

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 # S385A100075

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.).

Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
7/1/2010	Butler County Board of Education

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	84.385

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Butler County Board of Education

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

	
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d. Address:

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

e. Organizational Unit:

Department Name:	Division Name:
------------------	----------------

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

Prefix:	Mrs.	* First Name:	Litta
Middle Name:			

* Last Name: Norris

Suffix:

Title: Project Director

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email: LITTA.NORRIS@BUTLERCO.K12.AL.US

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:**

84.385A

Title:

Application for the Teacher Incentive Fund

13. Competition Identification Number:

Title:

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

Butler County, Alabama (K-12 public school district)

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

PayPLUS: A Teacher Incentive Program with Proven Results

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: AL-002

* b. Program/Project: AL-002

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: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ [REDACTED]
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ [REDACTED]

*** 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)**

IXI ** I AGREE

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

Authorized Representative:

Prefix: Mr. * First Name: Darren
Middle Name:
* Last Name: Douthitt
Suffix:

Title: Superintendent, Butler County Board of Education

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

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Butler County Board of Education

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2009 To: 9/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0.54%

(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:
Butler County Board of Education

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

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: Darren Douthitt

Title: Superintendent

Date Submitted: 06/28/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Butler County Board of Education Address: 211 School Highlands Road City: Greenville State: AL Zip Code + 4: 36037-	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Darren Douthitt Title: Superintendent Applicant: Butler County Board of Education Date: 06/28/2010	
Federal Use Only:		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 - Butler County

File : C:\fakepath\TIF - GEPA (doc version).doc

RESPONSE TO THE GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

The Butler County Board of Education represents a public school district with a policy that “no person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of race, color, disability, sex, religion, national origin/ethnic group, or age.” All school facilities are handicap accessible and used by all races, genders, and ages of students and employees. Butler County is an equal opportunity employer. All employees of the Butler County school system are eligible to participate in the PayPLUS program.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mrs. Litta Norris

Address:

* Street1: [REDACTED]
Street2:
* City: [REDACTED]
County: [REDACTED]
* State: AL * Zip / Postal Code: [REDACTED] * Country: USA

* Phone Number (give area code) Fax Number (give area code)
[REDACTED] [REDACTED]

Email Address:

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Abstract

Attachment 1:

Title: **Abstract - PayPLUS - Butler County** Pages: **0** Uploaded File: **TIF - Abstract (doc version).doc**

The Butler County Board of Education, a rural Alabama public school system, has demonstrated two years of successful implementation of an original teacher incentive plan known as PayPLUS. Butler County is the only district in Alabama that piloted such a program and implemented it district-wide with favorable results such as increased teacher attendance, gains in all schools in student achievement, decreases in discipline referrals, increases in extracurricular activities for students, and improved student satisfaction with school. This MAIN competition Teacher Incentive Fund proposal revitalizes the original PayPLUS ideas, expands to address additional goals, and pays more substantial bonuses to those who choose to participate and demonstrate appropriate progress. All schools in the district are eligible to participate and, because they have a stake in improving student achievement, all employees (teachers, administrators, bus drivers, school nurses, counselors, etc.) can participate in some or all elements of PayPLUS.

This TIF proposal will increase teacher effectiveness and student achievement district-wide by compensating teachers and principals at differentiated levels with a comprehensive approach to performance-based pay, improve the quality of recruitment and increase the number of teachers retained, and provide a plan for sustaining key elements of the program beyond the cycle of the grant.

Project Narrative

Application Narrative

Attachment 1:

Title: **PayPLUS: A teacher incentive program with proven results** Pages: **0** Uploaded File: **TIF - Project Narrative-PayPLUS (doc version).doc**

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PayPLUS-A Teacher Incentive Program with Proven Results

Need for the Project

High Need

Butler County is a rural south-central Alabama county. The County has a declining population of approximately 20,700 and has had one of the ten highest unemployment rates in Alabama for the past eight years according to the Alabama Employment Service. Historically, according to the Associated Press, the greatest disparities between the rich and the poor in Alabama are in ten counties—Butler County being one of those. The Butler County Board of Education operates six schools with a total enrollment of approximately 3,400 students in Pre-K-12. All schools are Title I School-Wide Schools with more than 78% of the students receiving free or reduced meals. More than 15% of the school system's students in grades K-12 have been identified as Special Needs students (State of Alabama Dept. of Education *Butler County Report Card 2007-2008*). The population diversity is 51% African American and 47% Caucasian. According to *Alabama Kids Count 2009 Data Book*. Butler County ranks 51st out of 67 counties in child well-being, 57th in children in poverty, and the highest projected dropout rate of all 67 Alabama counties.

In October of 2005, the Butler County Board of Education embarked on a journey to develop a strategic plan to guide the school system's work through 2011. Community meetings were conducted throughout the county. Surveys were distributed to employees, parents, and students in order understand the community's concerns and interests in the school system and identify system strengths and any weakness in order to focus on improvement. Data relating to achievement, enrollment, finances, and

facilities were collected and analyzed. At the time the system had five out of its seven schools in school improvement. The district was in school improvement. It had a dropout rate of 26%, graduation rate of only 61%.

Surveys and meetings indicated parents did not feel schools met all needs of students. Only 57% of parents felt teachers were doing a good job. Student surveys showed students were not satisfied with the atmosphere within the schools and quality of education received, stating they did not feel teachers cared about them nor had a personal relationship with them.

Recruiting

The Butler County School District has difficulty recruiting qualified and effective teachers. Greenville, Alabama is a small, rural town with few of the attractions big cities might offer young, energetic teachers and it is a rural school district without the opportunities for professional development and advancement that might also be found in more metropolitan areas. ("Persuading Teachers to Go Rural"-District Administrator, June 2010). Therefore, it is essential to find other inducements. Butler County proposes to offer new teachers opportunities such as incentive pay tied to student achievement as a strategy to recruit new teachers. Though no single PayPLUS bonus is exceptionally high, teachers are able to receive compensation for multiple bonuses enabling payment of a substantial bonus by the end of a PayPLUS cycle.

Butler County's goal is not just to attract qualified and energetic teachers but to have in place a working structure to ensure retention of those teachers, once they are hired and trained. Implementing the proposed pay incentive program (PayPLUS) will

help grow Butler County school system to effectively meet the future needs of students, parents and teachers.

Retention

The turnover rate for teachers is significantly higher than for other occupations and an alarming and unsustainable number of teachers leave during the first few years. Though no specific subjects in Butler County are considered hard to staff, teacher turnover county wide for the last three years has been at 16%. The No Child Left Behind Act has stimulated a national effort to find qualified teachers for every classroom, but no strategy will keep our classrooms supplied if we do not reverse the debilitating rating of teacher attrition. Research has shown that, to a large degree, how beginning teachers feel about their teaching ability depends greatly on the support they received from their schools. Without guidance and support from fellow teachers, school principals, and others, new teachers may feel left to sink or swim early in their careers. Research shows that strong mentoring or induction programs are the best tools states can give new teachers. Butler County's PayPLUS project not only provides financial incentives but also the support of mentor and master teachers.

Butler County will provide more opportunities for teacher professional growth and the ability to move up without having to pursue additional degrees, a move expected to improve teacher effectiveness and satisfaction. Teachers who are valued tend to feel happier and teachers who have room to expand and innovate feel more valued. A Dartmouth College research project found teachers who held an in-school responsibility

in addition to teaching or were advisors to a team or club, consistently reported higher levels of job satisfaction. In their study Sylvia and Hutchinson (1985) concluded:

“Teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels and intrinsic work elements....”

Mentor teachers will be hired for each school and will be responsible for leading and supporting six to eight teachers in collaborative groups. Two Master teachers at each school will provide the job embedded support and training which will increase teacher effectiveness and, therefore, increase teacher retention.

Student achievement

In 2009 the county graduation rate was 77% compared to the state average of 87%, with the state Adequate Yearly Progress goal being 90%. Dropout for the same year was 13%. Current Stanford 10 Achievement Test data shows students scoring in the 49th percentile for math and the 46th percentile for reading. Butler County students are at risk. All components of the PayPLUS program are designed to effect student achievement.

Student Achievement Compared to Similar Schools in the Area

With new initiatives and more accountability Butler County has made great gains as a system over the last five years, going from five out of seven schools in school improvement and the district in school improvement to only two out of six schools (two schools merged) and the district clear. Butler County’s drop-out rate has gone from 26% to 13% and our graduation rate has gone from only 61% to 77%. Though the school district has seen improvement, it is still far from where it should be.

Butler County students' scores are below that of other local systems with comparable demographics on the Alabama Reading and Math Test (see TABLE). This test is a reading and math assessment based on the Alabama Course of Study. Scores are used by the state to determine if schools are making adequate yearly progress. (AYP)

Students are scored from Level I to Level IV with Levels III and IV being proficient. Though scores on the ARMT are not far below comparable schools in our area, students are far from the state average of 83% of students scoring in levels III and IV for in reading and 77% of students scoring in Levels III and IV in math. Butler County's goal is to exceed the state average and truly give our students an opportunity for success.

