District and State assessments. Assessed items represent essential "Power Standards," which pinpoint concepts and skills students need to know and be able to do, and include a blend of item types, such as selected-response (multiple choice, true/false, matching) and constructed-response (short and extended).

Common Formative Assessments are administered to all students in grade-level and content-specific courses several times during the semester and school year. Student performance results are analyzed in Data Teams that guide instructional planning, delivery, and targeted interventions. Common Formative Assessments and Data Teams provide regular and timely feedback regarding student attainment of critical standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students, and they provide multiple-measure assessments that allow students to demonstrate their understanding in a variety of formats (Ainsworth, 2003).

The Data Team process allows for ongoing collaborative opportunities for grade-level and content-specific teams of teachers and provides consistent expectations within a grade level, course, and department regarding standards, instruction, and assessment priorities, with an agreed upon criteria for proficiency to be met within each individual classroom and grade level. Further, Common Formative Assessments and Data Teams establishes deliberate alignment of classroom, school, District, and State assessments to better prepare students for success, and they provide predictive value—value-added "expected score"—as to how students are likely to perform on each succeeding assessment in time to make instructional modifications and learner interventions (Ainsworth, 2003).

2) Nine Essential Strategies – These are nine instructional strategies that are most likely to improve student achievement across all content areas and grade levels (Marzano, et al. 2005). They include identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and, cues, questions, and advance organizers.

*Identifying similarities* focuses on the mental processes that students can use to restructure and understand information. Classroom activities that ask students to identify similarities and differences include comparison tasks, classifying tasks, and the use of metaphors and analogies. Breaking a concept into its similar and dissimilar characteristics allows students to understand, and often solve, complex problems by analyzing them in a more simplistic way.

*Summarizing and note taking* is restating the essence of text or an experience in as few words as possible in a new, yet concise form. Summarizing and note taking requires the ability to

synthesize information. Students must be able to analyze information and organize it in a way that captures the main ideas and supporting details in their own words. Students can summarize information in different ways, including deleting information that isn't important to the overall meaning of the text, substituting some information, and keeping some information. As students practice these strategies, it enhances their ability to understand specific content for learning.

*Reinforcing effort and providing recognition* strategies address students' attitudes and beliefs. Most students are not aware of the importance of believing that their level of effort is related to their achievement. When students are rewarded or praised for achieving specific goals, their level of achievement is higher.

*Homework and practice* provide opportunities for students to practice, review, and apply knowledge. They also enhance a student's ability to reach a level of expected proficiency for a skill or concept. Research indicates students need to practice a skill twenty-four times to reach 80% competency, with the first four practices yielding the greatest effect (Marzano, et al. 2005).

*Nonlinguistic representations* can enhance a student's ability to represent and elaborate on knowledge using mental images. When students elaborate on knowledge, they are able to understand it in greater depth and be more successful at recalling it. Nonlinguistic representations can include graphic representations, mental pictures, physical models, drawings, and kinesthetic activities. New knowledge is usually presented in a linguistic form. When students are also able to use imagery, the effects on achievement can be significant (Bransford, et al. 1999).

*Cooperative learning* strategies provide students with opportunities to interact with each other in a variety of ways that enhance learning. These activities support the research-base that there should be a variety of criteria to group students, that there should be formal, informal, and

base groups, and that the size and performance of learning groups should be continually monitored and implemented systematically and consistently (Johnson, et al. 2000).

*Setting objectives and providing feedback* establishes a direction for learning. Once students understand the parameters of an objective, they should brainstorm to determine what they know and what they want to learn. Specific, timely, and regular feedback to students enhances their learning. Also, feedback should include an explanation of why an item is correct or incorrect and be criterion-referenced. In other words, students should understand where they stand relative to a specific target of knowledge or skill (Marzano, et al. 2005).

The strategy of *generating and testing hypotheses* includes several processes, such as systems analysis, invention, experimental inquiry, decision-making, and problem-solving. Students should be asked "what if?" as they plan and conduct simple investigations (e.g., formulate a testable question, make systematic observations, and develop logical conclusions). Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

*Cues, questions, and advance organizers* give students a preview of what they are about to learn or experience and help in activating prior knowledge by connecting what they already know to what they need to know. Questions should focus on what is central and most important. Advance organizers are most useful for information that is not easily presented in a well-organized manner. For example, creating an advance organizer for a field trip can provide students with information about what they are about to see and do. Research shows that these tools should be highly analytical, should focus on what is essential, and are most effective when presented before a learning experience (Alexander, et al. 1994).

3) Student-owned Strategies - Similar to the nine essential strategies discussed previously, these strategies employ several concepts drawn from cognitive psychology and brain research. First, students need to be aware of how they learn. They must self-monitor their learning to identify which strategies are the most effective for a given set of learning materials. Second, students must be able to integrate new information with prior knowledge. And third, students need to be actively involved in their own learning by discussing, writing, and organizing. These behaviors need to be taught by all teachers—across grade levels and curriculum areas—to maximize the acquisition of course information. The student-owned strategies framework for learning includes:

The concept of *metacognition* in that students who achieve well in school have heightened metacognition and a repertoire of self-regulatory behaviors. They know when they have understood, and they know how to employ a variety of strategies to attain meaning (Meichenbaum and Biemiller, 1998).

*Background knowledge* is a powerful determinant of reading comprehension. Readers interpret text based on their own background or prior knowledge. Research demonstrates that integrating new information with prior knowledge is at the heart of comprehension. The richer the background, the richer the comprehension (Pressley, 2000).

*Reading for specific purposes* positively influences comprehension (Narvaez, 2002). Also, orienting students to read or listen for specific information in a text influences what they recall (Anderson and Pichert, 1978). To be strategic, metacognitive readers, students must set their reading goals before reading. In this way, they can easily bring out appropriate background knowledge and monitor their learning to assure they have reached their comprehension goals.

Good readers are *actively involved* in making sense of their reading. Learning happens when students actively process information through writing, talking, and transforming by using a variety of organizing strategies (Duke and Pearson, 2002).

Students need many opportunities to *discuss with one another*. Learning is an active, constructive process and a social, interpersonal process. Work in brain research highlights the importance of students interacting with one another. Students create meaning by transforming information and by building their own connections. Discussion is essential to these constructive processes. We live in a social world and learn by interacting with others (Wilkinson and Silliman, 2000). By pooling our understanding and talking about what we think we know, we develop deeper understandings.

Students need many opportunities to *write* about what they are learning. Writing is integral to all learning (Blachowicz and Ogle, 2001). Each of us writes to understand. It is a way of knowing. If we can explain things to others, and ourselves we can claim knowledge as our own. Writing forces organization. It helps us to see clusters of information and hierarchies of ideas. It also helps us become metacognitive.