Table X

system	white	black	other	population	Median income	schools	ARMT Math	ARMT Reading	Free and Reduced lunch
Butler County	58	40	2	20,700		6	72	75	78%
Conecuh County	55	43	2	14,089		6	74	79	86%
Monroe County	57	40	3	24,324		10	70	78	68%

Project Design

Current Program- PayPLUS

To address these concerns many things were put into place across the county. These included aligning curriculum with state standards and creating pacing guides, offering more professional development, investing in technology to better serve students, and the creation of a pay incentive plan (PayPLUS).

In 2008 the Butler County school system created a pay incentive program called PayPLUS. PayPLUS was created to compensate employees for doing exceptional work and for being willing to take on additional duties that in turn would improve school performance and raise student achievement within the district. It was also created to help recruit, support, and retain effective teachers.

The original program paid employees throughout the district for leadership positions: grade level chair, department chair, extracurricular activity chair or being a mentor as well as attendance, school academic achievement and improvement in school culture. This proposal, the PayPLUS project, will build on those improvement strategies to include incentives for teacher effectiveness and principal effectiveness, a mentoring program that includes mentors, master teachers and collaborative groups. Collaborative team grants will also be offered to groups of teachers who take responsibility for groups of students outside their regular classroom. Teachers who become Nationally Board Certified will also be compensated. Because of the poverty, limited achievement, and need for dynamic teachers in Butler County, all six schools will participate in PayPLUS. The project will include all staff within the county. Before addressing the new initiatives in more detail, the existing program is presented below.

Creation and Employee Involvement

PayPLUS Salary Augmentation Program is a pay incentive program designed to improve the culture of Butler County schools and, in turn, lead to improved student-teacher relationships, teacher, student, and parent satisfaction and, ultimately, student achievement by compensating employees for service to schools and students that leads to positive academic, social and emotional growth. Employees earn annual performance bonuses based on student achievement growth, school-wide achievement growth, taking on additional roles and responsibilities, and attendance.

During the 2006-07 school year, Butler County School District sought funding from the Alabama Legislature to develop this performance pay plan for their employees. Governor Bob Riley's budget included [REDACTED] designated for performance pay. Since no other public school districts in Alabama sought these funds, Butler County was able to secure this money for a year of planning a pilot program called PayPLUS. Butler County School District received an additional [REDACTED] in May 2008 to be spent on PayPLUS, bringing total program funding to [REDACTED] to be dispersed over the 2008 and 2009 fiscal years. The stipulations for use of funds were that it be used for teacher performance incentives, that there be an individual responsible for overseeing the project, and that there be an external evaluation of the project. Butler County School district officials established a district-wide committee to decide how to design PayPLUS, educate school personnel about its components, and implement the program. This 31-member committee was comprised of three representatives from each site along with central office staff members. Committee members included both certified and classified personnel representing a variety of grade levels, subject areas, and classified positions.

The committee met on multiple occasions, and came to agreement about the key design program components of PayPLUS. Committee members returned to their respective sites to gather additional feedback from a broader pool of personnel, gain broader district consensus, and refine the program components as needed. Throughout these deliberations, PayPLUS committee members gathered information about other performance pay programs across the country, and worked to determine how PayPLUS could support the goals of the district and best reward employees for their performance. PayPLUS was officially approved by each school faculty and the board's Policy Advisory Committee.

PayPLUS was an optional program for all full-time employees of Butler County School District. In January 2008, employees were gathered for an information session. At that time, all were given the opportunity to opt in or out of the program. Those who opted into the program completed their first semester of participation during spring 2008. The first round of performance bonuses was disbursed in June (Attendance and School Culture) and August (Leadership and Adequate Yearly Progress - AYP) of 2008. The second round of performance bonuses were disbursed in December 2008 and May 2009 (Attendance and Leadership) and August 2009 (AYP and School Culture).

Components of PayPLUS-Performance Awards

PayPLUS is composed of four main components. The district's overall objective in designing these components is to align employee behavior with teaching and learning goals of the district. (1) improve school performance (2) raise student achievement (3) recruit, support, and retain effective teachers.

PayPLUS components include:

- **P**romoting employee attendance (i.e., Attendance)
- **L**eading others (i.e., Leadership)
- **U**nity of effort to achieve AYP (i.e., Adequate Yearly Progress)
- **S**upporting a climate for success (i.e., School Culture)

The first two components measure the performance of an individual employee, while the latter components measure performance at the school level.

Pay Component # 1: Promoting Employee Attendance

The goal of the first component is to improve employee attendance by providing bonuses for perfect attendance. The committee deemed this an essential component in light of past patterns of employee absenteeism.

This evidence was supplemented further by the rationale that if employees are not at school, school culture and student learning are both negatively impacted. Employee attendance is calculated every nine weeks, at which time employees can earn \$ [REDACTED] for perfect attendance. Accordingly, school personnel can potentially accrue up to [REDACTED] during the course of the year, with payouts disbursed at the end of each semester (i.e., December and May of each school year). Allocated personal days, professional development days, jury duty, answering subpoenas, and poll duty are exempt from the ultimate calculation of attendance.

Pay Component #2: Leading Others

The goal of the second component is to motivate and reward teachers and staff who assume leadership positions in their respective schools. District leaders believe it is critical to offer its employees opportunities to develop leadership skills and grow in their professional practice. School personnel can receive bonus awards by demonstrating leadership while serving as (1) a grade-level, department, or committee chair, (2) a teacher mentor, or (3) a sponsor of extracurricular activities. All money remaining after payout for Attendance and Leadership will be divided equally between Unity of Effort to Achieve AYP and School Culture.

Student Growth and Achievement

Pay Component # 3: Unity of Effort to Achieve School/District

AYP

The goal of the third PayPLUS component is to encourage employees, both in schools and at the central office, to work together to achieve No Child Left Behind benchmarks for AYP. The committee decided to include both certified and classified personnel in this component, believing that each employee has an impact upon some element of schooling, whether it be school culture or classroom instruction. Both school level and district-level employees are eligible for bonus awards under this PayPLUS component.

School Level: If a school makes AYP, all employees having “Opted in” at the school level are eligible for this component. Classified school based staff are compensated at 50% of the certified employee rate.

District Level: If the district makes AYP, all employees having “Opted in” at the district level are eligible for this component. Classified district level staff will be compensated at 50% of the certified employee rate.

Pay Component #4: School Culture

The goal of the fourth component is to support positive school culture in order to promote students’ academic, social, and emotional growth. To receive a PayPLUS award, schools must attain four of the five following indicators.

- **Reduction of discipline referrals:** A school must show an overall reduction in discipline referrals over the previous year to receive credit.
- **Improvement of student satisfaction:** Student satisfaction surveys must indicate either 80 percent overall satisfaction among its students, or improvement in the percentage of students expressing satisfaction.
- **Increase in extra-curricular activities:** A school must show evidence of either providing one activity for every 50 students in grades K-4 or for every 30 students in grades 5-12, or increasing the number of students participating in activities over the previous school year.

- **Evidence of students' academic growth:** A school must show an increase over the previous school year's scores on any two standardized tests, which may include SAT10, ADAW, AP Test, ACT, DIBELS, or PSAT.
- **Expansion of celebration and recognition activities:** A school must conduct a minimum of two faculty/staff activities and four student-centered activities promoting celebration and recognition of goal attainment.

Additions to PayPLUS

After a year and a half implementation and using the results of our outside evaluation the Butler County school system is now ready to move forward and improve our existing plan with this TIF proposal. All components of the original PayPLUS program will stay in effect, but additional components will be added that will (1), change instructional practices, and (2) improve school performance by identifying teacher effectiveness (3) raise student achievement (4) recruit, support, and retain effective teachers. The ultimate goal of this program is to improve the overall educational experience for all of our students. Those components include additional support for teachers through the use of mentor and master teachers, promoting national board certification, offering group collaboration incentives, effectiveness bonuses for teachers and principals, curriculum development projects, and parent and teacher surveys.

1. Mentor and Master Teachers

Butler County has had a mentoring program in place, but plans for the first year of implementation of the PayPlus project are to improve the way our mentor teachers are trained and how they are able to support their assigned mentees. Mentor teachers will be chosen through a competitive, rigorous, performance-based selection process and will be compensated for taking on new roles and responsibilities. School schedules will be adjusted to enable mentors to observe, plan and train mentees both individually and in groups. During the second year of implementation Master teachers will be hired. Applications will be accepted from existing mentor teachers.

Master teachers will be paid full teacher salary plus two additional weeks but will not be assigned a class. These teachers will assume more responsibility for monitoring effectiveness of instruction, coaching, and providing professional development on a larger scale. They will also be responsible for leading planning activities with Mentor teachers. This career path will allow teachers to advance without having to leave the classroom. Along with the principal, the master and mentor teachers form a leadership team to deliver school-based professional support.

4. Teacher Effectiveness Bonus

Teacher effectiveness bonuses will be based on individual class achievement and teaching quality. Fifty percent of the bonus will be based on EducateAlabama evaluations and district observations. The remaining 50% will be based on student academic improvement. Since teachers are on a three-year cycle for EDUCATEAlabama, (Alabama's teacher evaluation system) teachers will be able to

choose to participate or not participate in this annual evaluation during the first year of implementation. Class data will be reviewed to determine student growth over the year. Guidelines for needed growth to achieve this indicator will be determined by the PayPLUS Coordinator and committee during the first year planning period. During the second year of implementation, Master teachers will be hired and trained in using the EDUCATEAlabama evaluation tool. At this time all teachers will be evaluated yearly based on the teacher effectiveness indicators.