Good readers know a variety of ways to *organize information* for learning. The past thirty years of research in cognitive psychology, as well as more recent research about brain physiology, have demonstrated that learning and memory depend upon transforming information (Jensen, 1998). The more organized, the better remembered. Student-owned strategies enables students to learn flexible ways for processing information, including strategies such as power thinking, selective underlining, two-column notes, and concept mapping. They learn multiple ways to be strategic, metacognitive readers and learners.

Good readers and writers have an intuitive understanding of the *author's craft*. They know how text structure aids comprehension. Strong research supports the idea that knowledge of expository and narrative text structures plays an important role in comprehension (Goldman and Rakestraw, 2000).

Students learn to become strategic when teachers teach these processes directly through *explanation and modeling*. Most students do not know how to learn. Teachers have to show them how. When introducing a new strategy, effective teachers take the stage to show, tell, model, demonstrate, and explain not only the content, but also the process of active learning. The process of teacher modeling and guided practice leads to pronounced effects in the improvement of comprehension (Duffy, et al. 2002).

4) Sheltered Instruction Observation Protocol (SIOP) - A research-based and validated instructional model that has proven effective in addressing the academic needs of English Language Learners (Center for Research on Education, Diversity & Excellence 2003). The SIOP model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

5) Guided Language Acquisition Design (GLAD) - A model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD was developed and field-tested based on years of experience with integrated approaches for teaching language. Tied

to standards, the model trains teachers to provide access to core curriculum using local district guidelines and curriculum.

GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high level, academic language and literacy. During staff development, teachers are provided with the instructional strategies, the theory and research that support the model, and the curriculum model that brings these all together in the context of district and state frameworks and standards. The second part of the training is a demonstration session in the classroom where the model is demonstrated with students.

GLAD training results in teachers' renewed commitment to high expectations and high standards for all students. The results for students have been continued gains in standardized test scores as well as renewed involvement in a classroom that is, not only student-centered, but fosters a sense of identity and voice. GLAD is a United States Department of Education Project of Academic Excellence. MSD has a large cohort of GLAD trained teachers and will use a teacher-training-teacher model to scale-up GALD practices district-wide.

6) Moving Math and Science Education Forward (Oregon Department of Education, 2010) – This standards-based approach to mathematics and science instruction is different from traditional instruction in that students approach mathematics and science differently as they explore functions, develop formulas and hypotheses, and actively engage in non-routine problem-solving and interaction about mathematics and science. Students use technology for computational assistance and as tools for solving problems. This open and focused approach to problem-solving, reasoning, testing, and communicating processes allows teachers and students to learn from each other. Professional development focuses on both content knowledge and

pedagogy. MSD has a cohort of Oregon Department of Education trained Instructional Coaches who will train math and science teachers, district-wide.

7) Response to Intervention (RTI) – RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems (Hoover, et al. 2008). With RTI, teachers identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.

8) Professional development focused on content knowledge acquisition.

9) Professional development for principals – Focused training in school improvement methods, structures, and practices that increase student achievement.

The job-embedded professional development that is a core feature of our IEE Project fosters teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning (Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (NSDC, 2010). Job-embedded professional development is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999).

**C. Adequacy of Support for the Proposed Project (25 Points)**

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

**H. Management Plan Chart:**

<b>Personnel</b>	<b>Activity</b>	<b>Timeline</b>	<b>Milestone</b>
IEE Project Director, McMinnville Education Association executive committee, grade level and content area teachers, principals, District administrators	Implementation Design Team established and planning period initiated to collaborate on project implementation details, evaluation tools, and criterion.	October 2010-May 2011	Fair and transparent system of evaluating teacher and principal effectiveness is in place, with evaluation tools developed, and the system is clearly communicated to all staff and stakeholders.
Project Director	IEE Project website pages posted on District and School websites	March 2011	District and school websites feature an IEE Project page with FAQa, Fast Facts, a powerpoint presentation outlining key project features and components, and contact details for more information.
Project Director and	Professional	March-June	Staff are informed of and have

Implementation Design Team	Development and communication on the PBCS evaluation methodology and process	2011	a full understanding of the PBCS that will be used to determine effectiveness and the evaluation matrix for calculating award amounts
<b>Personnel</b>	<b>Activity</b>	<b>Timeline</b>	<b>Milestone</b>
IEE Project Director and Implementation Committee	Stakeholder communication	October 2010-June 2011	Staff, students, stakeholders, and community engaged in dialogue about the IEE project and its implementation.
IEE Project Director and two key personnel	US ED required meeting	TBD 2010/11	Project Director and two key personnel attend US ED required annual meeting.
IEE Project Director and building-based observation-based assessment teams of teachers and administrators	Observation-based assessment training	January 2011	School-based teams of teachers and administrators receive training in the Observation Protocol.
IEE Project Director and building assessment teams	Master teachers identified at each building	June 2011	Instructional coaches selected at each building, identified based on performance indicators.

IEE Evaluator and Project Director	Annual Performance Report	TBD 2011	Annual Performance Report submitted to US ED
<b>Personnel</b>	<b>Activity</b>	<b>Timeline</b>	<b>Milestone</b>
Superintendent	Delayed Start professional development	Sept. 2011	Weekly Delayed start schedule implemented district-wide.
Instructional Coaches	1 FTE (Full Time Equivalent) Instructional Coach at each IEE school	Sept. 2011 – June 2012	Instructional coaches provide job-embedded coaching and modeling at each PBCS school site.
Building assessment teams	Observation-based assessment of educators	Dec. 2011 – May 2012	Observation-based assessment conducted by team of trained teachers and administrators for each teacher at each site, a minimum of three times a year.
IEE Evaluator and Project Director	Annual Performance Report	TBD 2012	Annual Performance Report submitted to US ED
IEE Project Director and two key personnel	US ED required meeting	TBD 2011/12	Project Director and two key personnel attend US ED required annual meeting.
IEE Project Director and site coordinators	Performance Bonuses awarded	November 2012	Teacher and Principal bonuses, for the 2011/12 school year,

			awarded based on evaluation matrix.
<b>Personnel</b>	<b>Activity</b>	<b>Timeline</b>	<b>Milestone</b>
Instructional Coaches	1 FTE (Full Time Equivalent) Instructional Coach at each IEE school	Sept. 2012 – June 2013	Instructional coaches provide job-embedded coaching and modeling at each PBCS school site.
Superintendent	Delayed start professional development	Sept. 2012 – June 2013	Weekly late start schedule implemented to facilitate professional development activities and objectives.
Building assessment teams	Observation-based assessment of educators	Dec. 2012 – May 2013	Observation-based assessment conducted by team of trained teachers and administrators for each teacher at each site, a minimum of three times a year.
IEE Evaluator and Project Director	Annual Performance Report	TBD 2013	Annual Performance Report submitted to US ED
IEE Project Director and site coordinators	Performance Bonuses awarded	November 2013	Teacher and Principal bonuses, for the 2012/13 school year, awarded based on evaluation matrix.

Instructional Coaches	1 FTE (Full Time Equivalent) Instructional Coach at each IEE school	Sept. 2013 – June 2014	Instructional coaches provide job-embedded coaching and modeling at each PBCS school site.
<b>Personnel</b>	<b>Activity</b>	<b>Timeline</b>	<b>Milestone</b>
Superintendent	Delayed start professional development	Sept. 2013	Weekly late start schedule implemented to facilitate professional development activities and objectives.
Building assessment teams	Observation-based assessment of educators	Dec. 2013 – May 2014	Observation-based assessment conducted by team of trained teachers and administrators for each teacher at each site, a minimum of three times a year.
IEE Evaluator and Project Director	Annual Performance Report	TBD 2014	Annual Performance Report submitted to US ED
IEE Project Director and site coordinators	Performance Bonuses awarded	November 2014	Teacher and Principal bonuses, for the 2013/14 school year, awarded based on evaluation matrix.
Instructional Coaches	1 FTE (Full Time Equivalent)	Sept. 2014 – June 2015	Instructional coaches provide job-embedded coaching and

	Instructional Coach at each IEE school		modeling at each PBCS school site.
<b>Personnel</b>	<b>Activity</b>	<b>Timeline</b>	<b>Milestone</b>
Superintendent	Delayed start professional development	Sept. 2014	Weekly late start schedule implemented to facilitate professional development activities and objectives.
Building assessment teams	Observation-based assessment of educators	Dec. 2014 – May 2015	Observation-based assessment conducted by team of trained teachers and administrators for each teacher at each site, a minimum of three times a year.
IEE Evaluator and Project Director	Annual Performance Report	TBD 2015	Annual Performance Report submitted to US ED
IEE Project Director and site coordinators	Performance Bonuses awarded	Sept. 2015	Teacher and Principal bonuses, for the 2014/15 school year, awarded based on evaluation matrix.

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

The IEE Project Director, Mike Loretz, was formerly with the Oregon Department of Education as a Title 1 Education Program Specialist and an Oregon Distinguished Educator, providing support to districts, schools, and federal improvement efforts. Mr. Loretz will return from early retirement to manage all aspects of IEE Project Implementation. TIF funds will pay for .5 FTE (Full Time Equivalent) Project Director salary and benefits.

Project evaluation will be conducted by Jill Long, District Coordinator of School Reform Initiatives. Ms. Long has been with the District for eight years and serves as evaluator on several Federal and State grant projects, including 21<sup>st</sup> Century Community Learning Centers, Technology-Rich Teaching and Learning, Smaller Learning Communities, and the Science, Technology, Engineering, and Math Project. In-kind District General Funds will support the .25 FTE of Ms. Long's duties that will be dedicated to the IEE Project.

IEE Site Coordinators will provide building-based project management, ensuring the fidelity of implementation at each IEE building. Site Coordinators will be master teachers, identified based on project performance indicators/evaluation matrix, and will also serve as Instructional Coaches.

Tony Vicknair, Director of Curriculum and Instruction, will provide further project management support. Mr. Vicknair is a former teacher and principal who has worked in the District for most of his extensive career. Mr. Vicknair has broad support and credibility among staff, both teachers and principals, and his leadership during the planning period, in particular, will be instrumental. He has had a distinguished career in education and, in addition to his duties for the District, he serves as president of the Mid-Willamette Education Consortium. Mr. Vicknair's salary and benefits in support of the project will be funded by in-kind District General Funds.

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

District General Funds and other State and Federal Funds will support IEE Project implementation. The District will provide in-kind personnel to manage and oversee project implementation, including data collection and management, principal mentoring, delayed-start professional development, project promotion and communication, financial management of performance bonuses, project evaluation, and an increasing proportion of teacher and principal performance bonuses over the five-year duration of the TIF grant. Additionally, District General Funds will pay for all components of the project to be implemented at the one District elementary school, Memorial, that does not meet the TIF free/reduced threshold. The school and school staff at Memorial will receive the same professional development, job-embedded coaching, and performance bonus structure as the schools included in the IEE Project, but no TIF funds will be used to support implementation at Memorial.

Performance-based compensation will not be implemented until year-two of the grant, following the initial one-year planning period. In year-two, 100% of performance bonuses for the schools included in the IEE Project will be paid by TIF funds. In year-three, 90% of performance bonuses will be funded by TIF funds and the District will fund 10%. In year-four, 70% of bonuses will be funded by TIF funds and the District will fund 30%. In year-five, 50% of performance bonuses will be funded by TIF funds and 50% by District Funds.

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

The requested TIF grant amount is sufficient to attain project goals to increase teacher and principal effectiveness as measured by student performance, leadership duties, and

observation-based assessment. The budget has been developed so that the District takes an increasing share of funding responsibility for the project over the five-year TIF grant. As detailed in the budget narrative, a significant portion of a TIF grant, if awarded, will be used to provide job-embedded instructional coaching and modeling to ensure that all teachers have the tools they need to be effective. Additionally, grant funds will purchase teacher release time and provide curriculum rate pay for additional hours to support implementation planning in year-one, release time to allow teams of teachers and principals to perform observation-based assessments in years one through five, and the grant will fund travel to required US ED meetings.

Structuring the budget so that the District takes on an increasing share of the costs will enable us to build capacity to sustain the project beyond TIF funding, while at the same time we will be developing a cohort of highly effective teachers and instructional coaches. The performance bonus structure is based on the theory that effective teachers and principals are the most important factor behind superior student performance. The teaching profession will attract and retain the best and brightest college graduates if it rewards excellence in the same way that other businesses compensate valuable employees. Providing pay incentives will also reduce the teacher shortage, particularly in hard to staff areas such as special education and English Language Learner programs. A recent study funded by The Incentive Research Foundation and conducted by the University of Southern California, found that properly constructed incentive programs can:

- Increase the performance of individuals related to a particular task by 22%, on average
- Increase the performance of teams by 44%
- Result in an immediate performance increase of 15% upon initial implementation of the incentive

- Increase individual performance toward a long term goal by 27%, on average
- Attract highly-effective employees

Key features of a successful incentive program, as identified in the study and incorporated in our project design, include:

- Desired performance type and level is quantified
- Goals are challenging but achievable
- The focus on promoting particular practices does not conflict with or override daily organizational goals
- Clear, transparent, and fair assessment of performance
- Provide training, professional development, and support to improve
- Provide performance analysis and feedback

Assuming the IEE Project realizes its objectives to increase student achievement by increasing teacher and principal effectiveness, as the research suggests it will, the District is committed to continuing the performance-based compensation system developed as a result of the project and exploring other ways within the salary structure to directly link educator compensation with student performance, among other factors.