The ultimate goal of PayPLUS is to improve teaching and learning in our district. By encouraging teachers to look closely at their instruction and student data we can focus on specific areas that need to be strengthened.

5. Principal Effectiveness Bonus

It is important, if true progress is to be made within our system, that our schools are led by effective principals. This bonus will be based on both school achievement and leadership ability. Half of the bonus, 50%, will be based on LEADAlabama evaluations, (Alabama's evaluation system for administrators) and the remaining 50% of bonus will be based on achievement of school culture bonus by their school.

LEADAlabama is the state evaluation tool for principals. Like EDUCATEAlabama it is based on Alabama Quality Standards. Its use will begin in the 2010-2011 school year so it will be in place for our first year of full implementation of the expanded PayPLUS project.

By assigning an additional bonus to the achievement of school culture, PayPLUS will encourage principals to make this component a priority. During the initial implementation Butler County saw some principals that did this and some who did not.

Since the school culture component encompasses those things that truly contribute to the effectiveness of a school, it is important to place additional emphasis and responsibility on this component.

Annual performance bonuses for teachers and principals are based on multiple measures: classroom evaluations, classroom student achievement growth and school-wide achievement growth; additional compensation for additional roles and responsibilities. Using the DecisionEd data system we will be able to create reports to show correlations between teacher and principal practices and student achievement. All student assessment data, teacher and principal evaluation data, teacher and student attendance, as well as all other data will be accessible.

2. National Board Certification

National Board Certification will be encouraged and rewarded because every child deserves an accomplished teacher who is qualified to equip students with the skills to succeed in a 21st century global community. National Board Certification is an advanced teaching credential. It complements, but does not replace, a state's teacher license. National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do. Teachers will be encouraged to become Nationally Board Certified and an incentive will be paid to those teachers who choose to do so.

3. Teacher Collaboration Grants

To further support our districts goals, this proposed plan makes four \$5,000 grants available to teachers who work collaboratively with others to improve their schools. Teams of teachers will be encouraged to create plans to address specific school objectives: improving reading, math or attendance or reducing discipline referrals for specific groups of students. The collaborative teams will define the steps and benchmarks needed to meet the intended goal. The PayPLUS coordinator, along with committee members, will determine awarding of grants. The expectation is that these grants will encourage teachers to work together to better the school as a whole and take personal responsibility for students who may or may not be in their classes.

6. Curriculum Project

Each year teachers will have the opportunity to collaborate with other teachers from across the county and across both grade levels and subjects to vertically plan curriculum to better meet the needs of our students. The outcomes of this project each year will be to create common assessments, update pacing guides, train for new programs, and promote job-imbedded professional development. Teachers participating in the program will, in turn, train other teachers across the county.

7. Parent and Teacher Surveys

In order to get a true picture of the effectiveness of the PayPLUS project as a school system it is important to have input from all stakeholders. In order to do this,

parent and teacher surveys will be created during the planning year. Surveys will be administered at the beginning and end of each school year along with student surveys. These two surveys will be used for data purposes only not for evaluation.

Results of Outside Evaluation by Management Analysis and Planning Inc. MAP

An outside evaluation of the Butler County School District's PayPLUS Salary Augmentation System was conducted by MAP (Management Analysis & Planning, Inc.). The purpose of this report was to provide preliminary information about PayPLUS and, specifically, the attitudes of school personnel toward PayPLUS during its first semester of implementation. This report addressed the primary strengths and areas for improvement of PayPLUS, as identified by school personnel in survey and interview responses specifically examining:

- implementation process and employee participation
- employee understanding of the program
- employee belief in the program's fairness and efficacy
- the motivational power of PayPLUS
- possible impact on professional practice and other school outcomes

Implementation of PayPLUS

The analysis of survey and interview data illustrates that, for the most part, Butler County School District employed an effective approach to design and implement PayPLUS.

By involving a broad representation of school personnel with the plan's development, the district gained employee input and buy-in. Both survey and interview responses reveal that school personnel felt well represented and involved in the development of the program. The PayPLUS committee provided them the opportunity to have a voice in the development process. Additionally, both teachers and principals agreed that the program's design was well thought out and that the district provided useful information resources for school personnel to think through the objectives and guidelines of the program. The two primary concerns that did arise were that (1) PayPLUS was rushed in its January 2008 roll-out, i.e., beginning mid-school year made some program components difficult to implement, and (2) the future of PayPLUS was unknown given the uncertainty of continued funding.

Decisions to Participate in PayPLUS

The nature of PayPLUS guidelines played an important role in school personnel's decisions to participate in the program. The majority of enrolled teachers, principals, and other personnel agreed that they were encouraged by the fact that all full-time school personnel were eligible to participate in PayPLUS. This provides some support for earlier suppositions about why respondents might have believed in the program's fairness even if they felt that PayPLUS was not yet entirely efficacious in identifying or inciting professional practice related to program goals. Personnel also reported that the voluntary nature of PayPLUS encouraged them to enroll.

Employee Eligibility

Participation in PayPLUS is optional. All full-time employees are eligible to participate in PayPLUS. Enrollment was possible during the “opt in” dates. (August 15th - Sept 15th). New Employees with a hire date after Sept. 15th are eligible to participate beginning the 2nd semester of the school year. PayPLUS compensation will be prorated accordingly. Employees retiring or resigning during the school year receive prorated compensation.

Understanding of PayPLUS

The PayPLUS coordinator used a variety of strategies to develop school personnel’s understanding of PayPLUS. This began with the interaction of committee members with school personnel, a measure that reached its highest point with the plan’s official roll-out in January 2008, and was continued through informational sessions by central office personnel, principal announcements, and district-wide newsletters. According to Spring and Fall 2008 survey results, the majority of school personnel understood (1) the criteria needed to achieve a PayPLUS bonus, (2) what PayPLUS measures, and (3) how PayPLUS rewards are determined. Interview responses revealed a more nuanced reaction, however, as there was widespread understanding of the requirements for AYP and Attendance criteria, but lingering uncertainty about expectations for the other two program components related to Leadership and School Culture.

Fairness and Efficacy of PayPLUS

In the process of developing a performance pay plan, the PayPLUS committee worked to develop a program that would be fair and equitable to all individuals eligible to participate. Both survey and interview results reveal that Butler County School District employees believed PayPLUS was equitable in terms of the breadth of school personnel eligible to receive payment. However, further examination of survey and interview responses indicate that school personnel were less confident that the program could effectively identify high quality professional practice or incite behavior to attain all the established goals of PayPLUS. Several principals specifically attributed the lack of motivational power to the insufficient dollar amount associated with PayPLUS bonus awards.

Perceived Impact of PayPLUS

The majority of teachers, principals, and other personnel reported their belief that PayPLUS could have a beneficial effect at their school. Additionally, there was no widespread evidence that they believed the program would deteriorate the collaborative culture of schools.

When asked about outcomes related to each of the four PayPLUS components, personnel had mixed reactions. For example, interviewees reported an increase in extracurricular offerings and participation at each school, while many also noted better attendance among personnel. Principals felt very positively about the AYP component, with some even attributing it to improvements in professional practice among their staffs. However, other interviewees acknowledged that there was no strong evidence

that the program was motivating more leadership among teachers and many were doubtful that it could truly impact school culture (at least as measured by student satisfaction surveys). Several principals went as far as to recommend that program funds associated with Leadership and School Culture components be redirected to supplement bonus awards for meeting AYP criteria.

Professional Practice and School Climate

During the first year of PayPLUS, teachers in Butler County School District reported the frequent use of desirable instructional practices and an overall increase in the use of these practices. Additionally, most indicators of school climate were favorable. Most school personnel believed their principals displayed traits of instructional leadership, and the majority viewed teacher interactions favorably. When asked about their personal satisfaction working in the Butler County School District, most responded positively; however, consistently more employees indicated that they thought about transferring out of the district than they did transferring within the district (which is surprising given interviewees' perceptions that PayPLUS had provided a useful tool for recruiting and retaining teachers in BCSD).

Student survey results revealed that the majority of both elementary and secondary students felt safe at school, and elementary students consistently reported positive views of interactions with their peers and teachers. Secondary students, however, had less favorable views of such interactions, but there was some evidence of improvements over the first year of PayPLUS implementation. More secondary students

agreed that teachers treated students fairly and more reported feeling satisfied with their schools in the Fall 2008 than in the Spring 2008 semester.

District Findings

During the first year of implementation three hundred and forty four out of three hundred and forty six employees chose to participate in PayPLUS. Three hundred and nineteen out of three hundred and forty six employees participating received a PayPLUS bonus check in May. During the two years of implementation, 99% of employees chose to participate in the program.

After the initial implementation of PayPLUS during the second half of the 2007-2008 school year, the PayPLUS committee identified many things that worked well and some things that needed adjusting to better meet the needs of our students and employees. They also reviewed the report from the outside evaluation team, identifying their initial findings about the implementation of the program. This information, along with recommendations from employees, was used by our committee to update and make adjustments to our plan on July 8, 2008. Adjustments were presented and implemented during the 2008-2009 school year.