**D. Quality of Local Evaluation (5 Points)**

*(1) Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement, increasing the effectiveness of teachers and principals, and retaining and recruiting effective teachers and principals.*

To ensure thorough and objective evaluation of the IEE Project, the District Coordinator of School Reform Initiatives will: 1) Conduct extensive site observations of professional development and instructional coaching activities and classroom teaching and learning, providing critical and constructive evaluation that goes beyond mere descriptions of activities and events; 2) Analyze student performance data and project performance data; 3) Conduct extensive stakeholder (teachers, principals, students, parents) interviews; and, 4) Formulate a mid-year and end-of-year report with specific recommendations, based on critical analysis of performance data and observations, for continuous project improvement.

Effective principals and teachers contribute to positive academic, attitudinal, and social outcomes for students, such as regular attendance, high achievement, self-efficacy, and resiliency. They use diverse resources to plan and structure engaging learning opportunities, monitor student progress formatively, adapting instruction as needed, and evaluate learning using multiple sources of evidence. Effective principals and teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness, employ practices and policies that demonstrate cultural and linguistic competencies, and collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk of academic failure. Site observations will, therefore, focus on: 1) Instructional Support: Focusing on instructional strategies will evaluate whether teachers make the most of opportunities to effectively support

academic learning, career exploration, social/emotional development, and pro-social behavior through engaged, experiential, and differentiated teaching and learning; 2) Emotional Support Activities: Focusing on social and emotional functioning in school and classroom activities will evaluate the dimensions of positive climate, negative climate, teacher sensitivity, and regard for student perspectives; and, 3) Organization: Focusing on school and classroom management, productivity, and instructional learning formats will evaluate whether principals and teachers provide maximal opportunities for learning by ensuring students are active, engaged, and well behaved.

Project performance objectives, indicators, and timeline for project evaluation include:

**I. Objectives, Indicators, and Timeline Chart:**

<b>Project Objective</b>	<b>Achievement Indicator</b>	<b>Data Timeline</b>
Develop and communicate a fair and transparent performance-based compensation system.	Implementation plan defined and communication, including evaluation tool, matrix, and observation-based assessment	May 2011
Increase teacher and principal effectiveness as measured by student achievement and growth.	Oregon Assessments of Knowledge and Skills in Reading and math in grades 3 <sup>rd</sup> -11 <sup>th</sup> (school-wide and by classroom/teacher)	October, January, and May in each year of the project
Increase teacher and principal effectiveness as measured by student	Oregon Assessment of Knowledge and Skills in	January and May in each year of

achievement and growth.	Science in grades 6 <sup>th</sup> -11 <sup>th</sup>  (school-wide and by  classroom/teacher)	the project
<b>Project Objective</b>	<b>Achievement Indicator</b>	<b>Data Timeline</b>
Increase teacher and principal effectiveness as measured by student achievement and growth.	Oregon Assessment of Knowledge and Skills in writing in grades 5 <sup>th</sup> , 7 <sup>th</sup> , and 11 <sup>th</sup> (school-wide and by teacher/classroom)	May in each year of the project
Increase teacher and principal effectiveness as measured by student achievement and growth.	Developmental Reading Assessment in grades K-3 <sup>rd</sup> (by classroom/teacher)	October, January, and May in each year of the project
Increase teacher and principal effectiveness as measured by student achievement and growth.	Value-Added Methodology (grade level and content specific)	Sept. & May in each year of the project
Increase teacher and principal effectiveness as measured by student achievement and growth.	National Occupational Competency Testing Institute Assessments of Career Technical Education in grades 10 <sup>th</sup> through 12 <sup>th</sup> (by	May in each year of the project

<b>Project Objective</b>	<b>Achievement Indicator</b>	<b>Data Timeline</b>
<p>Increase teacher and principal effectiveness as measured by student achievement and growth.</p>	<p>classroom/teacher)</p> <p>Graduation rates, postsecondary enrollment rates, college persistence rates (by school)</p>	<p>October – February, beginning the year following graduation, in each year of the project</p>
<p>Increase teacher and principal effectiveness as measured by leadership and additional duties.</p>	<p>To be developed during year-one planning period</p>	<p>May in each year of the project</p>
<p>Increase teacher and principal effectiveness as measured by observation-based assessment.</p>	<p>Classroom Observation Protocol (quantitative and qualitative data) and structured interviews for teachers; Job-shadow and structured interviews for principals and non-teaching teachers/counselors/TOSAs</p>	<p>Three-times per year in each year of the project</p>

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

The evaluation plan has been developed to provide ample information, both quantitative and qualitative, about key components, strategies, and activities in order to identify best practices for replication, promising practices for further testing, and weakness and gaps that need to be addressed. The evaluation will measure teacher and principal performance, as linked directly to student performance, compared to baseline data, comparison schools, State average, and student subgroup growth targets, in order to assess specific strategies and project components, while also measuring cohort performance over time and individual student growth using Value-Added methodology as students progress through school.

*(3) Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the project.*

Performance data will be collected and analyzed as it becomes available, according to the timeline described in Chart I. Objectives, Indicators, and Timeline. Project evaluation will occur twice annually, with a midterm evaluation in February and an annual evaluation in May, of each year of the five-year project, to provide for timely and periodic feedback that will support continuous project improvement.

Following the midterm evaluation, the internal evaluator will prepare an informal report and will meet with key project personnel to elaborate on specific observations and recommendations for improvement. After the annual evaluation in May, the evaluator and project director will prepare an Annual Performance Report, which will be submitted on a date determined by the TIF program. In order to further facilitate continuous monitoring and program improvement, Ms. Long will maintain frequent and regular contact with key project personnel at the District and building levels.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **IEE Project High Needs Documentation** Pages: 1 Uploaded File: **H:\Grants\IEE Project High Needs Documentation.doc**

# McMINNVILLE SCHOOL DISTRICT

1500 NE Baker, McMinnville, Oregon 97128

Phone (503) 565-4000 Fax (503) 565-4030

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## **Free/Reduced Report 2009/10 Annual Average Percentage**

Buel Elementary: 77.39%  
Columbus Elementary: 61.95%  
Grandhaven Elementary: 62.71%  
Newby Elementary: 65.76%  
Wascher Elementary: 64.14%  
Duniway Middle School: 53.14  
Patton Middle School: 61.89%

All of the schools listed above feed into both District high schools which have a reported free/reduced rate of 51.03%

*“We are an educational community dedicated to the pursuit of excellence and the achievement of success.”*

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **IEE Project Statement of Support** Pages: 1 Uploaded File: **H:\Grants\IEE Project Statement of Support.doc**

# McMINNVILLE SCHOOL DISTRICT

1500 NE Baker, McMinnville, Oregon 97128

Phone (503) 565-4000 Fax (503) 565-4030

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The Principals and Assistant Principals of McMinnville School District wish to state our unequivocal support for the Investing in Effective Educators Project proposal being submitted to the Teacher Incentive Fund.

We believe that performance-based compensation combined with sustained, job-embedded professional development, will increase student achievement by strengthening the educator workforce and enabling the District to recruit and retain highly effective teachers and principals.

Sincerely,

Dr. Kris Olsen, McMinnville High School  
Brian Crain, McMinnville High School  
Judi Dickey, McMinnville High School  
Sean Burke, McMinnville High School  
Laurie Cooper, Media Arts and Communications Academy  
Cathy Carnahan, Duniway Middle School  
Marty Palacios, Patton Middle School  
Stephanie Legard, Buel Elementary  
Kathi Fowler, Columbus Elementary  
Margie Johnson, Grandhaven Elementary  
Mark Hinthorn, Newby Elementary  
Kyra Donovan, Wascher Elementary

*“We are an educational community dedicated to the pursuit of excellence and the achievement of success.”*

# Project Narrative

## Other Attachments

Attachment 1:

Title: **IEE Project Attachments** Pages: **0** Uploaded File: **H:\Grants\IEE Project Attachments.doc**

**Indirect Cost Rate Certification: Fiscal Year 2010-2011**

Select Year:  ▼

**Current Status:** **Finalized**

Certify your Indirect Rate current information

**Adjustments**  
[Sub Awards](#)  
[DBI Data](#)

<u>Fund</u>	<u>Function</u>	<u>Object</u>	<u>Amount</u>	<u>Justification</u>	<u>Res t.</u>
100 - General Fund	2310 - Board of Education Services	650 - Insurance and Judgments	-\$60,000.00	District Liability Insurance reclassify as indirect cost in Function 2510.	D
100 - General Fund	2410 - Office of the Principal Services	112 - Classified Salaries	\$403,890.25	Reclassify Directors of Business Services, Human Resources and Finance to Indirect Function 2410/112 Direct Cost.	D
100 - General Fund	2410 - Office of the Principal Services	230 - Other Required Payroll Costs	\$31,070.91	Reclassify unemployment expense from indirect to direct cost.	D
100 - General Fund	2510 - Direction of Business Support Services	113 - Administrators	-\$97,930.00	Reclassify Director of Business Services to Indirect	I

				Function 2410/112 Direct Cost.	
100 - General Fund	2510 - Direction of Business Support Services	210 - Public Employees Retirement System	-\$18,450.00	Reclassify Director of Business Services to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2510 - Direction of Business Support Services	220 - Social Security Administration	-\$7,544.62	Reclassify Director of Business Services to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2510 - Direction of Business Support Services	230 - Other Required Payroll Costs	-\$417.74	Reclassify Director of Business Services to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2510 - Direction of Business Support Services	240 - Contractual Employee Benefits	-\$13,929.52	Reclassify Director of Business Services to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2510 - Direction of Business Support Services	640 - Dues and Fees	\$60,000.00	Reclass District Liability Insurance.	I
100 - General	2520 -	113 -	-\$93,157.25	Reclassify	I

Fund	Fiscal Services	Administrators		Director of Finance to Indirect Function 2410/112 Direct Cost.	
100 - General Fund	2520 - Fiscal Services	210 - Public Employees Retirement System	-\$17,550.87	Reclassify Director of Finance to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2520 - Fiscal Services	220 - Social Security Administration	-\$7,095.76	Reclassify Director of Finance to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2520 - Fiscal Services	230 - Other Required Payroll Costs	-\$398.92	Reclassify Director of Finance to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2520 - Fiscal Services	240 - Contractual Employee Benefits	-\$13,901.42	Reclassify Director of Finance to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2540 - Operation and Maintenance of Plant Services	650 - Insurance and Judgments	-\$206,014.00	District Liability Insurance reclassify as indirect cost in Function 2510.	U
100 - General	2550 -	330 -	-	Contract	D

Fund	Student Transportation Services	Student Transportation Services	\$1,918,362.77	amounts in excess of \$25,000 excluded from indirect cost rate calculation.	
100 - General Fund	2610 - Direction of Central Support Services	113 - Administrators	-\$94,210.00	Reclassify Dir HR to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2610 - Direction of Central Support Services	210 - Public Employees Retirement System	-\$17,749.10	Reclassify Dir HR to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2610 - Direction of Central Support Services	220 - Social Security Administration	-\$7,237.59	Reclassify Dir HR to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2610 - Direction of Central Support Services	230 - Other Required Payroll Costs	-\$403.08	Reclassify Dir HR to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2610 - Direction of Central Support Services	240 - Contractual Employee Benefits	-\$13,914.38	Reclassify Dir HR to Indirect Function 2410/112 Direct Cost.	I
100 - General Fund	2640 - Staff Services	230 - Other Required Payroll Costs	-\$31,070.91	Unemployment expense reclassify from indirect	I

				cost to direct cost.	
200 - Special Revenue Funds	2550 - Student Transportation Services	330 - Student Transportation Services	-\$26,570.49	Contract amounts over \$25,000 must be excluded from indirect rate cost calculations.	D

Records: 23



Page Size:

All



Pages: 1

<b>Preliminary Rates:</b>	\$ [REDACTED]
<b>Adjusted Rates:</b>	[REDACTED]
<b>Finalized Rates:</b>	( [REDACTED]

# Mike Loretz



## **Director of Elementary Programs**

McMinnville School District

1500 Baker St. NE

McMinnville, OR 97128



## **S U M M A R Y**

I am Director of Elementary Programs for McMinnville School District. I coordinate federal programs, curriculum, assessment, English Language Learner Programs, and school improvement planning. Prior to this position I was a Title I Education Program Specialist and an Oregon Distinguished Educator with the Oregon Department of Education, providing support to districts, schools and federal program coordinators throughout the state as they implement NCLB and school improvement efforts. I have also been very involved at the state, regional, and national level with year-round education. I served eight years on the board of directors of the National Association for Year-Round Education.

## **W O R K H I S T O R Y**

***Director of School Improvement and Elementary Programs,  
McMinnville School District  
2004-Present***

***Title I Education Program Specialist, ODE  
2004***

***2002-***

I provided technical assistance to districts throughout the state engaged in school improvement planning and the implementation of federal programs.

***Oregon Title I Distinguished Educator  
2002***

***1998-***

I provided technical assistance to schools engaged in school improvement planning and reform efforts. I helped facilitate thorough needs assessments, study of best practices, and development of comprehensive implementation and evaluation plans.

*Elementary Principal, Salem-Keizer School District* 1993-1998

*Elementary Principal, Stayton Elementary School District* 1991-1993

*Middle School Principal, Stayton Elementary School District*  
1986- 1991

*Middle School Principal, Colton School District.*  
1981- 1986

*Teacher, Colton Secondary School* 1977-1981

**A S S O C I A T I O N S**

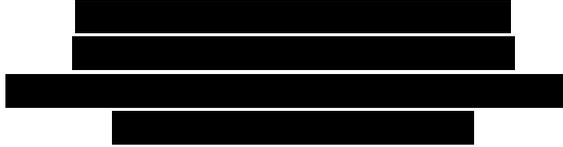
**COSA-OACOA** *Current*  
*President, Northwest Association for Year-Round Education*  
1996-2002

*Board Member, National Association for Year-Round Education*  
1998-2006

**E D U C A T I O N**

*BA, Pacific University, Forest Grove, Oregon* 1976  
*MA, Portland State University, Portland, Oregon*  
1983

# Tony Vicknair



## OBJECTIVE

To obtain a principal position in the McMinnville School District.