As a result of the implementation of the PayPLUS plan Butler County schools saw many exciting changes across Butler County. During the first five months of implementation, we had a 12% to 21% increase each month over previous years in teacher attendance, a 25% increase in the number of extracurricular activities offered, and a 32% increase in the number of students participating in extracurricular activities. We saw elementary schools that traditionally did not offer any extracurricular activities

offering such things as tennis, cooking, and even Spanish. High schools and middle schools also began offering activities and clubs not traditionally available such as fishing, photography, design, and even gardening. The goal of these clubs was to encourage and develop the interests of our students and develop lasting relationships between our students and the adults in their lives, thus, enabling us as a system to better meet all the needs of our students.

PayPLUS generated even more growth with the 2008-2009 school year. Employee attendance continued to improve and monthly absences to consistently decrease. As a district there were 1067 fewer employee absences over the previous year. Schools increased extracurricular activities available to students by 41% over the previous year. Schools showed between 5% and 49% decrease in discipline referrals. All schools showed gains in student achievement with only two not gaining in more than one assessment. Results of our final student surveys have shown gradual but steady improvement in student satisfaction. We are excited about the growth made and the benefits to both students and employees that the implementation of PayPLUS provided. Though no individual bonus is exceptionally high, because of the broad range of incentives offered an employee is able to achieve a substantial bonus equaling more than five percent of the employee's salary. Even without the additional bonuses that will be added to the program, the district saw changes in employee behaviors and in student behavior and satisfaction. Eighty three percent of the current total budget for PayPLUS is allocated for employee bonuses.

Evaluation System

Teachers participating in the individual effectiveness component will be evaluated using EDUCATEAlabama as well as district evaluation forms. Principals will be evaluated using LEADAlabama twice a year. Both school level and classroom data will be evaluated using the DecisionEd data system to determine effectiveness.

EDUCATEAlabama is strictly a formative evaluation system designed to provide data about a teacher's current performance against the Alabama Quality Teaching Standards (AQTS). Data are then used by the evaluator and teacher to set expectations, goals, and plans for teacher professional growth and learning which will enable a teacher to move the Continua; i.e., move to new levels of practice. EDUCATEAlabama is designed to create a collaborative culture for Alabama's educators, as it encourages the use of more dialogue and opportunities for feedback between administrators and classroom teachers.

The four levels of practice determined by the EDUCATEAlabama evaluation tool (the continuum of Emerging, Applying, Integrating, and Innovating) which serve as the means for identifying current practice should suggest immediately that the evaluator and the teacher are seeking to identify types of professional learning/professional growth that can take place in the area of practice under consideration. The assumption is that all teachers will seek to become Applying or Integrating, and ultimately Innovating teachers in all areas defined by the Alabama Quality Teaching Standards. There is no one acceptable pattern of levels of practice, only the expectation that we are all committed to learning, growth, and improvement over time. EDUCATEAlabama ratings for designating the levels of practice on the continuum should be the basis for

identifying where we are and where we want to go, and mapping a plan for getting there.

LEADAlabama is the state evaluation for principals. Like EDUCATEAlabama it is based on Alabama Quality Standards. It will begin being used for the 2010-2011 school year so it will be in place for our first year of full implementation of PayPLUS.

Data System

The DecisionEd data program will allow the Butler County school system district to consolidate data from disparate sources across the district into an easily understandable picture that can drive informed decisions. From district-wide trends to a single student's career, the project coordinator will be able to see where there is success and where there is need for improvement, in order to see the most effective path to help move the district forward.

Value-added growth models, which document individual student achievement from one year to the next, can be fair, reliable, and innovative methods to measure student improvement and help schools demonstrate accountability. DecisionEd will allow us to develop Growth Models for student achievement that will look at individual student performance over time and allow schools and the district to analyze the rate at which student learning (i.e., growth) is occurring. By analyzing rates of growth we can provide a more complete view of school performance than can be achieved by status models alone.

Using this program, teacher, school administrators, and district administrators will have access to this data at different user levels. Teachers will be able to see all

demographic data on students as well as discipline and up to three years of standardized test scores and grades. Principals will be able to look at all student and teacher data. It will also enable the district to look at teacher behaviors in relation to student achievement to identify professional development needs.

Professional Development

With the implementation of master and mentor teachers the system will provide teachers with a system of professional development that is ongoing, job-embedded, collaborative, student-centered and led by expert instructors. The PayPLUS Coordinator, administrators, and master teachers will use the findings of teacher evaluations and value-added data to guide group and individualized targeted training to support student growth and increased teacher effectiveness. School schedules will be adjusted to provide time during the regular school day for teachers to participate in weekly collaborative group meetings. Led by master and mentor teachers, collaborative group meetings will allow teachers to examine student data together, engage in planning and learn instructional strategies that have proven successful in their schools. Master and mentor teachers will also use in-class coaching to build the skills of individual teachers.

Using the Decision Ed data system, district observational as well as assessment data will be used to identify strengths and weaknesses in instruction as a district and in individual schools so these areas for professional development can be identified and addressed. The majority of professional development will be job imbedded, conducted by administrators, master teachers, and mentor teachers. When

deemed necessary based on identified district needs, additional professional development will be provided by outside presenters.

Adequacy of Support for the Proposed Project

Management Plan-Responsibilities and Timeline

Year 1-Planning- October 1, 2010-May 30, 2011

Fall

- Interview and hire PayPLUS Coordinator
- Purchase and train on DecisionEd data system

Winter

- Develop scoring criteria for principals and teachers based on EDUCATEAlabama and LEADAlabama
- Create observation forms for use by Mentor teachers based on ATQS
- Determine criteria for student growth for teacher evaluation component
- Establish criteria and create applications for master and mentor teachers
- Establish criteria for Collaborative Team grants and develop applications
- Develop parent and teacher surveys

Spring

- Train principals and teachers on DecisionEd
- PayPLUS Coordinator develops reports to be used in evaluating data
- Begin pulling data
- Interview and hire Mentor teachers for upcoming year
- Present updated PayPLUS plan to school board and community

Summer

- Train Mentor teachers

Year 2-Implementation-August 2011-May 2012

Fall

- Hold meetings at each school to introduce updates to the PayPlus program
- Distribute employee contracts
- Distribute Collaborative Team grant applications
- Complete student surveys using Survey Monkey
- PayPLUS Coordinator distributes leadership and extracurricular documentation forms to schools
- Initial documentation forms are turned in to PayPLUS Coordinator for approval
- PayPLUS Coordinator creates reports of survey data to be shared with schools.
- PayPLUS Coordinator meets with each school's leadership team to review student survey data and assist in creating a plan to address identified problems
- PayPLUS Coordinator meets with mentor teachers (Once each month)
- Coordinator meets with PayPLUS committee members (Once each 9 weeks)
- October-PayPLUS Coordinator pulls attendance data for 1st 9 weeks

Winter

- December-PayPLUS Coordinator pulls attendance data for 2nd 9 weeks- Attendance bonuses paid out for first semester.
- December-Collaborative Team grant recipients turn in report of progress to PayPLUS Coordinator

- PayPLUS Coordinator pulls attendance data for 3rd 9 weeks

Spring

- May-Schools turn documentation forms for leadership and school culture
Components
- Applications for curriculum project are published
- May-PayPLUS Coordinator pulls 4th 9 weeks attendance data
- Results for Collaborative Team grant recipients turned in to PayPLUS
Coordinator
- May-attendance, leadership and Collaborative Team grant bonuses paid out
- Curriculum Project workers hired
- District professional development needs Identified

Summer

- Applications for Master teachers are published
- PayPLUS Coordinator disseminates data and determines bonuses for school
culture and teacher effectiveness
- Master Teachers are hired and trained
- PayPLUS Coordinator receives data and determines AYP status

Year 3-August 2012-May 2013

Fall

- School culture, AYP, and principal and teacher effectiveness bonuses are paid out
- Distribute employee contracts
- Distribute Collaborative Team grant applications
- Complete student surveys using Survey Monkey
- PayPLUS Coordinator distributes documentation forms to schools
- Initial documentation forms are turned in to PayPLUS Coordinator for approval
- PayPLUS Coordinator creates reports of survey data to be shared with schools.
- PayPLUS Coordinator meets with each school's leadership team to review student survey data and assist in creating a plan to address identified problems
- PayPLUS Coordinator meets with mentor teachers (Once each month)
- Coordinator meets with PayPLUS committee members (Once each 9 weeks)
- October-PayPLUS Coordinator pulls attendance data for 1st 9 weeks

Winter

- PayPLUS Coordinator pulls attendance data for 2nd 9 weeks-Attendance bonuses paid out for first semester.
- Collaborative Team grant recipients turn in report of progress to PayPLUS coordinator
- PayPLUS Coordinator pulls attendance data for 3rd 9 weeks

Spring

- Schools turn documentation forms for leadership and school culture components
- PayPLUS Coordinator pulls 4th 9 weeks attendance data
- Results for Collaborative Team grant recipients turned in to PayPLUS Coordinator
- Applications for curriculum project published
- Curriculum Project workers hired
- Attendance, leadership and Collaborative Team grant bonuses paid out
- PayPLUS Coordinator disseminates data and determines bonuses for school culture and teacher effectiveness
- PayPLUS Coordinator receives data and determines AYP status
- August-school culture, AYP, and principal bonuses are paid out

Year 4-August 2013-2014

Fall

- School Culture, AYP, and principal bonuses are paid out
- Distribute employee contracts
- Distribute Collaborative Team grant applications
- Complete student surveys using Survey Monkey
- PayPLUS Coordinator distributes documentation forms to schools
- Initial documentation forms are turned in to PayPLUS Coordinator for approval
- PayPLUS Coordinator creates reports of survey data to be shared with schools.