## EDUCATION

- |  |             |
|--|-------------|
| <b>Portland State University</b> , Portland, OR<br>Initial Administrator License   | 1999 - 2001 |
| <b>Western Oregon University</b> , Monmouth, OR<br>Masters of Science in Education | 1995 - 1998 |
| <b>Linfield College</b> , McMinnville, OR<br>Bachelor of Science in Education      | 1985 - 1989 |

## CERTIFICATION

Initial Administration License

## EXPERIENCE

**McMinnville School District**, McMinnville, OR  
**Director of Secondary Programs** July, 2008 – Present

- Responsible for curriculum, instruction and assessment for 2 high schools, 2 middle school and an alternative education program.
- Supported the development of the Engineering and Aerospace Science Academy, a 100 student STEM academy located at Evergreen Space Museum.

**McMinnville High School**, McMinnville, OR  
**Curriculum Assistant Principal** October, 2003 – July, 2008

- Assistant Principal responsible for curriculum and instruction for 1800 students and 70 licensed staff.
- Developed additional career pathways and additional *College Credit Now* opportunities at McMinnville High School.

**South Salem High School**, Salem, OR

**Curriculum Assistant Principal**  
2003

July, 2001 - October,

- Assistant Principal responsible for curriculum and instruction for 1700 students and 70 licensed staff.
- Administrator responsible for South High's *International Baccalaureate* program, *College Credit Now* and our professional/technical program.

**Patton Middle School**, McMinnville, OR

**Mathematics Teacher**

August, 1989 – June, 2001

- Taught all math courses from remedial math to algebra to grades 6 to 8.
- Served on Site Council from 1994-1996 and 1997-2001 as Site Council chair, responsible for the CSIP development those 4 years.
- Worked as Athletic Coordinator from 1996 to 2001, where I supervised all home athletic events and organized inventory, transportation, eligibility, and parent volunteers for all sport seasons.
- Acted as on-site Assistant Principal in charge of discipline from 1994-1995.

## REFERENCES

**Maryalice Russell**

Superintendent  
1500 N.E. Baker Street  
McMinnville, OR 97128

McMinnville School District

(503) 565-4000

**Kris Olsen**

Principal  
615 E. 15<sup>th</sup> Street  
McMinnville, OR 97128

McMinnville High School

(503) 565-4200

**Brian Crain**

Assistant Principal  
615 E. 15<sup>th</sup> Street  
McMinnville, OR 97128

McMinnville High School

(503) 565-4200

**Cathy Carnahan**

Principal  
575 N.W. Michelbook Lane  
McMinnville, OR 97128

Duniway Middle School

(503) 565-4402

## Curriculum Vitae

Jill Long

### Academic Degrees

- Masters in the Art of Teaching (MAT) - Pacific University, 1999, Secondary Language Arts
- B.A. Creative Writing - Wichita State University, 1993.

### Professional Experience

- 2006 – Present: District Coordinator of School Reform Initiations/K-12 Grant Writer
- 2002-2006: Language Arts teacher (.7 FTE) and High School Grant Writer (.3 FTE)
- 1986 -2000: Education Consultant and Project Evaluator – worked with school systems in the U.S., Canada, United Kingdom, and Ireland to provide consultation, professional development, grant writing, and evaluation services on school reform projects and initiatives

In my role as District Coordinator of School Reform Initiatives/K-12 Grant Writer, I have developed and written over three million in awarded grant projects in the last year, including a 21<sup>st</sup> Century Community Learning Centers grant, two Technology-Rich Teaching and Learning grants, a Learn and Serve grant, and other grants to fund District reform initiatives. As Smaller Learning Communities Project Director at the high school, I authored two school reform planning grants, both of which were awarded by the Gates Foundation, one Smaller Learning Communities Project grant, awarded by U.S. Department of Education, and one small autonomous school implementation grant, awarded by the Gates Foundation. My project director duties include:

- Develop, plan, and collaborate to implement all aspects of K-12 school reform
- Develop programs and practices designed to increase the representation of student subgroups in Advanced Placement and dual high school/college credit coursework and to increase postsecondary enrollment and persistence of District graduates
- Provide professional development for teaching staff on research-based best instructional practices (inclusive education, differentiated instruction, Project CRISS strategies, common formative assessments, Professional Learning Communities, etc.)
- Develop supplement programs and classroom practices designed to increase student achievement, narrow the achievement gap among student subgroups, and address the needs of students performing below standard in reading and math
- Collect and analyze all data related to student performance and project performance and issue annual performance reports associated with each grant project
- Produce reform related newsletters, brochures, videos, and other public relation materials for parents, staff, business partners, and stakeholders
- Present on various elements of school reform at national conferences
- Collaborate to produce the School Improvement Plan and presentation
- Communicate with District leadership and the McMinnville School District Board of Education on all aspects of our reform
- Collaborate with staff, stakeholders, and external evaluators on ongoing elements (curriculum and instruction, school structure, school culture, school climate) of school reform

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **IEE Budget Narrative** Pages: **15** Uploaded File: **H:\Grants\IEE Budget Narrative.pdf**

**Part 5: Budget Narrative**

<b>TIF Funds Year-One Budget Detail</b>			
<i>Personnel: Salaries</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
IEE Project Director, Mike Loretz. Qualifications described on p.38	.50	██████	██████
Substitute salary for 25 teachers to serve on Implementation Design Team (one day release per month for five months)	1 FTE x 25 x 5 days	██████	██████
Curriculum rate pay for 25 teachers to serve on Implementation Design Team biweekly small group meetings (3 hours x 2 meetings per month x 5 months)	1 FTE x 25 x 6 hours x 5 months	██████	██████
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
IEE Project Director, Mike Loretz. Qualifications described on p.38 (benefits @ 43% of salary/actual cost)	.50	██████	██████
Substitute benefits for 25 teachers to serve on Implementation Design Team (one day release per month for five months)	1 FTE x 25 x 5 days	██████	██████
Curriculum rate benefits for 25 teachers to serve on Implementation Design Team biweekly small group meetings (3 hours x 2 meetings per month x 5 months)	1 FTE x 25 x 6 hours x 5 months	██████	██████
<i>Travel</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Teacher Incentive Fund Grantee Meeting – Project Director and two key personnel attend required US ED meeting	3 FTE	██████	██████
<b>Sub-Total Year-One TIF Funds</b>			██████ <b>3</b>

In-direct costs (3.17%)			
<b>Total Year-One TIF Funds</b>			
<b>District Funds Year-One Budget Detail</b>			
<i>Personnel: Salaries</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project evaluator, Jill Long. Qualifications described on p.38.	.25 FTE		
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project evaluator, Jill Long. Qualifications described on p. 38 (46.5% of salary/actual cost)	.25 FTE		
<b>Total Year-One District Funds</b>			
<b>Total Year-One TIF and District Funds Combined</b>			
<b>TIF Funds Year-Two Budget Detail</b>			
<i>Personnel: Salaries</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project Director, Mike Loretz	.50 FTE		
Building-Based Instructional Coach/IEE Site Coordinator – Coaches to be exemplary teachers identified based on the four performance domains used for the PBCS (one coach per IEE/TIF site). Base salary assumes a master's degree and 15 years of teaching.	1 FTE x 9 schools		
Substitute salary for release time for teams of teachers (and administrators) to perform observation-based assessments (three teachers per building x 10 days per year).	1 FTE x 9 schools x 3 teachers per school x 10 days per year		
Data Technician to collect and manage value-added data and other performance data.	.5 FTE		
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project Director, Mike Loretz (benefits @ 43% of salary/actual cost)	.50 FTE		

Building-Based Instructional Coach/IEE Site Coordinator – Coaches to be exemplary teachers identified based on the four performance domains used for PBCS (one coach per IEE/TIF site with benefits @ 46.5% of salary/actual cost)	1 FTE x 9 schools		
Substitute benefits for release time for teams of teachers (and administrators) to perform observation-based assessments (three teachers per building x 10 days per year).	1 FTE x 9 schools x 3 teachers x 10 days per year	\$	
Benefits for Data Technician to collect and manage value-added data and other performance data (60% of salary/actual cost).	.5 FTE		
<i>Travel</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Teacher Incentive Fund Topical Meeting – Project Director and other key person attend required US ED meeting.	1 FTE x 2		
<i>Supplies</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Laptops for Instructional Coaches/Site Coordinators	1 FTE x 9 coaches		
Laptops for observation-based assessments	1 FTE x 9 schools x 3 staff per team	\$	
<i>Other Salaries: Differentiated Compensation and Incentives</i>	<i># of Staff</i>	<i>Amount</i>	<i>Total</i>
Performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	72		
Performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	180		

Performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	36		
<i>Other Benefits: Fringe Benefits for Differentiate Compensation and Incentives</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	72		
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	180		
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	36	\$	
<b>Sub-Total Year-Two TIF Funds</b>			
In-Direct costs (3.17%)			8
<b>Total Year-Two TIF Funds</b>			
<b>District Funds Year-Two Budget Detail</b>			
Project evaluator, Jill Long. Qualifications described on p.38.	.25 FTE	\$	
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project evaluator, Jill Long. Qualifications described on p. 38 (46.5% of salary/actual cost)	.25 FTE		
<b>Total Year-Two District</b>			<b>\$19,833</b>

<b>Funds</b>			
<b>Total Year-Two TIF and District Funds Combined</b>			
<b>TIF Funds Year-Three Budget Detail</b>			
<i>Personnel: Salaries</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project Director, Mike Loretz	.50 FTE		
Building-Based Instructional Coach/IEE Site Coordinator – Coaches are exemplary teachers identified based on the four performance domains used for the PBCS (one coach per IEE/TIF site). Base salary assumes a master's degree and 15 years of teaching.	1 FTE x 9 schools		
Substitute salary for release time for teams of teachers (and administrators) to perform observation-based assessments (three teachers per building x 10 days per year).	1 FTE x 9 schools x 3 teachers per school x 10 days per year		
Data Technician to collect and manage value-added data and other performance data.	.5 FTE		
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project Director, Mike Loretz (benefits @ 43% of salary/actual cost)	.50 FTE		
Building-Based Instructional Coach/IEE Site Coordinator – Coaches to be exemplary teachers identified based on the four performance domains used for PBCS (one coach per IEE/TIF site with benefits @ 46.5% of salary/actual cost)	1 FTE x 9 schools		
Substitute benefits for release time for teams of teachers (and administrators) to perform observation-based assessments (three teachers per building x 10 days per year).	1 FTE x 9 schools x 3 teachers x 10 days per year		

Benefits for Data Technician to collect and manage value-added data and other performance data (60% of salary/actual cost).	.5 FTE		
<i>Other Salaries: Differentiated Compensation and Incentives</i>	<i># of Staff</i>	<i>Amount</i>	<i>Total</i>
Performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	65 @ 90% of bonus award		
Performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	191 @ 90% of bonus award		
Performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	47 @ 90% of bonus award		
<i>Other Benefits: Fringe Benefits for Differentiate Compensation and Incentives</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	65 @ 90% of bonus award	\$	
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	191 @ 90% of bonus award		
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Exceeds	47 @ 90% of bonus award		

Standard" range based on the four performance domains.			
<b>Sub-Total Year-Three TIF Funds</b>			██████████
In-Direct Costs (3.17%)			██████████
<b>Total Year-Three TIF Funds</b>			██████████
<b>District Funds Year-Three Budget Detail</b>			
Project evaluator, Jill Long. Qualifications described on p.38.	.25 FTE	\$ ██████████	██████████
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project evaluator, Jill Long. Qualifications described on p. 38 (46.5% of salary/actual cost)	.25 FTE	██████████	██████████
<i>Other Salaries: Differentiated Compensation and Incentives</i>	<i># of Staff</i>	<i>Amount</i>	<i>Total</i>
Performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	65 @ 10% of bonus award	\$ ██████████	██████████
Performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	191 @ 10% of bonus award	\$ ██████████	██████████
Performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	47 @ 10% of bonus award	\$2 ██████████	██████████
<i>Other Benefits: Fringe Benefits for Differentiate Compensation and Incentives</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance	65 @ 10% of bonus award	\$ ██████████	██████████

domains.			
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	191 @ 10% of bonus award	\$ [REDACTED]	[REDACTED]
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	47 @ 10% of bonus award	\$ [REDACTED]	[REDACTED]
<b>Total Year-Three District Funds</b>			[REDACTED]
<b>Total Year-Three TIF and District Funds Combined</b>			[REDACTED] 9
<b>TIF Funds Year-Four Budget Detail</b>			
<i>Personnel: Salaries</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project Director, Mike Loretz	.50 FTE	[REDACTED]	[REDACTED]
Building-Based Instructional Coach/IEE Site Coordinator – Coaches are exemplary teachers identified based on the four performance domains used for the PBCS (one coach per IEE/TIF site). Base salary assumes a master's degree and 15 years of teaching.	1 FTE x 9 schools	[REDACTED]	[REDACTED]
Substitute salary for release time for teams of teachers (and administrators) to perform observation-based assessments (three teachers per building x 10 days per year).	1 FTE x 9 schools x 3 teachers per school x 10 days per year	[REDACTED]	[REDACTED]
Data Technician to collect and manage value-added data and other performance data.	.5 FTE	\$ [REDACTED]	[REDACTED]
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project Director, Mike Loretz (benefits @ 43% of	.50 FTE	\$ [REDACTED]	[REDACTED]