- PayPLUS Coordinator meets with each school's leadership team to review student survey data and assist in creating a plan to address identified problems
- PayPLUS Coordinator meets with mentor teachers (Once each month)
- Coordinator meets with PayPLUS committee members (Once each 9 weeks)
- October-PayPLUS Coordinator pulls attendance data for 1st 9 weeks

Winter

- PayPLUS Coordinator pulls attendance data for 2nd 9 weeks-Attendance bonuses paid out for first semester.
- Collaborative Team grant recipients turn in report of progress to PayPLUS coordinator
- PayPLUS Coordinator pulls attendance data for 3rd 9 weeks

Spring

- Schools turn documentation forms for leadership and school culture components
- PayPLUS Coordinator pulls 4th 9 weeks attendance data
- Results for Collaborative Team grant recipients turned in to PayPLUS Coordinator
- Applications for curriculum project published
- Curriculum Project workers hired
- Attendance, leadership and Collaborative Team grant bonuses paid out
- PayPLUS Coordinator disseminates data and determines bonuses for school culture and teacher effectiveness

- PayPLUS Coordinator receives data and determines AYP status
- August-school culture, AYP, and principal bonuses are paid out

Year 5 August 2014-2015

Fall

- School Culture, AYP, and principal bonuses are paid out
- Distribute employee contracts
- Distribute Collaborative Team grant applications
- Complete student surveys using Survey Monkey
- PayPLUS Coordinator distributes documentation forms to schools
- Initial documentation forms are turned in to PayPLUS Coordinator for approval
- PayPLUS Coordinator creates reports of survey data to be shared with schools.
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- October-PayPLUS Coordinator pulls attendance data for 1st 9 weeks

Winter

- PayPLUS Coordinator pulls attendance data for 2nd 9 weeks-Attendance bonuses paid out for first semester.
- Collaborative Team grant recipients turn in report of progress to PayPLUS coordinator

- PayPLUS Coordinator pulls attendance data for 3rd 9 weeks

Spring

- Schools turn documentation forms for leadership and school culture components
- PayPLUS Coordinator pulls 4th 9 weeks attendance data
- Results for Collaborative Team grant recipients turned in to PayPLUS Coordinator
- Applications for curriculum project published
- Curriculum Project workers hired
- Attendance, leadership and Collaborative Team grant bonuses paid out
- PayPLUS Coordinator disseminates data and determines bonuses for school culture and teacher effectiveness
- PayPLUS Coordinator receives data and determines AYP status
- August-school culture, AYP, and principal and teacher effectiveness bonuses are paid out

The district already has in place policies, procedures, and personnel to insure support for the PayPLUS project including a chief school financial officer, an experienced grant director, a superintendent and five member school board, annual external audits, and of course, the experience of having conducted a successful performance pay system previously.

Personnel

A director will be hired to coordinate the planning process and oversee the program. This person will be responsible for training, collecting data and overseeing the day to day operations which will include looking at data, training mentor and master teachers, and working with school personnel. This position will require a master's degree, at least five years of experience, and administrative certification. Members of the PayPLUS committee who created the plan will also be a part of the decision making process. Master teachers will be hired for the second full year of implementation.

Continued Funding

Professional development for teachers, including master and mentor and the curriculum project, will be gradually funded by Title I professional development funds. The State of Alabama pays school systems for five sick days per employee, money that will be used to pay bonuses for teachers with perfect attendance. As part of "Race to the Top" the state is proposing to develop teacher-differentiated pay based on effectiveness. This program will be developed over the next five years and, by the time this grant ends; funding should become available through the state to support current programs. The county coordinator has also demonstrated the ability to sustain programs beyond the life of initial grants. She actively writes grants for the district and individual schools and continuously looks for other grants or funding sources that might support district initiatives. Funding will also be sought from local businesses as increased academic success is shown. With Title I, state funding, local funding and additional grants, Butler County can gradually assume the financial responsibility and be able to sustain this program beyond the life of the grant.

In year three of implementation Butler County School System will begin assuming financial responsibility of PayPLUS. State attendance allotment will be used to pay attendance bonuses. Title I and Title II funds will be used to pay for curriculum project and other professional development activities. Over the next two years of the project we will work with state representatives to secure state funding to ensure the continuation of the program. Funds not expended each will carryover to prolong funding. The project coordinator will seek political discretionary funds as well as all other political sources of funds in subsequent years to sustain the project.

Quality of Local Evaluation

- raising student achievement

Schools will show an increase from the previous year on at least two standardized test. For those schools not using standardized tests district assessments will be used. The PayPLUS coordinator and PayPLUS committee will determine the percentage of growth needed to achieve the teacher effectiveness bonus during the planning period.

- increasing the effectiveness of teachers, principals and other personnel

Based on the levels of teacher effectiveness outlined by EDUCATEAlabama (emerging, applying, integrating, and innovating) as a system we will show a 3% increase each year in the number of teachers achieving integrating or innovating status on specific indicators.

- retaining and recruiting effective teachers, principals, and other personnel

Rate of teacher turnover will decrease by 5% by the end of the five year implementation cycle.

PayPLUS program is designed to improve the culture of our schools and, in turn, lead to improved student-teacher relationships, teacher, student, and parent satisfaction and, ultimately, student achievement by compensating employees for service to schools and students that leads to positive academic, social and emotional growth.

We will use local evaluations to determine bonuses and outside evaluation to determine effectiveness of program and to identify areas for improvement.

Evaluation Data

Pay will be based on student data, school data, quality of teaching, and leadership. DecisionEd data base will be used to collect quantitative data on attendance and school culture components, EDUCATEAlabama, LEADAlabama, and district Management and Instructional observation forms will be used for qualitative data. District observation forms were created using current research of best practices in instruction and are aligned with state standards. Additional observation forms adapted from the Alabama Quality Teacher Standards will be created for use by mentor teachers.

Evaluation Feedback

Mentor and master teachers will observe and work closely with teachers assigned to them. Groups will meet once a week. Master and Mentor teachers and site administrators will work with groups of teachers to review data and instructional practices and conduct training. Individuals will meet with mentor and master teachers

individually as needed for targeted support. Two EDUCATEAlabama observations will be done by site administrators in the fall and spring of each year. District management and instructional observation forms will be used by administrators multiple times each nine weeks. The EDUCATEAlabama and district observations will provide teachers with constant feedback on teaching strategies. The PayPLUS coordinator will monitor attendance and other data pertaining to the program and provide constant feedback to the schools. Student, teacher and parent surveys will be administered at the beginning and end of the schools. After data is compiled, the PayPLUS coordinator will meet with leadership teams at each school site to discuss findings and create a plan to address issues raised by the surveys. The same procedure will be followed with surveys at the end of the year. The coordinator will meet with members of the PayPLUS committee once each nine weeks to review and discuss plan implementation at each school, address any concerns or make any needed adjustments.

In order to make the PayPLUS program as effective as possible the district believes it is important to have an outside evaluator evaluate the effectiveness of our program as a whole. A contract with MAP (Management Analysis and Planning) will be established to conduct evaluations on year two and three of implementation. This was very beneficial during the first implementation and it will enabled Butler County to make adjustments to the program and increase effectiveness in achieving the system goal of improved teaching and learning. Having unbiased data showing the effectiveness of the program will also help secure future funding from other sources.

Core Element Implementation Plan

Butler County's original pay incentive plan, though proven to be successful, did not have all of the five core elements in place. Because of this Butler County will implement a planning year in order to thoroughly develop the core elements the plan is currently lacking.

Core Elements in Existing Program

(A). A plan for effectively communicating to teachers and administrators, other school personnel, and the community at-large the components of its PBCS

When Butler County's original pay incentive program was created, all components of the plan were presented in multiple ways. Presentations were made at Board meetings, system institutes, and faculty meetings. During these meeting all components and actual amounts of incentives were presented. The local newspaper also wrote several stories during the initial planning phase and once the program was in place. The procedure document outlining the program was also posted on the district's web site.

The same procedures were used to present updates in the plan when the second year of implementation began. The PayPLUS Coordinator also worked with administrators to make sure all components were clearly understood as the program was implemented. When stakeholders were interviewed the general consensus was that the presentations did an effective job of clearly presenting all components of PayPLUS and how all components worked. The same procedures will be followed

before implementation of the updated plan.

(B) The involvement and support of teachers, principals, and other personnel and the involvement and support of unions participating that is needed to carry out the grant.