salary/actual cost)			
Building-Based Instructional Coach/IEE Site Coordinator – Coaches to be exemplary teachers identified based on the four performance domains used for PBCS (one coach per IEE/TIF site with benefits @ 46.5% of salary/actual cost)	1 FTE x 9 schools	\$ [REDACTED]	[REDACTED]
Substitute benefits for release time for teams of teachers (and administrators) to perform observation-based assessments (three teachers per building x 10 days per year).	1 FTE x 9 schools x 3 teachers x 10 days per year	\$ [REDACTED]	[REDACTED]
Benefits for Data Technician to collect and manage value-added data and other performance data (60% of salary/actual cost).	.5 FTE	\$ [REDACTED]	[REDACTED]
<i>Other Salaries: Differentiated Compensation and Incentives</i>	<i># of Staff</i>	<i>Amount</i>	<i>Total</i>
Performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	58 @ 80% of bonus award	\$ [REDACTED]	[REDACTED]
Performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	205 @ 80% of bonus award	\$ [REDACTED]	[REDACTED]
Performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	61 @ 80% of bonus award	[REDACTED]	[REDACTED]
<i>Other Benefits: Fringe Benefits for Differentiate Compensation and Incentives</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals	58 @ 80% of bonus award	\$ [REDACTED]	[REDACTED]

performing in the "Nearly Meets Standard" range based on the four performance domains.			
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	205 @ 80% of bonus award		
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	61 @ 80% of bonus award	\$	
<b>Sub-Total Year-Four TIF Funds</b>			
In-Direct Costs (3.17%)			
<b>Total Year-Four TIF Funds</b>			\$1
<b>District Funds Year-Four Budget Detail</b>			
Project evaluator, Jill Long. Qualifications described on p.38.	.25 FTE		
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project evaluator, Jill Long. Qualifications described on p. 38 (46.5% of salary/actual cost)	.25 FTE	\$	
<i>Other Salaries: Differentiated Compensation and Incentives</i>	<i># of Staff</i>	<i>Amount</i>	<i>Total</i>
Performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	58 @ 20% of bonus award		
Performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	205 @ 20% of bonus award		

Performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	61 @ 20% of bonus award		
<i>Other Benefits: Fringe Benefits for Differentiate Compensation and Incentives</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	58 @ 20% of bonus award		
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	205 @ 20% of bonus award		
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	61 @ 20% of bonus award		
<b>Total Year-Four District Funds</b>			
<b>Total Year-Four TIF and District Funds Combined</b>			
<b>TIF Funds Year-Five Budget Detail</b>			
<i>Personnel: Salaries</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project Director, Mike Loretz	.50 FTE	\$	
Building-Based Instructional Coach/IEE Site Coordinator – Coaches are exemplary teachers identified based on the four performance domains used for the PBCS (one coach per IEE/TIF site). Base salary	1 FTE x 9 schools	\$	

assumes a master's degree and 15 years of teaching.			
Substitute salary for release time for teams of teachers (and administrators) to perform observation-based assessments (three teachers per building x 10 days per year).	1 FTE x 9 schools x 3 teachers per school x 10 days per year		
Data Technician to collect and manage value-added data and other performance data.	.5 FTE	\$	
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project Director, Mike Loretz (benefits @ 43% of salary/actual cost)	.50 FTE	\$	
Building-Based Instructional Coach/IEE Site Coordinator – Coaches to be exemplary teachers identified based on the four performance domains used for PBCS (one coach per IEE/TIF site with benefits @ 46.5% of salary/actual cost)	1 FTE x 9 schools		
Substitute benefits for release time for teams of teachers (and administrators) to perform observation-based assessments (three teachers per building x 10 days per year).	1 FTE x 9 schools x 3 teachers x 10 days per year	\$	
Benefits for Data Technician to collect and manage value-added data and other performance data (60% of salary/actual cost).	.5 FTE	\$	
<i>Other Salaries: Differentiated Compensation and Incentives</i>	<i># of Staff</i>	<i>Amount</i>	<i>Total</i>
Performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	54 @ 60% of bonus award		
Performance-based bonuses for teachers/principals	216 @ 60% of	\$	

performing in the "Meets Standard" range based on the four performance domains.	bonus award		
Performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	72 @ 80% of bonus award	\$ [REDACTED]	[REDACTED]
<i>Other Benefits: Fringe Benefits for Differentiate Compensation and Incentives</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	54 @ 60% of bonus award	\$ [REDACTED]	[REDACTED]
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	216 @ 60% of bonus award	\$ [REDACTED]	[REDACTED]
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	72 @ 60% of bonus award	\$ [REDACTED]	[REDACTED]
<b>Sub-Total Year-Five TIF Funds</b>			[REDACTED]
In-Direct Costs (3.17%)			[REDACTED]
<b>Total Year-Five TIF Funds</b>			[REDACTED] 2
<b>District Funds Year-Five Budget Detail</b>			
Project evaluator, Jill Long. Qualifications described on p.38.	.25 FTE	[REDACTED]	[REDACTED]
<i>Personnel: Benefits</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Project evaluator, Jill Long. Qualifications described on p.	.25 FTE	\$ [REDACTED]	[REDACTED]

38 (46.5% of salary/actual cost)			
<i>Other Salaries: Differentiated Compensation and Incentives</i>	<i># of Staff</i>	<i>Amount</i>	<i>Total</i>
Performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	54 @ 40% of bonus award	\$ [REDACTED]	[REDACTED]
Performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	216 @ 40% of bonus award	[REDACTED]	[REDACTED]
Performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	72 @ 40% of bonus award	\$ [REDACTED]	[REDACTED]
<i>Other Benefits: Fringe Benefits for Differentiate Compensation and Incentives</i>	<i>FTE/Staff</i>	<i>Base Cost</i>	<i>Total</i>
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Nearly Meets Standard" range based on the four performance domains.	54 @ 40% of bonus award	\$ [REDACTED]	[REDACTED]
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Meets Standard" range based on the four performance domains.	216 @ 40% of bonus award	\$ [REDACTED]	[REDACTED]
Fringe benefits (46.5% of bonus/actual cost) for performance-based bonuses for teachers/principals performing in the "Exceeds Standard" range based on the four performance domains.	72 @ 20% of bonus award	\$ [REDACTED]	[REDACTED]
<b>Total Year-Five District</b>			[REDACTED]

<b>Funds</b>			
<b>Total Year-Five TIF and District Funds Combined</b>			██████████
<b>Total TIF Funds over Five Years</b>			██████████
<b>Total District Funds over Five Years</b>			██████████
<b>Total TIF and District Funds over Five Years</b>			██████████