The state of Alabama does not currently have a Teacher's Union so this was not an issue when creating our pay incentive program. Butler County did involve a wide variety of personnel. Not only was it important for all employees to have an opportunity to participate and be eligible for some form of incentive, it was important to have employee understanding and buy-in in order for the plan to be successful. Because of this, the plan was developed by a system-wide committee composed of three representatives from each school or site and central office staff members. Committee members were chosen from classified (secretaries, janitors, lunchroom workers, bus drivers) and certified (teachers, counselors, administrators) personnel representing a cross section of subjects and grade levels.

Butler County's theory was that all employees who come in contact with a student on a daily basis play a part in the success of that student. Further, if the overall success of our system as a whole depends on all staff, they should all have the opportunity to participate in PayPLUS.

Core Elements to be Developed during Planning Period

(c) Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth (as a significant factor, as well as classroom observations conducted at least twice during the school year.

During the first implementation of PayPLUS, the district did not implement an effectiveness bonus for teachers or administrators. The plan did address student

academic growth, but did not drill down to specific teachers or principals. The updated plan will use quantitative and qualitative data to determine a bonus for both principals and teachers using value-added data. 50% of effectiveness bonus will be based on EDUCATEAlabama for teachers and LEADAlabama for principals. 50% will be awarded based on improved student achievement for teachers and the school achieving the school culture (which includes student achievement) component for principals.

Both EDUCATEAlabama and LEADAlabama use evaluation rubrics based on Alabama Quality Teaching or Leadership standards. They use a rubric to assign levels of practice. Both evaluations are strictly formative systems designed to provide data about a teacher's and principal's current performance against the Alabama Quality Standards.

Criteria for achievement of both portions of the effectiveness bonus for teacher and principal effectiveness will be established by the PayPLUS coordinator and PayPLUS committee during the planning period.

Teachers and administrators will be observed twice a year using EDUCATEAlabama and LEADAlabama. In addition teachers will be observed by administrators and mentor teachers using district management and instructional forms. By year three of implementation, master teachers will be hired and will also evaluate teachers. EDUCATEAlabama will be used by administrators and master teachers and district observation forms will be used by mentor teachers. All evaluators will be trained and evaluated for reliability. The PayPLUS Coordinator and other district office personnel will periodically conduct observations to check consistency and reliability of scores.

(D) A data-management system that can link student achievement data to teacher and principal payroll and human resource system

In order to look at data more effectively the DecisionED data system will be purchased. The PayPLUS Coordinator will be able to design reports that effectively identify teacher practices and their relationship to student growth. This system will be able to access all existing data from current programs and any data the district wishes to enter, the district's ability to look at student growth trends, create growth models, and look at all indicators that may have an effect on student achievement will be increased and made easier. DecisionED data system will be an invaluable asset not only in determining teacher effectiveness, but district trends and weaknesses as well.

This system will be purchased in October of the initial planning period. All data will be loaded; employees trained and needed reports designed. By April teacher and administrators will begin training on and using the data system. The DecisionEd system is designed to use "dashboards" for each level of user. Teachers will be able to login and access multiple types of data both at the class and student level. Principals will be able to access a "dashboard" showing all data for all students and teachers within a school.

The district "dashboard" will included observational data on teachers and administrators, evaluation results, attendance data on teachers and students as well as discipline, grade history, all current assessment data both standardized and district on students. The district will be able to identify teacher and student behaviors and how

both relate to student achievement. This data will be used to determine principal and teacher effectiveness bonuses.

By using this program, not only at the district level, but at all levels, it will make looking at data an easier process for all involved. This program will allow principals to look at school data more effectively and encourage teachers to look at class and individual student data more frequently and in more depth than ever before.

It will also enable the district to identify strengths and weaknesses in instruction to better serve teachers through meaningful professional development based on their identified needs.

(E) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practices

During initial training for the DecisionEd data system, teachers and principals will be shown the reports that will be used for determining both teacher and principal effectiveness. The teachers and principals will have daily access to the data for monitoring progress. Throughout the school year, the PayPLUS coordinator will work with principals and teachers to evaluate data used in determining effectiveness bonuses. Individual, school, and district professional development will be based on data received. DecisionEd will provide all necessary training of teachers and principals as contracted (budgets include these costs).

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **Butler County PayPLUS High Needs Documentation** Pages: **0** Uploaded File: **TIF - High-Needs School Documentation (2).doc**

High-Needs School Documentation

2008-2009

School	Free & Reduced Lunch	ARMT % scoring at Level III & Level VI	SAT 10 Math Average Percentile Ranking	SAT 10 Reading Average Percentile Ranking
Greenville High	75%			
R. L. Austin	87%	65%	36	36
Georgiana School	79%	70%	48	47
Greenville Middle	79%	73%	44	46
Greenville Elem.	85%	79%	47	45
W.O. Parmer Elem.	87%		49	52
McKenzie School	64%	89%	66	63

*R.L. Austin Elementary School and Georgiana High merged in 2009.

School : R. L. Austin	ARMT Math Level III & Level IV	ARMT Reading Level III & Level IV	SAT 10 Math Average Percentile Ranking	SAT 10 Reading Average Percentile Ranking
3 rd grade	38	67	26	27
4 th grade	56	70	43	41
5 th grade	60	75	32	34
6 th grade	60	87	42	41

School: Georgiana School	ARMT Math	ARMT Reading	SAT 10 Math Average Percentile Ranking	SAT 10 Reading Average Percentile Ranking
7 th grade	61%	83%	50	50
8 th grade	67%	71%	45	44

School: Greenville Middle	ARMT Math Level III & Level IV	ARMT Reading Level III & Level IV	SAT 10 Math Average Percentile Ranking	SAT 10 Reading Average Percentile Ranking
5 th grade	82%	72%	47	54
6 th grade	69%	80%	43	44
7 th grade	81%	74%	48	48
8 th grade	62%	59%	38	37

School : Greenville Elementary	ARMT Math	ARMT Reading	SAT 10 Math Average Percentile Ranking	SAT 10 Reading Average Percentile Ranking
3 rd grade	68	77	43	37
4 th grade	83	86	51	52

School :W.O. Parmer Elementary	SAT 10 Math Average Percentile Ranking	SAT 10 Reading Average Percentile Ranking
1 st grade	54	43
2 nd grade	59	55

McKenzie School	ARMT Math Level III & Level IV	ARMT Reading Level III & Level IV	SAT 10 Math Average Percentile Ranking	SAT 10 Reading Average Percentile Ranking
1 st grade				
2 nd grade				
3 rd grade	90	86	64	58
4 th grade	95	97	67	67
5 th grade	97	94	73	79
6 th grade	93	100	74	67
7 th grade	84	83	67	65
8 th grade	75	71	48	41

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Butler County - Principal letters & PayPLUS contract** Pages: **0** Uploaded File: **TIF - Principal Letters & PayPLUS contract.doc**

The Butler County Board of Education only has three principals in place at this time. All three committed to participate in PayPLUS if we are fortunate enough to receive the TIF grant. The letters were sent through email due to time constraints and one principal being out of town.

The employee contract is also included. Because we had such high employee participation (99%) during our last implementation of PayPLUS, employee buy-in nor participation will be an issue.

From: Dean, Joseph

Sent: Monday, June 28, 2010 11:32 AM

To: Norris, Litta

To: Whom It May Concern

From: Joseph Dean, Principal of Georgiana School

Date: June 27, 2010

Purpose: Pay Plus

The purpose of this letter is to show my support for Pay Plus. As a result of the implementation of the Pay Plus Program, our district and specifically Georgiana School; experienced growth in a variety of areas. I think it would be phenomenal if our district was able to reinstitute such a "new age" program.

Sincerely,

Joseph Dean, Principal of Georgiana School

From: Williams, Randy
Sent: Monday, June 28, 2010 2:10 PM
To: Norris, Litta
Subject: LETTERHD

McKenzie High School

Home of the Tigers

Randy Williams, Principal
221 North Garland Road
McKenzie, Al. 36456

Telephone 334-374-2711
Fax 334-374-8108

6-28-10

To: Butler County School System
Litta Norris

Re: PayPLUS Grant

Please be advised that McKenzie High School will be a willing participant in any program that promotes teacher pay based on teacher effectiveness. As a former participant in the Butler County Schools PayPLUS program, I would be most interested in seeing this innovative and motivational incentive to be reinstated in our schools.

Randy Williams

From: Sawicki, Catherine
Sent: Monday, June 28, 2010 2:30 PM
To: Norris, Litta
Subject: RE: letter of commitment

Attachments:

Dear Mrs. Norris:

As principal of W. O. Parmer Elementary School, I am submitting this letter as my commitment to participate in the upcoming pay plus incentive program. I found the former PayPlus program was both motivational and rewarding.

Sincerely,



**Salary
Augmentation
System**



_____ I elect to participate in the **PayPLUS** Salary Augmentation System

_____ I elect **not** to participate in the **PayPLUS** Salary Augmentation System

_____ I acknowledge receipt of the Board policy for the **PayPLUS** Salary Augmentation System

_____ Employee Name (please print)

_____ Date

_____ Employee Signature

School/Department _____

Project Narrative

Other Attachments

Attachment 1:

Title: **Job Descriptions and INDIRECT COSTS form** Pages: **0** Uploaded File: **TIF - Job Descriptions and INDIRECT COSTS form.doc**

Job Description: Master Teacher

Qualifications:

- Valid Alabama teaching certificate
- Master's degree or National Board Certified Teacher
- At least five years of successful teaching experience as measured by performance evaluations and student data
- At least one year serving as a mentor teacher

Description of duties:

- Provide teachers on site, job-embedded professional development
- Conduct classroom observations and teacher conferences.
- Assume an active role as a member of the school leadership team
- Take an active role in building-level decision making
- Be responsible for supervising site based mentor teachers
- Analyze school-wide data
- Oversee planning, facilitation, and follow-up of collaborative group meetings
- Team-teach with colleagues, demonstrate/model lessons, develop and help implement curriculum
- Observe and provide peer assistance and coaching towards meeting teacher's individual goals
- Coach teachers in effective instructional strategies in a variety of content areas
- Evaluate teacher performance using EDUCATEAlabama and district observation forms.
- Participate in workshops, seminars, conferences and/or advanced coursework which further advance knowledge of current trends in effective instructional practices

Knowledge, Skills, and Abilities:

- Utilize effective data-based problem-solving skills
- Demonstrate effective collaboration skills
- Employ effective coaching skills
- Use effective strategies for differentiating instruction
- Exhibit knowledge of standards-based curriculum
- Communicate effectively, interact professionally and harmoniously with parents, school personnel, and students

Job Description: Mentor Teacher

Qualifications:

- Valid Alabama teaching certificate
- Master's degree or National Board Certified Teacher
- At least four years of successful teaching experience as measured by performance evaluations and student data

Description of duties:

- Provide teachers on site, job-embedded professional development
- Assume an active role as a member of the school leadership team
- Plan and facilitate collaborative group meetings
- Team-teach with colleagues, demonstrate/model lessons, develop and help implement curriculum
- Observe and provide peer assistance and coaching towards meeting teacher's individual goals
- Coach teachers in effective instructional strategies in a variety of content areas
- Participate in workshops, seminars and conferences which further advance knowledge of current trends in effective instructional practices

Knowledge, Skills, and Abilities:

- Strong communication skills with an understanding of how to facilitate growth in adults
- Demonstrate effective collaboration skills
- Employ effective coaching skills
- Use effective strategies for differentiating instruction
- Exhibit knowledge of standards-based curriculum
- Communicate effectively, interact professionally and harmoniously with parents, school personnel, and students

Job Description : PayPLUS Coordinator

Qualifications:

- Valid Alabama teaching certificate
- Master's degree
- At least five years successful teaching experience
- Administrative certification

Duties and Responsibilities:

- Coordinates system-wide data collection for reports pertaining to pay incentive program
- Creates reports within DecisionEd data system
- Provides leadership in planning with schools to meet targeted goals
- Maintains accurate records, reports, accounts and documentation
- Assist in assessing the educational needs at both the school level and the LEA level
- Communicates and cooperates with the principals of schools in addressing school needs
- Supervise the planning, monitoring and implementation of the PayPLUS program
- Plan and oversee meetings with PayPLUS committee
- Supervise master and mentor teachers
- Organize meetings and make presentations with stakeholders to ensure understanding of all components of payPLUS
- Participate in recruiting activities
- Reviews data to determine professional development needs for schools and district

Knowledge, Skills, and Abilities

- Utilize effective data-based problem solving skills
- Basic computer knowledge
- Strong communication skills
- Demonstrate effective collaboration skill
- Communicate effectively, interact professionally and harmoniously with parents, school personnel, and students

LEA: BUTLER COUNTY



INDIRECT COST PROPOSAL
Fiscal Year 2011

CERTIFICATE OF INDIRECT COSTS

This is to certify that I have reviewed the indirect cost rate proposal submitted herewith and to the best of my knowledge and belief: (1) All costs included in this proposal from the Fiscal Year 2009 approved financial statement to establish fixed indirect cost rates for Fiscal Year 2011 are allowable in accordance with the requirements of the federal awards to which they apply and OMB Title 2 CFR Part 225, "Cost Principles for State and Local Governments"; Unallowable costs have been adjusted for in allocating costs as indicated in the indirect cost rate applications. (2) All costs included in this proposal are properly allocable to Federal awards on the basis of a beneficial or causal relationship between the expenses incurred and the awards to which they are allocated in accordance with applicable requirements. Further, the same costs that have been treated as indirect costs have not been claimed as direct costs. Similar types of costs have been accounted for consistently.

I declare that the foregoing is true and correct.

Signature of LEA Superintendent: 
Name of LEA Superintendent (Typed or Printed): JOSEPH DEAN
Date signed: 3/9/2010

FOR SDE USE ONLY

The following indirect cost rates are approved for Fiscal Year 2011:

Special Child Nutrition Program rate (if applicable):	<u>8.95 %</u>
Unrestricted Programs rate:	<u>11.37 %</u>
Restricted Programs rate:	<u>6.54 %</u>


Joseph B. Morton, State Superintendent of Education
Date Signed 4/3/2010

LEA Preparer/Contact:
Name: Brandi Burleson
Telephone #: 334/382-2665 Ext 1201
Fax #: 334/382/1845
Email address: brandi.burleson@butlerco.k12.al.us

Budget Narrative

Budget Narrative

Attachment 1:

Title: **PayPLUS Budget Narrative (Butler County)** Pages: **0** Uploaded File: **TIF - Budget Narrative-1.doc**

Budget Narrative

Year 1

Personnel

PayPLUS Coordinator (master's -12 month)

Fringe Benefits

PayPlus Coordinator
(retirement, social security, FICA, unemployment)
Insurance

Travel

Teacher Incentive Fund Grantee Meeting
3 people 4 days
airfare (\$600 x 3)
lodging (\$160 x 3 x4)
per diem expenses (\$40 x 3 x 4)
mileage (90 miles x .50 x 3)

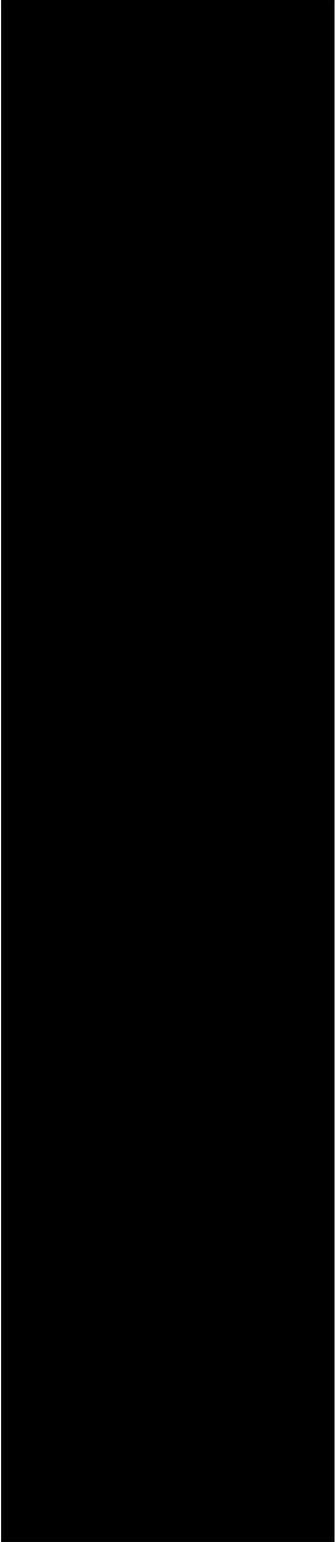
Teacher Incentive Fund Topical Meeting
2 people 4 days
airfare (\$600 x 2)
lodging (\$160 x 2 x 4)
per diem expenses (\$40 x 2 x 4)
mileage (90 miles x .50 x 2)

Equipment

Hardware-additional storage (data base)
Computer
Printer
SQL Server (\$1500 x 2)

Supplies

Office Supplies
Presentation supplies for professional development



Contractual
Data system

Other
Printing-Brochures

Total Direct Costs

Indirect Costs

Total Costs for year 1



**Year 2-Full implementation
Personnel**

PayPLUS Coordinator (master's-12 month)

Fringe Benefits

PayPLUS Coordinator (master's-12 month)
retirement, social security, medical, unemployment
insurance

Travel

Teacher Incentive Fund Grantee Meeting

3 people 4 days

airfare [redacted]
lodging [redacted]
per diem expenses [redacted]
mileage ([redacted])

Teacher Incentive Fund Topical Meeting

2 people 4 days

airfare [redacted]
lodging [redacted]
per diem expenses ([redacted])
mileage [redacted]

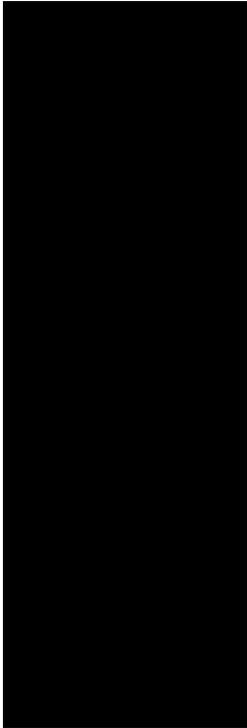
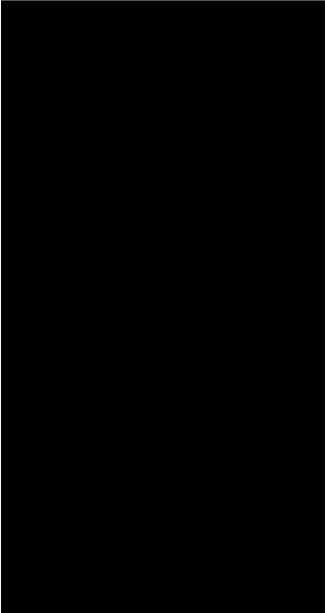
Equipment

Supplies

Office Supplies
Presentation supplies for professional development

Contractual

Outside Evaluation-2 year contract (1st year)
Data System- site license and tech support



Other

Employees will be paid based a number of criteria outlined in the PayPLUS plan. Components include: attendance, AYP, School Culture, leadership, National Board Certification, teacher effectiveness, curriculum project, principal effectiveness, as well as awarded collaborative team grants.

Attendance-\$ [redacted]
Grade Level/department head/committee \$ [redacted]
Extracurricular Sponsor \$ [redacted]
Mentor teachers [redacted]
Nationally Board Certified- [redacted]
Collaborative Team Grants- [redacted]
Curriculum Project- [redacted] weeksx12 people
Principal Effectiveness bonus [redacted]
Teacher Effectiveness bonus [redacted]
AYP

District-certified [redacted]
classified [redacted]
School
certified [redacted]
classified [redacted]

School Culture
certified [redacted]
classified [redacted]

Benefits based on incentives::

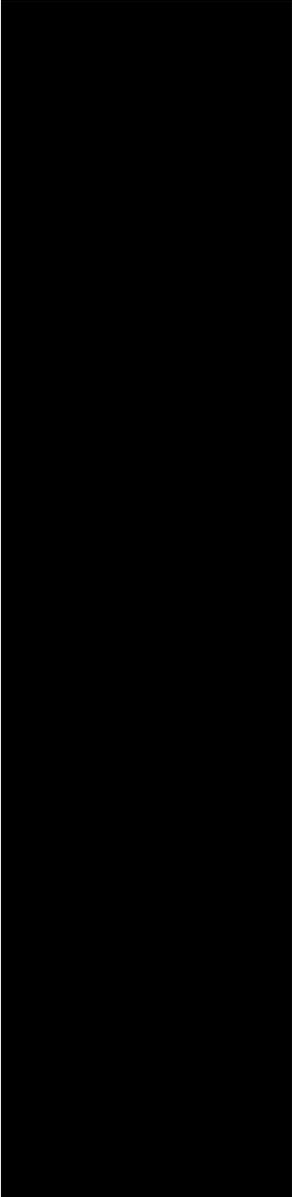
Professional Development

Printing-brochure

Total Direct Costs

Indirect Costs

Total Costs for year 2



Year 3

Personnel

PayPLUS Coordinator (master's 12 month)

Master Teacher [REDACTED]

total:

Fringe Benefits

PayPlus Coordinator (master's-12 month)

retirement, social security, unemployment
Insurance

Master Teachers

retirement, social security, medical, unemployment) [REDACTED]
Insurance [REDACTED]

total:

Travel

Teacher Incentive Fund Grantee Meeting

3 people 4 days

airfare [REDACTED]

lodging [REDACTED]

per diem expenses [REDACTED]

mileage [REDACTED]

Teacher Incentive Fund Topical Meeting

2 people 4 days

airfare [REDACTED]

lodging [REDACTED]

per diem expenses [REDACTED]

mileage [REDACTED]

total:

Equipment

Supplies

Office Supplies

Presentation supplies for professional development

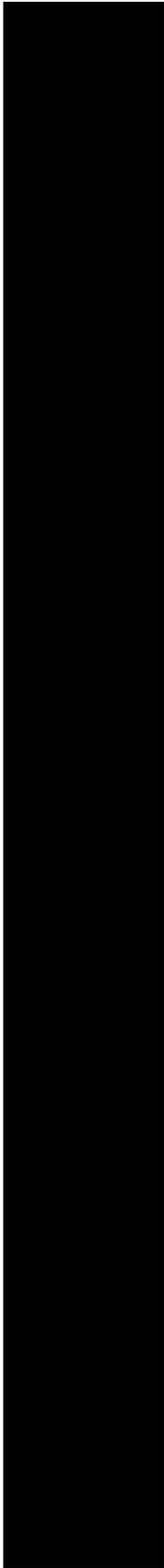
total:

Contractual

Outside Evaluation (year 2)

Data System

total:



Other

Attendance-\$ [redacted]
Grade Level/department head/committee \$ [redacted]
Extracurricular Sponsor \$ [redacted]
Mentor teachers \$ [redacted]
Nationally Board Certified-\$ [redacted]
Mini Grants- \$ [redacted]
Curriculum Project- \$ [redacted] weeksx12 people
Principal bonus-\$ [redacted]
Teacher effectiveness bonus \$ [redacted]

AYP

District

certified \$ [redacted]
classified \$ [redacted]

School

Certified \$ [redacted]
classified \$ [redacted]

School Culture

certified \$ [redacted]
classified \$ [redacted]

Benefits based on incentives

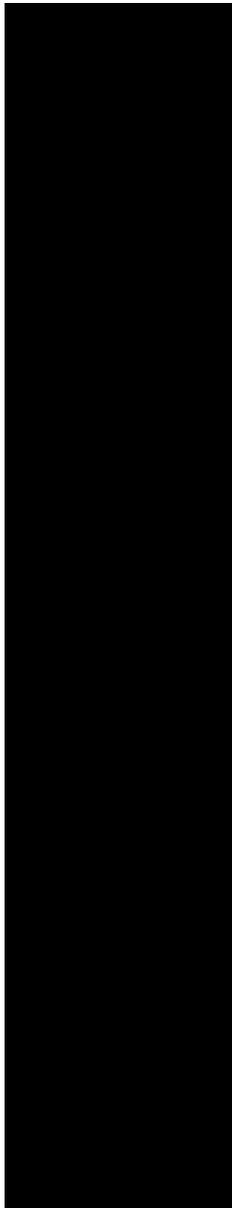
Professional development
Printing-brochure

total:

Total Direct Costs

Indirect Costs

Total Costs for year 3



Year 4

Personnel

PayPLUS Coordinator (master's-12 month)

Master Teacher \$ [REDACTED]

total

Fringe Benefits

PayPlus Coordinator (master's-12 month)

retirement, social security, unemployment
Insurance

Master Teachers

retirement, social security, medical, unemployment) [REDACTED]

Insurance [REDACTED]

total

Travel

Teacher Incentive Fund Grantee Meeting

3 people 4 days

airfare [REDACTED]

lodging [REDACTED]

per diem expenses [REDACTED]

mileage [REDACTED]

Teacher Incentive Fund Topical Meeting

2 people 4 days

airfare [REDACTED]

lodging [REDACTED]

per diem expenses ([REDACTED])

mileage [REDACTED]

total:

Equipment

Supplies

Office Supplies

Presentation supplies for professional development

total:

Contractual

Outside Evaluation (year 2)

Data System

total:

Other

Attendance-\$ [redacted]
Grade Level/department head/committee \$ [redacted]
Extracurricular Sponsor \$ [redacted]
Mentor teachers \$ [redacted]
Nationally Board Certified-\$ [redacted]
Mini Grants- \$ [redacted]
Curriculum Project- \$ [redacted] weeksx12 people
Principal bonus-[redacted]
Teacher effectiveness bonus [redacted]
AYP

District

certified \$ [redacted]
classified \$ [redacted]

School

Certified [redacted]
classified \$ [redacted]

School Culture

certified \$ [redacted]
classified \$ [redacted]

Benefits based on incentives

Professional development

total:

Total Direct Costs

Indirect Costs

Total Costs for year 4



Year 5

Personnel

PayPLUS Coordinator (master's-12 month)

Master Teacher \$ [REDACTED]

total:

Fringe Benefits

PayPlus Coordinator (master's-12 month)

retirement, social security, unemployment
Insurance

Master Teachers

retirement, social security, medical, unemployment) [REDACTED]
Insurance [REDACTED]

total:

Travel

Teacher Incentive Fund Grantee Meeting

3 people 4 days

airfare [REDACTED]

lodging [REDACTED])

per diem expenses [REDACTED]

mileage [REDACTED]

Teacher Incentive Fund Topical Meeting

2 people 4 days

airfare [REDACTED]

lodging [REDACTED]

per diem expenses ([REDACTED]

mileage [REDACTED]

total:

Equipment

Supplies

Office Supplies

Presentation supplies for professional development

total:

Contractual

Outside Evaluation (year 2)

Data System

total:

Other

Attendance-\$ [redacted]
Grade Level/department head/committee \$ [redacted]
Extracurricular Sponsor \$ [redacted]
Mentor teachers \$ [redacted]
Nationally Board Certified-\$ [redacted]
Mini Grants- \$ [redacted]
Curriculum Project- [redacted] weeksx12 people
Principal bonus-[redacted]
Teacher effectiveness bonus \$ [redacted]

AYP

District

certified [redacted]
classified [redacted]

School

Certified [redacted]
classified [redacted]

School Culture

certified [redacted]
classified [redacted]

Benefits based on incentives

Professional development

total:

Total Direct Costs

Indirect Costs

Total Costs for year 5

Total for years 1-5



